



CATHOLIC DISTRICT SCHOOL
BOARD OF EASTERN ONTARIO

SCHOOL **Re-entry Plan** July 2020

Consultation & Communication

School Site Preparation

Prepare the Staff

Prepare the Students

School Operations

Hygiene and Cleaning



Nurturing



Learning



Protecting



Believing

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Introduction

Schools and administrative buildings in the Catholic District School Board of Eastern Ontario have been closed since March 13, 2020 to slow the spread of COVID-19.

The Catholic District School Board of Eastern Ontario has developed this School Re-Entry Plan that is subject to change and is guided by direction from Ontario's Chief Medical Officer of Health, the Ministry of Education, and local Medical Officers of Health. It is based on the best available information and conditions related to the COVID-19 pandemic and a Guidance document provided by the Ministry of Education on June 19, 2020 as part of the government's [Approach to Re-opening Schools for the 2020-21 School Year](#). Since that time, public health data has changed considerably, with daily confirmed cases of COVID-19 significantly declining. On July 29, 2020, Sick Kids updated their recommendations and guidance for the reopening of schools, [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 now resulted in a position whereby the Ministry of Education is able to direct various protocols and procedures for school boards and the resumption of school in September. On July 30, 2020, the government of Ontario announced that we will have a full return to schools with enhanced health and safety measures put in place and the Ministry of Education released its [Guide to Re-opening Ontario's Schools](#).

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 require careful communication and collaboration with teacher federations, education worker unions and employee representatives. The Catholic District School Board of Eastern Ontario will continue to engage with our education partners as part of this Re-Entry Plan development process.

Executive Summary

As required by the Ministry of Education, the intent of this School Re-Entry Plan is to identify the key steps to be taken in preparation for school reopening in the Fall and to plan out four (4) possible models for education and curriculum delivery under which our CDSBEO schools will reopen to students in September 2020.

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, 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’, without a vaccine in place, we know that school in September will 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 health and safety of our staff and students remains the CDSBEO’s utmost priority. Our 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 Re-Entry Plan includes consideration for six (6) key steps in preparation for September 2020 re-opening:

- 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 four (4) scenarios for the delivery of curriculum for September 2020 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
Modified school day routine based on classroom cohorting, with students attending classes five days per week
- Scenario 3 – Adaptive Delivery Model B
Modified school day routine based on smaller class sizes, cohorting and alternating days per week
- Scenario 4 – Remote Distance Learning
At-home distance learning continues with ongoing enhanced remote delivery

It is imperative that the CDSBEO plan and prepare for all four (4) 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 2020-21 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 2020 will require everyone in CDSBEO's education system to be responsive in contributing to the success of our children and students.

Scenario for September Start of School

The CDSBEO will be adopting **Scenario 2 – Adaptive Delivery Model A** for school startup in September 2020. This scenario incorporates the July 30th guidance provided by the Ministry of Education and the advice received from the local public Medical Officers of Health.

On August 27, 2020, the CDSBEO released further information to parents/guardians regarding a staggered return to school in September. To ensure that all health and safety procedures are in place for students and staff return to school, and to familiarize students with new protocols, the Board has opted to implement a staggered entry for school start up. This model has been created to support a slow and consistent approach to full entry for all students by Thursday, September 10th.

The schedule will ensure all grades have an opportunity to clearly review health and safety expectations as they navigate hallways, classrooms, and the school yard. Each day, grades will be added gradually to increase student attendance.

Therefore, the following schedule will be in place for all schools in the CDSBEO:

Friday, September 4: No Students

Tuesday, September 8: will be the first day of school for:

- JK/SK students
- Grade 7 students (in secondary schools)
- Select Special Education students (all grades) – schools will contact parents with more information

Wednesday, September 9 will be the first day of school for:

- Grade 1-3 students
- Grade 8 students (in secondary schools)
- Grade 9 students

Thursday, September 10 will be the first day of school for:

- Grade 4-6 students
- Grade 7-8 students (in elementary schools)
- Grade 10-12 students

*all students in attendance on this date

Monday, September 14: First Day of School for Remote Distance Learning

Acknowledgment

The Board is grateful to the Ottawa Catholic School Board for sharing a preliminary template and granting permission to adapt it for our use.

Re-Entry Plan Timelines

As we approach the beginning of the new 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 reopening by the end of July and communicating it in early August. On July 30, 2020, the Ministry of Education provided a return to school direction to school boards that was approved by the Office of the Chief Medical Officer of Health. The direction outlines the initial expectations around school re-entry in September 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.

Key Public Health Messages – Re-Entry

Supporting the return to in-person classes will take the collective support of school boards, trustees, school administrators, teachers, staff, students, parents/guardians along with government local public 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 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](#).

Return to in-class learning in school may vary across the province, dependent on the number of COVID-19 cases in the local area. Areas with minimal cases and lower risk may return sooner than children and students in areas with higher rates of active COVID-19 cases.

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. 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 collaborate with CDSBEO administration to identify risks and mitigation strategies which may include suspending in-person class for a group of students.

For student instruction, there will be measures in place to reduce the risk of transmission of COVID-19 in all scenarios. These strategies include:

- Daily [self-assessment](#) for all staff including Active Screening to ensure that staff do not report to work or remain at work symptomatic. Refer to [COVID-19 Screening Tool for Workplaces](#)
- 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 Screening Tool for Children in School and Child Care](#)
- 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
- 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)
- Mandatory masking for students in Grades 4 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 4 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 to Grade 3 will be strongly encouraged but not required to wear masks in indoor spaces based on Public Health advice.

- School-based staff who are regularly in close contact with students will be provided with all appropriate personal protective equipment (PPE).
- A no sharing policy, all students should have their own supplies, where possible
- Where sharing equipment is required, the equipment should be cleaned between uses
- Guiding foot traffic flow through entrances and hallways by using markers on the floor or pylons/barriers, where necessary
- Avoiding large gatherings such as assemblies.

In addition, the Ministry of Education is working with the Ministry of Health to ensure public health capacity will be expanded to support school reopening, including public health nurses and expanded lab capacity for testing. 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. The local health units are currently developing a process for schools along with supporting resources.

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

The health, safety and well-being of students and staff is a top priority as the government plans to reopen schools for the 2020-21 school year. CDSBEO will communicate regularly with the Ministry of Education and the 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.

Voluntary School Attendance

The Ministry has indicated that the return to school in the Fall of 2020-21 will be voluntary and based on parent choice. For parents who choose not to send their child back to school, CDSBEO is prepared to offer remote distance learning education. This requirement 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 Distance Online Learning

Parents who opt to have their children remain home and participate in full remote distance learning are asked to note key dates for opting back in to face-to-face learning in the regular classroom setting. For elementary students, the first opportunity to opt back in will be after the elementary progress report term has been completed, November 9, 2020. A second opportunity will take place for elementary students at the conclusion of Term 1, February 8, 2021. For secondary students, students can opt back into face-to-face learning in the regular classroom at the start of each quad-mester. Secondary quad-mester dates have been included in an attached Appendix.

