



Huron-Superior Catholic District School Board

**OPEN SESSION OF THE BOARD
MEETING
MONDAY, AUGUST 17, 2020**

AGENDA & REPORTS

MEETING TO BE HELD AT

BOARD OFFICE - MEETING ROOM #6

STREAMED VIA YOUTUBE TO PUBLIC

7:15 P.M.

**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON MONDAY, AUGUST 17, 2020 @ 7:15 PM
BOARD OFFICE - MEETING ROOM #6
STREAMED VIA YOUTUBE FOR PUBLIC**

A CALL TO ORDER

1. Acknowledgement of Traditional Lands – (Rose)

We begin our Board meeting by acknowledging that our city schools and Board offices sit on the traditional lands of the Batchewana First Nation, the Garden River First Nation and the Métis Nation.

2. Prayer (Pg 5)

3. Call the Roll:

Trustees:

Lindsay Liske (Chair), Sandra Turco (Vice-Chair), John Caputo, Leslie Cassidy-Amadio, Tony D’Agostino, Carol MacEachern, Debbie Mayer, Kathleen Rosilius, Joe Ruscio, Gary Trembinski

Regrets:

Officials:

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Chris Spina, Danny Viotto

Student Representatives:

Lucas Marano, Adam Morgenstern

Other Reps:

Darrell Czop (President, O.E.C.T.A.)
Marnie McDonald (Vice-President, O.E.C.T.A.)
Chris Vuorensyrja (President, C.P.C.O.)
Brenda Rankin (President, C.U.P.E.)

OUR MISSION

*Persons present are invited to indicate how they have seen
Our Mission lived out recently.*

B ADOPTION OF ORDER OF BUSINESS

1. **Proposed Resolution:** That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Monday, August 17, 2020.

Are there any additions/changes/deletions?

C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF**D NEW BUSINESS****E CONFIRMATION OF MINUTES**

1. **Minutes of the Board Meeting of June 24, 2020.** (Pg 7)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of June 24, 2020.
2. **Minutes of the Closed Board Meeting of June 24, 2020.**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of June 24, 2020.

F BUSINESS ARISING FROM THE MINUTES**G PRESENTATIONS****H COMMITTEE REPORTS**

1. **Minutes of the Special Education Advisory Committee Meeting** (Pg 12)
Proposed Resolution: That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of May 27, 2020 be approved.

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **2020-21 Budget** (Pg 18)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the 2020-21 Operating Budget as presented.

2. **Apple Computer Refresh (Pg 23)**
Proposed Resolution: That the Huron-Superior Catholic District School Board approve the purchase of 52 new iMac desktop computers for St. Mary's College at a cost of \$130,138 from Apple Canada.
3. **Policy 6015 – Performance Appraisals of Occasional Teachers (Pg 24)**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 6015 as presented.

J INFORMATION ITEMS

1. **Reports to the Director of Education**
 - a) **Revised 2020-21 School Year Calendar** – Superintendent Joe Chillelli (Pg 34)
 - b) **HSCDSB Draft Plan for Reopening Schools** – Director Rose Burton Spohn (Pg 37)
2. **Correspondence**
3. **Notes of Thanks**
Domenic Rosso, Maria Mathewson, Kimberly McPhee, Patti Cook, Laura Iuliano-Coccimiglio, Christopher and Lorie Czop, Marlene Essex and John Guido and Family.

K TEN MINUTE QUESTION AND ANSWER PERIOD

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

September 1, 2, 3	-	PA Days
September 4	-	Board Holiday
September 7	-	Labour Day
September 8	-	First Day of School
September 16	-	Next Board Meeting
September 25	-	Faith Day

M CLOSING PRAYER – Trustee Carol MacEachern

N ADJOURNMENT

Prayer for a Pandemic

Lindsay *May we who are merely inconvenienced
remember those whose lives are at stake.*

Sandra *May we who have no risk factors
remember those most vulnerable.*

John *May we who have the luxury of working from home
remember those who must choose between
preserving their health or making their rent.*

Leslie *May we who have the flexibility to care for our
children when their schools close
remember those who have no options.*

Tony *May we who have to cancel our trips
remember those that have no safe place to go.*

Carol *May we who are losing our margin money
in the tumult of the economic market
remember those who have no margin at all.*

Debbie *May we who settle in for a quarantine at home
remember those who have no home.*

Kathleen *As fear grips our country, let us choose love.*

Joe *During this time when we cannot physically
wrap our arms around each other,*

Gary *let us yet find ways to be the loving
embrace of God to our neighbors. Amen.*

– Cameron Bellm, 2020

Huron-Superior Catholic District School Board
Our Mission Statement

**Rooted in Jesus Christ,
 we are a Catholic learning community
 called and committed to develop
 the full potential of each child and
 to nurture a personal relationship with Jesus
 that will inspire Catholic leadership.**



*Dedicated to excellence in education
 and the desire to
 live the values of Jesus, we strive to:*

- † *affirm the sacredness of life and respect for all creation*
- † *revere the dignity of each person as a Child of God*
- † *provide an enduring education that reflects the essence of our Catholic traditions*
- † *proclaim Christ's message throughout the curriculum*
- † *celebrate God's love in prayer, at Eucharist and in all sacramental moments of life*
- † *create sacred learning environments*
- † *cultivate enriching opportunities that will deepen faith*

Guided by the Spirit on our journey, together with family and Church, we mutually invite, encourage and support one another in our efforts to transform the world.

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, JUNE 24, 2020 @ 7:00 PM
VIA SKYPE FOR BUSINESS**

PRESENT: Trustees:

Lindsay Liske (Chair), Sandra Turco (Vice-Chair), John Caputo, Leslie Cassidy-Amadio, Tony D'Agostino, Carol MacEachern, Debbie Mayer, Kathleen Rosilius, Joe Ruscio, Gary Trembinski

Anthony DeLorenzi, Lucas Marano

Officials:

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Chris Spina, Danny Viotto

REGRETS:

Values and Vision

Director Rose Burton Spohn congratulated Wayne Greco, Vice-Principal at St. Paul Catholic Elementary School and local President of the Catholic Principals' Council on Ontario (CPCO), on his retirement, after 32 years of dedicated service to the board. Many others extended their good wishes.

Director Rose Burton Spohn welcomed Chris Vuorensyrja, Principal at St. Mary Catholic Elementary School in Massey, to his new role of local CPCO President. The board looks forward to working with Vuorensyrja in his new role.

Superintendent Danny Viotto thanked Student Trustee Anthony DeLorenzi on his service to the board over the last two years. Trustees congratulated DeLorenzi on his success and wished him well in his next endeavours at university.

Superintendent Danny Viotto welcomed Adam Morgenstern, a Grade 11 student at St. Mary's College, as the new Student Trustee for 2020-21. Adam will be formally introduced to the board at the September 2020 meeting.

