



CATHOLIC DISTRICT SCHOOL
BOARD OF EASTERN ONTARIO

SCHOOL Re-entry Plan 2021

Consultation & Communication

School Site Preparation

Prepare the Staff

Prepare the Students

School Operations

Hygiene and Cleaning



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Introduction

Over the past year, the Catholic District School Board of Eastern Ontario (CDSBEO) staff have led with creativity, empathy and resilience during these incredibly challenging times of COVID-19. We celebrate and honour the efforts of staff, students, families, and community members who have risen to this unprecedented challenge. With this in mind, we prepare for the 2021-22 school year with hope and optimism. We recognize the importance of returning students to a more normal, full-time, in-person learning environment as we know this is key to their well-being and long-term success.

As the public health situation evolves over the coming months, the Ministry of Education will continue to consult with and act on the advice of public health officials, including Ontario's Chief Medical Officer of Health. While the success of Ontario's vaccination program is promising in providing protection against COVID-19 and its variants, greater vaccination coverage is required across all age cohorts, recognizing our youngest learners are not currently eligible for a vaccine. As recommended by Ontario's Science Table, the Hospital for Sick Children, and the Children's Hospital of Eastern Ontario, this necessitates a cautious start to reopening our schools. The Ministry will continue to monitor the COVID-19 situation with the aim of creating a more normal experience for Ontario students, as recommended by Ontario's Chief Medical Officer of Health.

Sick Kids provided their recommendations and guidance for the reopening of schools in September 2020, [COVID19: Guidance for School Reopening - Sick Kids Recommendations](#). Sick Kids suggests COVID-19 related risks to students need to be weighed against other risk factors, including mental health. Schools serve an essential role in allowing students to connect with peers and with educators. We know that relationships with other students and with staff are important for each student to meet with academic success. The experts at CHEO have pointed out that we need to balance the possible risk of exposure to COVID-19 with the effects of continued isolation and the lack of social interaction. This is a positive public health development and has resulted in a position whereby the Ministry of Education is able to direct various protocols and procedures for school boards for the return to in-person learning with enhanced health and safety measures to remain in place.

This past school year has proved challenging, but students and staff have shown much resiliency since March 13, 2020, when COVID-19 began to affect the schools and administrative buildings in the CDSBEO. During the 2020-21 school year, there were periods of school closures required to slow the spread of COVID-19. CDSBEO schools, including staff and students, were able to pivot to full online remote distance learning during these closure periods in accordance with the requirements outlined in [Policy/Program Memorandum \(PPM\) No. 164](#), while still providing our special education students with in-person learning opportunities, where required, due to the nature of student needs.

In preparation for the 2021-2022 school year, the CDSBEO has updated this School Re-Entry Plan for September 2021. The updates are based on current Ministry of Education and Public Health guidance. The Plan continues to be subject to change and is guided by direction from Ontario's Chief Medical Officer of Health, the Ministry of Education, and local Public Health. It is based on the best available information and conditions related to the COVID-19 pandemic and a [COVID-19 - Guide to Reopening Schools 2021-2022](#) originally released by the Ministry of Education on August 3, 2021, updated on August 13, 2021 and August 27, 2021. This guidance document constitutes a return to school direction issued by the Ministry of Education and approved by the Office of the Chief Medical Officer of Health for the purposes of regulations made under the [Reopening Ontario \(A Flexible Response to COVID-19\) Act, 2020](#).

This Plan will continue to evolve and be adjusted, where required, based on public health advice and information that becomes available as the status of the COVID-19 pandemic changes.

The School Re-Entry Plan is founded on three guiding principles:

- 1 Keep All Staff and Students Safe/Healthy
- 2 Provide Continuity of Learning through In-Person, Distance and/or Adaptive Instruction
- 3 Ensure Flexibility to Address Access and Equity Needs of All Learners

The significant adaptations that may be necessary in the next school year will continue to require careful communication and collaboration with teacher federations, education worker unions and employee representatives. The CDSBEO will continue to engage with our education partners as part of this School Re-Entry Plan.

Executive Summary

As required by the Ministry of Education, the intent of this School Re-Entry Plan is to build on the School Re-Entry Plan from the 2020-21 school year and to identify the key steps taken in preparation for school in the Fall of 2021 and to plan out three (3) possible models for education and curriculum delivery under which our CDSBEO schools will open to students in September 2021.

Schools are large gathering places and, when at full capacity, can contain hundreds of students and staff at any given time. With the expectation that restrictions will still guide us once schools and administrative buildings reopen following the third wave of COVID-19, the CDSBEO is reviewing several key considerations and scenarios and how those may be addressed.

Final decisions, and any future changes to decisions, requirements and guidance will come from the Ministry of Education, Eastern Ontario Health Unit, Leeds, Grenville and Lanark District Health Unit and/or other public health agencies.

Although Ontario has been successful in ‘flattening the curve’ under school closure periods, without herd immunity in place, we know that school in September 2021 will continue to look differently than our standard conventional classroom delivery we are all accustomed to. A fully developed plan, including timelines, requires collaboration with many stakeholders including our education partners, CPCO, OECTA, CUPE, non-affiliated staff, Student Transportation of Eastern Ontario (STEO), trustees, childcare partners and parents/guardians. The vaccine distribution in Ontario continues to roll out, including plans for full vaccination of students aged 12 to 17 prior to September 2021. This provides optimism that a full return to a normal conventional school day, without restrictions, is in the not-too-distant future.

The health and safety of our staff and students remains the CDSBEO’s utmost priority. Our School Re-Entry Plan must keep this at the forefront of all decisions around various modes of education delivery during COVID-19.

Part A of this School Readiness Plan includes six (6) key steps in preparation for September 2021:

- Step 1: Consultation and Communication
- Step 2: Prepare the School Site
- Step 3: Prepare the Staff
- Step 4: Prepare the Students
- Step 5: School Operations
- Step 6: Hygiene & Cleaning

Each of the six (6) key steps will consider staff and student needs as they relate to the following:

- Communication
- Employee Wellness
- Personal Protective Equipment (PPE)
- School Services
- Cleaning
- Hygiene
- Instruction
- Transitioning

Considering the continuing uncertainty about public health risks, the CDSBEO is planning for three (3) scenarios for the delivery of curriculum for September 2021 as identified in Part B of this plan:

- Scenario 1 – Conventional Delivery
Normal school day routine with enhanced public health protocols, no cohorting applicable
- Scenario 2 - Adaptive Delivery Model A – **CDSBEO chosen model for September 2021**
Modified school day routine based on classroom cohorting, with students attending classes five days per week
- Scenario 3 – Online Remote Distance Learning
Full at-home online remote distance learning

It is imperative that the CDSBEO plan and prepare for all three (3) scenarios as the COVID-19 pandemic may change at any time and schools may be required to transition from one scenario to another with short notice.

For the upcoming 2021-22 school year, the Ministry of Education expects that every child and student regardless of their geographic location or socioeconomic status, will continue to learn. The global COVID-19 pandemic is an evolving and unprecedented situation that presents society and the education system with many challenges. Continuing student learning in Fall 2021 will require everyone in CDSBEO's education system to be responsive and adaptive in contributing to the success of our children and students.

Scenario for September 2021 - Start of School

The CDSBEO will be adopting **Scenario 2 – Adaptive Delivery Model A** for school startup in September 2021. This scenario incorporates the latest guidance provided by the Ministry of Education and the advice received from the local public Medical Officers of Health. This scenario also considers guidance provided by the Ministry of Education as part of the release of the Grants for Student Needs on May 8, 2021, as well as the [COVID-19 - Guide to Reopening Schools 2021-2022](#) originally released by the Ministry of Education on August 3, 2021, updated on August 13, 2021 and August 27, 2021. Local public health have also provided guidance on school reopening.

CDSBEO expects to deliver full in-person learning for the 2021-22 school year, beginning on Tuesday, September 7, 2021. Students in JK/SK will see a staggered entry beginning September 7th with all JK/SK students attending by September 10th.

Based on Ministry of Education direction and public health guidance at this time, access to online remote distance learning will remain available to parents/guardians for their child(ren) at least for the first half of the school year, in accordance with [Policy/Program Memorandum \(PPM\) No. 164](#). The continuation of online remote distance learning for the second half of the 2021-22 school year will only be confirmed later Fall 2021.

School Re-Entry Plan Timelines

As we approach the beginning of the 2021-22 school year, the direction provided in this School Re-Entry Plan will be updated as circumstances change. The CDSBEO is committed to formulating its plan for September 2021 and communicating it by mid-August. The foundation of this Plan is based on the latest Ministry of Education [COVID-19 - Guide to Reopening Schools 2021-2022](#) that was approved by the Office of the Chief Medical Officer of Health. The guidance outlined the continued expectations around school re-entry in September 2021 for both elementary and secondary schools. School Boards are still required to plan for circumstances where a change in the prevalence of COVID-19 could alter the delivery of curriculum in schools during the year. Further changes/refinements to this Re-Entry Plan beyond what is included in the [COVID-19 - Guide to Reopening Schools 2021-2022](#) have been provided by the Local Public Health Units.

Key Public Health Messages – School Re-Entry

As we look toward the 2021-22 school year, we will continue to focus on the health and well-being of students, families, and staff, while aiming to return to as normal conditions as are safely possible. Supporting the return to majority in-person classes will take the collective support of school boards, trustees, school administrators, teachers, staff, students, parents/guardians along with government, local public health units, and Ontario Health Services, working together to ensure adherence to the public health measures in place. Parents/guardians play a critical role as they support actions in the home (such as getting their child(ren) vaccinated, where possible, keeping students' home when sick and accessing testing if symptoms develop) that ultimately keep other students and staff safe. Click here for a list of [COVID-19 Symptoms](#).

The return to in-class instruction is not without risk of infection transmission. By bringing many people together in a closed setting, such as a school, we expect that cases and even outbreaks of COVID-19 may occur in some locations. Public health officials will be monitoring the situation closely and be ready with a plan that enables a rapid response to cases of COVID-19 in a school. The Ministry of Health recently updated the [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#). This response plan will include rapid identification of cases through easily accessible and expedient testing, rapid close contact identification, isolation, and consultation with local public health units. Medical Officers of Health will continue to collaborate with CDSBEO administration to identify risks and mitigation strategies which may include suspending in-person class for a group of students.

Based on information shared by local Public Health and the Ministry of Education vaccination is an important tool to help stop the spread of COVID-19 and allow students, families, and staff to safely resume normal activities. CDSBEO will continue to support our two local Public Health Units over the coming weeks and months to build on their progress to date and reach out to families regarding vaccination information and opportunities prior to and during the 2021-22 school year. [Learn more about COVID-19 vaccines for youth](#).

On August 17, 2021, the Ministry of Education announced its plan to introduce an immunization disclosure process for all public-funded school board employees and licensed childcare settings for the 2021-22 school year, with rapid antigen testing requirements for staff who are not immunized against COVID-19. This plan aligns with immunization measures already in place in Ontario's long-term care settings, and new requirements announced in health care and congregate care settings.

The Ministry of Education will require all school boards to implement a COVID-19 immunization disclosure process as an additional tool to advance safety and support local public health units in working with school boards to follow [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#). The process will require that school boards ensure all school board employees undertake one of the following:

- Provide an attestation and proof of full vaccination against COVID-19; or
- Provide a formal/official documented medical reason for not being vaccinated against COVID-19; or
- Participate in an educational program approved by the Ministry of Education and participate in regular rapid antigen testing requirements for individuals who are not fully vaccinated.

This approach will also apply to student placements, frequent school visitors (e.g. school nutrition program staff), and other professionals who deliver services in schools. It will also apply to student transportation drivers employed by transportation consortia.

School boards and transportation partners will be required to track and report on the implementation of the process, provide aggregated and depersonalized statistical information to the ministry and publicly disclose board-level immunization status data on a regular basis. To support a consistent approach, the ministry will undertake consultations with school boards in the near future.

Further details and guidance will be provided to support school boards in implementing the proposed process, testing approach, and reporting expectations for early Fall 2021.

CDSBEO will continue to employ multiple strategies and a layering of controls to support healthy and safer environments for students and staff. There is not one specific measure that will prevent transmission from occurring in schools, but rather there are multiple structural and individual elements that contribute to making schools healthier spaces and reduce the risk of infection to in-person attendees. Each of the control measures listed below provides some benefit in reducing the spread of COVID-19. However, it is the combination and consistent application of these layered controls as a bundle that is most effective for reducing disease spread in schools. These strategies include:

- All staff and students must self-screen every day before attending school. The province has provided a [screening tool](#) for use by all school boards. This tool may be updated throughout the school year as needed. Updates to the school screening tool align with the Ministry of Health's new [guidance](#) for individuals who may be experiencing post-vaccine symptoms. In particular, individuals who are experiencing certain minor symptoms that are compatible with COVID-19 but have received a COVID-19 vaccine in the past 48 hours, may still be able to attend school if these symptoms began after vaccination. All staff and students who are experiencing symptoms consistent with COVID-19 as identified in the screening tool, must not attend school and should follow the guidance provided in the screening tool, which may include seeking appropriate medical attention as required, and/or getting tested for COVID-19. The Ministry of Health has provided parents/guardians with a Student Assessment Tool based on a risk management approach for screening students to help parents decide if the child/youth can go to school or daycare, stay home until better, or stay home and go for testing. Refer to [COVID-19 school and child care screening tool](#).
- CDSBEO will follow the guidance provided by the Ministry of Health, [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#). This guidance outlines the roles and responsibilities in regards to prevention and preparedness, case and contact management, outbreak assessment and management, surveillance, coordination and communication for: Public Health Units, Ministry of Health, Ontario Health, Ministry of Education, School Administrators and School Boards, and the Ministry of Labour, Training and Skills Development.
- The Ministry may direct CDSBEO and schools to perform daily on-site confirmation of self-screening, such as during a period of potential higher transmission (e.g. after a holiday period). CDSBEO will have a process in place to implement on-site confirmation of self-screening of staff and students, if directed to do so. Essential visitors, parents and guardians, will be required to provide confirmation of daily self-screening prior to accessing school facilities. **All school boards are required to implement daily on-site confirmation of self-screening for the first two weeks of school, September 7th to 17th. Schools will communicate directly with parents/guardians on this requirement.**

- Mandatory masking for students in Grades 1 to 12 indoors on school property. Reasonable expectations on the requirement to wear masks will apply. Students who have completed the required exemption form for wearing a mask in Grades 1 to 12 must be able to physically distance themselves from others by a minimum of two (2) metres/six (6) feet at all times. Where this is not possible, consideration will be given to moving the student to remote learning. Students in Kindergarten will be strongly encouraged but not required to wear masks indoors based on Public Health advice.
- CDSBEO will continue to provide all school-based staff with the required personal protective equipment (PPE), including medical masks (surgical/procedural), eye protection and other PPE as appropriate based on the specific role/job functions (e.g. gloves, gowns, etc).
- Hand hygiene expectations when entering and exiting the school and classrooms, before and after eating, after using the washroom and before and after touching any shared items/equipment.
- Continual reminders of the importance of respiratory etiquette (e.g. cover coughs and sneeze, avoid touching the face and disposal of used tissues promptly, followed by hand hygiene)
- Enhanced environmental cleaning and disinfecting recommendations, including daily cleaning for all areas of the school, washrooms and high-touch surfaces cleaned several times a day and a regularly scheduled deep cleaning when students are not present
- Strict stay-at-home policy for any students and staff exhibiting symptoms of COVID-19
- Physical distancing recommendations
- Reorganizing of rooms to allow for more physical space, where feasible
- Cohorting of students by class, where possible
- The use of shared materials will be permitted in certain instances as the risk associated with transmission with shared objects is low. The focus will continue to be on regular hand hygiene and respiratory etiquette.
- When sharing equipment is required, the equipment should be cleaned between uses, if possible, or appropriate hand hygiene in place.
- Guiding foot traffic flow through entrances and hallways by using posters, markers on the floor or pylons/barriers, where necessary
- School assemblies, masses, or other student/school gatherings are not permitted at this time. This will be re-assessed by local public health once case counts have a sustained decline. When permitted, these activities should follow the relevant provincial requirements under the [Reopening Ontario Act](#).

- Regular parent traffic inside schools is not permitted at this time. Any essential visitors to a school are required to self-screen and to wear a medical mask (e.g. surgical/procedural) while on school premises. In addition, schools are expected to have a process in place to confirm the daily self-screening of all essential visitors prior to or upon their arrival at the school. The local public health unit may restrict visitor access to schools if necessary. Essential visitors will be subject to the vaccination confirmation process and providing proof thereof.

During 2020-21, the Ministry of Education continued to work with the Ministry of Health to ensure public health capacity supports school reopening, including the addition of public health nurses. If there are cases of COVID-19 identified within school settings, the Medical Officers of Health for our region will work directly with the school/board administration to respond and to provide follow-up recommendations and messaging for staff, parents/guardians, and students. It is important for the school to ensure that they collaborate with the Medical Officer of Health from their region. Children and students will be supported by their school to learn at home if they are required to isolate due to illness or because they were in contact with a case of COVID-19.

To support school boards in managing illness within the school or confirmed cases of COVID-19 within the school community, the ministry has developed the [Operational Guidance: COVID-19 Management in Schools](#). This document is intended to support the district school boards in preparation of outbreak monitoring.

PART A – Six Steps to Re-Entry

Step 1 – Consultation & Communication

In the year ahead, the CDSBEO remains committed to the health, safety and well-being of students and staff and the broader community. We recognize that disruptions due to the pandemic have impacted student learning, well-being and engagement. The continued uncertainty of the public health landscape for the upcoming school year will present ongoing challenges for the education sector. For the 2021-22 school year, CDSBEO will communicate regularly with the Ministry of Education and the local public health units as it is crucial to navigate the complex evolving COVID-19 environment, planning and reopening schools, and addressing other child health issues that emerge.

Majority In-Person School Attendance and Limited Online Remote Learning

The Ministry of Education has indicated that school boards should plan for majority in-person instruction for September 2021. An option will remain for parents to choose online remote distance learning, at least for the first half of the school year, however, with the continued decline in COVID-19 cases and increased vaccinations, it is expected that the number of students requiring access to online remote learning should significantly decline when compared to the 2020-21 school year. The offering of online remote distance learning will be reviewed by the Ministry of Education, Public Health and CDSBEO and will be in place for as long as public health circumstances require adapted delivery of education.

