

Handwritten text and symbols in the top left corner, including a cross-like symbol and some illegible characters.

- M. In Camera Session
- N. Rise and Report
- O. Future Meetings
- P. Adjournment

OPENING PRAYER

O ALMIGHTY GOD
OUR FATHER IN HEAVEN
FROM WHOM ALL GOODNESS AND TRUTH ON
EARTH HAVE COME FORTH
GRANT TO US
THE CATHOLIC COMMUNITY GATHERED AT THIS MEETING
THE VISION TO RECOGNIZE
AND THE VIGOR TO ESPOUSE
SOUND PRINCIPLES OF EDUCATIONAL THEORY
AND PRACTICE IN A SPIRIT OF BALANCED
JUDGEMENT
AND WITH PROPER PERSPECTIVE
GIVE US ALSO THE COURAGE
TO TURN AT ALL TIMES
ONTO THE PATH OF HIGHER GOODNESS
IN OUR DELIBERATIONS
ADMINISTRATIVE DECISIONS
AND COURSES OF ACTION

Exclusive, online virtual learning;

An adapted model which would see students attending school in cohorts of 15 on alternate days of the week or alternate weeks; and,

A conventional model which would see students attending school all day every day with enhanced health and safety protocols.

Moreover, the plans require alignment and coherence within and amongst themselves to ensure that at any time during the school year, based on Public Health advice, school boards could “pivot” from one modality to another.

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Board staff met with Ministry of Education staff to review plans on August 4 . This updated report reflects the discussions that took place at that meeting.

On July 30, the Ministry of Education released its proposed framework and program delivery model for reopening of schools in September 2020. The Ministry’s is appended to this report as

The Ministry has directed school boards to start the school year in a “conventional” capacity at the elementary level which would see all elementary

Exceptions

Reasonable exceptions to the requirement to wear masks are expected to be put in place by schools and school boards.



Active forms of travel (e.g., walking and cycling) and private transportation by parents and caregivers are encouraged where possible, to ease pressure on transportation demand.

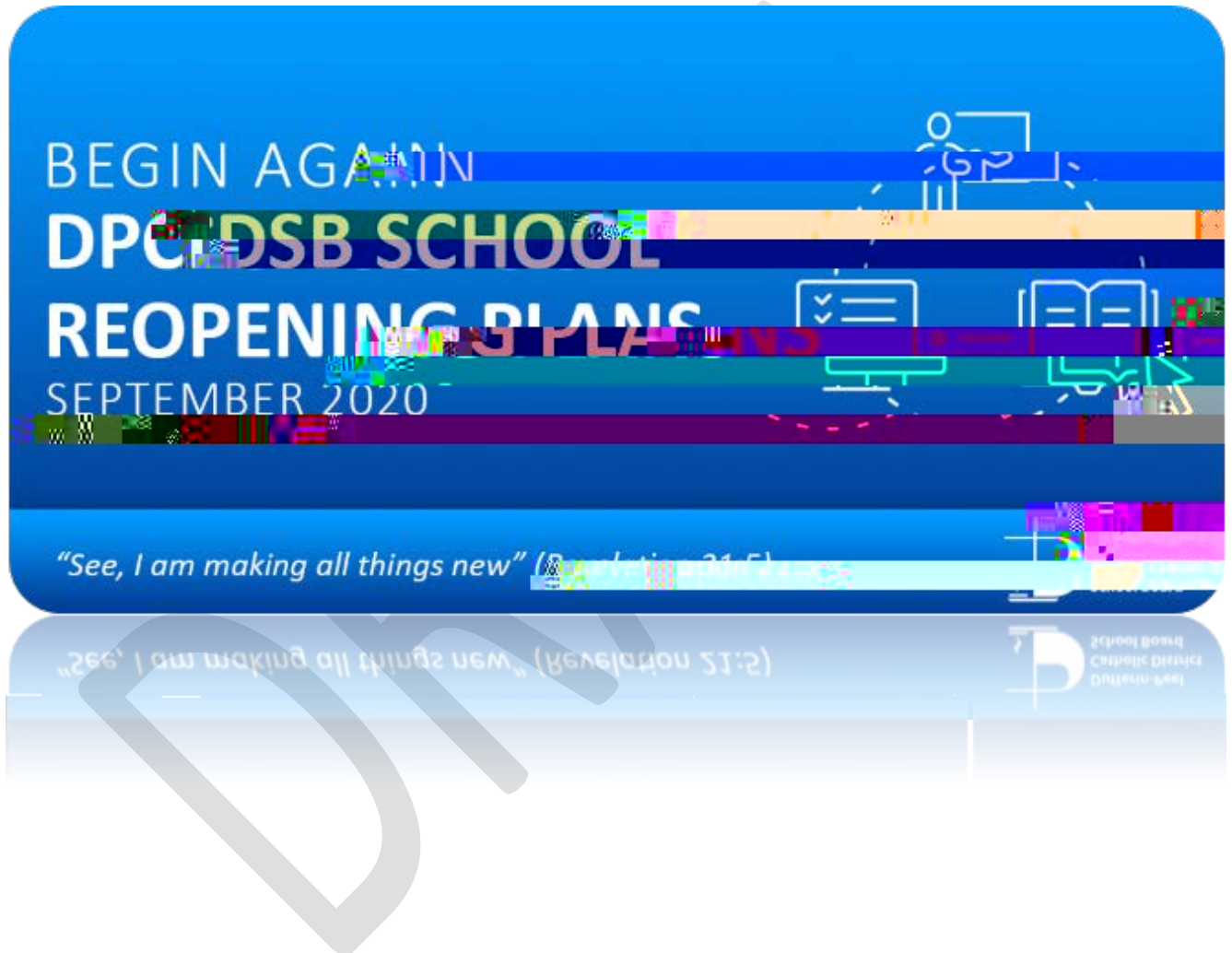
To support return to school 5 days a week, school boards may be required to increase the utilization of buses beyond one student per seat and operate closer to capacity. To the extent that physical distancing may not be possible, the use of non-medical masks for students in Grades 4 to 12 will be required on school vehicles. Students in Kindergarten to Grade 3 will be 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 with contact tracing in the case of a student or driver contracting COVID-19. Students who live in the same household or are in the same classroom cohort should be seated together.