Adg# Res#

- B-1 B-477 Moved by: John Caputo Seconded by: Leslie Cassidy-Amadio**
That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of June 24, 2020.
CARRIED
- E-1 B-478 Moved by: Gary Trembinski Seconded by: Carol MacEachern**
That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of May 13, 2020.
CARRIED
- E-2 B-479 Moved by: John Caputo Seconded by: Sandra Turco**
That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of May 13, 2020.
CARRIED
- G-1** ***Literacy Interventions** – Beth West (Early Interventions Teacher) and Anita Turcotte (Teacher Diagnostician) outlined their goals and considerations related to the implementation of the intervention plan for students from JK to Grade 2. Using data and research, educators are able to ensure that all students receive appropriate supports. Maranda Mathias (Grade 2 teacher at St. Mary’s Catholic School, Blind River) spoke about how the Open Court program has affected her students and their progress since September.*
- G-2** ***SEAC Recommendations** – Theresa Coccimiglio (SEAC Chair) reviewed the committee’s 16 recommendations to the Huron-Superior Catholic District School Board with respect to matters that establish, develop, and deliver special education programs and services for students with special needs.*
- H-1 B-480 Moved by: Gary Trembinski Seconded by: Sandra Turco**
That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of April 29, 2020 be approved.
CARRIED
- I-1 B-481 ELECTRONIC POLL**
That the Huron-Superior Catholic District School Board awards the construction contract for the St. Basil’s Catholic School, White River, Yard and Bus Bay Area Improvements Project to C. Villeneuve Construction Co. Ltd. being the low tender, contingent upon such non-emergency construction being able to proceed.
CARRIED

I-2 B-482 ELECTRONIC POLL

That the Huron-Superior Catholic District School Board awards the construction contract for the St. Basil Catholic School, Sault Ste. Marie, Partial Roof Replacement Project to Pro-North Roofing, being the low tender.

CARRIED

I-3 B-483 ELECTRONIC POLL

That the Huron-Superior Catholic District School Board awards the construction contract for the Our Lady of Lourdes French Immersion Catholic School Partial Roof Replacement, Canopy Removal and Structural Repairs, and Our Lady of Fatima Catholic School Structural Repairs Project to Damisona Roofing Ltd., being the low tender.

CARRIED

I-4-10 B-484 Moved by: Debbie Mayer Seconded by: Gary Trembinski

That the Huron-Superior Catholic District School Board approves Policy 3004 as presented.

That the Huron-Superior Catholic District School Board approves Policy 5008 as presented.

That the Huron-Superior Catholic District School Board approves Policy 6014 as presented.

That the Huron-Superior Catholic District School Board approves Policy 7010 as presented.

That the Huron-Superior Catholic District School Board approves Policy 7012 as presented.

That the Huron-Superior Catholic District School Board approves Policy 7019 as presented.

That the Huron-Superior Catholic District School Board approves Policy 7020 as presented.

CARRIED

I-11 B-485 Moved by: Leslie Cassidy-Amadio Seconded by: Sandra Turco

- Whereas The *School Boards Collective Bargaining Act* (The Act) designates the Ontario Catholic School Trustees' Association (OCSTA) as the employer bargaining agency for every English-language separate district school board with respect to all bargaining units for central bargaining with OECTA.
- Whereas The Act contemplates that OCSTA will form part of a Council of Trustees Associations as employer bargaining agency for central bargaining with other non-teaching employee bargaining agents.
- Whereas It is expected that a central table for principals and vice-principals will be again created in order to discuss the renewal/amendment of central terms and conditions of employment for principals and vice-principals.
- Whereas The Act does not contain any guidance with regard to the designation of an employer bargaining agency for a central table for principals and vice-principals.

Where a central table is established to discuss terms and conditions of employment for principals and vice-principals, the Huron-Superior Catholic District School Board hereby authorizes OCSTA to act as employer bargaining agent on its behalf for such central discussions. OCSTA may exercise its role as employer bargaining agent in respect of the principal and vice-principal group (Catholic Principals' Council of Ontario), consistent with the obligations and duties created under the *School Boards' Collective Bargaining Act* for support staff unionized employees.

CARRIED

I-12 B-486 Moved by: Kathleen Rosilius Seconded by: Carol MacEachern

That the Huron-Superior Catholic District School Board approve the lease extension of 2100 new Dell Chromebooks and 51 new Dell Chromebook carts through Macquarie Equipment Finance Ltd. at a cost of \$155,000.

CARRIED

J-1 ***Mental Health Audit Report** – Jared Lambert, Mental Health Lead reviewed his report, highlighting the services provided to our students, as well as the availability and accessibility of training and services for all.*

J-2 ***2020-21 Board Meeting Dates** – Director Rose Burton Spohn presented the upcoming board meeting dates for the 2020-21 school year. Burton Spohn noted that the Finance Committee meeting, originally scheduled for June 8,*

2020, will be held in July or August of 2020 because of the late release of the Grants for Student Needs (GSNs).

J-3 **Additional Qualifications (AQ) Courses in Religious Education** – Director Rose Burton Spohn outlined how the HSCDSB became an AQ course provider and highlighted the board’s successes in this area.

J-4 **SMC Activity Report** - Student Trustees Anthony DeLorenzi and Lucas Marano reported on events happening throughout the school during the school closure period, such as Grade 12 graduation, Link Crew selection, Student Council elections and the year-end blessings.

N-1 **B-487 Moved by: John Caputo Seconded by: Leslie Cassidy-Amadio**
That the Huron-Superior Catholic District School Board meeting of Wednesday, June 24, 2020 adjourns at 8:25 p.m.
CARRIED

Chairperson: _____

Secretary: _____



Huron-Superior Catholic District School Board

SPECIAL EDUCATION ADVISORY COMMITTEE

S.E.A.C

Minutes

Date: Wednesday, May 27, 2020

Place: Teleconference
(See dial in instructions at the end of this agenda)
Time: 4:00pm - 6:00pm

Attendance: Rosanne Zagordo, Joe Chilelli, Theresa Coccimiglio, Gary Trembinski, Tina Newell, Lorna Connolly Beattie, Irma DiRenzo, Lori Ivey, Rose Burton Spohn, Sandra Turco, Paula Valois, Jared Lambert, Marnie Yourchuk

SMC Student Trustees and Guests: Anthony DeLorenzi, Lucas Marano, Diane Charron, Emily Adams

Regrets: Lynda Lewis, Sherri Kitts, Suzanne Pleau, Marty Young,

AGENDA ITEMS		ACTION	WHO	WHEN
1.	PRAYER FOR SEAC	<ul style="list-style-type: none"> SEAC prayer 	Tina Newell	
2.	ACCEPTANCE OF PREVIOUS MINUTES (April 29, 2020)	<ul style="list-style-type: none"> Minutes were accepted. 	Lori Ivey Paula Valois	
3.	AGENDA ADDITIONS/CHANGES			
4.	GUEST(s): REPORTS <ul style="list-style-type: none"> Student Trustees 	<ul style="list-style-type: none"> EAs are actively working with students through Google classrooms to support students.. LMS has been difficult for students with special needs, 		