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

School Registration

Given the requirement to carefully assign students to classes, and possibly to cohorts with alternating schedules, 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. Parents considering registering their child should do so as soon as possible to allow for appropriate timetabling and class size setups. For the upcoming school year, CDSBEO has identified August 14th as a firm cut-off date for school registration, to support a safe and predictable school year start-up. Students and families seeking to register past this cut-off date will have to wait to be assigned to a school, class, and timetable, therefore not guaranteeing school entry during the first few weeks of September.

Communication with Parents

CDSBEO recognizes that the success of the school re-opening plan will depend in part on parents/guardians being informed about new protocols and confident 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 well 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 new 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
- 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-opening plan will also depend in part on staff being informed regarding protocols and confident 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 on COVID-19 Awareness and Prevention
- 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 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.

Stakeholders that will be encouraged to provide input into this Re-Entry Plan will include, but is not limited to:

- 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 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-opening 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. Our schools have been closed to students since March 13th. Facility inspections have not taken place during the school closure period.

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. Infected droplets on surfaces can be spread by someone touching the droplets and then touching their mouth, nose, or eyes. Appropriate hand hygiene is one of 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 and Sign out

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. This information will be required by local public health for contact tracing.

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 be provided.

Sharing of Resources

Staff should be asked to limit student sharing of materials and resources in class. Adequate supplies for instructional units should be provided to each student, and where it is not practical to give each student their own resource then the shared equipment should be disinfected between use by the teacher. Students are encouraged to perform hand hygiene before and after use of shared equipment.

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, and gowns, etc. CDSBEO will ensure that a one-month supply of PPE is on hand before and during the school year. PPE isolation kits will be prepared and provided to each school 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.

Alcohol-based hand rub/towelettes will be included in isolation kits provided to schools, to be used when staff or students become ill.

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

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.

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

Recess may be staggered based on the size of the outdoor space and the availability of supervisors. Where possible, areas should be designated outdoors for each class to minimize contact with other students from outside the instructional cohort. Consideration should be given to the painting of markings on the school yard to indicate two (2) metres/six (6) feet distances where needed. Each principal will develop a recess schedule and routine that allows for students to maintain appropriate physical distancing while still having an opportunity for fresh air and physical activity. One consideration is to build recess into the instructional period and have each teacher scheduled to take their class outdoors at specific times of the day.

Playgrounds

Playgrounds were recently re-opened as part of Ontario's Phase 3 re-opening of businesses. 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 (face shield/goggles), 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

Indoor permits should continue to be on hold for the use of any classroom space, gymnasiums, etc. The goal is to limit nonessential visitors to the school. 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.

Step 3 – Prepare the Staff

Illness

Staff will be expected to [self-assess](#) each day prior to reporting to school. Staff who have signs of illness should stay home and be tested. Stay at home in isolation until results are back. If testing is positive, staff may not return to school until they are cleared according to public health guidance. Staff who retest negative (after an initial positive test) can return to school once they are symptom-free for 24 hours. If testing is negative, staff can return to work when well. Staff who have been in contact with someone who has tested positive for COVID-19 must follow local public health directions. 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](#). Where a COVID 19 absence code has been used, the board may require medical confirmation.

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 check-ins with students.

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, and goggles 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, with reasonable exceptions for medical conditions. In addition, all staff must wear approved eye protection (ie. face shield or goggles) 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 are an appropriate alternative. Safety glasses are not an appropriate alternative to face shields, as they do not offer adequate protection from respiratory droplets or sprays.

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. As well, staff are requested to minimize the number of personal belongings that are brought to the school/office.

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 Health Units plan to provide some curriculum support resources for these topics.

The sharing of tools and equipment (e.g. phones, computers) should be avoided when possible.

Each Principal will provide staff with a Staff Hygiene and Routine Protocol prior to their return to in-person instruction. A centrally created template will be provided to the Principal for use.

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.

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.

Prior to school starting, School Mental Health Ontario will provide school boards with a professional learning framework and toolkit to support the mental health of all students that can be tailored at the board and school level for different audiences. The professional learning will have a strong focus on building students' social-emotional learning skills so that they can build resilience, manage their stress, and build positive relationships.

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 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 may need to be posted clearly indicating these limits. If necessary and available, designate another room for the overflow of staff.

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 prior to returning to schools and administrative buildings and participate in a full day of health and safety training prior to the start of school.

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.

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 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 the 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 Screening Tool for Children in School and Child Care](#). 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.

Attendance

The return to school in the fall of 2020-21 will be voluntary and based on parent choice. For parents who choose not to send their child back to school, CDSBEO will be prepared to offer remote distance learning education. This remote distance learning platform option 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 and will be recorded for report card purposes. Student participation in synchronous learning or asynchronous communication (e.g. email or chat feature) with their classroom teacher on a daily basis will satisfy the daily attendance requirement.

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 is working 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. Time for professional development should be provided to staff in advance of a return to in person school scenario. 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 school board. 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.

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 transition from distance learning to in-person school delivery, each principal is asked to send a letter home explaining what school will look like for September. The message will be sent home approximately two weeks before the return to school. 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.

Initial Return

During the initial 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.

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 be shared at the end of August for staff to implement during week one of return to school.

Communication

Feedback during the first phase of distance learning provided input on areas of possible improved communication. A minimal number of applications for parents/students to check for work assigned during distance education was important for parents. Each 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, 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. The Ministry requirement of 50 students as the maximum student to student contact for elementary and 100 students for secondary schools will be followed. 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 4 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

The Special Education department staff will work on summer transition plans. These plans are intended to assist students with the changes in routine that a modified school day plan will require 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 4 to 12 will be required to wear non-medical or cloth masks indoors in school, including hallways and during classes. Outdoor times like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts. Students who have completed the required exemption form for wearing a mask in Grades 4 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 remote learning. Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks in indoor spaces. 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 COVID-19 so all materials will stay with them in the classroom.

International Students and CDSBEO Travelling Students

The decision of whether to admit international students for the coming school year rests with the federal government. Should the federal government decide to admit international students, it is expected that the CDSBEO will follow all federal guidance with respect to their admission. All international students and CDSBEO students returning to Canada from another country must self-isolate for fourteen (14) days before being allowed to attend CDSBEO schools. If an international student tests positive for COVID 19 they will be required to self-isolate for 14 days following symptom onset. Public health will provide guidance along the way.

Special Education Classes

Where schools have smaller classes, such as congregated classrooms for students' special education needs, regular, everyday programming will be offered, where possible. 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

A parent survey was conducted during the summer to gather some information from parents/guardians regarding their child(ren)'s needs related to a return to school in September. Parents were required to indicate if they will be sending their child to on-site schooling in September, based on the Board plan, or if they would be keeping their child home for fully online distance learning, or another plan to ensure that their child is attending school as is legally required. Additional information was requested in the survey on transportation requirements and computer/internet accessibility for students. Multiple return paths will be provided to parents so that they can access education for their child within their own comfort level for schooling outside their home.