Staff have developed an enhanced cleaning protocol which will include the cleaning of all high contact areas such as desks, tables, railings, door handles and other surfaces throughout the school. Where a school is open to the students all day, the cleaning will take place at the end of each day with high touchpoint surfaces cleaned throughout the day. Where a school is open based on shifts such as alternating days, touch point cleaning will take place throughout the day and between 0.8 (e)-66 (n)2.6-3.30drther shtak os snee pt oghrtces.. 7(k)11.-0.8 (a)-0. 8(ed3.3 (n)-07)10.3 (t)-5.9 3.

BEGIN AGAIN

Elementary School Models for September 2020



“See, I am making all things new.”
~Revelation 25:1

August 4, 2020

BEGIN AGAIN
DPCDSB SCHOOL
REOPENING PLANS
SEPTEMBER 2020

"See, I am making all things new" (Revelation 21:5)

"See, I am making all things new."

~Revelation 25:1

August 4, 2020

DRAFT



This document constitutes a return to school direction issued by the Ministry of Education for the purposes of section 5 to Schedule 1 of O.Reg 364/20 (Rules for Stage 3 Areas) originally made under the Emergency Management and Civil Protection Act and continued under the Reopening Ontario (A Flexible Response to COVID-19) Act, 2020. This direction has been approved by the Office of the Chief Medical Officer of Health.

Introduction

The guidance provided in this document is intended to support the safe reopening of schools for the 2020/21 school year and has been developed under the following principles:

- Providing a safe and healthy school environment for students, teachers and staff, and safeguarding the broader communities in which they live
- Providing a consistently high-quality education for every student in Ontario
- Addressing potential gaps in student learning, mental health and well-being, arising from the school closures in 2019-20
- Maintaining close communications with and respecting the opinions and authority of parents and reducing barriers to returning to work

On June 19, 2020, the ministry released the Approach to Reopening Schools for the 2020/21 School Year. Since that time, the public health data has changed considerably, with daily confirmed cases significantly declining. This is a positive public health development, and the ministry is now in a position to direct various protocols and procedures for the resumption of school.

The guidance and requirements outlined here build on the guidance released on June 1⁹, 2020 and will continue to be re-evaluated regularly and, where required, updated based on public health advice.

Students are ready to resume their learning in September, and it is our mission to maximize opportunities for achievement while protecting the mental health and well-being of students. This must be done with health and safety as the fundamental principle.

This September, all elementary schools in the province will open for conventional in-person delivery of teaching and instruction, five days a week. This applies to all Kindergarten to Grade 8 students. Parents will continue to have the option to opt their children out of in-person delivery, which respects the fundamental role of parents in making the final determination whether they feel safe with their children returning to school.