	<ul style="list-style-type: none"> Diane Charron and Emily Adams- THRIVE SLP. 	<p>therefore they have been participating in Google Meet and phone calls. Parents have played more of a role here.</p> <ul style="list-style-type: none"> One full time SLP has been contracted for the last 3 years. It has been a positive relationship with HSCDSB. Emily Adams is the primary SLP working with the team. Collaboration and consultation with school teams including LRTs is occurring to support language in the classroom. Emily develops the language goals for the students who are receiving support. Emily also completes speech/language assessments in our board. Recommendations both for class and home are provided. There is a full protocol in place to process any S/L request to support students. During COVID times, the team continues to work and meet regularly through the Online Resource portal. In future, the team is looking at providing virtual therapy for our East/North schools using a platform called OTN. Joe informed us that OTN will be free of charge until October 2020. 	Diane Charron Emily Adams	
5.	<p>MINISTRY UPDATES</p> <ul style="list-style-type: none"> Director updates from the Ministry 	<ul style="list-style-type: none"> The Ministry of Ed. has announced that Learning at home will continue until the end of June. A letter was sent home to parents. Summer school will need to start in a virtual format. The Board continues to work on a plan to meet the needs of our learners and keeping in mind issues like equity. A memo on assessment and reporting was provided today and sent out to teachers and administration. This will help to guide us in the area for report cards. Information regarding September is forthcoming and Rose will let us know when that arrives. 	Rose Burton Spohn	
6.	<p>SEAC BUSINESS</p> <ul style="list-style-type: none"> Nipissing Parry Sound CDSB letter (MACSE) SEAC recommendations Mental Health Audit Report 	<ul style="list-style-type: none"> Nipissing Parry Sound CDSB has expressed the importance of MACSE and that they continue to fill their vacancies to support learners with diverse needs. Irma reviewed the SEAC recommendations for this year. They are as follow: That the Board, in collaboration with the Mental Health Lead, continue to build upon its professional development in evidence approaches for 	Rosanne Zagordo Irma Direnzo	

		<p>recognizing and responding to student and staff stress behaviours; particularly in recognizing and responding to the unparalleled strain that the COVID-19 pandemic has placed on all aspects of delivering educational and supported services.</p> <ul style="list-style-type: none"> ● Recognizing the breadth of need with respect to student mental health issues; and that these needs persist beyond the school environment and the school year, we recommend that the Board actively engage with appropriate Provincial Partners for the purpose of comprehensively expanding School Counselling Services. That the Administration Team, together with the Ontario School Counsellors Association (OSCA), the Ontario Ministry of Education, the Ontario Teachers Federation, and other relevant regulatory bodies of the in-school support team—undertake to remedy the discontinuity of care with respect to mental health supports, transitions, career and life counseling services. ● Recognizing that safe, respectful and equitable transportation service is integral to student success and wellbeing; and further recognizing new and urgently evolving pandemic protocols with respect to physical distancing, passenger capacity, sanitization, rider and driver safety; we recommend that Board Administration, in collaboration with the Ministry of Education and transportation consortia, hire specially trained personnel to monitor and service all points of contact along routes. ● Recognizing the immeasurable value of peer-to-peer, and student-to-adult supportive and trusting relationships, that the Board continue to prioritize training in programs such as SAFETALK, PEER Pals, Shanker Self-Reg or similarly designed programs used for increasing coherence, confidence, and collaboration in meeting student need. ● SEAC echoes the recommendation put forth by People For Education 05/06/2020, that the HSCDS Board advocate for the “delay of the e-learning policy until the fall of 2021” or until such 		
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		<p>time that the many challenges (i.e. accessibility inequities) of e-learning platforms brought to light during this pandemic can be thoroughly assessed.</p> <ul style="list-style-type: none"> Recognizing that the learning environment is “the third teacher” –we recommend that the Board in collaboration with staff, seek to purchase equipment, materials, and resources specifically designed to enhance student engagement and promote fluidity in daily classroom activities. A Mental Health Audit Report will be reviewed at the next meeting. 	<p>Jared Lambert</p>	<p>June</p>
<p>7.</p>	<p>BUSINESS CARRIED FORWARD</p>			
<p>8.</p>	<p>SUPERINTENDENT AND COORDINATOR’S REPORT</p> <ul style="list-style-type: none"> Updates Special Education Plan 	<ul style="list-style-type: none"> Joe has attended many teleconferences both with the Ministry and OCSOA. Summer learning was discussed and the board was asked to plan so that students can upgrade or expand their learning. There are 55 hour courses offered now. Both elementary and secondary will be running and students with special needs will also have opportunities to support students with special needs in these summer programs. There is a 2 week transition program to support students transition back to school just prior to September. The intent is that this is a face to face program and that it can take place in late August. Counselling services were put in place last year in the summer, so this year, the Ministry is going to be funding Mental Health services through the summer. Boards have the flexibility to move funds around. 	<p>Joe Chillelli Rosanne Zagordo</p>	

		<ul style="list-style-type: none"> Boards can use extra funds from the Autism After school program in the summer. SEA repairs for equipment can be made at this time. The Special Education Plan for next year can be rolled over unless there are amendments. 		
9.	ASSOCIATION REPORTS			
i	North Shore Tribal Council (S. Kitts)	<ul style="list-style-type: none"> Offices are still closed as employees are working from home. 		
ii	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)			
iii	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> Dr. Ulzen is coming to the Sault. In June for 2 days a week. Family pride is still going on. Once the state of emergency is lifted they will be working on a plan to re-enter their buildings. 		
iv	SSM DOWN SYNDROME SOC. (S. Pleau)			
v	ALGOMA PUBLIC HEALTH (L. Ivey)			
vi	THRIVE – WELL BEING COMMITTEE (T. Newell)			
vii	COMMUNITY LIVING ALGOMA (L. Lewis)			
iv	LEARNING DISABILITIES ASSOC.			
x	MEMBER-AT-LARGE (P. Valois)	<ul style="list-style-type: none"> St. Joseph has been doing a great job at reaching out to parents and families. EAs are meeting daily with students to support students with special needs. 		
xi	MEMBER-AT-LARGE – FOCUS ON FAITH			

	(L. Connolly Beattie)			
xii	TRUSTEES REPORT (G. Trembinski, Sandra Turco)	<ul style="list-style-type: none"> • Presentations were held. • Policies were passed. • School accommodation review, barrier free upgrades were approved. • SMC trustee report was provided and SEAC minutes were approved. 		
10.	NOTES <ul style="list-style-type: none"> • SEAC intentions 	<ul style="list-style-type: none"> • Please email Theresa, the SEAC chair, to state your intentions about serving on SEAC for next year by June1, 2020. • Adjournment: 5:24 pm 	GaryTrembinski Lori Ivey	

Next Meeting: June 17, 2020

Place: Teleconference

Time: 4:00 – 6:00 p.m.