Parents will have an opportunity to indicate their child's learning delivery model (in-class or distance learning) following the publication of this Plan. A link to a parent/guardian survey will be sent through School Messenger to allow parents to indicate their choice by noon, August 20, 2020.

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 at school at any time.

Attendance during the Initial Phase of Return to School

The return to school in the fall of 2020-21 will be voluntary and based on parent choice. For parents who choose not to send their child back to school, CDSBEO will be prepared to offer remote distance learning. This requirement will be in place for as long as the public health circumstances require adapted delivery of education. Dates have been identified in this Plan where parents/guardians are able to opt back in to in-person instruction or transition to online distance learning. Periodic surveys will be sent to parents/guardians as required to collect information on transitioning from one mode of curriculum delivery to another at key dates.

Teachers will continue to take attendance for the in-class component of instruction for the fall. Daily attendance for students engaged in full-time remote distance learning is required and will be recorded for report card purposes. Student participation in synchronous learning or asynchronous communication (e.g. email or chat feature) with their classroom teacher on a daily basis will satisfy the daily attendance requirement.

Modified School Day Routine

Should public health conditions allow for the re-opening of schools, it could be under 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 Start up**
- Maintain a limit of fifteen (15) students in a typical classroom at a time (Adaptive Model B)
- Adopt timetabling that would allow, to the greatest extent possible and practical, for students to remain in contact with only their classmates and a single teacher 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 (with a regular day for elementary and a shortened day for 7-12 secondary schools).

- Maintaining a limit of 15 or fewer students in a classroom will require an alternating attendance cycle to a segment of the class at one time with a shortened day (Adaptive Model B)
- Class sizes that would result in an adaptive model B with more than 15 students per class in Scenario 3 will require the approval of the school Superintendent
- Students not in class for a day or days would need to be assigned curriculum linked work; where possible, students not in class could participate in synchronous learning with their teacher and classmates for a period of the school day
- Teachers would need to prepare lesson plans that could be delivered through an adaptive model, where part of a student's timetable would be in school learning and part would be online distance learning
- 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
- The need to limit rotating teachers would require adaptation to the delivery of subjects such as French, art, music, and physical education (Adaptive Model B)
- 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.

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 Startup)

Classroom cohorts or “bubbles” are created. Students attend 5 days a week with a regular day for elementary and a shortened day for 7-12 secondary schools.

Scenario 3: Adaptive Delivery Model B

A,A,A/B,B (week one) A,A/B,B,B (week 2) – All Grades

Classes are divided in half and generally 50% of students attend at a time.

Week 1: Cohort A attends school on Monday, Tuesday and Wednesday, Cohort B attends school on Thursday and Friday

Week 2: Cohort A attends school on Monday, Tuesday and Cohort B attends school on Wednesday, Thursday, and Friday.

Scenario 4: Remote Distance Learning

Should schools be directed to close, or for parents that are reluctant to send their child back to school, the option of distance learning will be available. Synchronous learning opportunities and regular teacher check-ins will be provided.

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 or B under the adaptive delivery scenarios, 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 or B under the adaptive delivery scenarios. 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 exams and 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.

Support for Students with Special Needs

Where Model B is chosen under the adaptive delivery scenarios and where class sizes can be maintained at numbers of fifteen (15) or below, students that require additional support can be scheduled for in-person support for up to five days per week where the class is below fifteen (15).

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 reopen 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 2020-2021 school year will 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.

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 have been suspended for the 2020-2021 school year.

For the 2020-2021 school year, EQAO will be field testing a new online and adaptive assessment for Grade 9 Academic and Applied mathematics courses. This field test will provide an opportunity for students to try this new format and will support the continued development of the assessment platform. Given the Grade 9 Assessment of Mathematics will be administered as a field test in the 2020-2021 school year, the results shall not be used in the determination of a student's final mark, unless agreed to by the teacher and the student, in support of the student's success. The field test is planned for students taking in-person courses for later this Fall. As a result, students completing a Grade 9 Academic or Applied mathematics course by October 31 will not be writing the Grade 9 EQAO Assessment in Mathematics.

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 2020-2021 school year to support students who have been adversely impacted by the ongoing challenges of COVID-19. For students graduating in 2020-2021, this requirement has been reduced to 20 hours. 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. For students who are otherwise eligible to graduate before February 2021, but have not yet met the literacy requirement:

- School Principals have the discretion to directly enrol students in the Ontario Secondary School Literacy Course (OSSLC). Alternatively, schools could offer these students an adjudication process in order to complete the literacy graduation requirement.
- Adjudications can be conducted on an ongoing basis at any time before February 2021, and can be conducted virtually or by mail, as needed.
- For students graduating in June 2021, the Ministry of Education plans to proceed with the graduation requirement and students may satisfy the literacy graduation requirement, as per regular practice by:
 - Writing the Ontario Secondary School Literacy Test (OSSLT) in Spring 2021;
 - Enrolling directly in the OSSLC in the 2020-2021 school year; or
 - Participating in an adjudication process.

Administration will share additional information regarding the Spring administration of the OSSLT as it become available.

Celebrations, Sports and Extracurriculars

COVID-19 has resulted in many cancellations or delays of milestone events to recognize the amazing achievements of our CDSBEO students, such as proms and graduation ceremonies. It will also impact the kinds of sports and extracurricular activities that can safely be offered. Recognizing that these events and activities are an integral part of the school experience for many students, CDSBEO will reschedule or restage some of these events when possible (either in-person or through online options), and resume sports and extracurricular activities that can safely continue based on input from the Ministry of Education and local public medical officers of health.

Opportunity for Impactful Reform

The pandemic has magnified the question of what kind of learning is required in 2020 and beyond. It is recommended that staff reflect on what key learning came from the first phase of distance learning, and not automatically return to the status quo. Some questions to consider include:

- What part of the curriculum was adapted or was addressed differently?
- How were meaningful relationships created?
- How were connections with the community or global environment created?
- What should students learn and why?
- How can we provide learning activities that students are engaged in and motivated to complete because they see the application of the content in their lives, and not just because it will be assessed?

The cancellation of exams and unit tests during the first phase of distance learning should be reviewed to see if alternative assessment practices provided differentiated opportunities for each student to demonstrate their learning and experiences.

School Bus Transportation

As a result of physical distancing requirements, transportation planning is very challenging. Parents will be requested 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 were surveyed to determine their need for transportation, where applicable. To support return to school 5 days per week, CDSBEO will be required to increase the utilization of buses beyond one student per seat and operate close to capacity. To the extent that physical distancing may not be possible, the use of non-medical masks for students in Grades 4 to 12 will be required on school vehicles. Students in Kindergarten to Grade 3 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 must be assigned a seat on the bus/vehicle 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.

Medical masks and face shields will be provided for school bus drivers and school bus monitors. 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.

Where possible, 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).

If Model B is chosen, ministry guidance has indicated that planning for transportation may include provisions with generally only one student per seat, maximum 24 students on a large bus, unless the students are part of the same family or cohort. Student Transportation of Eastern Ontario (STEO) will work closely with CDSBEO in this case to develop a routing strategy that aligns with smaller class sizes in schools while addressing the health, safety, and physical distancing requirements.