Secondary schools in school boards designated by the province will open on an adapted model, with class cohorts of approximately 15 students, on alternating schedules with at least 50% of in-class instructional days. The designation of these school boards is based on several factors that take into account

secondary schools, the size of secondary grade cohorts and whether the board is predominantly urban. Co-terminous boards have also been designated wherever these criteria are met.

This will allow for a staged approach to reopening secondary schools.

Secondary schools in non-designated school boards will be permitted to open with conventional delivery, with enhanced health and safety protocols.

All school boards will adopt timetabling methods that emphasize cohorting of students as much as possible, to limit the number of direct and indirect student-to-student contacts.

Students in Grades 4 to 12 will be required to wear masks indoors on school property. 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 will apply.

Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks in indoor spaces.

School-based staff who are regularly in close contact with students will be provided with all appropriate personal protective equipment (PPE).

The Ontario government will provide PPE and cleaning products to school boards and will work closely with boards to facilitate appropriate supply and delivery.

Most schools in Ontario will open for students on September 8, 2020. Ministry expectation is that school boards have scheduled three days of professional activity prior to September 8. All school-based staff, including supply/occasional teachers and occasional staff, will be required to participate in a one day paid health and safety training. s9nETQq1b0 612 792 1 11.04 Tf1 0 0 1 165.02 232.13 Tm0 g0 G[)]TJ

Designated school boards will be given notice to move to conventional delivery when it is determined that it is safe to do so. This will allow for advance notice to parents and students to ensure they are prepared for a return, and for schools to prepare for transitioning to conventional delivery.

Secondary schools in designated school boards will open on an adapted model, with class cohorts of approximately 15 students, attending on alternate schedules that would include in person attendance for at least 50% of instructional days.

Secondary school students in an adapted model would be assigned curriculum-linked independent work on remote learning days and, where possible, would participate in synchronous learning with their teacher and classmates for a period of each school day. To facilitate this, boards may wish to adjust the school day for students in an adapted model.

Even in designated school boards, students with a high level of special education needs may need

Timetabling and Cohorting

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All school boards are encouraged to adopt secondary timetabling methods that emphasize cohorting of students as much as possible, to limit the number of student-to- student contacts.

In order to reduce risk of transmission and to support contact tracing, school boards are to develop timetables that over a 1 to 2-week period:

Limit indirect and direct student contacts to approximately 100 students

Exceptions

Reasonable exceptions to the requirement to wear masks are expected to be put in place by schools and school boards.

Staff or students with sensory or breathing difficulties may be exempted by the school principal, guided by school board policies.

Supply of Masks and PPE

Masks and other PPE have been sourced by the Ontario government. The ministry will work closely with school boards to confirm demand and facilitate timely delivery and supply.

Cohorting

Cohorting refers to the practice of keeping students together in a small group throughout their school day, with limited exposure to multiple teachers or a wide variety of classmates.

This practice limits the number of other students that a single student is in contact with. This practice will also facilitate contact tracing should that be necessary.

School boards will be expected to implement adapted timetables at both the elementary and secondary levels that support cohorting of students to the greatest extent possible.

An elementary student should be cohorted with their classmates and their homeroom teacher, with limited contact with other subject teachers for classes such as French as a second language/Anglais, the arts and physical education.

A secondary student should be limited to approximately 100 student contacts. Boards are also encouraged to keep in-ep in

teachers as much teaching space as possible. Desks should face forward rather than in circles or groupings.

Schools are encouraged to locate larger classes in larger spaces and to use all available space in a school, including gyms and libraries.

Visitors

In the upcoming school year, schools are asked to significantly limit or even prohibit visitors, including parents.

Special Education

In order to ensure that students with special education needs are supported as schools reopen, school boards will need to consider additional planning and transition time for students with special education needs to support a smooth transition.

School boards should support attendance options including offering daily attendance to students with special education needs for whom adapted timetables or remote learning may be challenging based on student needs.

School boards should make changes in the school environment and/or remote learning needs when reviewing and updating Individual Education Plans (IEPs) and to ensure continued access to assistive technology.

The safe return of medically fragile students will be supported by boards consulting with local public health authorities on options for personal protective equipment, staff training, and potential continued remote learning where return is not possible. Students and parent/guardians should also consult with their health care providers.

School boards should work with partners to develop local protocols for school access by regulated health professionals, regulated social service professionals and paraprofessionals for the purpose of delivering school-based supports and services. Protocols should include support for remote delivery where in-school delivery is not possible.