From Sault Ste. Marie:

Teleconference # 705-945-5633

Participant Code 9758270#

If calling long distance, call toll free 1-800-267-0754

When prompted, dial extension 25999

Participant code is also 9758270#



Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR OF EDUCATION

2020/21 BUDGET

August 17, 2020

Submitted by:
C. Spina,
Superintendent of Business

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Governance as one of its strategic directions. This report relates specifically to: achieving and maintaining a balanced budget.

The Ministry of Education announced the 2020-21 Grants for Student Needs (GSN) on June 19, 2020.

The Ministry has adjusted salary benchmarks by one per cent to compensate for salary increases based on recently ratified central collective agreements. Supply teacher benchmarks have been increased by one additional day to recognize school boards' experience with sick leave usage. As in previous years, there is a two per cent cost increase to the non-staff portion of the School Operations Allocation benchmark to assist in managing increases in electricity, natural gas, facility insurance and other costs.

For 2020-21, the Ministry has introduced Supports for Students Fund (SSF) for OECTA and Investments in Systems Priorities (ISP) for CUPE staff. These funds are for boards to support learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education and STEM programming. For HSCDSB, the grant is approximately \$715,000 and provides for an additional 3.1 teachers and 7.2 CUPE staff. The additions for CUPE include 5.0 EA's, 1.5 clerical and 1.2 caretakers. Also, as part of the last round of CUPE negotiations, the Ministry has committed to an Education Workers Protection Fund, which has allowed for additional 7.5 positions, consisting of 4.5 EA's, and 1.5 clerical and 1.5 plant. Staffing for these positions has been done in consultation with the local bargaining units.

The following grants which were previously funded outside of the GSN have been moved to the GSN:

- Mental Health Workers – funding to support mental health workers in secondary schools, which for HSCDSB provide for an additional 2 counsellors at the secondary level.
- Experiential Learning – funding to provide effective experiential learning opportunities to help students engage in education and career/life planning through exposure to a variety of careers and pathways.
- Northern Supports Initiative – funding to support students with special education needs in all northern school boards through three regional cooperatives. Our board access funds through the cooperative and is not funded directly.

Since these are not new grants, but are transitioned into the GSN, the funding has not allowed for additional staff, but has allowed to maintain current staff already in place.

Some of the Priorities and Partnership Funding (PPF), funding outside of the GSN, has been announced by the Ministry. One of the major grants for the board is the investment in Math Strategy of \$359,000 and allows the board to maintain its math lead and two math facilitators.

Projected enrolment for September shows a decrease of 60 elementary and 40 secondary students.

Attached to this report are the following:

- Enrolment Summary
- Revenue and Expenditure Summary
- Expenditure Report

Total operating revenues are \$79,964,752. A balanced operating budget, with no projected in-year surplus or deficit, was presented to the Finance Committee on July 22, 2020 with the recommendation that the Board accept it as presented.

Proposed Resolution: That the Huron-Superior Catholic District School Board approves the 2020-21 Operating Budget as presented.

**HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2020/21 BUDGET
ENROLMENT SUMMARY**

	<i>Oct 31, 2019</i>	<i>Oct 31, 2020</i>	
	Actual	Estimated	Difference
Elementary			
Pupils of the Board	3,395.0	3,335.0	-60.0
Other Pupils	209.0	209.0	0.0
TOTAL ELEMENTARY	3,604.0	3,544.0	-60.0
Secondary			
Pupils of the Board	809.0	771.0	-38.0
Other Pupils	34.0	32.0	-2.0
TOTAL SECONDARY	843.0	803.0	-40.0
Total			
Pupils of the Board	4,204.0	4,106.0	-98.0
Other Pupils	243.0	241.0	-2.0
TOTAL PUPILS	4,447.0	4,347.0	-100.0

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2020/21 BUDGET
REVENUE AND EXPENDITURE SUMMARY

	<u>2018/19</u>	<u>2019/20</u>		<u>2020/21</u>
	Final	Budget	Revised	Budget
General Legislative Grants	68,227,161	66,819,891	66,709,044	67,952,425
Other Provincial Grants	1,776,513	277,053	1,315,727	1,104,554
First Nation Tuition Fees	3,871,785	3,457,542	3,321,898	3,520,809
Transportation Recoveries	1,607,720	1,670,000	1,670,000	1,795,000
CUPE Reimbursements	62,209	-	-	-
PD Reimbursements	23,199	100,000	75,000	75,000
Salary Recoveries	252,822	344,103	344,600	351,900
Other (including interest)	753,962	212,281	926,384	332,735
SUBTOTAL	76,575,371	72,880,870	74,362,653	75,132,423
Deferred Capital Contributions	4,973,816	5,244,911	4,659,350	4,832,329
TOTAL REVENUES	81,549,187	78,125,781	79,022,003	79,964,752
TOTAL EXPENDITURES	(82,044,928)	(78,143,027)	(79,039,249)	(79,981,998)
Committed For Capital Projects - Board Office Roof Addition	(146,593)	-	-	-
Committed For Capital Projects - Board Office Roof Amortization	8,623	17,246	17,246	17,246
OPERATING SURPLUS/(DEFICIT)	(633,711)	-	-	-
OPENING ACCUMULATED SURPLUS/(DEFICIT)	3,469,270	2,835,559	2,835,559	2,835,559
CLOSING ACCUMULATED SURPLUS/(DEFICIT)	2,835,559	2,835,559	2,835,559	2,835,559
COMMITTED FOR CAPITAL PROJECTS - BOARD OFFICE ROOF	137,970	120,723	120,723	103,477

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2020/21 BUDGET
EXPENDITURE REPORT

	<i>2018/19</i>	<i>2019/20</i>		<i>2020/21</i>
	Final	Budget	Revised	Expenditure to Date (Jul 21/20) Budget
Classroom Teachers	32,699,081	31,465,328	31,316,839	28,657,316 31,746,094
Supply Teachers	2,974,913	2,824,658	2,878,155	2,586,873 2,925,100
Teacher Assistants	8,589,658	6,951,307	7,636,300	7,713,191 7,343,400
Early Childhood Educator	1,563,841	1,371,575	1,344,445	1,335,356 1,364,000
Textbooks/Supplies	1,242,832	1,462,698	1,569,288	790,621 1,487,958
Computers	815,067	987,000	987,000	784,991 982,000
Prof/Para Prof/Tech	2,472,785	2,743,181	2,768,900	2,479,770 2,828,100
Library/Guidance	890,948	791,523	789,571	731,194 817,200
Staff Development	501,927	198,282	437,520	192,542 457,821
Department Heads	49,095	55,000	55,000	37,831 55,000
Principals & VP's	3,449,468	3,282,579	3,279,563	3,318,660 3,390,173
School Office	1,963,904	1,844,928	1,879,660	1,852,936 1,988,141
Coordinators & Consultants	2,253,662	1,541,770	1,936,059	1,789,641 1,938,500
Continuing Ed	197,345	131,750	187,400	104,139 167,800
Trustees	232,664	246,900	226,000	175,822 226,700
Director/Supervisory Officers	647,854	637,390	641,600	557,234 654,600
Board Administration	2,215,269	2,199,076	2,171,497	1,969,917 2,332,765
Pupil Transportation	5,439,014	5,646,500	5,694,500	5,109,898 5,654,500
School Operations/Maintenance	7,105,752	6,957,308	7,070,057	6,107,619 7,250,346
Good Places to Learn	625,755	598,700	598,700	303,828 570,325
Other Non-Operating	547,475	344,103	344,600	347,660 351,900
Amortization	4,972,919	5,261,471	4,676,595	4,534,314 4,849,575
Renewal	593,700	600,000	550,000	459,926 600,000
TOTAL EXPENDITURES	82,044,928	78,143,027	79,039,249	71,941,277 79,981,998



Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR

RE: APPLE COMPUTER REFRESH ST. MARY'S COLLEGE

Submitted by: Patrick Pelletier
Manager of Information Technology
2020-08-17

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Governance as one of its strategic directions. This report relates specifically to aligning available resources with strategic priorities and ensuring schools have the resources they require.