If Model B is chosen under the adaptive delivery scenarios, special education students whose programming needs are met within self-contained classrooms not exceeding 15 students, have the option to attend their school site five days a week. Transportation to and from school will be provided, however, students requiring transportation five days a week do not meet the COVID-19 pandemic public health restrictions which limit student contact to one consistent cohort. For this reason, parents may be required to provide transportation for their child two or three of the five days per week. STEO and CDSBEO are currently developing school transportation plans which will also consider our students who require five day a week transportation.

Each Principal/Vice-Principal will develop a bus seating plan, 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.

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 will not be permitted in schools during the pandemic 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 not be permitted to share resources. The teacher should maintain a table of items to be cleaned, and these should be sanitized the following morning when returning to class.

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. Desks and tables should not be removed from the classroom and the same desk/table should be used by the student each day. Use of shared objects such as gym equipment, art supplies, toys and games should be organized by classroom cohort or by Adaptive Model B cohorts (groups of 15 per cohort). 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 old's, 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 or by Adaptive Model B cohorts (groups of 15 per cohort).

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.

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 not be permitted.

If a device such as a computer or iPad is being scheduled for alternative use, it must be sanitized before changing users. A disinfectant will be provided to sanitize electronic devices. Avoid using aerosol sprays or abrasive cleaning products that may damage equipment.

Fitness Rooms and Equipment

All physical fitness rooms are to remain closed to staff and students.

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. Full precautions to be followed can be found in the Ontario Educators' Association – [Music - A Framework for the Return to Music Classes in 2020-2021](#)

Cooperative Education

Co-op placements should be offered virtually, where feasible. In-person community placements can be arranged in alignment with the direction and recommendations of the local health unit, the direction of the CDSBEO, and with the safety and curriculum requirements of the Cooperative Education curriculum. 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 may still be 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 2020-001, Total Evacuation Fire Drills in Schools During the COVID-19 Pandemic](#), to assistants to the Fire Marshal. This directive provides flexibility during fire drills 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 2020-21 School Year, while respecting public health advice related to the COVID-19 pandemic](#).

After School Activities

There will be no large gatherings until we receive direction from local public health that they can resume. Students can collaborate online for clubs and after school activities.

Sports – Intramurals and Interscholastic Games

Sports continue to be “on hold” until the Ministry of Education, in consultation with public health authorities, indicate that it is safe for sports to resume.

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 someone 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

Visitors, volunteers, and parents will not be permitted in schools during the pandemic unless under exceptional circumstances with approval of the school Principal. If essential visitors enter the school, ensure there is a self-screening process (signage of symptoms) and that they do not enter if ill. Visitors will be required to wear a medical mask while on school premises.

Large Group Gathering and Assemblies

Ontario Public Health and the Ministry of Education will provide details of the size of permitted gatherings. In the early phases of return to school we do not anticipate any large group gatherings.

Classroom cohorts are not to be combined at any time and students will be encouraged, where possible, to maintain the two (2) metres/six (6) feet physical distancing from one another outside the classroom.

Masses

CDSBEO will continue to support our faith development and religious practices within small classroom settings. All liturgies and celebrations of the Mass are restricted to small classroom settings honoring cohort and classroom maximum numbers. Larger school wide celebrations will resume when provincial restrictions on large gatherings are lifted.

Physical Education and Technology Based Courses

These courses may continue with the educator putting in place curriculum modifications to ensure that physical distancing is maintained. The sharing of equipment can only occur within the same cohort. 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.

Grade level physical education activities that can be introduced while maintaining the two (2) metres / six (6) feet are available in the PHE Canada – [Return to School Physical Education and Health Guidelines](#) .

Breakfast 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. Programs can no longer run in a congregated area. The “grab and go” options will need to be provided to 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. Self-serving food items (e.g. “toast station” or self-serve bins) will be removed during the pandemic. 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.

Lunch and Cafeterias

Cafeterias will remain closed for the duration of the pandemic if we do not return to a conventional delivery model, with no cohorting in place. Staff and students should refrain from gathering in the cafeterias. Cafeteria operations under conventional delivery may have tables marked 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, to separate certain cafeteria functions under the conventional delivery model.

During COVID-19 microwaves will not be available for student use. Outside food from restaurants or chains may not be delivered into schools since visitors are not permitted in the school during this time.

Uniforms and In-School Uniform Shops

In-school uniform shops have transitioned to digital and phone ordering. We do not anticipate the shops to be open for in-person fittings. Alternatives to purchase uniforms are outlined in McCarthy’s latest communication [McCarthy Uniform Announcement](#)

Field Trips

School staff should only plan virtual field trip experiences until local public health authorities provide additional guidance.

Before and After School Programs

Before and after school programming will be available and students in these programs would be part of two cohorts. Schools and childcare providers in schools will collaborate to ensure that student 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*.

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 should use a layered approach with multiple measures to reduce the risk of COVID-19 spread. The Board is drawing on two key aspects of health advice – distancing and cohorting. Layering of multiple mitigation measures strengthens the overall risk mitigation potential.

“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.

Visitors, volunteers, and parents/guardians will not be permitted in schools during the pandemic unless under exceptional circumstances with approval of the school Principal.

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](#)

The Plant & Maintenance and Health & Safety departments are collectively responsible for the training of staff and instruction of cleaning requirements.

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 (e.g. computer devices, gym or physical education equipment, art supplies, toys, games, etc.).
- Where a school is open based on shifts such as alternating days or weeks, touch point cleaning will take place throughout the day and regular cleaning between the rotation of student cohorts.

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 [Cleaning and Disinfection for Public Settings](#).

- Where applicable, appropriate signage will be provided to identify that electric hand dryers will be marked as out of service during COVID-19.
- Classrooms that have a water supply will be provided with soap and paper towels and these will be refilled, as necessary.
- Hand sanitizer dispensers will be 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

It is expected that environmental conditions and airflow influence the transmissibility of COVID-19. Adequately ventilated classroom environments are expected to be associated with less likelihood of transmission.

- Avoid using portable fans and heaters (other than building circulation systems) to recirculate air.
- In general, ventilating indoor environments with fresh air, whether by increasing the outdoor air ratio of the HVAC system settings or by opening windows, and avoiding or reducing recirculation, will dilute the air exhaled by the occupants, including any infectious particles.
- There may be instances of portable air conditioners used in schools which also generate air currents that could affect respiratory droplets. Minimizing their use as much as possible (e.g. lowest setting), and adjusting to direct the airflow upwards, away from surfaces and occupants may help gradually mix exhaled respiratory droplets while minimizing turbulence.
- 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 school reopening. 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. Local public health is developing a Student Assessment tool based on a risk management approach to help parents make these decisions.

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 be placed around the school. Teachers will be provided with a Teacher Checklist on Classroom Hygiene.

Although hand sanitizers will be 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 will be 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 instructed to not come to school 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 in the past 14 days.