Opportunities to Opt Back Into Face-to-Face Instruction or Online Remote Distance Learning

Parents who choose the full online remote distance learning option for September 2021 for their elementary children will be expected to return to full in-person learning at the end of Term 1, February 7, 2022, unless the Ministry of Education, public health and the CDSBEO extends the availability of online remote distance learning, and you select this as your preferred learning model.

For secondary students who have opted for full online remote distance learning for September 2021, they can opt back into face-to-face learning in the regular classroom at the start of quad two, November 12, 2021. Secondary quad-mester dates have been included in an attached Appendix. It is possible that full in-person instruction, with a regular four-course load will resume for all secondary students on February 2, 2022, the beginning of a typical second semester.

Should parents/guardians decide to have students transition from online remote distance learning to in-person learning, this can only occur on the key dates indicated above.

The Ministry of Education will review the requirement for the continuation of full online remote distance learning for the second half of the 2021-22 school year in the Fall of 2021, pending the COVID-19 Provincial and regional landscape. Further information will be communicated to parents/guardians when known.

School Registration

Given the requirement to carefully assign students to classes and cohorts, the typical ability of schools to accommodate late registrations will be challenging for the upcoming school year.

CDSBEO has a robust registration process throughout the summer and pre-registration is strongly encouraged to support a safe and predictable school year startup. Parents considering registering

their child should do so as soon as possible to allow for appropriate timetabling and class size setups.

Communication with Parents

CDSBEO recognizes that the success of the school Re-Entry Plan will depend in part on parents/guardians being informed about continued protocols to ensure that the approach will keep their child(ren) safe. To that end, CDSBEO plans to clearly communicate expectations and provide guidelines to parents and students before in-class instruction resumes, and ongoing throughout the year. Communication strategies will include:

- Prioritizing digital communications, such as SchoolMessenger emails to parents/guardians, fact sheets explaining health and safety protocols and links to helpful information, procedures, and protocols if a student or staff member becomes ill
- Considering alternative delivery models for activities such as parent-teacher conferences and school assemblies, when required
- Providing clear guidelines and procedures for drop-off and pick-up to support physical distancing
- Providing information for students and their parents/guardians related to school hours, physical distancing expectations, hand hygiene, distance learning, and resources to support learning and well-being at home.

Communication with Staff

CDSBEO recognizes that the success of the School Re-Entry Plan will also depend in part on staff being informed regarding continued protocols to ensure that the approach taken will keep staff safe. The health and safety of school board staff is a priority for CDSBEO as the employer. Schools are required to follow all existing worker health and safety requirements, as outlined in the *Occupational Health and Safety Act* (OHSA) and its regulation. The Board recognizes that school re-opening requires continued flexibility on the part of the staff and the Board as adjustments to the delivery models are required. Communication strategies will include:

- Training to staff with respect to outbreak prevention and control measures, including Infection Prevention and Control (IPAC) and the use of Personal Protective Equipment (PPE)
- Provide information regarding hygiene, physical distancing, and protocols to follow when staff and students become ill
- Provide information and details regarding delivery models and how transition will occur, if required

Collaboration with Employee Representatives and Committees

Partnering with unions will be essential. Our many education partners need to be part of the process of creating viable operational solutions. Flexibility and innovation will be required to come up with unique solutions as we work together through the pandemic. We recognize that there will be continued questions from our various union and association partners, and we will need to work together to find solutions that will serve all CDSBEO students while addressing the collective agreements.

The following stakeholders will continue to be engaged, as required, to provide input into this School Re-Entry Plan including:

- CPCO – Principals and Vice-Principals
- OECTA - Teachers
- CUPE – Support Staff
- PIC – Parent Involvement Committee

- SEAC – Special Education Advisory Committee
- JHSC – Joint Health & Safety Committee
- CDSBEO Trustees & Student Trustees
- Non-Affiliate Group
- Executive Council
- Departments

As challenges arise in implementing this School Re-Entry Plan, the CDSBEO will work collaboratively with the above groups to find collective creative solutions.

Flexible and Adaptable

Our parent community will have many unique family situations and work commitments that they need to resolve. This School Re-Entry Plan will not be able to meet every unique situation. We will work to find creative solutions designed to help as many families as possible, so they can manage their competing demands of work, school, and family needs.

We also know that some of our students with special needs will continue to face challenges and obstacles to learning during a pandemic, given the realities of physical distance requirements. We will work with each family to try and find a solution that meets their child's needs while keeping them, and others at the school safe. The health and safety of our staff and students must be at the center from which all decisions are made.

Step 2 – School Site Preparation

Schools need to be safe sites for staff and students.

Health and Safety Site Inspections

A safety checklist will be provided to each site-based health and safety representative to ensure the facility is prepared for occupancy.

Health and Safety site inspections will be completed at all locations from September 1st to 3rd.

Background Information

COVID-19 is spread from person to person via respiratory droplets when a person coughs or sneezes and you are in close contact (less than two (2) metres/six (6) feet). The droplets can enter through the eyes, nose, or mouth. The risk associated with transmission with shared objects is low. Appropriate hand hygiene and respiratory etiquette to reduce the risk of infection are the most important protective strategies. Cleaning your hands with soap and water or with hand sanitizer will help eliminate the risk of spread.

Staff Sign in/Sign out & Daily Confirmation of Self-Screening

CDSBEO will need to be prepared for the event of a student or staff member having a positive test for COVID-19. All facilities will be required to have a daily staff sign in/out procedure for staff and staff and students may be required to confirm that they have completed and passed the daily self-screening. A process will be in place, should it be required, to confirm the self-screening of staff and students at each location. This information will be required by local public health for contact tracing. **All staff and students are required to confirm their daily self-screening for the first two weeks of school, September 7th to 17th.**

School Signage and Markings

Wherever lines may be expected to occur throughout the school, floor/wall markings should be placed to assist students in keeping two (2) meters/six (6) feet distances from one another. This would be for locations such as the front administration office, entrances to classrooms, school entrances and exits, large spaces such as the learning commons, libraries and meeting spaces such as the main office, principal or vice-principal offices, elevators, and in the resource room. Additional markings for physical distancing outside the main entrances of school will also continue to be required.

Sharing of Resources and Equipment

Staff should limit student sharing of materials, resources and equipment in class, where possible. The risk associated with transmission with shared objects is low. The focus should be on regular hand hygiene and respiratory etiquette to reduce the risk of infection related to shared equipment and resources, particularly when regular cleaning of shared objects is not feasible. Students are encouraged to perform hand hygiene before and after use of shared objects.

Personal Protective Equipment (PPE)

CDSBEO will take direction from the local medical officers of health regarding PPE requirements for staff. Depending on the staff members role the need for PPE may be different. Some examples include face masks, gloves, face shields, goggles, Ministry approved safety glasses and gowns, etc. CDSBEO will ensure that a one-month supply of PPE is on hand before and during the school year. PPE isolation supplies will be provided to each school to prepare isolation kits for use when students or staff become ill. Each location will have a supply of disposal masks available.

Plexiglass separation for reception desk

Where practical, a sheet of portable plexiglass should be placed in areas where the public contact may take place such as at the front reception area of the main office. If this is not possible, consider placing a table in front of the receptionist's desk to create a two (2) metre/six (6) foot distance.

One Way Directional Signage

Where practical and possible, separation markers may be placed to signal one-way direction within the school. This will assist in maintaining two (2) metres/six (6) feet distances for everyone in the school.

Hand Sanitizer

Hand sanitizer will be provided to each school (alcohol-based with at least 60% alcohol). Classrooms without running water will be equipped with hand sanitizer. Entrances to schools and cafeterias will also have hand sanitizer available. Safe placement of hand sanitizer to avoid consumption is important, particularly for young children. It is not recommended to top up hand sanitizer or soap. Replacement is preferred.

Hand hygiene refers to hand washing or hand sanitizing to remove or kill the virus and is the most effective way to reduce the transmission of organisms. Classrooms with sinks and running water will be provided with soap dispensers and paper towels.

Hand hygiene should be conducted by anyone entering the school and incorporated into the daily schedule at regular intervals during the day, above and beyond what is usually recommended (e.g. before eating food, after using the washroom, etc.).

Tissues will be provided for proper hygiene etiquette. Proper disposal of tissues is important and lined waste baskets will be provided.

Where students are being toileted, disinfectant and paper towels will be provided for cleaning between use.

Work/Prep Rooms

Educator work prep rooms should be configured to allow for physical distancing.

Specialized Classrooms

In some cases, cleaning protocols may need to be aligned with the use of specialized classrooms and equipment.

Ventilation

School boards are expected to continue optimizing air quality in classrooms and learning environments through improving ventilation and/or filtration. This is a key element in the multiple protective strategies to support healthy and safe learning environments for students and staff.

For schools with full mechanical ventilation, the CDSBEO is expected to:

- Have all ventilation systems inspected and in good working order prior to the start of the school year
- Use the highest-grade filters possible, preferably MERV 13 filters
- Undertake frequent filter changes through the school year

- Operate ventilation systems 2 hours before and after school occupancy
- Calibrate HVAC systems for maximum air flow and increased fresh air intake.

This guidance also applies to schools with mechanical ventilation for parts of schools, such as additions.

For schools or parts of schools without mechanical ventilation, the CDSBEO is expected to place standalone high efficiency particulate air (HEPA) filter units in all classrooms and learning environments. In addition, every JK/SK classroom, regardless of current ventilation capabilities, will be provided with a HEPA unit as masking is not mandatory for JK/SK students. These units ensure particle filtration of air and improve air exchange.

Through provincial and federal government funding initiatives in 2020-21, the CDSBEO has invested funds in schools that have limited or no mechanical ventilation systems. This includes investments in new and expanded HVAC systems.

Adequately ventilated classroom environments are expected to be associated with less likelihood of transmission compared with poorly ventilated settings. In general, ventilating indoor environments with fresh air, whether by increasing the outdoor air ratio of the HVAC system setting as much as possible or by opening windows, and avoiding or reducing recirculation, will dilute the air exhaled by the occupants including any infectious particles. Where possible bringing fresh outdoor air into the school is encouraged. CDSBEO will continue to operate ventilation systems in all buildings longer to enhance filtration in addition to upgrading and replacing filters more frequently.

There may be instances of bladed and bladeless fan and portable air conditioner use in schools which also generate air current that could affect respiratory droplets. The use of portable air conditioners, fans and individual heaters is strongly discouraged.

Cleaning and disinfecting should take place away from students.

Outdoor Space for Recess

Students in JK to grade 8 must remain in their cohort during recess and break outdoors. Distancing should be maintained between cohorts as much as possible. Masking is required outdoors if distancing cannot be maintained between cohorts. Recess may need to be staggered based on the size of the outdoor space and the availability of supervisors.

Playgrounds

Play structures will not be cleaned and disinfected between use by different cohorts however, proper hand hygiene immediately following use will help mitigate the spread of COVID-19. Students should be strongly encouraged to maintain two (2) metres/six (6) feet distances from one another in the yard.

Isolation Room/Area

Each school should designate an isolation room/area. The room/area will be used for temporary placement of any student that becomes ill during the day. PPE kits will be available for use by an ill individual and the staff member attending to them. The kit will contain alcohol-based hand rub/towelettes, disposable gloves, surgical/procedural masks, eye protection, isolation gown and a biohazard bag. Instruction for proper use of the PPE will be posted in the isolation room. Environmental cleaning/disinfection is required of the space and items used by the individual.

Community Use of Schools

Community use of schools is permitted outside normal school hours provided activities are aligned with public health and CDSBEO guidance and direction. The CDSBEO will seek local public health guidance related to the community use of schools.

Where schools are permitted to be available for community use, the CDSBEO must ensure that they are complying with the applicable provincial requirements under the [Reopening Ontario Act](#).

Access to indoor school facilities (ie. gymnasiums, classrooms, etc) will only be available when local public health supports community access to school facilities and permits may need to be cancelled based on the prevalence of COVID-19 in schools, public health advice or lack of custodial coverage. Any visitors to a school are required to self-screen, to wear a mask while on school premises and to verify self-screening. Users may be subject to vaccination confirmation (more details to come). At the advice of the local public health units, the CDSBEO may be asked to restrict community access. Where the use of outdoor field space is allowed, the use should be staggered to properly provide time between bookings to minimize contact with other groups.

CDSBEO will work with local public health units and community groups to ensure that student/visitor lists and information are maintained and readily available to be provided to public health for contact tracing purposes in accordance with all applicable legislation, including the [Municipal Freedom of Information and Protection of Privacy Act](#).

CDSBEO will communicate to its community use users on a regular basis on school availability.

Step 3 – Prepare the Staff

Illness

Staff will be expected to use the [COVID-19 school and child care screening tool](#) each day prior to reporting to school. A process will be in place at each location to confirm that staff have completed and passed the self-screening, should the Ministry direct the CDSBEO to do so (e.g. after extended holiday periods, or during a period of higher transmission). Staff who are experiencing symptoms consistent with COVID-19 as identified in the screening tool, must not attend school and should follow the guidance provided in the tool, which may include seeking appropriate medical attention as required, and/or getting tested for COVID-19. Staff who have been in contact with someone who has tested positive for COVID-19 must follow local public health directions. Excerpts of decision flowcharts, included in the [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#), are provided as part of a below Appendix. If a staff member develops COVID-19 symptoms at school, they should be isolated immediately and should return home as soon as possible. As always, absence codes must be entered in SFE. It should be identified in SFE if you suspect your illness is due to COVID-19, in which case the Board will follow up. Refer to [COVID-19 Reference Document for Symptoms](#).

Follow-Up

If the staff member's illness is determined to be work-related, in accordance with the *Occupational Health and Safety Act* (OHSA) and its regulations, the employer must provide a written notice within four days of being advised that a staff member has an occupational illness, including an occupationally-acquired infection, or if a claim has been made to the Workplace Safety and Insurance Board (WSIB) with respect to an occupational illness, including any occupational infections to the:

- Ministry of Labour, Training and Skills Development;
- Joint Health and Safety Committee / H&S representative; and,
- Union, if applicable.

Daily Tracking Protocol

Schools must keep daily records of anyone entering the school and board buildings to facilitate contact tracing. School Principals are mandated to report infectious diseases under the *Health Protection and Promotion Act*. Principals must maintain a dedicated contact in the local health unit and a list of the locations of the closest [COVID-19 assessment sites](#).

Staff Accommodations

Accommodations may need to be determined for staff with increased risk from COVID-19 based on their health conditions. HR staff should follow their normal accommodation process when determining reasonable accommodations based on each employee's unique limitations and restrictions. The Board relies on restrictions identified by a medical professional when implementing accommodations.

The normal HR medical accommodation process will take place for staff that indicate that they are not able to physically be present at school in the presence of students. Where possible and if appropriate, teachers with medical conditions preventing them from regular class instruction will be assigned to daily online instruction and supports with students, if the online remote distance learning option remains available.

Considerations Related to Families of Staff

The model of instruction could present challenges for staff if childcare is not open at the same time as schools. Staff will be made aware, as early as possible, of the likely format for distance and in-

person learning. This will allow more time for staff to make childcare arrangements to ensure their presence for their students at school. Public health guidance should be followed to mitigate risks in situations where children and at-risk siblings or older adults reside within the same home.

Personal Protective Equipment (PPE)

The Eastern Ontario Health Unit and the Leeds Grenville and Lanark Health Unit will provide advice on personal protective equipment for staff as required. Staff will be trained on the care, use and limitations of any PPE that they use. Medical masks, a face shield, goggles, and/or Ministry approved safety glasses, will be provided for all teachers and other staff of CDSBEO. All school-based staff will be required to wear a medical mask at all times indoors, with reasonable exceptions for medical conditions. In addition, all staff must wear approved eye protection (ie. face shield, goggles or approved safety glasses) in classrooms where students are not masked (ie. JK/SK classrooms). Staff are not required to wear eye protection in classrooms where students are masked however, staff are encouraged to wear eye protection when unable to physically distance themselves from others by a minimum of two (2) metres/six (6) feet. School-based staff who are regularly in close contact with students will be provided with all appropriate PPE. Physical distancing of two (2) metres/six (6) feet is strongly encouraged in the workplace, when possible. Teachers wearing a mask and eye protection in the classroom should explain the rationale to the students. Staff that cannot wear a face shield, goggles or approved safety glasses are an appropriate alternative. Safety glasses not provided by CDBSEO may not meet the COVID-19 safety guidelines and may not offer adequate protection from respiratory droplets or sprays. Staff are required to wear medical masks outdoors when physical distancing cannot be maintained.

Hygiene Instructions

Staff are reminded to continue to wash their hands frequently, avoid touching their face and follow proper cough/sneeze etiquette. Hand hygiene should be conducted by anyone entering the school and incorporated into the daily schedule at regular intervals during the day, above and beyond what is usually recommended (before eating food, after using the washroom). Maintaining healthy environments include environmental cleaning, cohorting and physical distancing. It is recommended that classroom doors remain open, subject to fire code, to avoid the necessity of frequent touch.

Upon return to in-person classes, educators will instruct students on proper hand hygiene practices. Hygiene routines will be reinforced on a regular basis. Each class will have information to teach and reinforce the importance of handwashing, avoiding touching one's face, eyes, nose and mouth, and the importance of coughing and sneezing in one's sleeve if a tissue is not available. Each teacher will incorporate regular hand hygiene breaks into their daily schedule. Board Health & Safety staff will provide a link to a handwashing video for teachers to use with students.

The sharing of tools and equipment (e.g. phones, computers) should be avoided when possible. If not possible, hand hygiene must be encouraged before and after use.

Each Principal will provide staff with a Staff Hygiene and Routine Protocol prior to their return to in-person instruction.

Staff Gatherings

Staff should promote physical distancing amongst one another as role models for students. Staff are encouraged to establish virtual staffrooms and not congregate before arriving in or returning to their classrooms. The use of staffrooms to gather as a group will not be permitted. Meetings will continue to take place through a virtual means. Schools will post the maximum number of staff permitted at any one time in staff rooms and other workrooms. Staff must maintain at least two metres(2)/six feet(6) distance when consuming food/drinks.

Social Emotional Support

Our confidential Employee and Family Assistance Program, through Morneau Shepell, can be accessed anytime at www.workhealthlife.com or 1-800-387-4765 to support you and your family with managing work, health and life challenges.

The CDSBEO has many mental health resources available to staff, students and parents/guardians posted on the Board website: <https://www.cdsbeo.on.ca/students-parents/novel-coronavirus/>

[School Mental Health Ontario](#) continues to provide school boards with resources to support the mental health of all students and staff.