Mental Health

Mental health and well-being are core elements of the school reopening plan.

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. Professional learning will be provided for system leaders, educators and mental health professionals to support the approach to school re-entry, as well as throughout the school year.

School boards should implement a tiered approach for mental health supports that will capture all students and target intensive help to those who have been most affected by the COVID-19 outbreak.

School boards should collaborate with child and youth mental health agencies to support strong connections and make the best use of mental health resources and supports across the integrated system of care.

Academics

Beginning in September, students should be supported in transitioning to their next grade or course, acknowledging the prolonged absence of students from the classroom. Part of this

support should

strands outside, whenever possible. Gymnasiums should only be used where physical distancing measures can be followed. Capacity in change rooms should be limited.

Teachers should plan physical activities that support physical distancing while also limiting the use of shared equipment. Shared equipment should be disinfected regularly and students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use. Boards may choose to refer to Physical & Health Education (PHE) the Ontario Physical and Health Education Association (Ophea) website for suggestions on teaching physical education in line with current public health recommendations.

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 school board, 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.

Schools can offer clubs and organized sports if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use.

School Assemblies

School assemblies or other large gatherings (e.g., concerts or dances) should be avoided. Virtual options should be offered instead of in person gatherings.

Other Scenarios

Voluntary Learn at Home

To ensure students and families are supported and respected in making decisions that work best for them, in-person school attendance will be optional for the 2020/21 school year. If not attending in-person, students will be expected to attend school remotely.

Remote learning options will be available for all students on a full-time enhanced distant/remote learning basis with access to learning materials posted online to support both synchronous and asynchronous learning opportunities during the day.

For students who are engaged in remote learning, attendance should be taken according to the school policy. Students should be provided with a daily schedule of subjects/courses according to a 5-hour instructional day with opportunities for frequent, live contact with a teacher and expectations for synchronous learning. It is expected that learning will be based on overall expectations across all subjects/courses and grades.

Key times will be identified when parents can choose to reintegrate their child to in

School boards should ensure that all teachers have an account on Brightspace or board selected Learning M

negative (after an initial positive test) can return to school once they are symptom-free for 24 hours.

Schools must ensure records of classes, including seating charts, bus cohorts, and daily records of any approved visitors to the school, including supply/occasional teachers or custodians are maintained and readily available to be provided to public health for contact tracing purposes.

Schools must immediately report any suspected or confirmed cases of COVID-19 within the

language school boards.

Separate and detailed guidance for the re-opening of these schools is being developed and will be shared with parents and students.

Private Schools

Private schools should adopt the guidance in this document. They are encouraged to work with their public health unit in developing their school reopening plans.

Private schools must immediately report any suspected or confirmed cases of COVID-19 within the school to the local public health unit as required under the

including supply/occasional teachers and casual workers, which the government has invested \$10 million to provide.

Cleaning products: Products that provide both the cleaning and disinfection action are preferable due to ease of use (e.g., hydrogen peroxide products). Only use cleaning and disinfectant products that have a Drug Identification Number (DIN). Check the expiry date of the agents prior to use. These should be used according to the manufacturer's instructions

Cleaning program: School boards should develop a program for cleaning and disinfecting schools, including reviews of:

- Existing practices to determine where enhancements might be made, including frequency and timing of cleaning and disinfection, areas to clean and/or disinfect, choice of cleaning products, child safety, staffing, signage, and PPE for cleaning staff
- Inventory to determine items to be stored, moved, or removed altogether to reduce handling or the challenges associated with cleaning them (e.g., porous or soft items such as stuffed toys, area rugs, fabric upholstered seating)

High touch surfaces: Cleaning plus disinfection twice daily is suggested at a minimum, however, more frequent cleaning and disinfection may be necessary, depending on the frequency of use and extent of soilage

- Includes washrooms (e.g. toilet fixtures, faucets), eating areas (e.g. tables, sinks, countertops), doorknobs, light switches, handles, desks, phones, keyboards, touch screens, push buttons, handrails, computers, photocopiers, sports equipment

Outdoor surfaces: Routine cleaning of surfaces on playgrounds, including high touch surfaces made of plastic or metal requires soap and water but not disinfectant. Cleaning of wooden surfaces is not recommended

Shared objects: Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or the objects should be cleaned between each use

Where an individual is suspected of having COVID-19 at school:

- Establish a protocol for identification and communication of suspected/confirmed cases to administration and relevant staff to determine contaminated areas and carry out cleaning and disinfection, including timing, return to use, methods, PPE, waste disposal
- Identify areas that may require cleaning plus disinfection (items used by the individual and all surfaces within 2 metres of the ill person) versus cleaning alone (such as a hallway or room where the individual has passed through)
- Use disposable cleaning equipment, such as disposable wipes, where possible
- Remove all items that cannot be cleaned (paper, books, etc.) and store them in a sealed container for a minimum of 7 days

Water Testing

Schools are required to follow all Ministry of Environment, Conservation and Parks requirements

Refer to Health Canada's [Hard-surface disinfectants and hand sanitizers \(COVID-19\): List of hand sanitizers authorized by Health Canada](#), including which sanitizers may be appropriate for different groups of staff and students.

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.

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.

Education: Staff and students should be provided with targeted, age-appropriate

All schools have a room that can be used should a student or staff member become ill, including PPE available in the room.

These rooms should be cleaned after each use.

Lunch/Food Service

To the greatest extent possible, students should be encouraged to eat lunch in their classroom with their cohort to ensure chances of contact and transmission are minimized.

Lunch times should be staggered to allow students to wash hands before eating, without creating congestion in washrooms or handwashing stations.

If weather permits, consideration could be given to having lunch breaks outside.

With respect to eating and drinking at school, it is expected that:

Staff and students will perform proper hand hygiene before and after eating.

Each student will have their own individual meal or snack with no common food items.

Each student will be required to bring their own drink bottle that is labeled, kept with them during the day and not shared.

Water bottles will be required to be filled rather than students and staff drinking directly from the mouthpiece of water fountains

Schools will remove all self-serving food items and microwave use will not be permitted.

Multi-use utensils will be cleaned after each use.

Schools will not plan non-instructional activities that involve students in preparing or serving of food.

Third party food services, including nutrition programs, will be delivered in a way that any

bins and containers for food should be disinfected prior to and after each use.

Rules for personal belongings

Personal belongings brought to school should be minimized.

Personal items being brought to school (e.g., backpack, clothing, sun protection, water bottles, food) should be labeled and stored separately in cubbies/designated areas or lockers.

New Funding Investments

The Ontario government is supporting the re-opening of schools through \$309 million in new funding for a range of investments, including:

Up to 500 public health nurses, phased in to assist schools and boards in local health protocols - \$50M

Masks and personal protective equipment - \$60M

Additional teaching positions - \$30M

Additional school custodians and enhanced cleaning supplies - \$75M

Cleaning for school buses and personal protective equipment for bus drivers - \$40M

Additional supports for students with special education needs - \$10M
Additional health and safety training for school-based staff - \$10M
Increased funding for mental health supports - \$10M
Testing - \$23.6M

This funding is in addition to the \$25 million investment in mental health and technology, which will see an additional \$10 million dedicated to mental health staff, resources, and programs; \$15 million in technology funding to support the procurement of u students to support their synchronous learning in-school and beyond; and \$4 million in new funding for cleaning, cleaning protocols, and financial support to hire additional custodial staff.

Expenditure Area	Description	Monthly Cost
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Personal Protective Equipment

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Expenditure Area	Description	Monthly Cost
Personal Protective Equipment (PPE)	PPE for all staff – masks, gloves, gowns, face shields. *Does not include masks for students	\$ 560,000
Cleaning, Sanitizing, Soap and Disinfectant Supplies	Enhanced cleaning and sanitizing	100,000
Transportation	Increase in costs due to the modifying of bell times. Additional time will be added to a majority of routes causing overtime costs that boards will have to pay. Increase in costs for required deep cleaning of buses.	204,350
Physical Distancing requirements	Signage and barrier installation. Plexiglass and partitions. Upfront costs approx. \$100,000	10 refd(

The potential increase in costs is significant, especially given that DPCDSB is currently operating within an approved two-year deficit elimination plan. However, in order to meet the enhanced health and safety requirements to reopen schools, the expenditures must take place.

On July 30, 2020, the Ministry of Education revealed that provincial funding in the amount of \$309 million would be available to support the reopening of schools in September. The funding is expected to support the purchase of masks and Personal Protective Equipment (PPE), additional staffing, cleaning supplies, health and safety training, transportation cleaning and PPE supplies, additional public health nurses, additional mental health supports and additional supports for students with special needs. Staff will calculate the funding specific to DPCDSB once the details are received.

DPCDSB will monitor all costs as the year progresses to analyze impact and ensure any shortfall is communicated appropriately.