As part of the computer refresh cycle, The Information Technology Department is requesting approval for the purchase of 52 new iMac computers to replace the media labs located at St. Mary's College.

The purchase is through Apple Canada and they are single source vendor. The total cost for the purchase is \$130,138. This amount will be financed over a three-year period and is part of existing budget.

Proposed Resolution: That the Huron-Superior Catholic District School Board approve the purchase of 52 new iMac desktop computers for St. Mary's College at a cost of \$130,138 from Apple Canada.

Huron-Superior Catholic District School Board

POLICY TITLE:	PERFORMANCE APPRAISAL OF OCCASIONALTEACHERS	Adopted:	June 24, 2020
		Amended:	
POLICY NO:	6015	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board's mission statement and the Ministry of Education expectations for occasional teacher evaluation provide the foundation for Policy 6*** Performance Appraisal of Occasional Teachers. Occasional teachers play an important role in the seamless continuation of academic excellence for our students.

Therefore, the board will provide a framework within which an occasional teacher's performance review is carried out through a supportive developmental process.

"The purpose of the Occasional Teacher (OT) Evaluation: Provincial Framework is to establish the core requirements of the OT evaluation and to capture some effective practices when conducting an evaluation. The OT evaluation is designed to support the ongoing professional growth of occasional teachers through dialogue and feedback and to increase the confidence in our education system." Occasional Teacher Evaluation: Provincial Framework and Evaluation Template (February 2013)

ADOPTED

Regular Meeting of the Board June 24, 2020
Motion B-

DISTRIBUTION

- i) Trustees
- ii) Administration
- iii) Principal
- iv) Teaching Personnel
- v) OECTA

PERFORMANCE APPRAISAL OF OCCASIONAL TEACHERS
PROCEDURAL GUIDELINES

PURPOSE:

The Occasional Teacher (OT) Evaluation is designed to support the ongoing professional growth of OTs through dialogue and feedback with the principal on their teaching practice. The OT Evaluation is derived from the Ontario College of Teachers' Standards of Practice for the Teaching Profession and, more specifically, the Teacher Performance Appraisal (TPA). The performance appraisal expectations identified in the OT Evaluation are fewer and more generalized than the TPA competencies required of a permanent contract teacher.

NOTE: The OT Evaluation is not considered equivalent to a TPA, and does not exempt a teacher from the requirements of TPA once in a permanent position.

DEFINITIONS:

Under Ontario Regulation 274/12 – Hiring Practices, one of the requirements for an OT on a long term occasional (LTO) list to apply for a posted permanent position is to have completed a long term occasional contract of at least 4 months long, and have received a satisfactory evaluation. For the purpose of the OT Evaluation, the term “long term occasional” refers to a contract of four months or more. In addition, the term ‘principal’ throughout this document refers to the principal or vice-principal of the school.

COMPONENTS:

- Seven performance expectations;
- Set of observable indicators within the performance expectation;
- Pre-observation meeting;
- Classroom observation(s);
- Outcome of evaluation;
- An evaluation template that documents the outcomes of evaluation; and
- Recommendations for professional growth.

Seven Performance Expectations and Observable Indicators within the Expectations:

The seven performance expectation statements that form the basis of the OT evaluation describe the skills, knowledge and attitudes that OTs reflect in their practice. The observable indicators within each performance expectation are possible ways the OT could demonstrate the expectation; these indicators are not intended to be an exhaustive list, and not all need to be demonstrated during the teacher's LTO assignment. The principal *may* include other examples of how the expectation was or was not demonstrated in the comments section provided on the OT Evaluation Template (Appendix A). For each performance expectation, the principal *checks* either "Meets Expectation" or "Development Needed" on the OT Evaluation Template.

Pre-Observation Meeting:

The Pre-Observation meeting is intended to promote professional dialogue between the principal and the OT. The purpose of this meeting is to discuss an overview of the evaluation process, review the evidence that will be considered in the evaluation, and confirm the date and time for the classroom observation.

Classroom Observation(s):

The principal observes the OT at least once in his or her regular instructional setting at a time that is pre-determined by both parties. The dates of the observation are recorded on the OT Evaluation Template.

Outcome of Evaluation:

Following the observation, the principal and the OT meet to debrief the observation, discuss the outcomes of the evaluation, and provide recommendations for professional growth. The principal determines an evaluation outcome for the OT as a final consideration in completing the OT Evaluation Template. The principal uses his or her professional judgement in weighing the evidence in relation to the seven performance expectations detailed on the OT Evaluation Template (Appendix A), and decides on an evaluation outcome of either "Satisfactory" or "Unsatisfactory". The evaluation outcome assigned to the OT is in effect until another OT Evaluation is completed.

Unsatisfactory Outcome:

As per Ontario Regulation 274/12, a teacher who receives an evaluation outcome of "Unsatisfactory" is not eligible to apply for permanent positions within the board until such time as a "Satisfactory" outcome is received in a subsequent LTO assignment.

Should the OT receive an unsatisfactory evaluation, an evaluation shall occur during the next LTO assignment of at least two months duration. The principal shall contact the school superintendent and arrange a meeting with the OECTA president/ designate and the OT. The meeting shall take place within one month of the evaluation, or as mutually agreed upon between the board and the OECTA president/ designate. Should this meeting not occur at the appropriate time, the performance appraisal outcome will remain in effect.

The OT shall be debriefed and provided with a copy of the evaluation (Appendix A) with the accompanying improvement plan (Appendix B). The improvement plan shall identify recommendations to address any areas of improvement identified in the evaluation, as well as reasonable timelines for completion of the recommendations.

OTs who receive an unsatisfactory evaluation are required to complete the recommendations found in the improvement plan within the timelines provided. The OT is eligible to apply and be considered for other LTO assignments, provided that the OT is able to demonstrate that they are actively working to complete the recommendations.

Should the OT receive a second unsatisfactory evaluation during the completion of a subsequent LTO assignment, the principal shall contact the school superintendent and arrange a meeting with the OECTA president/ designate and the OT within one month from the evaluation, or at a time mutually agreed upon. Should this meeting not occur at the appropriate time, the performance appraisal outcome will remain in effect. The OT will be debriefed and provided with a copy of an improvement plan (Appendix B) with timelines. The OT will not be eligible to apply for any subsequent LTO assignments until the improvement plan has been successfully completed.