Each Principal will work closely with the Special Education Department to arrange for additional support for students that require mental health supports. Board mental health staff will continue to have check-ins with students and families that would benefit from their support and services.

Outdoor and Non-Classroom Space

Staff will be encouraged to take advantage of the use of outdoor space for instruction where feasible. It will be important to coordinate the use of outdoor space to minimize interactions with other classes during travel times and to ensure that students maintain the two (2) metres/six (6) feet distance when outdoors. Playground equipment will be open on the advice of local public health and students will be strongly encouraged to wash their hands before and after use of the equipment.

Staff Room Access

Staff may access the staffroom and other common areas but should maintain the two (2) metre/six (6) feet distance from colleagues, and when that is not possible, they should ensure that they are wearing a mask. Staff should not share items such as coffee mugs and utensils and instead should bring their own items to and from school each day. Staff should practice proper hand hygiene when using common touch surfaces such as refrigerators and microwaves. Staff room sizes may require a limit in numbers per staff room to allow for physical distancing and signage must be posted clearly indicating these limits. If necessary and available, designate another room for the overflow of staff. Staff must maintain at least two(2) metres/six(6) feet distance when consuming food/drink.

Photocopiers

When using the photocopier, staff are encouraged to sanitize their hands before and after each use. Hand sanitizer dispensers will be located near each photocopier station. Staff are also encouraged to share work digitally, where possible. When hand sanitizer is not present, staff will notify their supervisor.

Staff – Health and Safety

The Board is in regular contact with local health units to determine appropriate evolving measures for the health and safety of staff and students. The Joint Health and Safety Committee are informed of changes and provide recommendations on an ongoing basis, if required. All staff are required to complete the on-line COVID-19 Awareness training and participate in health and safety training.

Privacy

The Board has an obligation to protect the privacy of personal information; however, we have an obligation in the case of COVID-19 contact tracing to comply with applicable legislation and regulations, including the [Municipal Freedom of Information and Protection of Privacy Act](#) .

Staff must follow the directions from the local public health units in terms of what medical/health information related to their students and/or families can be shared.

Student Screening Procedures

It is not the staff's responsibility to screen students for illness; however, if a staff member is concerned that a student is exhibiting signs of illness, this should be reported to school administration. If a student voluntarily shares that they or a member of their family has COVID-19 symptoms or have had a positive test, this information should also be shared with the school administrator. Specific steps by Administration will then be followed to ensure safety, including a call for Public Health advice.

Parents will be asked to screen their child(ren) daily for any symptoms of cold, flu, or other symptoms that may be associated with COVID-19 using the [COVID-19 school and child care screening tool](#). The screening tool has been updated to reflect public health guidance for individuals experiencing symptoms post COVID-19 immunization. The updates to the school screening tool align with the Ministry of Health's new [guidance](#) for individuals who may be experiencing post-vaccine symptoms. In particular, individuals who are experiencing certain minor symptoms that are compatible with COVID-19 but have received a COVID-19 vaccine in the past 48 hours, may still be able to attend school if these symptoms began after vaccination.

Key changes to the [COVID-19 school and child care screening tool](#) related to COVID-19 post-vaccination symptoms include:

Screening Process:

- If the student received a COVID-19 vaccination in the last 48 hours and is experiencing mild headache, fatigue, muscle aches, and/or joint pain that only began after vaccination, and no other symptoms, they should respond “no” in the screening tool and may continue to attend school if they are feeling well enough to do so.
- If the student lives in a household with an individual who received a COVID-19 vaccination in the last 48 hours and is experiencing mild headache, fatigue, muscle aches, and/or joint pain that only began after vaccination, and no other symptoms, they should respond “no” in the screening tool and are not required to self-isolate (stay home).
- If the student has symptoms compatible with COVID-19 (as listed in the screening tool) they should get tested and isolate while test results are pending or not available, unless there is a known alternative diagnosis provided by a health care provider.
- If the student tests negative, they must complete their isolation period as a high-risk contact of a known case, unless they are fully immunized or previously positive and they can return to school if they have no fever and symptoms have improved for at least 24 hours, and gastrointestinal (nausea/vomiting, diarrhea) symptoms resolved for at least 48 hours.
- If the symptomatic student is not tested/does not seek testing and there is no known alternative diagnosis, the individual must isolate for 10 days from symptom onset.
- In general, students who are sick with any symptoms of illness – including those with symptoms not included on the screening tool – should stay home from school, as per usual practice and seek assessment from their regular healthcare provider if required.

These changes reflect the latest advice from the Ministry of Health for schools, childcare and other workplace settings.

A process will be in place in all CDSBEO facilities to allow for the confirmation of daily self-assessment should it be required for staff and students based on Ministry and/or public health guidance. **All staff and students will be required to confirm their daily self-screening the first two weeks of school, September 7th to 17th.** Parents will be informed that healthcare professionals are not located within schools; therefore, staff will not be screening students. If staff observe a child

that is ill, the student will be isolated, and parents will be called to promptly pick up their child from the school. Appropriate cleaning protocols will immediately follow.

Majority In-Person School Attendance and Limited Online Remote Learning

The Ministry of Education has indicated that school boards should plan for majority in-person instruction for September 2021. An option will remain for parents to choose online remote distance learning, at least for the first half of the school year, however, with the continued decline in COVID-19 cases and increased vaccinations, it is expected that the number of students requiring access to online remote learning should significantly decline when compared to the 2020-21 school year. The offering of online remote distance learning will be reviewed by the Ministry of Education, Public Health and CDSBEO and will be in place for as long as public health circumstances require adapted delivery of education.

Student attendance should be taken for all students that arrive in school, and a record should be maintained when students are in areas other than their classroom and assigned “cohort”. This will assist local public health units for contact tracing should a positive case of COVID-19 be determined later. Daily attendance for students engaged in full-time remote distance learning is required in accordance with [Policy/Program Memorandum \(PPM\) No. 164](#) and will be recorded for report card purposes.

Outbreaks and School/Classroom Closures

There is always the risk of a return to distance learning if an outbreak forces a school to be closed for a lengthy period. CDSBEO works closely with local public health units in developing and carrying out the Outbreak Protocol. In preparation for continuity of learning, all staff will need to be advised on the appropriate board level tools that are available to support distance learning. Brightspace and Microsoft Teams are the preferred CDSBEO platforms for Blended Learning and/or Distance Learning.

For circumstances in which there is a school closure or classroom closure due to COVID-19 or related staffing shortages, students will learn from home for the designated time period identified by the local Health Unit or the CDSBEO. During this time, Kindergarten to Grade 8 students will access their learning through their classroom teacher’s Microsoft Teams page. Students in Grade 9 to Grade 12 will access their learning online through the teacher’s selected digital platform, Microsoft Teams or Brightspace. The teacher will have posted the daily learning activities, and where possible, will be available to provide instruction, guidance, and support to students as per the regular school day schedule. Should a teacher be ill or unavailable during this time, students will be directed to access their work on the teacher’s virtual platform in an asynchronous manner.

Technology

The board will continue to offer professional learning opportunities for staff to ensure that they are positioned to use digital tools effectively. Two key tools that are recommended for sharing the distance learning activities is the use of Microsoft Teams for elementary students and the option of Microsoft Teams or Brightspace/D2L for secondary students depending on educator preference.

Equity Considerations

Staff need to spend time preparing for differentiated supports for students with special needs that require additional support. Staff must also recognize the challenges for distance learning in some homes, where home support is not always possible for a variety of reasons. There is a need for a school-wide approach to understanding and supporting solutions to address the disproportionate impact of distance learning on marginalized groups in the school.

Team Approach

School-based solutions are needed to support the various staff and student family and health challenges. Staff are encouraged to be flexible and create teams to quickly support one another and respond to the challenges that arise. Traditional roles may not work well in the adaptive model that may be determined necessary, so innovative approaches are needed to meet the new set of challenges, as we navigate from one model to another, based on medical advice.

Racism and Discrimination

Staff have the responsibility to prevent discrimination against all students and families. Staff should always actively monitor and respond to derogatory comments of any kind, both within classroom and virtual learning environments. CDSBEO is committed to ensuring inclusive and equitable learning environments for all students and staff.

Step 4 – Prepare for Students

It is normal that parents/guardians and students will be excited and anxious about returning to school. To assist in the return to school in September 2021, each principal is asked to send a letter home explaining what school will look like for September. The Board will provide a sample letter for Principals to use. The letter will include suggested strategies for parents to reassure their child that the school building is safe.

September 2021 Return

During the September 2021 return to school, staff will include activities prepared by our mental health staff that acknowledge and recognize the fear and trauma that has potentially impacted students and their families during the initial stage of isolation. A focus on the whole student will be the priority for the return to school. Special Education staff will provide age-appropriate Social Emotional Learning resources for each staff to focus on during the first week back to school. Targeted support will continue for those that require additional assistance throughout the year. Counselling support will be available to assist with mental health needs of students. CDSBEO will focus on student re-engagement and closing the learning gap that students have experienced since the pandemic began.

All staff should be made aware of the potential impact of trauma on student learning, behaviour and relationships. As outlined in PHE Canada's Teach Resiliency program, a school-based trauma-informed approach will help students feel safe to learn. Resources for a school-based approach to trauma will continue to be shared with staff to ensure students are supported.

Communication

Principal should continue to express the importance on the use of Microsoft Teams for elementary students and Microsoft Teams or D2L/Brightspace for secondary students.

Students with Health Conditions

Some students will not be able to take part in the in-person component of returning to school due to their chronic health conditions. For this group of students, either distance learning solutions will continue for the first half of the school year, or the parents can apply for home instruction support where a teacher will go into the home, one hour per day to provide academic support along with the classroom distance learning resources for a maximum of five (5) hours per week. PPE will be provided along with distancing rules for anyone going into homes for home instruction.

Parents will be asked to keep their child home if they exhibit any signs of illness.

If a student is diagnosed with COVID-19, the Principal will follow the direction from the local health unit in their area and the Outbreak Protocol. The designated Board Contact will work closely with the local health unit and the school to notify all of those that may have been in contact with the student. For any confirmed case of COVID-19 where a student attended school, direction will be provided by the local health unit on classroom and/or school closure. During the classroom and/or school closure, the affected areas will be cleaned and disinfected. Contact tracing will take place in consultation with the local health unit, and some students and staff may need to self-isolate for fourteen (14) days.

Previous Grade Instruction

We know that class composition is never homogeneous, and we always have students that bring different levels of pre-existing knowledge with them. Based on professional judgement, educators

may spend some time determining areas of academic need for each student to differentiate the instruction and address gaps in learning.

MEP Classrooms and Students with Significant Health Needs

MEP and specialized classes will continue as their own cohort. Continuation of partial integration of students into other classrooms will be determined by the total number of student to student contacts created with other class integration. As a general guide, student to student contacts for elementary should be limited to approximately 50 students and for secondary, limited to approximately 100 students to student contacts. Academic programming will also be based on individual student needs and physical health determined through conversation with parents. In certain cases, where a student in grades 1 to 12, due to significant health needs, is unable to wear a mask, integration may not be possible for the safety of all staff and students.

Students with Special Needs and/or Self-Regulation Needs

Individual plans and solutions will be needed for students that have a challenge with self-regulation. The Special Education department will be responsible for assessing the needs for personal protective equipment for staff that work with students who may find it challenging to maintain physical distancing.

Specialized Personal Protective Equipment

Students that require visual cues for communication will be identified by the Special Education department and specialized PPE will be provided for staff that support these students. This may include see-through masks that will assist during communication.

Student Transitions

To ensure students with special education needs are supported as schools reopen, the Special Education department staff will work on summer transition plans. These plans are intended to assist students with the changes in routine and to support a smooth transition back to school in September.

Student Reminders

Regular reminders will be provided to students on proper hand hygiene and sneeze/cough etiquette. Students will be asked to wash/disinfect their hands before and after eating, when entering and exiting the building, and before and after using the washroom.

Students in Grade 1 to 12 will be required to wear properly fitted non-medical or cloth masks indoors in school, including hallways and during classes as well as on school vehicles. Masks may be temporarily removed indoors to consume food or drink, with a minimum distance of two (2) metres/six (6) feet maintained.

Masking must be maintained when using gym, change rooms, weight rooms, indoor phys. ed equipment and shared outdoor equipment. Masking is required outdoors if distancing cannot be maintained between cohorts, including outdoor sports where masks can be safely worn. Students who have completed the required exemption form for wearing a mask in Grades 1 to 12 must be able to physically distance themselves from others by a minimum of two (2) metres/six (6) feet at all times inside and outside the school. Where this is not possible, consideration will be given to moving the student to online remote learning. Students in Kindergarten will be strongly encouraged but not required to wear masks indoors and on school vehicles. Students may wear their own non-medical masks, and non-medical masks will also be made available for students. Reasonable exceptions on the requirement to wear masks apply. Students receiving a disposable mask will be taught the proper way to put on, take off and discard the mask. Any logo or design on a parent/guardian provided cloth mask will be subject to normal school dress code policies.

Student belongings and clothing should be taken home each day to be cleaned as needed. Parents/guardians and students are encouraged to bring only what they need for school. Belongings should be labeled and kept in the student's designated area.

Water Bottles

Students will be encouraged to bring their own labelled water bottle to school each day. Where possible, water fountains or bottle filling stations can be used to refill the bottles. Students must not drink from the mouthpiece. Appropriate signage will be posted at water fountain locations.

Lockers

Students will not have access to lockers during the first term for elementary, where they are available, and during the first quad-mester for secondary students. Access to lockers will be revisited for the second term for elementary and second quad-mester for secondary.

International Students and CDSBEO Travelling Students

As a Ministry approved Designated Learning Institution (DLI), the CDSBEO may provide in-person teaching or instruction to international students who hold a study permit issued under the [Immigration and Refugee Protection Act \(Canada\)](#) for the coming school year in accordance with the CDSBEO's approved International Education Student Readiness Plan 2021. Further direction may be shared throughout the year should there be federal or provincial changes regarding international students. Learn more about [Kindergarten to Grade 12 International Students](#).

Special Education Classes

Where schools have smaller classes, such as congregated classrooms for students' special education needs, regular, everyday programming will be offered. Where these classes involve close physical contact between teachers, educational assistants and students, a review of any required specialized PPE or classroom modifications will be conducted.

Gifted Program

Opportunities for enriched online experiences, for students identified as Gifted, will be provided while in-person learning is restricted.

Letter to Parents

The summer letter to parents does include a checklist of what to send to school each day with their child(ren), including where possible, personal hand sanitizer, a cloth mask, water bottle, and learning materials. Schools will be providing a cloth mask for students who request one. A centrally created sample letter is provided to Principals as an Appendix to this Plan.

Step 5 – School Operations

Parent Survey

All elementary parents were surveyed at the beginning of August 2021 to determine their preferred method of curriculum delivery (in-person or full online remote distance learning) for the first term, September 7, 2021 to February 4, 2022. The CDSBEO is expecting and planning for the majority in-person learning for September 2021 however, exceptional circumstances may require full online remote distance learning to be available, at minimum for the first term. Additional information was requested of parents in the survey on transportation requirements.

Regular conventional school operations are not possible until the Ministry of Education, in consultation with Ontario Public Health, have removed the requirement to maintain a physical distance of two (2) metres/six (6) feet, where possible, between all staff and students. Until this restriction is lifted, school operations will look different than they did previously, and we may need to operate in a modified model that limits the number of students to student contacts at school at any time.

Attendance during the Return to School in September 2021

The Ministry of Education has indicated that school boards should plan for majority in-person instruction for September 2021. An option will remain for parents to choose online remote distance learning, at least for the first half of the school year, however, with the continued decline in Covid-19 cases and increased vaccinations, it is expected that the number of students requiring access to online remote learning should significantly decline when compared to the 2020-21 school year. The offering of online remote distance learning will be reviewed by the Ministry of Education, Public Health and CDSBEO and will be in place for as long as public health circumstances require adapted delivery of education.

A key priority of recovery is to make sure that all children return to school. Student attendance should be taken for all students that arrive in school, and a record should be maintained when students are in areas other than their classroom and assigned “cohort”. This will assist local public health units for contact tracing should a positive case of COVID-19 be determined later. Daily attendance for students engaged in full-time online remote distance learning is required in accordance with [Policy/Program Memorandum \(PPM\) No. 164](#) will be recorded for report card purposes.

Modified School Day Routine

Public health conditions may require adapted conditions that prioritize student and staff health and safety. The Ministry guidance is drawing on two key aspects of health advice: “distancing” and “cohorting”.

“Distancing” refers to the advice that individuals should avoid close personal contact and maintain two (2) metres/six (6) feet of separation for any prolonged encounters outside of the student’s/teacher’s classroom cohort.

“Cohorting” refers to minimizing the number of students and teachers any individual comes in contact with, and to maintain consistency in those contacts as much as possible.

Together, these approaches lead to the advice that school boards should adopt adapted delivery models that may:

- Maintain a classroom cohort (Adaptive Model A) - **CDSBEO chosen model for September 2021**

- Adopt timetabling that would limit, to the greatest extent possible and practical, for students to remain in contact with only their classmates and their classroom and prep teachers for as much as the school day as possible.

This approach has several implications:

- Maintaining a classroom cohort will allow for a return to school 5 days a week for all elementary and secondary students.
- Students not in class for a day or days would need to be assigned curriculum linked work; through TEAMS/Brightspace.
- Teachers would need to prepare lesson plans that could be delivered through an adaptive model, if required.
- Boards would need to consider providing students with a high level of special education needs, for whom remote learning may be challenging, the option of attending school five days per week
- Timetabling models will be developed to support local circumstances
- Students and teachers would be encouraged to remain in their classroom and to move as a cohort to entrances, exits, or other spaces within the school
- Teachers would be encouraged to establish virtual staff rooms and not congregate before arriving in, or returning to their classrooms

At the secondary level, additional adaptations will be required to minimize the circulation of students and the mixing of students outside the class cohort. The Ministry guidance expects boards to deliver timetabling that reflects the goals of distancing and cohorting. In addition, for the 2021-22 school year, the Ministry has asked boards to adopt secondary timetabling that limits schedules to two in-person classes per day.

Scenario 1: Conventional Delivery

Students return to school with enhanced cleaning protocols in place 5 days week with a regular school time schedule, no cohorting applicable.