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. Details of the screening tool for children can be found [HERE](#).

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 a separate 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 (i.e. face shield/goggles), and a gown. 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 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 (i.e face shield or goggles) when unable to physically distance themselves from others by a minimum of two (2) metres/six (6) feet. Students in grades 4 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 4 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 remote learning. Students in Kindergarten to grade 3 are encouraged to wear a mask but it is not required. Any change on the requirements regarding masks/face shields/goggles 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. Local public health has indicated that the use of safety glasses is not an appropriate alternative to face shields or goggles, as they 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

Student Transportation of Eastern Ontario (STEO) will be responsible to offer COVID-19 guidance associated with student transportation. Refer to STEO's [COVID-19 Transportation Response Plan](#)

PART B

The Education Delivery Scenarios

Considering the continuing uncertainty about public health risks, the CDSBEO is planning for four (4) scenarios for the delivery of curriculum for September 2020.

- 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 Startup**
Modified school day routine based on classroom cohorting, with students attending classes five days per week
- Scenario 3 - Adaptive Delivery Model B
Modified school day routine based on smaller class sizes, cohorting and alternating days per week
- Scenario 4 – Remote Distance Learning
At-home distance learning continues with ongoing enhanced remote delivery

It is imperative that the CDSBEO plan and prepare for all four (4) 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 Startup

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 [Ontario's Approach to Reopen Schools - 2020-21 School Year](#) document, the initial return to in-person instruction may require limits on the number of students in each class and the number of students in the school at the same time. This will require a reorganization of school and staff. For this reason, several recommendations/instructions are provided below to ensure that we maintain and uphold the Ministry's expectations for the return to school in September 2020 within an adapted instructional model. As per guidelines, we will be required to pivot between a conventional, adaptive and distance 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 safety reasons – distance learning must be in place for those students. CDSBEO has created a Virtual Elementary

School for students in grades JK – 8. Students who have missed the opt in/opt out dates identified in #5 below, will be required to remain in the face-to-face model participating asynchronously until the next designated opt in/opt out date.

5. Parents/guardians who choose to keep their child in remote distance learning only may opt back in for face-to-face instruction at key reporting dates (November 9th and February 8th). Parents/guardians who choose to keep their child in face-to-face instruction only may opt into distance learning on those same key dates (November 9th and February 8th).
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 an adapted time schedule. Students would begin their day at 8:00 a.m. and end their day at approximately 12:05 p.m. For those students who wish to remain at school past the 12:05pm dismissal for the additional 1 hour/day of academic instruction, arrangements must be made with the school principal and students must have their own transportation home at the end of the day. If students choose to remain at school, it is a commitment to attend 5 days a week. All students are expected to participate in 60 minutes of synchronous online learning in the afternoon via Microsoft Teams.
9. To respect the classroom cohort model, students cannot be blended (core and immersion). Administration and/or schools may need to look at their staffing and restructure/reschedule accordingly.
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 strongly discouraged between students.
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, 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 with the classroom teacher. Administration will assign body break times to each classroom cohort and a section of the yard to be used by each cohort. This will prevent the

mixing of classroom cohorts. Students will need to be educated on the expectations when in the yard.

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 School Re-Entry Plan can be accessed on the Board website, through School Messenger, along with an opportunity to select a full-time distance learning model for September, if desired.
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). This will also be for students when they are not in the classroom due to schedule (e.g. grade 7 & 8 students in secondary schools). 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 [PPM 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. The Ministry requirement of 50 students as the maximum student to student contact for elementary and 100 students for secondary schools will be followed. 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. If that is not possible, the assignment/project must be deposited in a central location (e.g. designated bin). Teachers are reminded to wash their hands before and after touching these assignments and to avoid touching their face with unclean hands.

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 and not shared or exchanged with other 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 must be sanitized before being used by another student.
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. Parents/guardians, guest speakers, community groups, authors, and any other presenters must not be invited into the school/classroom, unless the presentation can be done virtually.
40. Large group gatherings such as “good news assemblies”, masses and liturgies are not permitted at this time.
41. Field trips of a virtual nature are the only excursions permitted at this time.
42. All food must be consumed in the designated classroom. Sharing of utensils must always be avoided.
43. Gymnasium use must be limited – outdoor play is strongly encouraged. Students using playground equipment must avoid touching their eyes, nose and mouth and wash their hands before and after use. Each cohort must have their own physical education equipment. It is recommended that each cohort in each classroom be allocated some equipment to be used outside (various balls, frisbees, skipping ropes, etc.). Sharing equipment between cohorts must be avoided.

Scenario 2: Adaptive Delivery Model A - Secondary

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

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 a remote distance learning model for safety reasons – synchronous distance learning will be provided for these students. 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 absent from class due to illness.
3. Parents/guardians who choose to keep their child in remote distance learning only may opt back in for face-to-face instruction at the beginning of each quad-mester.
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 every day in the morning to complete period 1 and 2 courses for nine weeks (quad-mester). Once the first nine weeks are completed, students would then begin period 3 and 4 credits for another 9 weeks. Students would begin their day at 8:00 a.m. and end their day at approximately 12:05 p.m.

Students would be expected to consolidate their learning through distance learning in the afternoon for a total of 30 minutes per credit (Brightspace or Microsoft Teams)

School day – 8:00 a.m. to 10:00 a.m. (period 1)
10:00 a.m. to 10:05 a.m. (transition)
10:05 a.m. to 12:05 p.m. (period 2)
Bus departure: 12:15 p.m.

September 10 – November 9

Students complete credit 1 and 2 (Nov 10-11 - culminating/exams)

November 16 – January 27

Students complete credit 3 and 4 (Jan 28-29 – culminating/exams)

February 1 – turn around day (PD day)

February 3 – April 14

Students complete credit 5 and 6 (April 15-16 – culminating/exams)

April 21 – June 21

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

5. Secondary principals should try to organize the school as three different smaller schools within the bigger school. (Ex. 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 access some prep time in the afternoon due to the shortened school day to monitor and support students in Microsoft Teams or D2L/Brightspace.
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 begin with theory and certifications. If students are required to utilize various tools, they must be organized by cohort and/or sanitized between use. Please refer to the Ontario Council for Technology Education website for suggestions and safe practices. [Ontario Council for Technology Education](#)
11. For physical education, teachers are encouraged to start with theory and health. Outdoor activity is strongly encouraged. 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 – a document on how to deliver music programs will be shared with principals. [Music - A Framework for the Return to Music Classes in 2020-2021](#)
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. Laptops and any other electronic device (e.g. calculators) are not to be shared between students. If a school laptop is used by a student, it must be sanitized before being used by another student.
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, it must be recorded. The local health units will require this information for contact tracing.
16. 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.
17. 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.
18. Parents/guardians, guest speakers, community groups, authors, and any other presenters must not be invited into the school/classroom, unless the presentation can be done virtually.
19. Large group gatherings such as pep rallies, masses, liturgies and "good news" assemblies are not permitted.
20. Field trips of a virtual nature are the only excursions permitted at this time.
21. 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.
22. 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.
23. 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.
24. It is strongly recommended that all assignments be submitted electronically. If that is not possible, the assignment/project must be deposited in a central location (e.g. designated bin). Teachers are reminded to wash their hands before and after touching these assignments and to avoid touching their face with unclean hands.
25. Secondary students will not have access to lockers and 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.
26. Schools are encouraged to communicate how the "quad-mestered" model works on their school website, social media platforms, Microsoft Teams/Brightspace pages and maintain on-going communication with parents.