Should the OT receive a third unsatisfactory evaluation the board may suspend the teacher's eligibility for additional LTO assignments.

Satisfactory Outcome:

An OT is eligible to apply for permanent positions once a satisfactory evaluation has been attained. An OT has the opportunity to request a subsequent evaluation on a subsequent LTO contract. Even if the OT receives a satisfactory evaluation, further evaluations may occur where a principal has identified concerns with the OT's performance. An OT is able to apply for permanent positions once a satisfactory evaluation has been attained.

Occasional Teacher Evaluation Template:

An OT Evaluation Template (Appendix A) is completed by the principal as a means to document the outcome of the evaluation. It may also be used by OTs to reflect on the feedback they receive, and identify opportunities for growth. The principal may provide comments on the overall rating of the OT in the section provided on the OT Evaluation Template. The OT may also provide comments on the evaluation in the section provided on the OT Evaluation Template.

Recommendations for Professional Growth (Appendix A) / Improvement Plan (Appendix B):

The principal makes recommendations to the OT on areas for professional growth. These recommendations may be used by the OT to reflect on his or her progress and to develop goals for growth. An improvement plan (Appendix B) is required if the OT receives an unsatisfactory evaluation.

DOCUMENTATION REQUIREMENTS:

Responsibilities of the Board:

- Retain a copy of the completed OT Evaluation in its records, per its document retention process.

Responsibilities of the Principal:

- Provide a copy of the completed OT Evaluation Template to the OT prior to the expiration of the OT's contract with the board.
- Provide a copy of the completed OT Evaluation Template to the board for retention in the board's records.

Responsibilities of the Occasional Teacher:

- Notify the principal if they require an evaluation in a 4-month or longer LTO contract.
- Notify the principal if they require a subsequent second evaluation based on a previous unsatisfactory evaluation in a 2-month or longer contract.
- Sign the OT Evaluation template to indicate receipt of the document.



Huron-Superior Catholic District School Board

APPENDIX A Occasional Teacher Evaluation Template

Occasional Teacher's Name (first and last)		Principal Name (first and last)			
Description of Occasional Teacher's Assignment		Name of School			
Term of Assignment (yyyy/mm/dd to yyyy/mm/dd)		Name of Board			
to					
Meeting and Classroom Observation Dates (yyyy/mm/dd)					
Pre-Observation		Classroom Observation		Post- Observation	

Domains considered in the evaluation: Commitment to students and student learning / Professional Knowledge / Teaching Practice			
Performance expectations:	Possible Observable Indicators	Development Needed ✓	Meets Expectation ✓
Creates a safe and inclusive learning environment	<ul style="list-style-type: none"> follows appropriate legislation, policies and procedures with regards to student safety and welfare ensures and models bias-free assessment values and promotes fairness, justice, equity and Gospel teachings ensures students feel valued and respected communicates information from a bias-free, multicultural perspective 		
Models and promotes positive and respectful student interactions	<ul style="list-style-type: none"> models and promotes faith driven learning by effectively motivating students to improve learning demonstrates a positive rapport with students promotes polite and respectful student interaction develops clear and achievable classroom expectations with students 		
Demonstrates effective classroom management strategies	<ul style="list-style-type: none"> demonstrates care and respect for students by maintaining positive interactions addresses inappropriate student behaviour in a positive manner 		

Demonstrates knowledge of the Ontario curriculum	<ul style="list-style-type: none"> exhibits an understanding of the Ontario curriculum and Catholic Graduate Expectations when teaching presents accurate and up-to-date information demonstrates subject knowledge and related skills 		
PLANNING Plans and implements meaningful learning experiences for all students	<ul style="list-style-type: none"> applies knowledge about the whole child-how students develop and learn physically, socially, cognitively and spiritually chooses pertinent resources for development of instruction while maintaining a Catholic lens organizes subject matter into meaningful units of study and lessons uses clear and consistent format to plan and present instruction uses a variety of effective instructional strategies uses instruction time in a focused, purposeful way assists students to develop and use ways to access information 		
APPLICATION Differentiates instruction and assessment strategies based on student needs, interests and learning profiles	<ul style="list-style-type: none"> shapes instruction so it engages students and is helpful to all students, who learn in a variety of ways responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special needs students are met 		
ASSESSMENT OF and FOR LEARNING Utilizes a variety of evidence-based assessment and evaluation strategies	Feedback <ul style="list-style-type: none"> uses a variety of appropriate assessment and evaluation techniques uses a variety of techniques to report student progress engages in meaningful dialogue with students to provide feedback during the teaching/learning process Record Keeping <ul style="list-style-type: none"> gathers accurate data on student performance and keeps comprehensive records of student achievement Reporting <ul style="list-style-type: none"> uses ongoing reporting to keep both students and parents informed and to share student progress 		
Comments			

Outcome of the Evaluation

Satisfactory

Unsatisfactory

PLEASE SEE IMPROVEMENT PLAN

Recommendations for Professional Growth

Additional Comments (optional)

Principal Signature

My signature indicates that this evaluation was conducted in accordance with requirements of the Occasional Teacher Evaluation.

(yyyy/mm/dd)

Teacher Signature

My signature indicates the receipt of this evaluation.

(yyyy/mm/dd)

Occasional Teachers comments on evaluation (optional)



Huron-Superior Catholic District School Board

**APPENDIX B
Occasional Teacher Improvement Plan**

Occasional Teacher's Name (first and last)		Principal Name (first and last)	
Description of Occasional Teacher's Assignment		Name of School	
Term of Assignment (yyyy/mm/dd to yyyy/mm/dd)		Name of Board	
to			
OT Improvement Plan Timelines (yyyy/mm/dd)			
Date(s) of Unsatisfactory Evaluation(s)		Date for Subsequent Appraisal and/ or Review of Timeline	

Performance Expectations Needing Development	Suggestions for Improvement	Timeline

Performance Expectations Needing Development	Suggestions for Improvement	Timeline

Principal Signature

My signature indicates that this evaluation was conducted in accordance with requirements of the Occasional Teacher Evaluation.

(yyyy/mm/dd)

Teacher Signature

My signature indicates the receipt of this improvement plan.

(yyyy/mm/dd)

Occasional Teachers comments on improvement plan (optional)



Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR

Re: Revised School Year Calendar 2020-2021

Submitted by: Joe Chilelli
Superintendent of Education
Date: August 17, 2020

As outlined in Regulation 304, the Huron-Superior Catholic District School Board approved the school year calendar for the 2020-2021 school year at the February board meeting. In light of our current reality with COVID-19, the Ministry of Education has requested that boards adjust their school year calendars so the school year begins with three Professional Activity days. This additional time will allow schools to better prepare for the reopening, carefully review health and safety protocols and begin to unpack the new mathematics curriculum. In consultation with our coterminous boards, the school year will now begin as follows:

- Tuesday, September 1 - PA Day (already scheduled)
- Wednesday, September 2 - PA Day (to replace the one scheduled for Friday, October 23)
- Thursday, September 3 - PA Day (to replace the one scheduled for Friday, November 20)
- Friday, September 4 - Board Holiday (already scheduled)
- Monday, September 7 - Labour Day (holiday)
- Tuesday, September 8 - First day of classes

It is important to note that our Faith Day, scheduled for Friday, September 25, 2020, is not impacted by these changes.