Scenario 2: Adaptive Delivery Model A (CDSBEO chosen model for September 2021)

Classroom cohorts or “bubbles” are created. Students attend 5 days a week with a regular day for elementary and secondary schools.

Scenario 3: Full Online Remote Distance Learning

Should schools be directed to close, or for parents that have chosen the full online remote distance learning option for September 2021, synchronous learning opportunities and regular teacher check-ins will be provided in accordance with [Policy/Program Memorandum \(PPM\) No. 164](#). Based on Ministry of Education guidance, the CDSBEO has only committed to providing full online remote distance learning for the first half of the school year, 2021-22. Further direction on the continuation of full online remote distance learning for the second half of the 2021-22 school year will be provided in the Fall 2021.

Grades 7-12 Challenges

Both the grades 7 & 8 and grades 9 – 12 models have the challenge of maintaining physical distancing when students rotate from class to class. This presents a cleaning challenge as students would need to occupy desks/tables after each rotation, and it is not practical to clean the entire school between periods. Teachers will be encouraged to wipe down/disinfect student desk surfaces between periods at the secondary level.

Grades 7 & 8: These students will operate on Model A under the adaptive delivery scenario, like students in Grades JK – 6 with no rotation.

Grades 9 to 12: These students will operate on a “quad-mester” schedule on Model A under the adaptive delivery scenario. Each quad-mester will allow for students to complete two credits within a 9-week period. At the end of each 2-credit delivery (1st “quad-mester”, 9 weeks total), there will be two designated days for culminating tasks and two designated days for Assessment, Evaluation and Reporting. Marks and comments are to be entered at the end of each quadmester and formal report cards provided. It is possible that full in-person learning, including a four-course load, will resume for the second half of the school year, pending public health guidance.

Support for Students with Special Needs

The CDSBEO recognizes the unique challenges experienced by our special education students during the school closure period, and that additional supports will be required to help these students learn and thrive as schools resume in September. Supports for students with special needs will include:

- Considering changes in the school environment and/or remote distance learning needs when reviewing and updating Individual Education Plans (IEPs)
- Considering additional planning and transition time for students with special education needs to support a smoother transition back to school
- Safely supporting the return of medically fragile students by consulting with local public health authorities on options for personal protective equipment (PPE), staff training, and potential continued remote distance learning where return is not possible
- Accommodating the needs of students who require significant personal support, including considering options for personal protective equipment for both staff and students
- Providing guidance relating to assistive technology
- Considering alternate attendance options for students depending on their needs
- Working with partners to develop local protocols for the access of non-school based providers, such as rehabilitation therapists and nursing staff, and supporting remote delivery of these services where in-school delivery is not possible.

Curriculum and Assessment

While the 2021-22 school year may continue to look and feel different in many ways, the Ministry and CDSBEO remains committed to doing everything it can to support students’ learning, growth, and development. Options for Refresher Learning, Curriculum and Assessment Adaptations, and Support for Students with Special Education Needs will be in place. Student re-engagement and closing the learning gaps will be a focus for 2021.

Adapted Assessment

To the greatest extent possible, assessment, evaluation and reporting activities will proceed as usual, with a focus on the achievement of overall curriculum expectations and the primary purpose of assessment and evaluation to improve student learning.

Report cards, including Progress Reports and the Kindergarten Initial Observation and Communication of Learning will be provided for all students, including those who may plan only to participate through remote distance learning.

Where assessment approaches have traditionally relied on exams and, culminating activities options, such as performance tasks, demonstrations, projects, and essays can be used instead to determine students’ grades or marks based on the professional judgement of the teacher.

Grade 3 and 6 EQAO assessments were paused during the 2020-21 school year. Regular EQAO assessments will resume in the 2021-22 school year but will be adapted to online EQAO math, reading and writing for students attending in-person instruction. Students attending full online remote distance learning will be provided with an opportunity to attend in-person on CDSBEO scheduled days to complete the assessments.

For the 2021-2022 school year, EQAO will be using an online and adaptive assessment for the Grade 9 mathematics course. The results may count for 10% of the student's final mark. The online assessment is planned for students taking in-person courses for 2021-22. Students participating in full online remote distance learning will be provided the opportunity to attend in-person to complete the online assessment.

Requirements for Graduation

CDSBEO will ensure that course options allow students to earn compulsory credits required for the Ontario Secondary School Diploma (OSSD), as well as providing access to types of elective courses that support all postsecondary pathway destinations. To that end, unless otherwise directed by the Ministry of Education, based on advice by public health authorities, at this time the following information is confirmed:

- The 40 hours of community involvement requirement for graduation has been modified for the 2021-22 school year to support students who have been adversely impacted by the ongoing challenges of COVID-19. For students graduating in 2021-22, this requirement has been reduced to 20 hours, similar to students graduating in 2020-21. Students should continue to seek out and accumulate community involvement hours as per board policies and procedures, keeping in mind local public health unit recommendations and the possibility of virtual community involvement. Some accommodations have been provided by the Ministry of Education to facilitate the acquisition of the 20 hours of community involvement. Secondary school guidance staff are available to answer any questions.
- For students who are graduating in the 2021-22 school year, the requirement to complete the OSSLT has been waived. The OSSLT will be restored for the 2022-23 school year. For grade 10 and 11 and non-graduating students, including those who are learning remotely, opportunities will be provided in the Fall of 2021 and Spring of 2022 in preparation for future graduation requirements.

Celebrations, Sports and Extracurriculars

Recognizing that celebrations, sports and extracurriculars are activities that are an integral part of the school experience for many students, measures for inter-school sport activities, with restrictions will be allowed. High and low-contact activities are permitted under certain circumstances. High and low-contact activities are permitted indoors and outdoors as follows:

- High-contact physical activities are permitted outdoors only, unless masking can be worn safely indoors, distancing is encouraged.
- Low-contact activities are permitted indoors, with masking and distancing encouraged.
- Clubs, activities, sport teams, bands and extra-curriculars are permitted. Masking is required outdoors if distancing between cohorts cannot be maintained. Cohorts can interact indoors with masking and appropriate physical distancing.

Further guidance may be provided by the Ministry of Education and local health units throughout the school year.

School Bus Transportation

School vehicles can operate at full capacity. Parents may wish to drive their child(ren) to school, if possible, to limit the number of students on the bus. Parents who drive their child(ren) to/from school are encouraged to park a block or two away from the school to promote [Active School Travel](#), where possible. This will also help to minimize traffic congestion around the immediate school zone. Parents will be surveyed to determine their need for transportation, where applicable. Masking is required for students in Grades 1 to 12 and strongly encouraged for Kindergarten students on school vehicles. Exceptions should be made for students with medical conditions or special needs that prevent masking.

Students must be assigned a seat on the bus/vehicle and a record of the seating plan should be kept to assist with contact tracing in the case of a student or driver contracting COVID-19. Students who live in the same household or are in the same classroom cohort should be seated together, where possible. Bus operators, in consultation with Principal/Vice-Principals will develop a bus seating plan. The Principal/Vice-Principal will create a routine that allows for the loading and unloading of students, while maintaining appropriate physical distancing and safe entry into and out of the school.

Medical masks and face shields will be provided for school bus drivers and school bus monitors. In addition, bus/vehicle drivers will be subject to the same mandatory vaccination process as all Board staff. Eye protection for drivers should not interfere with the safe operation of vehicles and is intended to protect drivers during close contact with students, such as during boarding and exiting.

Increased disinfecting protocols for frequently touched surfaces (e.g. handrails, seatbacks) will be in place and carried out at least twice daily. Alcohol-based hand sanitizer should be available on vehicles.

The seat directly behind the bus driver should remain empty to maintain physical distancing. Windows should be opened when feasible to increase ventilation (weather permitting).

Please refer to Student Transportation of Eastern Ontario's (STEO's) Transportation Response Plan at <https://www.steo.ca/covid-19-transportation-resources/>

Student Pick-up/Drop-off

For parents choosing to transport their own child(ren), the Principal will develop appropriate pick-up and drop-off routines to avoid congestion around schools. Pick-up and drop-off should happen outside the school. Visitors, volunteers, and parents/guardians' access to schools during the pandemic will be limited unless under exceptional circumstances with approval of the school Principal. Each Principal will develop procedures that support physical distancing and separate cohorts, staggered times, use of signage/markings on the ground to direct students through the entry/exits.

Hand Hygiene

Schools will be responsible to develop processes that facilitate appropriate student hand hygiene at the beginning, during and end of the school day. Throughout the school day, students should be instructed to avoid touching surfaces inside and outside their classroom unless necessary.

Classroom Organization and Setup

Classroom design will vary from teacher to teacher, but the same goal remains to keep everyone one (1) metre/three (3) feet apart as much as possible. Physical barriers such as unused desks, or visual markings, can be used to assist with the separation.

Students will remain in the same consistent seat in the class as much as possible. This area becomes the student's personal 'bubble' and, if possible, should be one (1) metre/three (3) feet away from the nearest student. Also, the same students should remain with the same teacher with minimized rotation. All student belongings are kept in their personal area and there should be no shared use of coat racks or cubbies. Use of shared objects such as gym equipment, art supplies, toys and games should be organized by classroom cohort, if possible. Where space doesn't allow for every student being one (1) metre/three (3) feet apart, students may be set up within small clusters with 3 to 4 students sitting close to each other but spaced two (2) metres/six (6) feet apart from another cluster.

Kindergarten Classrooms

While one (1) metres/three (3) feet distancing may not be as practical for four and five-year olds, the rule of no physical touching should be taught and reinforced. Activities should be designed for small groups, and furniture and laying areas should be used to help maintain physical separation. Plush toys and carpets should be temporarily stored during the pandemic. Toys and manipulatives should be reduced, where possible, and organized by classroom cohort. All JK/SK rooms will be provided with a portable HEPA unit.

Class rotation

Consideration should be given to having grade levels access hallways at different times to minimize hallway traffic throughout the day. Schools are encouraged to eliminate bells that signal all students in the hallway at once. Congregating should be avoided as much as possible.

Isolation Room - Student Illness

If a student becomes ill during the day and/or if they exhibit signs of illness, they will be required to enter an isolation area as designated by the school until the parent can pick them up. The isolation room will be equipped with an isolation kit that will include appropriate PPE.

The isolation room must be closed off and the area should not be used before cleaning and disinfecting can take place.

Confirmed Cases of COVID-19

Schools and school boards should be prepared for the event of a student or staff member having a positive test for COVID-19. Schools will be expected to follow direction provided by the local public health units, follow the Outbreak Protocol and provide contact information for other students or staff who would be considered close contacts. The area Superintendent must be informed from the onset. All school staff must receive training on outbreak management procedures.

School Supplies and Equipment

Students should have their own school supplies, and the sharing of school supplies should be limited as much as possible. The use of shared materials is permitted but not encouraged.

If a device such as a computer or iPad is being scheduled for alternative use, proper hand hygiene should be encouraged before and after use.

Fitness Rooms and Equipment

All physical fitness rooms will be accessible by students if proper masking and physical distancing can be enforced. Proper hand hygiene is encouraged before and after use for equipment that is shared and cannot be cleaned adequately between use.

Technology

Students that do not have access to a device at home will be prioritized for the loan of a school computer when an adaptive model is in place. Students are also encouraged to bring their own device if possible. For families with means to purchase their own devices for student learning, Dell has put together a catalog of learn-from-home options with special pricing for the CDSBEO community. Please note however, that CDSBEO does not have a formal agreement with Dell for this offer. CDSBEO does not assume liability or responsibility related to these offers or personal devices and will not reimburse families for any costs. Any transactions and agreements are directly between families and Dell. To check out Dell's offer, visit www.dell.ca/cdsbeo.

Music Program

The safety of students and staff will require additional procedures for music classes and bands including the disinfection of instruments and classroom layout considerations. In most cases students should be assigned their own instruments. Singing and the use of wind instruments will be permitted with restrictions.

Singing indoors is only permitted within the same cohort with masking and two(2) metre/six(6) feet physical distancing within the cohort. Singing is permitted outdoors with distancing maintained between cohorts, masking is required if distancing cannot be maintained between individuals within a cohort.

Use of wind instruments indoors is not permitted at this time. This will be re-assessed once case counts have a sustained decline. Wind instruments can be used outdoors with distancing maintained between cohorts.

Additional precautions to be followed can be found in the Ontario Educators' Association – [Safe-Singing-and-Playing-in-Ontario-Music-Programs S2-1.pdf \(omea.on.ca\)](#)

Cooperative Education

For students enrolled in cooperative education courses, in-person community placements can be arranged in alignment with the relevant provincial requirements under the [Reopening Ontario Act](#), the direction and recommendations of the local health units and CDSBEO and with the safety and curriculum requirements of the [Cooperative Education curriculum](#).

If in-person placements are not possible, student should be offered virtual placements. In the event that public health guidance or direction changes during a placement and the student cannot complete their co-op placement in-person or virtually, educators should work with the student to modify their co-op learning plans that allow the student to achieve the curriculum expectations and earn the credit(s). Cooperative education is a key component of Specialist High Skills Majors, the Ontario Youth Apprenticeship Program and Dual Credit Programs.

Washrooms

A limit of students per washroom based on space to allow for physical distancing of two (2) metres/six (6) feet may be required. Signage will be placed inside the washroom, reminding students of both physical distancing and proper hygiene. Washrooms will be cleaned throughout the school day and again each evening. Consideration should be given to assigning specific washrooms to specific age groups, where feasible.

Learning Commons/Libraries

The Learning commons/libraries are open to students; however, a procedure must be put in place for the handling and return of books. As a precaution, staff are reminded to perform proper hand hygiene after handling of returned books. Students may access the learning commons/libraries to

borrow books. Schedules must be created that will allow for two (2) metres/six (6) feet distancing by all students in the learning commons/libraries at the same time within their cohort.

Deliveries by Mail

Proper hygiene, including washing hands before and after handling the delivery or mail should take place. Staff should avoid touching the face with unclean hands.

Fire Drills

Practice drills will continue. Classes could move throughout the building while maintaining the two (2) metres/six (6) feet physical distancing between students in the classroom, hallway and at all exits. Each Principal should review with staff where to go in case there is a real emergency, and the school needs to be evacuated. Location on the school playground or field should be identified that would allow for a two (2) metres/six (6) feet distance between the students to be maintained. In emergency situations, maintaining a physical distance should not be a top concern. If practicing emergency measures, staff could encourage physical distancing but not be strict with this message.

The Ontario Fire Marshal has issued a binding directive, [Fire Marshal Directive 2020-01 \(Revised August 3, 2021\), Total Evacuation Fire Drills in Schools During the COVID-19 Pandemic](#). Flexibility in total evacuation fire drills is temporarily being made available so that all occupants of the school do not need to evacuate simultaneously to ensure COVID-19 physical distancing requirements are maintained. This approach will be deemed to comply with Fire Code requirements for schools by local fire departments.

Lockdown Drills

Physical lockdown drills can still be performed using a PA announcement or light/beacon system. Staff and students would go into lockdown mode without the huddle. Turn off devices, stay quiet. Staff would show students in the room where they would normally huddle to stay out of sightlines. The Ministry of Education has provided [Guidelines for Maintaining Emergency Procedures for Elementary and Secondary Schools in Ontario for the 2021-22 School Year](#) while respecting public health guidance.

After School Activities

After school activities can resume, following appropriate safety measures outlined in this document.

Sports – Intramurals and Interscholastic Games

High and low-contact sport activities are permitted indoors and outdoors as follows:

- High contact physical activities are permitted outdoors only, unless masking can be worn indoors safely, distancing is encouraged.
- Low contact physical activities are permitted indoors, with masking and physical distancing encouraged.
- Appropriate attendance records are required for contract tracing purposes.
- Further guidance on health and physical education will be shared as it becomes available.

Physical Distancing Breaches

Maintaining the two (2) metres/six (6) feet distancing always will be challenging. Adults and students will sometimes forget this important safety measure or will unintentionally enter some else's "bubble". It is important to recognize that we are aiming for best efforts and not perfection. A friendly reminder should be provided when someone is failing to keep the required distance apart, or when two friends hug or are seen in physical proximity to one another. Students should be encouraged to practice alternate ways to greet each other (e.g. air hugs, nods, smiles).

Visitors, Volunteers and Parent Access

Local public health units have recommended that only essential visitors be permitted in schools at this time. All non-essential visitors are strongly discouraged. Regular parent traffic inside the school is not permitted at this time. If permission is granted by school administration, any visitors, volunteers and parents/guardians are required to self-screen and to wear a medical mask (e.g. surgical/procedural) while on school premises. A medical mask will be provided by the school, if necessary. In addition to the requirement for essential visitors, volunteers, and parents to perform daily self-screening, schools are expected to have a process in place to confirm the daily self-screening of all essential visitors prior to or upon their arrival at school. At the advice of the local public health units, schools may be asked to restrict visitors, volunteers, and parents.

Large Group Gatherings, Assemblies and Masses

School assemblies, masses, or other student/school gatherings are not permitted at this time. These activities will be re-assessed once case counts have a sustained decline. When permitted by public health and CDSBEO, activities should follow the relevant provincial requirements under the [Reopening Ontario Act](#). This may include multiple cohorts in alignment with provincial capacity limits and includes allowance for in-school student to student peer support programs such as “reading buddies”.

Ontario Public Health and the Ministry of Education provide details of the size of permitted gatherings. Physical distancing two (2) metres/six (6) feet should be encouraged at all times and masking as required.

CDSBEO will continue to support our faith development and religious practices. When schools are unable to gather as a larger group under the [Reopening Ontario Act](#), all liturgies and celebrations of the Mass will be continued in small classroom settings honoring cohort and classroom maximum numbers unless delivered virtually.

Technology Based Courses and Physical Education

These courses may continue with the educator putting in place curriculum modifications to ensure that physical distancing is maintained. The sharing of equipment should be limited to within the same cohort as much as possible and proper hand hygiene must be used before and after using the equipment, particularly when the equipment cannot be clean between use. Access to changerooms should be limited to individual cohorts and staggered access within the cohort is recommended in order for students to maintain safe physical distancing.

Suggested activities are available in the PHE Canada – [Return to School Physical Education and Health Guidelines](#).