Scenario 3: Adaptive Delivery Model B - Elementary

Modified school day routine based on two cohorts per classroom with an A,A,A,B,B (week 1) and A,A,B,B,B (week 2) delivery model

SMALLER SCHOOLS within the LARGER SCHOOL - ELEMENTARY

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

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

principles:

Based on the Ministry of Education's [Ontario's Approach to Reopen Schools - 2020-21 School Year](#) document, the initial return to in-person instruction may require limits on the number of students in each class and the number of students in the school at the same time. This will require a reorganization of school and staff. For this reason, several recommendations/instructions are provided below to ensure that we maintain and uphold the Ministry's expectations for the return to school in September 2020 within an adapted instructional model. As per guidelines, we will be required to pivot between a conventional, adaptive and distance model.

Elementary Adaptive Delivery Model B:

1. Classrooms cannot contain more than 15 students at one time, without Superintendent approval.
2. Buses cannot carry more than a maximum of 24 students at a time unless they are from the same cohort or family.
3. Parents/guardians may choose to keep their child at home for safety reasons – distance learning must be in place for those students. CDSBEO has created a Virtual Learning Elementary School for students in grades JK – 8. Students who have missed the opt in/opt out dates identified in #4 below, will be required to remain in the face-to-face model participating asynchronously until the next designated opt in/opt out date.

4. Parents/guardians who choose to keep their child in remote distance learning only may opt back in for face-to-face instruction at key reporting dates (November 9th and February 8th). Parents/guardians who choose to keep their child in face-to-face instruction only may opt into distance learning on those same key dates (November 9th and February 8th).
5. 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 [PPM 164](#).
6. STEO will provide each school with a list, based on school bus routes, that will guide and help determine cohorts per grade. Cohorts will be created based on alphabetical order to ensure families are kept together. This will ensure that families attend on the same day.
7. The school should be divided into two cohorts – Cohort A and Cohort B.
Week 1: Cohort A will attend Monday, Tuesday, and Wednesday Cohort B will attend Thursday and Friday
Week 2: Cohort A will attend Monday, Tuesday and Cohort B will attend Wednesday, Thursday and Friday
The schedule of alternating Wednesday's per cohort will continue throughout this model.
8. **JK to Grade 6 Elementary Schools:** Students will attend school as part of Cohort A or Cohort B on an adaptive time schedule. Students will be dismissed approximately 60 minutes early.
9. **JK to Grade 8 Elementary Schools:** Students will attend school as part of Cohort A or Cohort B on an adaptive time schedule. Students will be dismissed approximately 60 minutes early.
10. **Students in grade 7 and 8 in high schools:** Students will attend school as part of Cohort A or Cohort B on an adapted time schedule. Students would begin their day at 8:00 a.m. and end their day at approximately 12:05 p.m.
11. Students in JK to grade 8 would be expected to continue with approximately 60 minutes of asynchronous distance learning in the afternoon via Microsoft Teams.
12. To respect the cohort model, students cannot be blended (core and immersion). Administration and/or schools may need to look at their staffing and restructure/reschedule accordingly.
13. Every class, regardless of number of students, must be divided into two cohorts. Exceptions apply to qualifying special education programs.
14. Prep teachers (core French, Art, Music, Phys-Ed, etc.) are required to be present at their respective schools and deliver curriculum virtually through Microsoft Teams from their designated area within the school (determined by the school Principal). Prep teachers can also be assigned to assist with other classroom responsibilities if necessary, under the discretion of the Principal.
15. Within the classroom, student distancing of one (1) metres/three (3) feet should be maintained, when possible.
16. All materials need to be organized between cohorts. Sharing is strongly discouraged between cohorts.
17. It is recommended that students receive their own materials such as scissors, pens, erasers, glue, crayons, etc.

18. 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.
19. 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, it must be recorded. The local health units will require this information for contact tracing.
20. Students are to be appropriately distanced while seated in classrooms that utilize tables/workstations.
21. All personal belongings need to be labeled and kept to a minimum (i.e. backpacks, shoes, lunch kits).
22. Nutritional breaks should be held within the classroom prior to a scheduled outdoor body break with the classroom teacher. Administration will assign body break times to each classroom cohort and a section of the yard to be used by each cohort. This will prevent the mixing of classroom cohorts. Students will need to be educated on the expectations when in the yard.
23. 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.
24. CDSBEO will send parents/guardians details if the chosen model for curriculum delivery changes to this model after September startup.
25. Teachers will need to prepare their classroom(s) TEAMS page(s) for 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). This will also be for students when they are not in the classroom due to schedule (e.g. grade 7 & 8 students in secondary schools). Time will be provided to teachers for this purpose on a PD Day prior to the beginning of the school year.
26. Qualifying special education classes may attend up to 5 days per week. The cohort must be limited to 15 students.
27. Immersion programs in the face-to-face 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.
28. All grade 7&8 programs will eliminate rotation – all teachers will teach all subjects (with the exception of prep subjects that will be delivered virtually via Teams) until we return to a conventional delivery model or Adaptive Model A.
29. 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.
30. 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.
31. All classroom set-ups can look different but must maintain the one (1) metre/three (3) foot physical distancing. Unused chairs and desks may be used as physical barriers to enforce the one (1) metre/three (3) feet rule.
32. Kindergarten students - a selection of toys should be chosen for Cohort A and a different selection of toys for Cohort B. This will ensure safety and minimize the need for continual cleaning. Grouped toys must be stored securely, labelled with the cohort #, and not be accessible to the other cohort.
33. Carpets and plush toys will need to be removed temporarily and stored.

34. 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.
35. It is strongly recommended that all assignments be submitted electronically. If that is not possible, the assignment/project must be deposited in a central location (e.g. designated bin) Teachers are reminded to wash their hands before and after touching these assignments and to not touch their face with unclean hands.
36. All bells should be turned off as classrooms will operate independently, based on set schedules determined by administration.
37. Set daily classroom hygiene routines should be established by teachers to ensure safety.
38. Distribution of textbooks and student workbooks can take place. These books are to be assigned to individual students and not shared or exchanged with other students. Principals are encouraged to order as many copies as needed to ensure each student has their own copy.
39. 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 must be sanitized before being used by another student.
40. 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.
41. 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.
42. If a teacher suspects a student in the cohort might be ill, they must notify administration immediately. Teachers will be provided with steps to follow should a student express that that they are feeling ill.
43. Parents/guardians, guest speakers, community groups, authors, and any other presenters must not be invited into the school/classroom, unless the presentation can be done virtually.
44. Large group gatherings such as “good news assemblies”, masses and liturgies are not permitted at this time.
45. Field trips of a virtual nature are the only excursions permitted at this time.
46. All food must be consumed in the designated classroom. Sharing of utensils must always be avoided. Cafeteria services will only resume under a full conventional delivery model.
47. Gymnasium use must be limited – outdoor play is strongly encouraged. Students using playground equipment must avoid touching their eyes, nose and mouth and wash their hands before after use. Each cohort must have their own physical education equipment. It is recommended that each cohort in each classroom be allocated some equipment to be used outside (various balls, frisbees, skipping ropes, etc...). Sharing equipment between cohorts must be avoided.
48. Schools are encouraged to communicate cohort schedules on their school website, social media platforms, Microsoft Teams/Brightspace pages and maintain on-going communication with parents.