A copy of a complete, revised calendar is attached.



Board Name Huron-Superior CDSB (B29025)			
Calendar Title [2020-356907] Huron-Superior Catholic District School Board	Panel Elementary	Calendar Type Regular	Date Created Jan 28, 2020
Start of School Year Sep 01, 2020	End of School Year Jun 30, 2021	First Day Students Sep 08, 2020	Last Day Students Jun 29, 2021
Status Draft		Description Elementary Schools	

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	0	0
September		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			4	16	0
October				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	21	0
November	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					0	21	0
December		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	14	0
January					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	20	0
February	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26						1	18	0
March	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			0	18	0
April				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	1	19	0
May	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	20	0
June		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			1	20	0
July				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	0	0
Total															7	187	0											

Legend

P -Professional Activity Day; E -Scheduled Exam Day; B -Board Designated Day; H -Statutory Day; / -Half Day;
P* -Professional Activity Day Devoted to Provincial Education Priorities;

Schools which will use this calendar :



Board Name Huron-Superior CDSB (B29025)			
Calendar Title [2020-356963] Huron-Superior Catholic District School Board	Panel Secondary	Calendar Type Regular	Date Created Jan 28, 2020
Start of School Year Sep 01, 2020	End of School Year Jun 30, 2021	First Day Students Sep 08, 2020	Last Day Students Jun 29, 2021
Status Draft		Description Secondary Schools	

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	0	0
September		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			4	16	0
October				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	21	0
November	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					0	21	0
December		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	14	0
January					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	19	1
February	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26						1	14	4
March	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			0	18	0
April				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	1	19	0
May	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	20	0
June		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			1	15	5
July				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	0	0
Total															7	177	10											

Legend

P -Professional Activity Day; E -Scheduled Exam Day; B -Board Designated Day; H -Statutory Day; / -Half Day;
P* -Professional Activity Day Devoted to Provincial Education Priorities;

Schools which will use this calendar :

Plan to Reopen Schools Safely Amid the COVID-19 Pandemic
Conventional Delivery Model

Prepared by the Huron-Superior Catholic District School Board

Last Updated
August 10, 2020



*Huron-Superior Catholic
District School Board*



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Background and Rationale

On Wednesday, March 11, 2020, the World Health Organization (WHO) declared COVID-19 a global pandemic. The following day, Minister of Education, Stephen Lecce, ordered all Ontario schools to close. All schools and board facilities have essentially remained closed since the end of Friday, March 13, 2020. Board employees were advised to begin working virtually shortly thereafter. The ministry's Learn at Home program was officially launched on Monday, April 6, 2020, and Huron-Superior Catholic District School Board (HSCDSB) students have been learning from a distance ever since.

In anticipation of the next school year, on Friday, June 19, 2020, the Ministry of Education offered some preliminary information regarding the reopening of schools in September 2020 at <https://news.ontario.ca/opo/en/2020/06/ontario-prepares-for-the-safe-reopening-of-schools.html> and <https://www.ontario.ca/page/approach-reopening-schools-2020-2021-school-year>.

Boards were advised to plan for three scenarios:

- Conventional, face-to-face instruction for all students;
- Virtual instruction for all students;
- A mixture of face-to-face and virtual (adaptive) instruction for all students.

In an effort to plan for these three scenarios, HSCDSB formed eight working groups, devoted to planning logistics associated with:

- Common and shared spaces;
- Elementary and secondary student timetabling / scheduling;
- General health and safety;
- Human resources and staffing;
- Student instruction, assessment, and evaluation;
- Students with special needs;
- Technology;
- Transportation and communications.

Each working group included at least one member of the board's senior team, as well as members of various employee groups (e.g., CPCO, CUPE, OECTA, OSSTF). Please see **Appendix A – Board Working Groups** for more detail. The board is very grateful to all those who devoted their time and effort to these working groups. Furthermore, members of the senior team also collaborated widely with coterminous boards, public health units, transportation consortia and other stakeholders throughout July.

On Thursday, July 30, 2020, Premier Doug Ford and Minister Stephen Lecce announced that most school boards, including the Huron-Superior Catholic District School Board, could reopen their schools in a conventional model. It provided additional guidance shortly thereafter at <https://www.ontario.ca/page/guide-reopening-ontarios-schools>. This board report integrates the most current thinking of the board and its various working groups, along with the guidance provided by the Ministry of Education at the end of July.

Common and Shared Spaces

Although much of students' and employees' days are spent in individual classrooms and/or private offices, a significant portion of it is also spent in common or shared spaces. These include, but are not limited to, staff rooms, kitchens, work rooms, washrooms, supply rooms, photocopier rooms, cafeterias, libraries, hallways, main offices, chapels, lunch rooms, school yards, play equipment, gymnasias, meeting rooms, and parking lots. In HSCDSB, common and shared spaces are particularly complex, since many of our schools:

- Are jointly owned and/or operated with Conseil scolaire catholique du Nouvel-Ontario (CSCNO).
- Offer daycare services on site, some of which are self-contained and some of which are not.
- Offer before and after school programs, not only to HSCDSB students but to others as well.
- House community agencies or partners (e.g., THRIVE, Indigenous communities, Best Start Hubs).
- Allow community use (e.g., amateur athletic leagues) for a limited fee.

Thus, it is critical that clear and appropriate protocols be developed and communicated so that all users of HSCDSB facilities understand what is expected of them. The working group's recommendations, which are being made to protect the health and safety of everyone, are outlined in the chart that follows.