Breakfast/Food Programs

It is recommended that breakfast programs continue to operate. However, adjustments to the delivery model may be required in order for students to access the program and consume food safely in their classroom. Nutrition/third party food programs and non-instructional food events (such as pizza day) are permitted to operate, provided the food handlers use adequate food handling and safety practices. The “grab and go” options may be considered for individual classrooms. Students must wash their hands before and after eating. Students will need to be reminded that sharing of food is not appropriate and unsafe. Access to “grab & go” items such as fruit, granola bars, yogurt, sealed fruit cups, and other prepackaged items are recommended by the local public health units. Volunteers/third-party providers may be subject to mandatory vaccination and proof thereof.

Lunch and Cafeterias

For September 2021, cafeterias will reopen, however, the serveries will remain closed, at least for the first quadmester (September 7, 2021 to November 9, 2021). Students may eat their own lunch together in the cafeteria provided a minimum distance of two (2) metre/six (6) feet is maintained among cohorts and between cohorts. Schools should employ various means to limit the number of students and cohorts eating lunch in proximity to each other (e.g. staggered lunch periods, eating outdoors or in alternative spaces).

Capacity limits for cafeterias should be established to enable two (2) metres/six (6) feet distancing between cohorts and among cohorts. Duration of mask removal indoors should be minimized as much as possible.

The CDSBEO, in consultation with the local health units, will closely monitor the first quadmester to determine if normal cafeteria operations can resume for quadmester two, in November 2021. Staff and students should refrain from gathering in the cafeterias. Cafeteria operations may have tables marked by cohort and wall signage to continue to promote physical distancing to take place. Hand sanitizer will also be available upon entrance and exit of the cafeterias. Plexiglass may be provided, where necessary if/when serveries become operational, to separate certain cafeteria functions.

Uniforms and In-School Uniform Shops

In-school uniform shops have transitioned to digital and phone ordering. Uniform shops in schools will remain closed at this time for in-person fittings. Alternatives to purchase uniforms are outlined in McCarthy's latest communication [McCarthy Uniform Flyer](#).

Field Trips

Day trips and overnight stays are permitted and should follow the relevant provincial requirements under the [Reopening Ontario Act](#). For day and overnight trips, anyone entering the area must be screened upon arrival and the pick-up/drop-off of students should happen outside of the area or within a designated and isolated area. Students should be cohorted throughout the duration of the trip, with the number of students and staff to a cohort varying based on grouping arrangements.

Keeping daily accurate records of individuals entering the program setting (name, contact information, time of arrival/departure, screening completion) is required to facilitate contact tracing. Staggering arrival and departure times is recommended to support cohorting and physical distancing measures. Operating programs in consistent cohorts (with assigned staff members) who stay together is recommended throughout the duration of the program/trip.

When public health measures prevent field trips, school staff should plan virtual field trip experiences.

Before and After School Programs

Schools, child care operators and authorized recreation providers in schools should follow the guidance for before and after school programs and collaborate to ensure that student lists and information are maintained and readily available to be provided to local public health units for contact tracing purposes in accordance with all applicable legislation, including the [Municipal Freedom of Information and Protection of Privacy Act](#). Refer to [Before and after school programs policies and guidelines for school boards](#).

Contactless Payments

To reduce the handling of cash, schools will be required to promote the use of School Cash online as part of School-Generated Funds.

Step 6 – Hygiene and Cleaning

To maximize staff and student safety, schools are expected to employ multiple protective strategies and a layering of controls to support healthier and safer environments for students and staff. There is not one specific measure that will prevent transmission from occurring in schools, but rather there are multiple structural and individual elements that contribute to making schools healthier spaces and reduce the risk of infection to in-person attendees. Each of the control measures provides some benefit in reducing spread. However, it is the combination and consistent application of these layered controls as a bundle that is most effective for reducing disease spread in schools.

The CDSBEO is drawing on two key aspects of health advice – distancing and cohorting.

“Distancing” refers to the advice that individuals should avoid close personal contact and maintain two (2) metres/six (6) feet of separation for any prolonged encounters outside of their classroom cohort.

“Cohorting” refers to minimizing the number of students and teachers any individual comes in contact with, and to maintain consistency in those contacts as much as possible.

The Public Health Agency of Canada has technical guidance on COVID-19 for schools and community settings:

[Technical Guidance on COVID-19 for schools and community settings](#)

Facilities Cleaning

As a result of COVID-19, additional cleaning will need to be implemented and custodial staff will need appropriate training. The custodial team at each school will pay special attention to cleaning and disinfecting frequently touched surfaces and shared resources such as doorknobs, water fountain knobs, light switches, toilet and faucet handles, students’ chairs and desks/tabletops, railings, bathrooms, cafeterias and kitchen areas at least twice a day, as they are most likely to become contaminated.

Workers that wear PPE for protection against workplace hazards other than COVID-19 must continue to use that PPE, as required. PPE training is available here: [PPE Training](#)

The following measures will be taken:

- Where a school is open to students all day, the cleaning will take place at the end of the day with high touchpoint surfaces cleaned throughout the day.
- Classroom teachers will be responsible for the cleaning and disinfecting of shared objects between cohorts, if necessary (e.g. computer devices, gym or physical education equipment, art supplies, toys, games, etc.). When shared objects cannot be cleaned between use, students should be instructed to use proper hand hygiene and wash their hands before and after use.

Following local public health advice regarding the type of cleaning and disinfectant products to use, including the use of scent-free and green based products will be used as much as possible. For more information and guidance on environmental cleaning, refer to [Environmental Cleaning Fact Sheet \(pdf\)](#). Refer to Health Canada’s [Hard-surface disinfectants and hand sanitizers \(COVID-19\)](#) for approved products.

CDSBEO, through the Ministry of Government and Consumer Services (MGCS) and the government's pandemic supply chain, will continue to provide the necessary critical supplies, including disinfectant, to schools.

The following requirements will apply during the COVID-19 pandemic:

- Classrooms that have a water supply will be provided with soap and paper towels and these will be refilled, as necessary.
- Hand sanitizer dispensers have been placed in classrooms, at all school entrances and exits as well as at entrances to cafeterias. They will be regularly monitored and restocked, as necessary.
- All garbage containers will be emptied daily.
- Water fountains or bottle filling stations can be used for refilling personal water bottles, where possible, but the fountain mouthpiece should not be used. Signage will be provided at each fountain.
- CDSBEO custodians are responsible for: cleaning, sanitizing, and disinfecting. Cleaning involves removal of dirt, while sanitizing reduces germs from surfaces up to 99.9%; and disinfectants destroy germs and prevent them from spreading.
- In some cases, cleaning protocols may need to be aligned with the use of specialized classrooms and equipment.
- Cleaning and disinfecting in close communal spaces, such as cafeterias, when operating, will occur between use.
- Shared surfaces in washrooms/changerooms will be cleaned and disinfected frequently and the mixing of cohorts should be prevented.

Facilities Ventilation

School boards are expected to continue optimizing air quality in classrooms and learning environments through improving ventilation and/or filtration. This is a key element in the multiple protective strategies to support healthy and safe learning environments for students and staff.

For schools with full mechanical ventilation, the CDSBEO is expected to:

- Have all ventilation systems inspected and in good working order prior to the start of the school year
- Use the highest-grade filters possible, preferably MERV 13 filters
- Undertake frequent filter changes through the school year
- Operate ventilation systems 2 hours before and after school occupancy
- Calibrate HVAC systems for maximum air flow and increased fresh air intake.

This guidance also applies to schools with mechanical ventilation for parts of schools, such as additions.

For schools or parts of schools without mechanical ventilation, the CDSBEO is expected to place standalone high efficiency particulate air (HEPA) filter units in all classrooms and learning environments. In addition, all JK/SK classrooms, regardless of ventilation capabilities will have a HEPA unit as masking of JK/SK students is not required. These units ensure particle filtration of air and improve air exchange.

Through provincial and federal government funding initiatives in 2020-21, the CDSBEO has invested funds in schools that have limited or no mechanical ventilation systems. This includes investments in new and expanded HVAC systems.

Adequately ventilated classroom environments are expected to be associated with less likelihood of transmission compared with poorly ventilated settings. In general, ventilating indoor environments with fresh air, whether by increasing the outdoor air ratio of the HVAC system setting as much as possible or by opening windows, and avoiding or reducing recirculation, will dilute the air exhaled by the occupants including any infectious particles. Where possible bringing fresh outdoor air into the school is encouraged. CDSBEO will continue to operate ventilation systems in all buildings longer to enhance filtration in addition to upgrading and replacing filters more frequently.

There may be instances of bladed and bladeless fan and portable air conditioner use in schools which also generate air current that could affect respiratory droplets. The use of portable air conditioners, fans and individual heaters is strongly discouraged.

Do not open windows and doors if doing so poses a safety or health risk, e.g. risk of falling, triggering asthma symptoms, risk of bees/wasps, to students and staff and ensure that COVID-19 measures do not introduce new occupational hazards to the setting, e.g. do not prop open fire doors to increase ventilation and/or reduce exposure to frequently touched door handles.

Hygiene and Respiratory Etiquette Practices

Training/refresher learning of school staff should include health and safety protocols that address hand hygiene, respiratory etiquette, and physical distancing. [Link to COVID-19 Awareness and Prevention Training](#)

Clear age-appropriate communication about COVID-19 and what to expect when students return to school should be provided to children, youth, and parents/guardians in advance of September 2021. It will be important for schools to keep parents/guardians informed of what the school is doing to protect their child(ren), including how they are preventing the spread of respiratory infections and what parents can do at home (e.g. reinforce hand hygiene and respiratory etiquette, physical distancing, environmental cleaning and increase reassurance). Parents/guardians will be the ones who will make decisions about keeping their child(ren) home if they are sick, and as such, open and frequent communication with parents will be important in ensuring sick children are not sent to school. Parents can access the [COVID-19 Screening Tool for Children in School and Child Care](#) to help them make decisions about whether or not to send their child to school.

Staff and students will be provided with targeted, age-appropriate education in proper hand hygiene and respiratory etiquette. Local public health units can also provide additional guidance. Age-appropriate posters or signage will continue to be placed around the school. Teachers will be provided with a Teacher Checklist on Classroom Hygiene.

Although hand sanitizers are available throughout the schools and board offices, soap and water are preferred as it is the most effective method of reducing transmission and least likely to cause harm if accidentally ingested. Safe placement of the alcohol-based hand sanitizer dispensers is important to avoid consumption, especially for young children.

Public Health Ontario's website has good information around proper hand hygiene. See [How to Wash Your Hands](#)

Tissues are available to support proper respiratory etiquette and staff and students will be reminded of the proper disposal method.

Respiratory etiquette aims to reduce the risk of transmitting droplets that may contain the virus directly onto other surfaces where they may be picked up by others.

Hand hygiene should be conducted by anyone entering the school and incorporated into the daily schedule at regular intervals during the day, above and beyond what is normally recommended (e.g. before eating food, after using the washrooms). Possible options could include regularly scheduled hand hygiene breaks based on a pre-specified schedule in the school.

Suspected Cases

Staff and students will be expected to follow all local public health guidelines if they are symptomatic or ill, or if someone they have come in close contact with, including within their household, is ill with suspected or positive COVID-19.

Teachers and other staff members will be provided information on signs and symptoms of COVID-19 in children so that appropriate action can be taken if children develop symptoms during the day. Students should be monitored for atypical symptoms and signs of COVID-19. Due to the wide range of symptoms for COVID-19 and evolving understanding of the disease, a low threshold for symptoms is advised. The Ministry of Health has provided a [COVID-19 Screening Tool for Children in School and Child Care](#). This tool provides basic information only and contains recommendations for children to support decision making by parents/guardians about whether their child should attend school/childcare and/or needs to be tested for COVID-19. Updates to the school screening tool align with the Ministry of Health's new guidance for individuals who may be experiencing post-vaccine symptoms. Individuals who are experiencing certain minor symptoms that are compatible with COVID-19 but have received a COVID-19 vaccine in the past 48 hours, may still be able to attend school if these symptoms began after vaccination.

CDSBEO will follow the Ministry of Health's [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#), which outlines the roles and responsibilities in regards to prevention and preparedness, case and contact management, outbreak assessment and management, surveillance, coordination and communication for: Public Health Units, Ministry of Health, Ontario Health, Ministry of Education, School Administrators and School Boards, and the Ministry of Labour, Training and Skills Development.

Students will be instructed to speak to a staff member immediately if they are experiencing symptoms.

If a student begins to experience symptoms of COVID-19 while attending school, it is recommended that they be immediately separated from others in the isolation room until they can be picked up. In addition, where possible, anyone who is providing care to the individual should maintain a distance of at least two (2) metres/six (6) feet. Refer to [COVID-19 Symptoms](#).

If a staff member develops COVID-19 symptoms, they should return home, self-isolate immediately and go for testing. If they cannot leave immediately, the staff member should be directed to the isolation room until they are able to leave.

An isolation 'kit' will be available at the school or office for use by the ill individual and the staff member attending to them; the kit will contain alcohol-based hand rub/towelettes, gloves, masks, eye protection, isolation gown and a biohazard bag. Instructions on proper use of PPE will be available on the outside of the kit or posted in the isolation room.

Environmental cleaning and disinfection of the space and items used by the individual will occur. School principals are mandated to report infectious diseases under the *Health Protection and Promotion Act*. Principals must inform local public health units who recommend closure, provide notices, or make other recommendations, e.g., additional testing, self-isolation, cleaning advice.

School principals may also be required to provide information on staff and students for COVID-19 contact tracing and report daily as instructed on the GO Secure portal.

Refer to the [COVID-19 Reference Document for Symptoms \(PDF\)](#) on Ontario's [COVID-19 website](#) as well as [Local public health units](#).

Face Masks/Eye Protection

Medical masks, a face shield, and goggles and/or Ministry approved safety glasses will be provided for all teachers and other staff of CDSBEO. All school-based staff will be required to wear medical masks, those staff with reasonable exceptions for medical conditions will be reviewed to determine an appropriate placement. In addition, all staff must wear approved eye protection (ie. face shield, goggles or approved safety glasses) in classrooms where students are not masked (ie. JK/SK classrooms). Staff are not required to wear eye protection in classrooms where students are masked however, staff are encouraged to wear eye protection when unable to physically distance themselves from others by a minimum of two (2) metres/six (6) feet.

Students in grades 1 to 12 will be required to wear a cloth/non-medical mask. Students who have completed the required exemption form from wearing a mask in Grades 1 to 12 must be able to physically distance themselves from others by a minimum of two (2) metres/six (6) feet at all times inside and outside the school. Where this is not possible, consideration will be given to move the student to online remote distance learning. Students in Kindergarten are encouraged to wear a mask, but it is not required. Any change on the requirements regarding masks/face shields/goggles/safety glasses for staff and students will be provided by Public Health. Teachers should explain the rationale on the use of masks/face shields/goggles to the children. Safety glasses that do not meet the COVID-19 safety guidelines do not offer adequate protection from respiratory droplets or sprays. Staff can refer to the [Admin Procedure D1:17 COVID-19 Medical Mask/Eye Protection for Employees](#) for additional information.

Risk mitigation for students at higher risk of infection

Some children may be at higher risk of adverse outcome from COVID-19 infections due to underlying medical conditions such as immunocompromised states or chronic medical conditions such as cardiac and lung disorders.

Children with underlying conditions may attend school as they would per usual. However, it is important for parents to work with their child's healthcare providers so that an informed decision can be made in this regard. This is particularly relevant for children with newly diagnosed illnesses requiring the first-time use of new or augmented immunosuppression. If such children have a documented exposure to the virus, it is recommended that their care providers be contacted for further management.

School Transportation

During these unprecedented times, Student Transportation of Eastern Ontario (STEO) and student transportation consortia across the province are working with their Member School Boards, their local Public Health Units, their Operators, and the Ministry of Education to mitigate health risks associated with COVID-19 on school-purpose vehicles. STEO will remain responsive to guidance from the Ministry of Education and our local health authorities and will augment plans as necessary to meet or exceed safety standards. Bus/vehicle drivers will be subject to the same vaccination process as all Board staff. Please refer to STEO's website for details of the COVID-19 Transportation Response Plan: <https://www.steo.ca/covid-19-transportation-resources/>

PART B

The Education Delivery Scenarios

Considering the continuing uncertainty about public health risks, the CDSBEO is planning for three (3) scenarios for the delivery of curriculum for September 2021.

- Scenario 1 - Conventional Delivery
Normal school day routine with enhanced public health protocols, no cohorting applicable
- Scenario 2 - Adaptive Delivery Model A – **CDSBEO chosen model for September 2021**
Modified school day routine based on classroom cohorting, with students attending classes five days per week
- Scenario 3 – Online Remote Distance Learning
Full at-home online remote distance learning

It is imperative that the CDSBEO plan and prepare for all three (3) scenarios as the COVID-19 pandemic may change at any time and schools may be required to transition from one scenario to another with short notice.

The transition from one delivery model scenario to another will be based on the advice of the local Public Health. Communication with all affected parties will need to occur and changes may be required to various procedures to ensure continuity of critical business operations.

Communications with all CDSBEO partners will be critical to a successful transition. This will include notifying, by email or other means, the following individuals/groups:

- Trustees, Director & Senior Administration
- School Administration
- Parents/guardians
- Board Employees
- Joint Health & Safety Committee
- CPCO
- OECTA
- CUPE
- STEO
- SEAC
- PIC
- Cafeteria/Uniform providers
- Catholic School Councils
- Daycare Providers
- Co-terminous Board

Other board operations/processes will need to be reviewed such as mail delivery, external contractor access to facilities, school voice mail, school signage, playground equipment access. The Ministry of Education will also be notified of any changes to the delivery model.

Scenario 1: Conventional Delivery

Normal school day routine with enhanced public health protocols, no cohorting applicable

Students will be expected to return to school five (5) full days a week, no cohorting applicable.

Enhanced cleaning protocols and hand hygiene will be in place within a regular classroom compliment.

All regular expectations, routines and schedules will be in place for students. They will participate in all regular activities where possible, practicing enhanced health and safety procedures.

Scenario 2: Adaptive Delivery Model A - Elementary

Modified school day routine based on classroom cohorting, with students attending classes five days per week - CDSBEO chosen model for September 2021

ELEMENTARY SCHOOLS

The instructional delivery for CDSBEO elementary (K-8) schools must be based on three core principles:

- 1 Keep All Staff and Students Safe/Healthy
- 2 Provide Continuity of Learning through In-Person, Distance and/or Adaptive Instruction
- 3 Ensure Flexibility to Address Access and Equity Needs of All Learners

Based on the Ministry of Education's [COVID-19 - Guide to Reopening Schools 2021-2022](#), and additional information provided as part of the Grants for Student Needs release on May 8, 2021, the CDSBEO is planning for the majority of students to return to in-person learning for September 2021. Several recommendations/instructions are provided below to ensure that we maintain and uphold the Ministry's expectations as outlined in the guide to reopening schools for the 2021-22 school year. As per the guide, CDSBEO may be required to pivot between a conventional, adaptive and distance learning model.