Scenario 3: Adaptive Delivery Model B - Secondary

“Quad-mestered” schedule with a modified school day routine based on two cohorts per classroom with an A,A,A,B,B (week 1) and A,A,B,B,B (week 2) delivery model

SMALLER SCHOOLS within the LARGER SCHOOL - SECONDARY

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 B:

1. Classrooms cannot contain more than 15 students at one time, without Superintendent approval.
2. Buses cannot carry more than a maximum of 24 students at a time unless they are from the same cohort or family.
3. Parents/guardians may choose to keep their child at home in a remote distance learning model for safety reasons – synchronous distance learning will be provided for these students. 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 absent from class due to illness.
4. Parents/guardians who choose to keep their child in remote distance learning only may opt back in for face-to-face instruction at the beginning of each quad-mester.
5. The school should be divided into two cohorts – Cohort A and Cohort B.

Week 1: Cohort A will attend Monday and Tuesday and Wednesday, Cohort B will attend Thursday and Friday

Week 2: Cohort A will attend Monday, Tuesday and Cohort B will attend Wednesday, Thursday and Friday

The schedule of alternating Wednesday's per cohort will continue throughout this model.

Secondary students in grades 9 to 12 will utilize a "Quad-mester Delivery Model". This model allows for 2 credits per 9-week cycle.

Once the first nine weeks are completed, students would then begin period 3 and 4 credits for the next 9 week period.

Students would begin their day at 8:00 a.m. and end their day at approximately 12:05 p.m.

Students would be expected to continue to work on their two credits in the afternoon and on off days via distance learning (Brightspace or Microsoft Teams) in order to complete the obligatory 110 hours per credit.

School day – 8:00 a.m. to 10:00 a.m. (period 1)
10:00 a.m to 10:05 a.m. (transition)
10:05 a.m. to 12:05 p.m. (period 2)
Bus departure: 12:15 p.m.

September 10 – November 9
Students complete credit 1 and 2 (Nov 10-11 - culminating/exams)

November 16 – January 27
Students complete credit 3 and 4 (Jan 28-29 – culminating/exams)

February 1 – turn around day (PD day)

February 3 – April 14
Students complete credit 5 and 6 (April 15-16 – culminating/exams)

April 21 – June 21
Students complete credit 7 and 8 (June 22-23 – culminating/exams)

6. If classroom attendance exceeds 15 students, a conversation will occur between the school Principal and Superintendent to determine next steps.
7. Students will remain with their cohorts, as much as possible – guidance teachers will play a key role in planning both cohorts.
8. Physical distancing of two (2) metres/six (6) feet must always be maintained outside the classroom.
9. Secondary principals should try to organize the school as three different smaller schools within the bigger school. (Ex. 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.)
10. When circulating between periods, students are encouraged to maintain physical distancing.

11. Teachers who have no prep during period 1 and 2 will go nine weeks without but will access some prep time in the afternoon due to the shortened school day to monitor and support students in Microsoft Teams or D2L/Brightspace.
12. Students remain in one or two classrooms only during the day. Desks are to be labeled and assigned to only one student per day in each classroom.
13. Cohorts are to remain together for the entire period, and both periods if possible.
14. Students who are in construction, transportation, hairstyling and culinary will begin with theory and certifications. If students are required to utilize various tools, they must be organized by cohort and/or sanitized between use. Please refer to the Ontario Council for Technology Education website for suggestions and safe practices [Ontario Council for Technology Education](#)
15. For physical education, teachers are encouraged to start with theory and health. Outdoor activity is strongly encouraged. Equipment must be assigned to the same cohort – ex: athletic directors need to divide the equipment accordingly and clearly identify the cohort using each set. Refer to [Return to School Physical Education and Health Guidelines](#)
16. Music – a document on how to deliver music programs will be shared with principals. [Music - A Framework for the Return to Music Classes in 2020-2021](#)
17. 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. Supervising teachers will be encouraged to wipe down/disinfect student's assigned workspace before another student access that space.
18. Students are encouraged to bring their own device to school. Laptops and any other electronic device (e.g. calculators) are not to be shared between students. If a school laptop is used by a student, it must be sanitized before being used by another student.
19. 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, it must be recorded. The local health units will require this information for contact tracing.
20. 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.
21. If a teacher suspects a student in the cohort might be ill, they must notify administration immediately. Teachers will be provided with steps to follow should a student express that that they are feeling ill.
22. Parents/guardians, guest speakers, community groups, authors, and any other presenters must not be invited into the school/classroom, unless the presentation can be done virtually.
23. Large group gatherings such as pep rallies, masses, liturgies and “good news” assemblies are not permitted.
24. Field trips of a virtual nature are the only excursions permitted at this time.
25. 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.
26. 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.

27. Distribution of textbooks and student workbooks can take place. These books are to be assigned to individual students and not share between 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.
28. It is strongly recommended that all assignments be submitted electronically. If that is not possible, the assignment/project must be deposited in a central location (e.g. designated bin) Teachers are reminded to wash their hands before and after touching these assignments and to not touch their face with unclean hands.
29. Secondary students will not have access to lockers and 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.
30. Qualifying special education classes may attend up to 5 days per week. The cohort must be limited to 15 students.
31. Schools are encouraged to communicate cohort schedules on their school website, social media platforms, Microsoft Teams/Brightspace pages and maintain on-going communication with parents

Scenario 4: Remote Distance Learning – Elem/Sec

At-home distance learning continues with ongoing enhanced remote delivery

With curriculum being delivered through full Distance Learning from March to June 2020, 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 Distance Learning, it is important to be aware of the Ministry's expectations:

"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 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 school teacher'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 (AM) and a Teams or BrightSpace/D2L page for their Period 2 class (PM).