Elementary Adaptive Delivery Model A:

1. The school will be divided into classroom cohorts.
2. Larger class sizes in schools to be considered for larger physical classrooms sizes.
3. Buses will operate at full capacity with some additional health and safety measures in place.
4. Parents/guardians may choose to keep their child at home for health/safety reasons – online remote distance learning will be in place for those students. CDSBEO has committed to maintaining a Virtual Learning Elementary School for students in grades JK – 8 at least for the first half of the 2021-22 school year.

5. Parents/guardians who choose to keep their child in online remote distance learning in September 2021, will be expected to return to full in-person learning for the second half of the school year, February 2022, unless the Ministry of Education, public health and CDSBEO allow the online remote distance learning to continue. Parents/guardians who choose to keep their child in face-to-face instruction may opt into online remote distance learning only for the second half of the school year if it continues to be offered.
6. **JK to Grade 6 Elementary Schools:** Students will attend school 5 days a week on a regular time schedule.
7. **JK to Grade 8 Elementary Schools:** Students will attend school 5 days a week on a regular time schedule.
8. **Students in grade 7 and 8 in 7-12 Secondary Schools:** Students will attend school 5 days a week on a regular time schedule. Students would begin their day at 8:00 a.m. and end their day at 2:10 p.m. For the 2021-22 school year, the full 300-minute instructional day will be in-person.
9. To respect the classroom cohort model, students cannot be blended (core and immersion).
10. Prep teachers (core French, Art, Music, Phys-Ed, etc.) are required to be present at their respective schools and deliver curriculum as usual by relieving the classroom teacher. Students are to remain in their designated classroom and prep teachers are to deliver instruction within that classroom. Prep teachers can also be assigned to assist with other classroom responsibilities, if necessary, under the discretion of the Principal.
11. Within the classroom, student distancing of one (1) metres/three (3) feet should be maintained, when possible.
12. All materials need to be organized to limit sharing. Sharing is permitted but not encouraged.
13. It is recommended that students receive their own materials such as scissors, pens, erasers, glue, crayons, etc.
14. Students are to remain at their workstation/designated area as much as possible. Please assign students to a permanent seating plan. A name placed at each designated workstation is strongly recommended.
15. Students are to remain in the classroom, as much as possible, in their own personal seat (their personal bubble). If a student is required to leave the room due to illness or go to the washroom, it must be recorded. The local health units will require this information for contact tracing.
16. Students are to be appropriately distanced while seated in classrooms that utilize tables/workstations, where possible.
17. All personal belongings need to be labeled and kept to a minimum (i.e. backpacks, shoes, lunch kits).
18. Nutritional breaks should be held within the classroom prior to a scheduled outdoor body break.
19. Refresher learning - teachers are encouraged to provide content review for students integrated throughout the school year at key instructional times based on professional judgement and perceived learning gaps.
20. CDSBEO will send parents/guardians details of where this CDSBEO School Re-Entry Plan can be accessed on the Board website.
21. Teachers will need to prepare their TEAMS page for their class(es) in September, as they will continue to use this model of Curriculum delivery for students who are absent due to illness (e.g. required to self-isolate). Time will be provided to teachers for this purpose on a PD Day prior to the beginning of the school year.

22. Teachers in the CDSBEO Virtual Learning Elementary School will use the Microsoft Teams platform to deliver all curriculum expectations synchronously and asynchronously, within all subjects, with the exception of French (due to a shortage of qualified FSL teachers) as per [Policy/Program Memorandum \(PPM\) No. 164](#)
23. Qualifying Special Education classes will continue to operate maintaining their own cohort 5 days a week. Continuation of partial integration of students into other classrooms will be determined by the total number of student-to-student contacts created with other class integration. As a general guide, the elementary student-to-student contact is 50 students. Academic programming will also be based on individual student needs and physical health determined through conversation with parents.
24. Immersion programs in the face-to-face delivery model will continue to be delivered with the understanding that cohorts remain in the same classroom all day and only the two teachers move classrooms.
25. All grade 7&8 programs will eliminate rotation – all teachers will teach all subjects (with the exception of prep subjects that will be delivered by prep teachers within the student’s regular classroom).
26. All grade 7&8 programs will have the same design as elementary. Each class will be its’ own bubble (cohort).
27. Staggered entry upon arrival at school will be needed with different entrance points to the school, if possible. A principal can assign a five-minute delay between each group for entry.
28. Grade 7&8 students in secondary schools are encouraged to remain in their wing/section of the school and use washrooms that have been designated for their use. It is encouraged that they use the designated doors in their section for entry and exit.
29. Carpets and plush toys will need to be removed temporarily and stored.
30. Parents who register their child for kindergarten might choose to send them for partial days or partial hours. This remains a parent decision throughout the pandemic, however, additional transportation will not be provided to accommodate attendance at school on partial days or hours.
31. It is strongly recommended that all assignments be submitted electronically. Teachers are reminded to wash their hands and avoid touching their face before and after touching assignments.
32. All bells should be turned off as classrooms will operate independently, based on set schedules determined by administration.
33. Set daily classroom hygiene routines should be established by teachers to ensure safety.
34. Distribution of textbooks and student workbooks can take place. These books are to be assigned to individual students. Principals are encouraged to order as many copies as needed to ensure each student has their own copy.
35. Students should attempt to bring their own device to school every day to avoid the need to share. If a school laptop is used by a student in the classroom, the device should be sanitized before being used by another student. Proper hand hygiene must be used when devices are not sanitized between use.
36. Teachers may need to adjust their Curriculum to ensure health and safety. Teachers have the authority to use their professional judgement to focus on key curriculum expectations.
37. Staff will instruct students to speak to a staff member immediately if they are experiencing symptoms. Teachers will be expected to educate their students on proper hygiene practices.

38. If a teacher suspects a student in their classroom might be ill, they must notify administration immediately. Teachers will be provided with steps to follow should a student express that they are feeling ill.
39. Only essential visitors are permitted in schools at this time. If approved by the Principal, parents/guardians, guest speakers, community groups, authors, and any other presenters are required to self-screen and to wear a medical mask (e.g. surgical/procedural) while on school premises. A medical mask will be provided by the school if necessary. Schools will also need to have a process in place to confirm the daily self-screening of all essential visitors prior to or upon arrival at school. Local public health units may restrict visitor access to schools. Requirements for proof of vaccination may also apply.
40. School assemblies, masses and other student/school gatherings are not permitted at this time. These activities will be re-assessed once case counts have a sustained decline. When permitted by local public health and CDSBEO, these activities should follow the relevant provincial requirements under the [Reopening Ontario Act](#). This can include multiple cohorts in alignment with provincial capacity limits.
41. Day field trips and overnight stays are permitted and should follow the relevant provincial requirements under the [Reopening Ontario Act](#) with restrictions. When public health prevents day trips and overnight trips, virtual field trips are encouraged.
42. All food must be consumed in the designated classroom. Sharing of utensils must always be avoided.
43. Gymnasium use is permitted with appropriate masking and distancing in place. Refer to other sections of this document for further instructions and information related to high-contact/low-contact physical activities. Outdoor play is strongly encouraged. Students using playground equipment must wash their hands before and after use. It is recommended that each cohort have their own physical education equipment, if possible. Each cohort in each classroom should be allocated some equipment to be used outside (various balls, frisbees, skipping ropes, etc.). Sharing equipment between cohorts is permitted but not encouraged.

Scenario 2: Adaptive Delivery Model A - Secondary

“Quad-mestered” schedule with a regular school day routine with students attending classes five days per week - CDSBEO chosen model for September 2021

SECONDARY SCHOOLS

The instructional delivery for CDSBEO secondary (9-12) schools must be based on three core principles:

- 1 Keep All Staff and Students Safe/Healthy
- 2 Provide Continuity of Learning through In-Person, Distance and/or Adaptive Instruction
- 3 Ensure Flexibility to Address Access and Equity Needs of All Learners

Secondary Adaptive Delivery Model A:

1. Buses will operate at full capacity with some additional health and safety measures in place.
2. Parents/guardians may choose to keep their child at home in an online remote distance learning model for safety reasons – online remote distance learning will be provided for these students, at least for the first half of the 2021-22 school year. In addition, a blended learning approach is the recommended model through Microsoft Teams or D2L/Brightspace for all teachers delivering face-to-face instruction in order to support students who may be attending through online remote distance learning or absent from class due to illness.
3. Parents/guardians who choose to keep their child in online remote distance learning only may opt back in for face-to-face instruction at the beginning of each new quad-mester, as long as online remote distance learning remains available.
4. Secondary students in grades 9 to 12 will utilize a “Quad-mester Delivery Model”. This model allows for 2 credits per 9-week cycle. Students would attend Quad 1 every day to complete credit 1 and 2 courses for nine weeks (quad-mester). Once the first nine weeks are completed, students would then begin Quad 2, to complete credits 3 and 4 for another 9 weeks.

Students would begin their day at 8:00 a.m. and end their day at 2:10 p.m.

School day –	Period 1	8:00 a.m. to 9:15 a.m.
	Transition	9:15 a.m. to 9:20 a.m.
	Period 2	9:20 a.m. to 10:35 a.m.
	Lunch	10:35 a.m. to 11:35 a.m.
	Period 1	11:35 a.m. to 12:50 p.m.
	Transition	12:50 p.m. to 12:55 p.m.
	Period 2	12:55 p.m. to 2:10 p.m.

Bus departure 2:10 p.m.

September 7 – November 5

Students complete credit 1 and 2 (Nov 8-9 – culminating tasks)

November 12 – January 26

Students complete credit 3 and 4 (Jan 27-28 – culminating tasks)

February 1 – turn around day (PD day)

February 2 – April 11

Students complete credit 5 and 6 (April 12-13 – culminating tasks)

April 20 – June 21

Students complete credit 7 and 8 (June 22-23 – culminating tasks)

5. Secondary principals should try to organize the school as three different smaller schools within the bigger school. (e.g. Grade 7&8 in their own wing/hall, with their own washroom and entry/exit door. Same for grade 9&10 and grade 11&12).
6. When circulating between periods, students are encouraged to maintain physical distancing.
7. Teachers who have no prep during period 1 and 2 will go nine weeks without but will have double prep in the next quad-mester.
8. Students remain in one or two classrooms only during the day. Desks are to be labeled and assigned.
9. Classroom cohorts are to remain together for the entire period, and both periods if possible.
10. Students who are in construction, transportation, hairstyling and culinary will follow program specific protocols. If students are required to utilize various tools, they must be organized by cohort and/or sanitized between use where feasible. Proper hand hygiene should be in place when shared equipment/tools cannot be sanitized between use. Teachers are encouraged to have students remain in consistent small cohorts when working on hands on activities. Please refer to the Ontario Council for Technology Education website for suggestions and safe practices. [Ontario Council for Technology Education](#)
11. For physical education, outdoor activity is strongly encouraged. Gymnasium activities are permitted with masking and physical distancing in place. Refer to other sections of this document for further information/instructions. Equipment must be assigned to the same cohort/class – ex: athletic directors need to divide the equipment accordingly and clearly identify the cohort/class using each set. Refer to [Return to School Physical Education and Health Guidelines](#)
12. Music – refer to other sections of this Plan and a document on how to deliver music programs will be shared with principals. [Safe-Singing-and-Playing-in-Ontario-Music-Programs_S2-1.pdf \(omea.on.ca\)](#)
13. Students who are not assigned to a class (e.g. students on spare, students who have been sent out of class needing a quiet workspace or students sent to the office for disciplinary reasons) must be assigned to a designated workspace in a supervised area within the school (e.g. library, guidance/student success room). Within this workspace physical distancing should be maintained. The supervising teacher will be encouraged to wipe down/disinfect student's assigned workspace before another student accesses that space.
14. Students are encouraged to bring their own device to school. Sharing of laptops and any other electronic device (e.g. calculators) is discouraged. If a school laptop is used by a

student and is not sanitized before being used by another student, proper hand hygiene should be used before and after use.

15. Students are to remain in the classroom, as much as possible, in their own personal seat (their personal bubble). If a student is required to leave the room due to illness or go to the washroom, it must be recorded. The local health units will require this information for contact tracing.
16. Teachers will be expected to educate their students on proper hygiene practices.
17. Staff will instruct students to speak to a staff member immediately if they are experiencing symptoms.
18. If a teacher suspects a student in their class/cohort might be ill, they must notify administration immediately. Teachers will be provided with steps to follow should a student express that they are feeling ill.
19. Only essential visitors are permitted in schools at this time. If approved by the Principal, parents/guardians, guest speakers, community groups, authors, and any other presenters are required to self-screen and to wear a medical mask (e.g. surgical/procedural) while on school premises. A medical mask will be provided by the school if necessary. Schools will also need to have a process in place to confirm the daily self-screening of all essential visitors prior to or upon arrival at school. Local public health units may restrict visitor access to schools. Requirements for proof of vaccination may also apply.
20. School assemblies, masses and other student/school gatherings are not permitted at this time. These activities will be re-assessed once case counts have a sustained decline. When permitted by local public health and CDSBEO, these activities should follow the relevant provincial requirements under the [Reopening Ontario Act](#). This can include multiple cohorts in alignment with provincial capacity limits.
21. Day field trips and overnight stays are permitted and should follow the relevant provincial requirements under the [Reopening Ontario Act](#) with restrictions. When public health prevents day trips and overnight trips, virtual field trips are encouraged.
22. Teachers may need to adjust their Curriculum to ensure health and safety. Teachers have the authority to use their professional judgement to focus on key curriculum expectations.
23. Refresher learning - teachers are encouraged to provide content review for students integrated throughout the semesters, at key instructional times to address gaps in learning due to the school closure period. Student re-engagement and closing the learning gaps will be a focus for 2021.
24. Distribution of textbooks and student workbooks can take place. These books are to be assigned to individual students. Principals are encouraged to order as many copies as needed to ensure each student has their own copy. Electronic resources should be used as much as possible.
25. It is strongly recommended that all assignments be submitted electronically. Teachers are reminded to wash their hands and avoid touching their face before and after touching assignments.
26. Secondary students will not have access to lockers, at least for the first quad-mester, so belongings will be placed at the student desk/workspace. Students will need to be reminded about what types of personal belongings are acceptable to have inside the classroom environment.
27. Schools are encouraged to communicate how the “quad-mester” model works on their school website, social media platforms, Microsoft Teams/Brightspace pages and maintain on-going communication with parents.

Scenario 3: Online Remote Distance Learning

Full at-home online remote distance learning

With curriculum being delivered through full online Remote Distance Learning during the 2020-21 school year, we recognize the incredible work that teachers have accomplished and the knowledge they have gained in such a short period of time. The ability to reach out to students and connect with them in various ways and through various modalities such as live virtual chats and synchronous learning opportunities, telephone calls, small group engagement, and audio and video lessons, have proven to be effective in ensuring student success.

If COVID-19 places CDSBEO in a position to deliver curriculum through full online Remote Distance Learning, it is important to be aware of the Ministry's expectations in accordance with [Policy/Program Memorandum \(PPM\) No. 164](#).

"Recognizing there are a wide range of modalities that are used in the continuum of learning between educators and their students, the ministry's expectation is that synchronous learning be used as part of whole class instruction, in smaller groups of students, and/or in a one-on-one context.

We know that parents and students are looking for ways to interact with their teachers - which can be addressed through multiple modalities - and that online synchronous learning experience with teachers and education workers is an effective and supportive method that will position students to succeed during the school closure period." – Ministry of Education

The synchronous mode means that teachers and students are in the same online space at the same time. Considering this information, CDSBEO recommends the following for the online Remote Distance Learning Model:

Distance Learning Plan

Elementary

Microsoft Teams' Pages will be created by homeroom. Teachers, prep teachers and support staff will work together to provide programming and assessment to their assigned class. French Immersion teachers will work collaboratively to provide synchronous instruction to their classes in English and French (e.g. Immersion teachers will belong to two Teams' Pages and alternate synchronous learning time in the morning and afternoon).

For students enrolled in the CDSBEO Virtual Learning Elementary School, they will continue to receive synchronous instruction through their virtual schoolteacher's Microsoft Teams page and will follow the established schedule of curriculum delivery. At this time, French programming is not being offered due to staffing shortages. CDSBEO will continue to try to recruit French teachers in order to be able to offer Core and Immersion programming in the virtual school during this pandemic.

Secondary

Microsoft Teams' Pages or BrightSpace (D2L) Pages have been created by subject teachers. Teachers and support staff will work together to provide programming and assessment to their assigned classes (Period 1 and Period 2). Teachers will have a Teams or BrightSpace (D2L) page for their Period 1 class and a Teams or BrightSpace/D2L page for their Period 2 class. Teachers will be

encouraged to provide consistent synchronous learning opportunities for students in both Period 1 and Period 2 classes on a daily basis.

On August 13, 2020, the Ministry of Education released Policy/Program Memorandum 164 that outlined the student/teacher requirements for Distance Learning. The details of these requirements can be found here: [Policy/Program Memorandum \(PPM\) No. 164](#).

Teachers are encouraged to reference [OECTA's Appropriate and Professional Use of Electronic Communication, Social Media, and Online Educational Services](#) and the College of Teachers Professional Advisory as they approach distance education through online delivery.

PART C

Resources Referenced in Preparation of this Plan

[COVID-19 - Guide to Reopening Schools 2021-2022](#)

[COVID-19 Guidance: School Case, Contact, and Outbreak Management.](#)

[Reopening Ontario \(A Flexible Response to COVID-19\) Act, 2020](#)

[Policy/Program Memorandum \(PPM\) No. 164](#)

[Learn more about COVID-19 vaccines for youth](#)

[Return to School Physical Education and Health Guidelines](#)

[COVID-19 Pandemic - Return to School - Canadian Physical and Health Education Guidelines](#)

[Safe-Singing-and-Playing-in-Ontario-Music-Programs S2-1.pdf \(omea.on.ca\)](#)

[Ontario Council for Technology Education](#)

[COVID-19 Reopening Childcare Centres - Ontario](#)

[Before and after school programs policies and guidelines for school boards](#)

[OECTA's Appropriate and Professional Use of Electronic Communication, Social Media, and Online Educational Services](#)

[COVID19: Guidance for School Reopening - Sick Kids Recommendations](#)

[School Mental Health Ontario](#)

[Cooperative Education curriculum](#)

[Active School Travel](#)

[McCarthy Uniform Flyer](#)

[Environmental Cleaning Fact Sheet \(pdf\)](#)

[Hard-surface disinfectants and hand sanitizers \(COVID-19\)](#)

[Admin Procedure D1:17 COVID-19 Medical Mask/Eye Protection for Employees](#)

[COVID-19 Screening Tool for Children in School and Child Care](#)

[STEO Transportation Response Plan 2021-2022](#)

[Fire Marshal Directive 2020-01 \(Revised August 3, 2021\), Total Evacuation Fire Drills in Schools During the COVID-19 Pandemic](#)

[Guidelines for Maintaining Emergency Procedures for Elementary and Secondary Schools in Ontario for the 2021-22 School Year](#)

[COVID-19 School Management Toolkit](#)

[Covid-19 Cases in Ontario Schools](#)

PART D

Appendices

Several appendices have been included as part of the School Re-Entry Plan 2021 to assist in carrying out the duties and responsibilities of this Plan.

- Appendix A: Students with Possible Symptoms of COVID-19 and Outbreak Management
- Appendix B: Staff with Possible Symptoms of COVID-19 and Outbreak Management
- Appendix C: Protocol for Custodial Cleaning During COVID-19
- Appendix D: Outbreak Protocol - COVID-19
- Appendix E: Operational Guidance: COVID-19 Management in Schools
- Appendix F: Revised Key Secondary Quad-Mester Dates for 2021-2022
- Appendix G: Parent Checklist
- Appendix H: Symptoms of COVID-19 in Children
- Appendix I: Measures taken by STEO to ensure sanitization of buses and school vehicles

Appendix A

Student with Possible Symptoms of COVID-19 and Outbreak Management

Since younger children may not always be able or willing to identify or disclose symptoms or how they are feeling, supervising staff should be closely monitoring for symptoms of COVID-19 throughout the day. School staff should closely monitor their classrooms and, if any student is experiencing symptoms, staff are to immediately contact their School Administrator and follow these steps:

1. Administration will provide a person that will remove the symptomatic student from the classroom and/or common area, away from other students. The student will be brought to a predetermined isolation room within the school to limit further exposure or spread of the illness.

The predetermined isolation room(s) should:

- be located close to the main office and an exit;
 - have a closed door with a window to observe student;
 - when possible, enhance ventilation within the room by opening a window (no portable/ceiling fans);
 - contain a lined garbage can and furniture that can be easily disinfected;
 - be supplied with a box of facial tissues;
 - be equipped with an “Isolation Kit” and instructions for attending staff;
2. To help prevent transmission, staff and the symptomatic student must practice strict respiratory etiquette (i.e. coughing and sneezing into an elbow or tissue) and hand hygiene. The student experiencing symptoms is required to wear a medical mask in the isolation room. If a medical mask is not available or does not fit the student, a cloth/non-medical mask must be worn.
 3. Staff staying with the symptomatic student should maintain a safe physical distance of two (2) metres/six (6) feet from the student, as much as possible. If a two (2) metre/six (6) feet distance cannot be maintained between the attending staff and the symptomatic student, the staff attending to the student shall wear appropriate personal protective equipment from the “Isolation Kit”.
 4. Schools must notify parents/guardians if their child begins to experience symptoms of COVID-19 while at school.
 5. Immediate pickup must be arranged by the parent/guardian. Parent/guardian will be asked to avoid travel on public transportation such as buses or taxis. School Administration can assist with arranging transportation, as appropriate.
 6. Ensure all students in the classroom with the symptomatic student immediately wash their hands, prior to temporarily relocating to another contained area/classroom. Avoid exposing the students in the class to other students. Parents should seek further assessment from their health care provider or local Health Unit.

7. School Administration will advise the school custodian to properly disinfect the classroom and the isolation room.
8. Identify and record common areas the student may have used when their symptoms developed for contact tracing and cleaning purposes.
9. Administrators are required to notify their Superintendent to start the internal notification process.
10. Students who test positive for COVID-19 may not return to school until they are cleared by public health.
11. Students who are experiencing certain minor symptoms that are compatible with COVID-19 but have received a COVID-19 vaccine in the past 48 hours, may still be able to attend school if these symptoms began after vaccination. Follow the [COVID-19 Screening Tool for Children in School and Child Care](#) for guidance.
12. Students who test negative for COVID-19 can return to school after 24 hours if they have no fever, without the use of medication, and their symptoms have been improving for at least 24 hours and no new symptoms have developed. If the student is experiencing gastrointestinal (nausea/vomiting, diarrhea), the symptoms should be resolved for at least 48 hours before the student can return to school. Recommendations provided in the [COVID-19 Screening Tool for Children in School and Child Care](#) should be followed.
13. Parents/guardians should complete the [COVID-19 Screening Tool for Children in School and Child Care](#) daily prior to attending school or child care and follow the recommendations provided. If CDSBEO is directed to do so, parents/guardians/students may be required to confirm that they have completed and passed the self-screening on a daily basis. **All students are required to confirm daily self-screening for the first two weeks of school, September 7th to 17th.**
14. In general, students who are sick with any symptoms of illness – including those with symptoms not included on the screening tool – should stay home from school, as per usual practice and seek assessment from their regular healthcare provider if required.
15. Asymptomatic contacts of confirmed or probable cases are not required to isolate if they are fully immunized, or if they were previously positive within the past 90 days and have since been cleared, unless otherwise specified by the health unit.
16. Asymptomatic household members of symptomatic individuals are not required to isolate if they are fully immunized, or if they were previously positive within the past 90 days and have since been cleared.
17. High-risk contacts of a case are to isolate for 10 days, unless they are fully immunized or if they were previously positive within the past 90 days and have since been cleared, unless otherwise specified by the health unit.

18. If there is a known source of exposure, isolation period and testing dates should generally be counted from the day of last known exposure to the confirmed case. If the source of exposure is unknown, the isolation period should begin from the last exposure to the cohort.
19. For asymptomatic high-risk contacts who are not fully immunized or previously positive within the past 90 days and have since been cleared, testing is to be recommended on or after day 7 of their isolation period. If a test is collected before day 7, a repeat test on or after day 7 is recommended.
20. For high-risk contacts who are fully immunized or were previously positive within the past 90 days, testing is to be recommended as soon as possible upon notification of exposure.
21. Refer to [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#).

Appendix B

Staff with Possible Symptoms of COVID-19 and Outbreak Management

Each CDSBEO staff member must complete the [COVID-19 Screening Tool](#) prior to reporting to work each day. If CDSBEO is directed to do so, staff may be required to confirm that they have completed and passed the self-assessment on a daily basis. **All staff are required to confirm daily self-screening for the first two weeks of school, September 7th to 17th.** Staff should closely monitor for symptoms of COVID-19 throughout the day. If an employee experiences symptoms during the day while at work, they should immediately contact the School Administrator and follow these steps:

The symptomatic employee must practice strict respiratory etiquette (i.e. coughing and sneezing into your elbow or tissue) and good hand hygiene. Wear a medical mask and face shield/goggles/approved safety glasses and maintain a safe physical distance of two (2) metres/six (6) feet. Safety glasses that do not meet the COVID-19 safety guidelines do not offer adequate protection from respiratory droplets or sprays.

1. After notifying Administration, the symptomatic employee will remove themselves from the classroom and/or common area, away from other students and staff. They will leave the school, or they will present themselves to a predetermined isolation room within the school, to limit further exposure or spread of the illness.

The predetermined isolation room(s) should:

- be located close to the main office and an exit;
 - have a closed door with a window to observe staff;
 - when possible, enhance ventilation within the room by opening a window (no portable/fans);
 - contain lined garbage can and furniture that can be easily disinfected;
 - be stocked with a box of facial tissues;
 - be equipped with an “Isolation Kit” and instructions (for attending staff);
2. Arrangements will be made for the symptomatic employee to leave the facility. Staff are asked to avoid travel on public transportation such as buses or taxis. Staff should seek further assessment and testing.
 3. Ensure all students and staff that were with the symptomatic employee immediately wash their hands prior to relocating to another contained area.
 4. School Administration will advise the school custodian to properly disinfect the classroom and the isolation room.
 5. Identify and record common areas the employee may have used when their symptoms developed for contact tracing and cleaning purposes.
 6. Administrators are required to notify their Superintendent to start the internal notification process.
 7. Staff who test positive for COVID-19 may not return to work until they are cleared by public health.
 8. Staff who are experiencing certain minor symptoms that are compatible with COVID-19 but have received a COVID-19 vaccine in the past 48 hours, may still be able to attend school if these symptoms began after vaccination. Follow [COVID-19 Screening Tool](#) for guidance.

9. Staff who test negative for COVID-19 can return to work after 24 hours if they have no fever, without the use of medication, and their symptoms have been improving for at least 24 hours and no new symptoms have developed. If staff is experiencing gastrointestinal (nausea/vomiting, diarrhea) symptoms, the symptoms should be resolved for at least 48 hours before the staff can return to work.
10. In general, staff who are sick with any symptoms of illness – including those with symptoms not included on the screening tool – should stay home from work, as per usual practice and seek assessment from their regular healthcare provider if required.
11. Refer to [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#).

Appendix C

Protocol for Custodial Cleaning During COVID-19

COVID-19 is a new virus. It spreads by respiratory droplets of an infected person to others with whom they have close contact such as people who live in the same household or provide care. It can survive on different surfaces, but it can be killed with most cleaners and disinfectants.

In alignment with public health recommendations, the CDSBEO is taking measures to prevent community spread of COVID-19, which includes undertaking enhanced cleaning and disinfection procedures.

1. ENHANCED CLEANING FOR PREVENTION

A. General guidance:

- a) Increase the frequency of cleaning and disinfecting, at least twice daily, focusing on high-touch surfaces, including but not limited to:

- Photocopiers
- Hand Sanitizer in all areas
- Paper Towel Dispensers in all bathrooms
- Toilet Paper Dispensers in all bathrooms
- Taps and sinks in all bathrooms
- Door handles/knobs, hardware, push/pulls and door glass
- Cafeteria tables, entrances
- Vending Machines
- Sign In/Out Area

Increased frequency of cleaning and disinfecting with attention to these areas helps remove bacteria and viruses, including the COVID-19 virus.

- b) Clean and disinfect, at least once daily, the following areas:

- Student desks/tabletops/chairs
- Phones in all areas
- Walls in halls where students dress
- All locker handles
- Bathroom Stalls (inside including toilet paper, door handle, sanitary napkin disposal)
- All stall walls
- Any area in contact with Contractors

- c) Practice good hand hygiene after cleaning (and always!)

- Wash hands often with soap and warm water for at least 20 seconds.
- If soap and warm water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol.

B. Safety guidelines during cleaning and disinfection:

- a) Wear disposable gloves when cleaning and disinfecting. Gloves should be discarded after each use. Clean hands immediately after gloves are removed.

- b) Wear eye protection when there is a potential for splash or splatter to the face.
 - c) Gowns are recommended to protect personal clothing, when necessary.
 - d) Store chemicals in labeled, closed containers. Keep them in a secure area away from children and food. Store them in a manner that prevents tipping or spilling.
- C. Cleaning and disinfection of surfaces:
- a) Clean surfaces and objects that are visibly soiled as the first step in the disinfection process. If surfaces are dirty to sight or touch, they should be cleaned using a detergent or soap and water prior to disinfection.
 - b) Clean and disinfect surfaces as soon as possible in areas where a person with respiratory symptoms (e.g., coughing, sneezing) was present.
 - c) Use Board approved disinfectant for use against COVID-19.
 - i. Perdiem: This product is a pre-mixed 3% hydrogen peroxide concentrate that operates from a command centre. This product will be used to wipe down all high touch surfaces twice daily.
 - d) Follow the manufacturer's instructions for safe and effective use of all cleaning and disinfection products (e.g., dilution concentration, application method and contact time, required ventilation, and use of personal protective equipment). The disinfectant concentrations and contact time are critical for effective surfaces disinfection. Ensure that disinfectants are prepared (well-ventilated areas) and handled safely, wearing the appropriate PPE to avoid chemical exposures.
 - e) Consult the Information and Communications department on cleaning products appropriate for electronics.
 - f) For soft (porous) surfaces such as carpeted floor, rugs, and drapes:
 - i. Remove visible contamination (if present) and clean with appropriate cleaners indicated for use on these surfaces.
 - ii. Use a Board approved disinfectant for use against COVID-19.

If a COVID-19 case is confirmed and/or suspected in the school/board office, custodial staff are required to follow the enhanced cleaning and disinfection guidance below.

2. ENHANCED CLEANING AND DISINFECTION AFTER NOTIFICATION OF A CONFIRMED CASE OF COVID-19

This protocol is for cleaning and disinfection of areas where a person with COVID-19 spent time in a school/board office space. All areas affected by the confirmed case of COVID-19 will receive enhanced cleaning until notified by their supervisor/school administrator based on advice provided by the local health units.

After notification of a person with confirmed and/or suspected COVID-19 in a board school/office, the following cleaning and disinfecting protocol will be followed:

- a) Schools and/or specific rooms and areas where a COVID-19 positive person spent time will be assessed on a case-by-case basis. The cleaning scope will be implemented based on the risk of potential contamination as determined by the local health units.
- b) Use Board approved disinfectant for use against COVID-19.
 - i. Percept: This product is a pre-mixed 6% hydrogen peroxide designed for a more intense, detailed cleaning. This product will be used to complete a more detailed cleaning and wipe down of all high touch surfaces more frequently in the event of a suspected case or confirmed case of COVID-19.
- c) Follow the manufacturer's instructions for safe and effective use of all cleaning and disinfection products (e.g., dilution concentration, application method and contact time, required ventilation, and use of personal protective equipment). The disinfectant

concentrations and contact time are critical for effective surfaces disinfection. Ensure that disinfectants are prepared (well-ventilated areas) and handled safely, wearing the appropriate PPE to avoid chemical exposures.

- d) Consult the Information and Communications department on cleaning products appropriate for electronics.
- e) For soft (porous) surfaces such as carpeted floor, rugs, and drapes:
 - i. Remove visible contamination (if present) and clean with appropriate cleaners indicated for use on these surfaces.
 - ii. Use a Board approved disinfectant for use against COVID-19.
- f) School Administration staff will do the following (as applicable):
 - i. Notify the Manager of Human Resources of the confirmed case of COVID-19 who in turn will notify the Plant Operations supervisory staff.
- g) Plant Operations supervisory staff will do the following (as applicable):
 - i. Notify the custodian of the affected area(s) that require enhanced cleaning and disinfection.
 - ii. Identify areas that require restricted access during and immediately following enhanced cleaning.
 - iii. Communicate with school administration.
- h) When the local health units and/or Board senior administration have recommended the use of hydrostatic spray disinfectant due to the increased surface area required to be disinfected (i.e. due to a large area, including increased numbers of desks, tables, and other furniture), and where a spray application of disinfectant is needed, custodial staff will notify the school administration in advance if the spraying when the spraying will occur. Advance notice allows the school/office to be apprised of the schedule for disinfection of the space and any areas that may require restricted access during and/or after cleaning.
- i) The custodial staff will:
 - i. Follow the Enhanced Cleaning for Prevention guidance outlined in this document.
 - ii. Open windows to the outside to increase air circulation, if possible.
 - iii. If possible, wait 24 hours after a person with COVID-19 was present in a space prior to beginning cleaning and disinfection.
 - iv. If it is not possible to wait 24 hours, the custodian should increase the level of PPE used while cleaning and disinfecting, including using a N95 mask.
- j) Wear the required personal protective equipment (PPE) during cleaning and disinfecting:
 - i. Disposable gloves and gown to protect contamination of clothing.
 - ii. Safety glasses/goggles when there is a potential for splashing/spraying the disinfectant.
 - iii. If entering the space less than 24 hours after the ill person was present, the custodian should wear an N95 mask.
 - iv. All staff must be fully trained on donning and doffing required PPE to prevent cross contamination.

CDSBEO will continue to follow public health advice regarding the type of cleaning and disinfectant products to use as well as the manufacturer's instructions including the use of personal protective equipment (PPE).

Custodial staff will closely monitor hand sanitizer dispensers, tissues and cleaning products to ensure that they remain well stocked daily.

Appendix D

Employee Outbreak Protocol - COVID-19

Action list for Principals, Supervisors and Managers

Response to a suspected or confirmed case of COVID-19 in the workplace follow the [Operational Guidance: COVID-19 Management in Schools](#).

If an employee makes you aware of the following:

- They tested positive for COVID-19
- They were informed by the local Health Unit to self-isolate due to exposure
- They were informed by the local Health Unit that they are at a high or medium risk due to; same household has known case, close contact with known case

Remain calm. If speaking to them in person, you will need to protect yourself by maintaining a two (2) metre/six (6) feet distance.

Note: Positive cases of COVID-19 or close contacts may be self-isolating already, at the direction of Public Health, when they contact you.

If the employee has been in the workplace, here are the steps to take:

1. Ask the employee:
 - Why they suspect that they may have or may have been exposed to COVID-19.
 - If they have received direction from Public Health or if they were confirmed as COVID-19 positive by Public Health.
 - The date, location, and duration of where they were during their time in the workplace, i.e. which work location/building, vehicles, equipment, meeting rooms, workspaces
 - If they were feeling unwell while at work or coughing, sneezing
 - For their contact information
2. Asymptomatic contacts of confirmed or probable cases are not required to isolate if they are fully immunized, or if they were previously positive within the past 90 days and have since been cleared, unless otherwise specified by the health unit.
3. Asymptomatic household members of symptomatic individuals are not required to isolate if they are fully immunized, or if they were previously positive within the past 90 days and have since been cleared.
4. If the employee is still at work or is showing symptoms at work, they must be advised to self-isolate immediately. If the worker cannot leave immediately, they should be isolated until they are able to leave (all sites must identify a designated isolation area).
 - Advise them to self-isolate immediately and to seek further direction from Telehealth Ontario (if not already under medical care) at 1-866-797-0000, or to contact their local public health office or go to a local COVID 19 assessment centre. The local public health units can be contacted at:
 - Eastern Ontario <https://eohu.ca/en> or by telephone at [1-613-361-6363](tel:1-613-361-6363)
 - Leeds, Grenville and Lanark <https://healthunit.org/contact-us/> or by telephone at [1-800-660-5853](tel:1-800-660-5853) ext. 2222
 - Isolate the employee from others until transportation can be arranged.