Teachers will be encouraged to provide consistent synchronous learning opportunities for students in both Period 1 (AM) and Period 2 (PM) 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: [PPM 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

[A Blueprint for Back to School - American Enterprise Institute by John P. Bailey and Frederick M. Hess](#)

[Alberta - 2020-2021 School Re-Entry Plan](#)

[A Plan to Safely Reopen America's Schools and Communities - AFT](#)

[Back to School - School District 8 Kootenay Lake - Information for Students and Parents - Stage 3 Pandemic Response Plan June 2020](#)

[BC's Restart Plan - K to 12 Return to School](#)

[Campbell River School District 72 - Parent Letter](#)

[Campbell River School District 72 - COVID-19 School Occupancy Protocols](#)

[Collaborating in a Crisis: Working Together to Safely Reopen our School Buildings](#)

[Collaborative for Student Growth - The COVID-19 Slide - Dr. Megan Kuhfeld and Dr. Beth Tarasawa](#)

[Coronavirus Orientation - Guidelines for Schools - South Africa](#)

[COVID-19 Industry Guidance: Schools and School Based Programs - California Department of Health](#)

[COVID-19 Pandemic - Return to School - Canadian Physical and Health Education Guidelines Education Reimagined - The Future of Learning](#)

[Forging a Path Forward - How to Design a Responsive Return Plan - Education Elements Guidelines for Development of the School Timetables - Reopening Schools COVID-19](#)

[Keeping Students and Staff Safe when Schools Reopen](#)

[Music - A Framework for the Return to Music Classes in 2020-2021](#)

[Ontario Council for Technology Education](#)

[Provincial COVID-19 Health & Safety Guidelines for K-12 Setting - B.C.](#)

[Preparing to Reopen: Six Principles that put equity at the core](#)

[Ontario's Framework for Continued Learning](#)

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

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

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

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

[Ontario's Approach to Reopen Schools - 2020-21 School Year](#)

[Guide to Re-opening Ontario's Schools](#)

[Active School Travel](#)

[McCarthy Uniform Announcement](#)

[Cleaning and Disinfection for Public Settings](#)

[Operational Guidance: COVID-19 Management in Schools](#)

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

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

[COVID-19 Transportation Response Plan](#)

[Fire Marshal Directive 2020-001, 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 2020-21 School Year, while respecting public health advice related to the COVID-19 pandemic](#)

[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 to assist in carrying out the duties and responsibilities of this Plan.

- Appendix A: Protocol for Students with Possible Symptoms of COVID-19
- Appendix B: Protocol for Staff with Possible Symptoms of COVID-19
- 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 2020-2021
- 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

Protocol for Student with Possible Symptoms of COVID-19

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:

- a) be located close to the main office and an exit;
 - b) have a closed door with a window to observe student;
 - c) when possible, enhance ventilation within the room by opening a window (no portable/ceiling fans);
 - d) contain a lined garbage can and furniture that can be easily disinfected;
 - e) be supplied with a box of facial tissues;
 - f) 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 2 metres/6 feet from the student, as much as possible. If a 2 metre/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 transport 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 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. Recommendations provided in the [COVID-19 Screening Tool for Children in School and Child Care](#) should be followed.
12. 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.

Appendix B

Protocol for Staff with Possible Symptoms of COVID-19

Each CDSBEO staff member must complete the [self-assessment](#) prior to reporting to work each day. 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:

1. 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 and maintain a safe physical distance of 2 metres/6 feet.
2. 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:
 - a) be located close to the main office and an exit;
 - b) have a closed door with a window to observe staff;
 - c) when possible, enhance ventilation within the room by opening a window (no portable/ceiling fans);
 - d) contain lined garbage can and furniture that can be easily disinfected;
 - e) be stocked with a box of facial tissues;
 - f) be equipped with an “Isolation Kit” and instructions (for attending staff);
3. 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.
4. Ensure all students and staff that were with the symptomatic employee immediately wash their hands prior to relocating to another contained area.
5. School Administration will advise the school custodian to properly disinfect the classroom and the isolation room.
6. Identify and record common areas the employee may have used when their symptoms developed for contact tracing and cleaning purposes.
7. Administrators are required to notify their Superintendent to start the internal notification process.
8. Staff who test positive for COVID-19 may not return to work until they are cleared by public health.
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.
10. Staff who show signs of illness should not be at work.

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

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 2 metre/(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. 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 isolating 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.
3. If the worker is very ill, call 9-1-1 and let the operator know that the person may have COVID-19.
4. Contact Public Health immediately for guidance and next steps.
5. Notify your school Superintendent.

6. Contact the Board Personnel – Manager of Human Resources, Nicole Proulx immediately, to discuss:
 - Information collected regarding the employee, as noted above.
 - Whether other employees might have had interactions with staff member
 - 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.

7. 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.

8. 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 Employee Services Coordinator.

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) and/or ensure the vehicle(s) remains out of service (quarantined) for a period of 72 hours. Cleaning will be performed in accordance with Public Health Guidelines.

9. 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 [Guide to Reopening Ontario's Schools](#), 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.

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

Appendix F

Revised Key Secondary Quad-mester Dates 2020-21

Quadmester 1

Credit 1 & 2

Credit 1 Exam/Culminating Task Date

Credit 2 Exam/Culminating Task Date

A&E and Planning Days

Report Cards Due to Principals

Important Dates

September 10 – November 9

November 10

November 11

November 12 – 13

November 18

Quadmester 2

Credit 3 & 4

Credit 3 Exam/Culminating Task Date

Credit 4 Exam/Culminating Task Date

A&E and Planning Days (Feb. 1 – PA Day)

Report Cards Due to Principals

Important Dates

November 16 – January 27

January 28

January 29

February 1 – 2

February 5

Quadmester 3

Credit 5 & 6

Credit 5 Exam/Culminating Task Date

Credit 6 Exam/Culminating Task Date

A&E and Planning Days

Report Cards Due to Principals

Important Dates

February 3 – April 14

April 15

April 16

April 19 – 20

April 23

Quadmester 4

Credit 7 & 8

Credit 7 Exam/Culminating Task Date

Credit 8 Exam/Culminating Task Date

A&E and Planning Days

Report Cards Due to Principals

Important Dates

April 21 – June 21

June 22

June 23

June 24 – 25

June 28

Daily Schedule

Period 1

8:00am – 10:00am

Period 2

10:05am – 12:05pm

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 to gr.3 students, mandatory for gr.4 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; **no microwaves will be available. 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](#)
- ☐ 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
- New loss of taste or smell
- 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.

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](#)

*Resource: Canadian Pediatric Society
Centre for Disease Control CDC
Ministry of Health -Version 5.0, May 25, 2020*

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.

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-touch 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 beyond one student per seat 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 4 to 12 will be required on school vehicles. Students in Kindergarten to Grade 3 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.

If public health dictates that physical distancing between students is required on school buses, it will result in a significant reduction in vehicle capacity and an alternate day/week attendance schedule. This will require appropriate planning to allow for the following parameters:

- One student per seat and having students of the same classroom cohort sit in the same area, where feasible.
- Full size buses will accommodate 24 passengers sitting one to a seat.
- Mid-size (52-54 passenger buses) will accommodate 18 students.
- 20 passenger buses will accommodate 8 students.
- To provide physical distancing for the bus driver, consideration may be given to keep the first seat behind the driver 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. Vans may be limited to 2 students. As all vans have access from doors on both sides, to avoid physical contact both side doors should be utilized. The first student boarding should be placed in the rear seat and the second placed in the first row of passenger seating as far as physically possible from the first student.

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