5. If the worker is very ill, call 9-1-1 and let the operator know that the person may have COVID-19.
6. Notify your school Superintendent.
7. Contact the Board Personnel – Manager of Human Resources, immediately, to discuss:
 - Information collected regarding the employee, as noted above.
 - Whether other employees might have had interactions with staff member/students
 - How to communicate with surrounding staff (including how to maintain confidentiality, if possible).
 - Arranging for appropriate cleaning of work area(s).
 - Board Personnel will notify the Plant and Operations Department to undertake cleaning of facilities, equipment and vehicles, if required. Cleaning procedure is included in Appendix C.
 - If a disinfecting deep clean is required, the Plant and Operations Department will coordinate, in accordance with Public Health Guidelines.
 - An approach for a broader employee base, if needed and, a return to work for co-workers, as well as follow up with Public Health.

Note: Public Health will provide direction regarding the need for COVID testing for those contacting them through a local Assessment Centre.

8. If a person was at work while infectious, Public Health will determine if they posed risk in the workplace. Public Health will only consult with the employer if additional information is required, related to the individual, to determine close contacts or if any other measures need to be taken by the workplace or employees to reduce the risk of transmission. It is important to note that Public Health:
 - Is required by law to respect the privacy of the person infected.
 - Will only disclose a positive case to an employer if it is needed to manage the exposure risk to others
 - If the recommendation is to notify surrounding employees or others, Board Personnel will advise.
9. High-risk contacts of a case are to isolate for 10 days, unless they are fully immunized or if they were previously positive within the past 90 days and have since been cleared, unless otherwise specified by the health unit.
10. If there is a known source of exposure, isolation period and testing dates should generally be counted from the day of last known exposure to the confirmed case. If the source of exposure is unknown, the isolation period should begin from the last exposure to the cohort.
11. For asymptomatic high-risk contacts who are not fully immunized or previously positive within the past 90 days and have since been cleared, testing is to be recommended on or after day 7 of their isolation period. If a test is collected before day 7, a repeat test on or after day 7 is recommended.
12. For high-risk contacts who are fully immunized or were previously positive within the past 90 days, testing is to be recommended as soon as possible upon notification of exposure.
13. If an employee has tested positive for COVID-19 due to exposure at the workplace or has filed a claim with the Workplace Safety and Insurance Board (WSIB), written notice to the Ministry of Labour and Skills Development is required within four days of occurrence. This will be provided by the Coordinator of Employee Services.
The Health and Safety Coordinator will notify:
 - the workplace’s Joint Health and Safety committee or a health and safety representative
 - the worker’s trade union (if applicable)

Additionally, a report for any occupationally acquired illnesses will be filed with the WSIB within three days of receiving notification of the illness.

Additional Steps Regarding Fleet Vehicles:

The Maintenance Supervisor will:

- verify that the vehicle(s) have been locked
- coordinate cleaning of the vehicle(s) Cleaning will be performed in accordance with Public Health Guidelines.

CDSBEO is required to report any confirmed cases of COVID-19 to the regional office of the Ministry of Education. The Ministry of Education is tracking [Covid-19 Cases in Ontario Schools](#).

All absences are to be recorded in SmartFind Express. If the absence is due to COVID-19, the appropriate code must be used.

Appendix E

Operational Guidance COVID-19 Management in Schools

As stated in the [COVID-19 - Guide to Reopening Schools 2021-2022](#), the Ministry of Education, the Ministry of Health and public health officials will work closely with school boards to monitor and respond to reports of COVID-19 symptoms.

Schools must immediately report any suspected or confirmed cases of COVID-19 within the school to the local public health unit and provide any materials (e.g., daily attendance and transportation records) to public health officials to support case management and contact tracing and other activities in accordance with all applicable legislation, including the [Municipal Freedom of Information and Protection of Privacy Act](#). Public health officials will determine any additional steps required, including but not limited to the declaration of an outbreak and closure of classes and/or schools.

In order to support school boards in managing illness within the school or confirmed cases of COVID-19 within the school community, the ministry has developed the [Operational Guidance: COVID-19 Management in Schools](#). This document is intended to support the district school boards in preparation of outbreak monitoring.

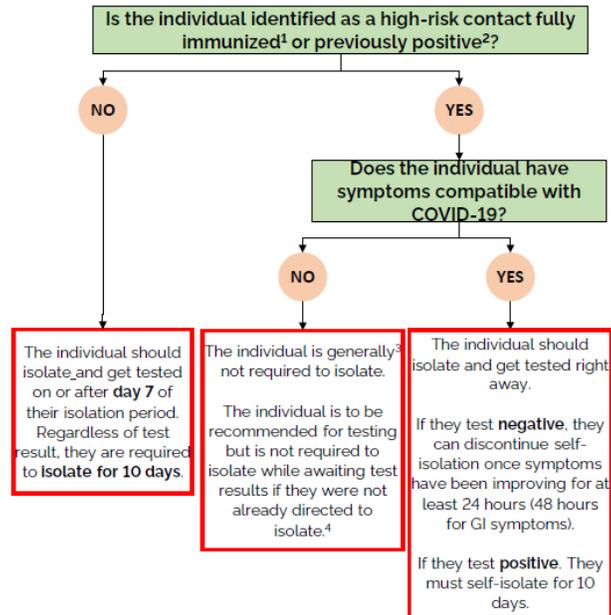
In addition to updates to the School COVID-19 Screening Tool, the Ministry of Health has updated their [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#). This guidance document provides information for local public health units investigating cases, outbreaks and suspected outbreaks associated with elementary or secondary (i.e., K-12) school settings. Updates to the guidance document were made to provide further clarity and to promote alignment with new provincial guidance related to variants of concern.

Flowcharts for the isolation and testing of high-risk contacts and for the isolation and testing of household members of high-risk contacts are included below for information purposes. Please refer to the [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#) for the most up to date copy.

The Ministry of Education is also tracking [Covid-19 Cases in Ontario Schools](#).

Appendix A: Case and Contact Management in Schools for High-Risk Contact

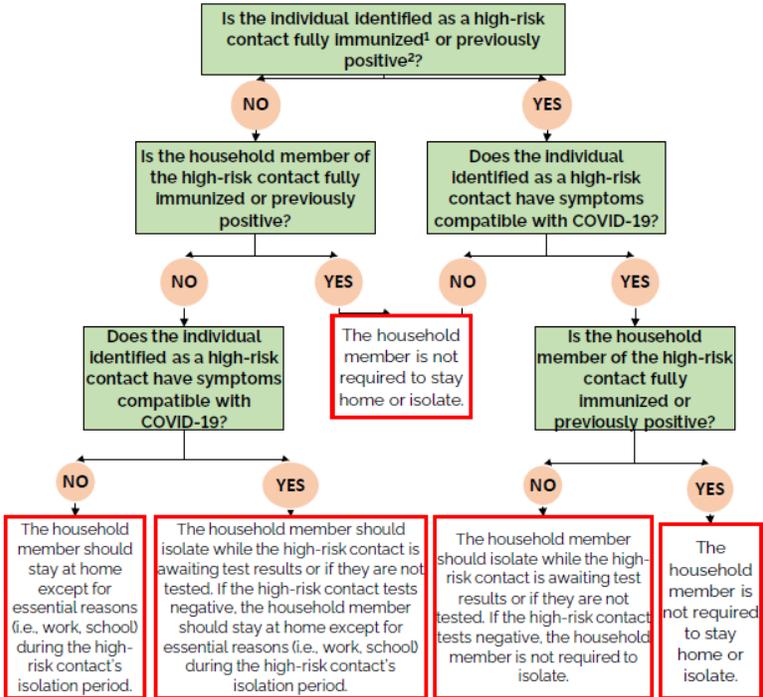
Adapted from Appendix 11 of [Management of Cases and Contacts of COVID-19 in Ontario](#)



¹ For the purposes of case/contact/outbreak management, an individual is defined as fully immunized ≥ 14 days after receiving their second dose of a two-dose COVID-19 vaccine series or their first dose of a one-dose COVID-19 vaccine series that is [listed for emergency use](#) by the World Health Organization or approved by Health Canada.

Appendix B: Case and Contact Management in Schools for Household Members of High-Risk Contacts

Adapted from Appendix 11 of [Management of Cases and Contacts of COVID-19 in Ontario](#)



Appendix F

Key Secondary Quad-mester Dates 2021-22

<p><u>Quadmester 1</u></p> <p>Credit 1 & 2</p> <p>Credit 1 & 2 Culminating Task Dates</p> <p>A&E and Planning Days</p> <p>Report Cards Due to Principals</p>	<p><u>Important Dates</u></p> <p>September 7 – November 5</p> <p>November 8 – 9</p> <p>November 10 – 11</p> <p>November 15</p>
<p><u>Quadmester 2</u></p> <p>Credit 3 & 4</p> <p>Credit 3 & 4 Culminating Task Dates</p> <p>A&E and Planning Days (Feb. 1 – PA Day)</p> <p>Report Cards Due to Principals</p>	<p><u>Important Dates</u></p> <p>November 12 – January 26</p> <p>January 27 – 28</p> <p>January 31 – February 1</p> <p>February 4</p>
<p><u>Quadmester 3</u></p> <p>Credit 5 & 6</p> <p>Credit 5 & 6 Culminating Task Dates</p> <p>A&E and Planning Days</p> <p>Report Cards Due to Principals</p>	<p><u>Important Dates</u></p> <p>February 2 – April 11</p> <p>April 12 – 13</p> <p>April 14 and 19</p> <p>April 19</p>
<p><u>Quadmester 4</u></p> <p>Credit 7 & 8</p> <p>Credit 7 & 8 Culminating Task Dates</p> <p>Grade 11 & 12 Marks to be entered</p> <p>A&E and Planning Days</p> <p>Report Cards Due to Principals</p>	<p><u>Important Dates</u></p> <p>April 20 – June 21</p> <p>June 22 – 23</p> <p>June 23</p> <p>June 24 and 27</p> <p>June 28</p>
<p style="text-align: center;"><u>Daily Schedule</u></p> <p style="text-align: center;">8:00 – 9:15 Period 1</p> <p style="text-align: center;">9:15 – 9:20 Break</p> <p style="text-align: center;">9:20 – 10:35 Period 2</p> <p style="text-align: center;">10:35 – 11:35 Lunch break</p> <p style="text-align: center;">11:35 – 12:50 Period 1</p> <p style="text-align: center;">12:50 – 12:55 Break</p> <p style="text-align: center;">12:55 – 2:10 Period 2</p>	

Appendix G

Parent Checklist

Parent Checklist for a Safe Day at School during COVID-19

Start of the Day

To ensure a successful/safe day, children should come to school with:

- Any work that has been assigned by their teacher (a deposit box will be in each classroom to minimize handling)
- A backpack containing:
 - A cloth mask (strongly recommended for JK/SK students and mandatory for gr.1 to gr.12 students) – to be used on the bus and in the school
 - Snacks (nut-free)
 - All required utensils for lunches and snacks
 - A Lunch (nut-free) that a child can open independently; a thermos is recommended for warm/hot items
 - A full water bottle or personal refillable bottle. Water fountains are closed for drinking, personal bottles can be refilled at bottle filling stations, where available.
 - Any special learning materials, including digital devices (iPad, Laptop), or special education supports (grips for their pencil, sensory ball, etc.)

Health Items:

- Go through the tool: [COVID-19 Screening Tool for Children in School and Child Care](#)
- Provide your school with daily confirmation of self-screening for each child from September 7th to 17th (first two weeks of school) and during other high transmission periods as requested**
- Ensure that your child washes their hands before leaving the house
- Students will wash their hands upon arrival at the school site
- Remind your child that sharing food and any other items is prohibited

End of the Day

Health Items:

- Wipe/Disinfect your child's computer/iPad
- Regularly wash clothing when returning home from school
- Wipe/Wash/Disinfect your child's lunch kit and any other items brought to school
- Reinforce the importance of physical distancing (keep hands and feet to themselves)
- Ask your child how their day was and address any questions/fears/concerns?

- Notify the school if your child is feeling ill

Appendix H

Signs and Symptoms of COVID-19 in Children

The most common symptoms of COVID-19 in children include:

- Cough
- Fever or chills
- Shortness of breath or difficulty breathing
- Muscle or body aches
- Sore throat or difficulty swallowing
- New loss of taste or smell
- Pink eye (conjunctivitis)
- Diarrhea
- Headache
- Fatigue
- Nausea or vomiting
- Runny nose or nasal congestion – in absence of underlying reason for these symptoms, such as seasonal allergies, post-nasal drip, etc.

Children tend to have abdominal symptoms and skin changes or rashes.

Symptoms may take up to 14 days to appear after exposure to COVID-19.

Note: Some of these symptoms are very common and can occur in many conditions other than COVID-19 (coronavirus disease).

Refer to: [COVID-19 Symptoms](#)

Appendix I

Student Transportation of Eastern Ontario (STEO) COVID-19 Strategies for Return to School on School Buses

Student Transportation of Eastern Ontario (STEO) is working closely with the CDSBEO, school bus operators and the local Health Units to develop strategies and measures to help minimize the spread of COVID-19. The strategies and measures will help ensure a safe return to school riding the school bus for both students and drivers. All bus/vehicle drivers will be subject to the mandatory vaccination process that will be established for all Board staff.

Driver Self-Assessment - Monitoring for Symptoms

- All school bus and special vehicle drivers will be required to complete a [self-assessment](#) daily, prior to reporting to work.
- Drivers, or members of the driver's household who experience symptoms, need to self-isolate and stay home.

Students Who Develop Symptoms While at School

- Local Health Units have advised that a child who develops symptoms while at school should not be permitted to return home on a school bus and should be picked up by a parent/guardian.
- STEO will be in discussion with CDSBEO to determine a protocol for addressing situations where a student arrives at the bus in the morning and is showing symptoms.

Hand Hygiene and Hand Sanitizer

- Thorough hand washing with plain soap and water is still the single most effective way to reduce the spread of COVID-19.
- Students should be reminded by parents/guardians and teachers to wash their hands with soap and water before they leave home to take the bus, when they arrive at school, when they are leaving school prior to taking the bus, and when they get home.
- Bus drivers should wash their hands often, including before and after completing trips.
- Bus and special vehicle drivers are encouraged to carry alcohol-based hand sanitizer with at least 60% alcohol and use it after assisting a child to their seat, touching wheelchairs or other assistive devices, or having other direct contact with children.
- Alcohol-based hand sanitizer should be properly labeled and stored outside the reach of children.

Driver Personal Protective Equipment Requirements (PPE)

- The Health Units have deemed school buses to be considered an enclosed space. Drivers will be required to wear appropriate PPE when transporting students unless they are unable to for medical reasons.
- PPE will also be required for drivers to use during sanitization of the school bus/vehicle or when having direct contact with students in emergency situations or cleaning up spills.
- STEO will provide bus operators with information received from the local Health Units around the care, usage, and disposal of PPE.

Sanitization of Vehicles

STEO's recommendation to bus companies around the sanitization of school vehicles will follow the Transport Canada Guidelines. Operators will be expected to clean high-tough surfaces in the school bus and special transportation vehicles.

Operators will make sure school bus interior surfaces are cleaned with disinfectant. Cleaning is a critical first step for disinfecting affected surfaces and mitigating the spread of COVID-19. When cleaning school bus and special vehicle interiors drivers should be instructed to:

- Use the appropriate PPE required.
- Use an appropriate disinfectant as authorized by Health Canada.
- Frequently touched surfaces including handrails, seats, seat belts, floors, windows, steering wheel, etc., and other parts that are commonly used and that may have been touched should be cleaned and disinfected at least twice per day.
- Dispose of all soiled disinfection cloths and PPE in an appropriate manner.
- Wash hands when finished using proper hand washing techniques.
- In addition to regular cleaning of school bus interiors, to the extent possible, it is recommended that operators reduce the number of drivers per vehicle and ensure that the same drivers use the same vehicle and keep the same work schedules in order to limit contacts as much as possible.

Use of Foggers for Disinfecting Vehicles

Bus companies will be permitted to use foggers with approved disinfectant such as hypochlorous acid to complete a full sanitization of the vehicle.

Alternative Transportation

Parents/guardians and caregivers are encouraged to use active forms of travel or private transportation, where possible, to ease pressure on transportation demand. School boards may encourage other modes of travel to school, such as [Active School Travel](#), by ensuring appropriate infrastructure is in place.

Where student transportation is not provided (either by parent choice or capacity constraints), school boards must inform parents and share what alternatives might be available.

Schools will need to consider pick-up and drop-off times for parent transportation to avoid congestion around schools (e.g., segment by grade(s), cohort).

Return to School – 5 Days a Week

To support return to school 5 days per week, CDSBEO will be required to increase the utilization of buses and operate close to capacity. To the extent that physical distancing may not be possible, the use of non-medical masks for students in Grade 1 to 12 will be required on school vehicles. Students in Kindergarten will be strongly encouraged but not required to wear masks on student transportation. Exceptions should be made for students with medical conditions or special needs that prevent masking.

Students should be assigned seats and a record of the seating plan should be kept to assist in contact tracing in the case of a student or driver contracting COVID-19. Students who live in the same household or are in the same classroom cohort should be seated together.

Physical distancing

Students, parents/guardians and caregivers should, where possible, maintain a minimum of two (2) metres/six (6) feet physical distancing between people when waiting at school bus stops.

- To provide physical distancing for the bus driver, the first seat behind the driver will remain unoccupied.
- Accessible vehicles (wheelchair buses) capacities will depend on the vehicle configuration.
- Students of the same household may be permitted to share seats.
- Physical and visual cues may be used on school vehicles to reinforce health and safety measures (e.g., seat markers on bus to indicate how students may safely observe physical distancing).
- Physical distancing may be maintained during loading and unloading through specific measures. As much as possible, seating arrangement will fill buses from back-to-front or front-to-back to reduce student interaction.
- For students riding in vans, the front seat next to the driver will not be occupied. Assigned seating in vans will be arranged by family or classroom cohorts, to the extent possible, to a maximum of 5 student passengers.

Student Transportation of Eastern Ontario (STEO) has provided a COVID-19 Transportation Response Plan at: [STEO Transportation Response Plan 2021-2022](#)