Item / Issue	In a Conventional Learning Model
Common Gathering Places (e.g., Gyms, Chapels, Theatres, Cafeterias)	<ul style="list-style-type: none"> • In general, common gathering places in elementary and secondary schools (e.g., cafeterias) will not be widely used by students and staff members. The exception to this rule will be if such rooms are used as classrooms (e.g., a teacher may use the stage or gymnasium if their drama or physical education classes are scheduled to occur there) for all or a portion of the day. • In accordance with the province's Phase 3 guidance, common gathering places in elementary and secondary schools may be used to house students, to a maximum of 50 people at a time, only if appropriate physical distancing can be maintained. School-wide or secondary grade-level assemblies, liturgies, and/or celebrations will not be permitted. Smaller gatherings (e.g., class masses) will be permissible. • Elementary and secondary students will be permitted to eat in their classrooms. As a result, larger garbage containers / bags may be required in some settings. • Should classroom teachers choose to use the school gymnasium and/or gym equipment (e.g., volleyballs, basketballs, dodgeballs), then such gym equipment must be clearly separated by cohort (e.g., stored in a labelled, covered bin) and disinfected at the end of each day. Hand hygiene must be emphasized (i.e., wash hands before and after all gym equipment use) and hand sanitizer must be available.
School Yards / Kindergarten Areas	<ul style="list-style-type: none"> • Use of all permanent structures (e.g., monkey bars, slides, sandboxes, long-jump pits) will be permitted during class and unstructured times (e.g., recess, lunch hours). However, use of such objects might need to be scheduled so cohorts do not

Item / Issue	In a Conventional Learning Model
	<p>intermingle.</p> <ul style="list-style-type: none"> • Lunch times and recesses will be staggered and administrators may designate certain areas of the yard to specific classes or panels. Time in outdoor kindergarten areas will be scheduled carefully to avoid two cohorts using the same space simultaneously. • Each kindergarten cohort will have its own collection of hard-surfaced toys (e.g., cars, blocks, wooden puzzles) for indoor and outdoor use. Soft-surfaced items (e.g., carpets, plush dolls, cardboard puzzles, soft furniture) will be removed from use and stored safely.
Parking Lots	<ul style="list-style-type: none"> • Administrators will remind people (e.g., employees, parents) to maintain physical distancing and avoid congregating in parking lots. Where practical, parking in every other spot will be encouraged.
Bus Bays / Pick-Up / Drop-Off / Line-Up Areas	<ul style="list-style-type: none"> • Elementary students will not be permitted to line up and/or play outdoors before the first bell of the day. Rather, when students arrive on school buses fifteen or fewer minutes before the start of the school day, they will enter the school building and go directly to their classrooms, where they will be with their classroom teacher until classes begin. In accordance with the <i>Education Act</i>, teachers will be available in their classrooms for 15 minutes before the first bell of the day. • Principals and vice-principals will coordinate student dismissal in such a way that physical distancing between cohorts of students can be safely maintained. They will also avoid or limit the number of classroom teachers on morning bus duty so that these teachers can be in their classrooms before classes begin. • Parents not using and/or not eligible to use the transportation consortium's services may drop off their children 15 minutes or less before the start of the day. Parents may retrieve their children 15 minutes or more before the end of the day to prevent congestion. These students will be dismissed early and parents will be asked to remain outside the school when dropping off and retrieving their children.
Physical Barriers	<ul style="list-style-type: none"> • Employees working in self-contained offices and classrooms will be asked to establish their own protocols or routines related to physical distancing (e.g., tape off boundaries, put signs on doors asking people to knock before entering). • Employees working in easily accessible, open, and/or centralized areas (e.g., front desks) will have access to Plexiglas sneeze guards that are 42 inches wide and 24 – 36 inches high. It is anticipated that sneeze guards will be installed by the fall.
Personal Protective Equipment (PPE) and Supplies	<ul style="list-style-type: none"> • Each classroom will be outfitted with a wall-mounted dispenser filled with foaming hand sanitizer. Also, each school and board facility will receive 750 mL bottles of liquid hand sanitizer, which may be placed in common areas and/or kits. • Each school / board location will be provided with at least one COVID-19 kit for people who become ill during the day. Each kit will be equipped with hand sanitizer, masks,

Item / Issue	In a Conventional Learning Model
	<p>gloves, gowns, face shields, thermometer, and instructions for use.</p> <ul style="list-style-type: none"> The Ministry of Education has clearly indicated that all students in Grades 4 – 12 are required to wear non-medical / cloth masks while in school buildings and on school buses. Students in Kindergarten – Grade 3 are encouraged to wear non-medical / cloth masks in school buildings and on school buses, but are not required to do so. Staff members are required to wear medical masks. Those requiring PPE (i.e., goggles, face shields, masks), including casual and occasional staff members, will be provided with it. Masks are not required outside. Those with medical conditions and/or exceptionalities that prevent the wearing of masks may be exempted from this requirement.
Cleaning Procedures / Schedules	<ul style="list-style-type: none"> Permanent caretakers will continue to work their regular shifts. In most cases, these are split shifts. The board is in the process of securing additional casual caretakers, who will work between 10:30 a.m. and 2:00 p.m. in order to disinfect high-touch surfaces (e.g., door knobs, drinking fountains, counters, washrooms, elevators) more regularly during the school day. In schools where permanent caretakers are only working part-time hours, these employees may be offered additional hours.
Signage	<ul style="list-style-type: none"> The board has ordered a wide variety of signs and symbols (e.g., directional arrows, off limits, occupied, in only, out only, up only, down only, sign in at front desk) that can direct and/or limit traffic flow in hallways, stairwells, main offices, and elsewhere. The board will also provide administrators with digital copies of other signs (e.g., hand hygiene) so they can post them throughout their buildings. Additional signage (e.g., for sensory rooms) may need to be created at the school level.
Communiqués to Staff, Students, Parents, and Visitors	<ul style="list-style-type: none"> Everyone needs training about principles and rules related to health and safety. The cooperation of all stakeholders will be required. A simple self-assessment tool has been created for the use of multiple stakeholders (e.g., students, staff, parents, contractors). Emails to all employees will be sent in advance of the school year. The board will create additional information (e.g., handouts, slide deck, protocols) that will be shared with principals, vice-principals, managers, and supervisors at the Principals' Summer Institute in late August. These supervisors will provide this information to their staff members on or before the first professional activity (PA) days of the school year. Employees will review pertinent information with students when they arrive on site. However, before students even arrive, documentation will go home so parents and students know what to expect (e.g., rules, dos, don'ts). Movement of students / classes will need to be scheduled and/or people will need to be educated about waiting for others. Patience, respect, and cooperation will be required from everyone. Parents will receive information before students return to school (e.g., pick-up, drop-off). The ministry's document indicates that pick-up and drop-off of students, including those who are arriving late or being dismissed early, should happen outside the school building, unless there is a need for parents to enter (e.g., drop-off of medication).

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	Parents will be asked to limit drop-offs to essential items (e.g., medication) to keep the school environment safe. Daily lunch drop-offs (e.g., fast food treats) are to be avoided.
Shared Spaces Within HSCDSB Buildings	<ul style="list-style-type: none"> • All requests for Community Use of Schools will be delayed until at least November. • Day care centers will follow the same rules as our schools do, in terms of their use of common areas. • Before and after school programs will be permitted to operate within schools. However, some local adjustments / agreements need to be considered (e.g., which doors are used). It is recommended that high-touch surfaces in the program areas get wiped down before the program begins and after it ends. If there are areas in the school (e.g., libraries, gyms) not being used by the school, then these areas might be able to be used for before and after school programs, so long as licensing / inspection permit it. Program operators will require additional information regarding the use of refrigerators and staff washrooms, so that they are compliant with the board's protocols. • Some schools and board facility share quarters with one or more community partners (e.g., Best Start Hub, Breaking Away, Indigenous communities). These partners may make use of individual rooms and common spaces (e.g., board washrooms, hallways). Where feasible, separate washrooms will be designated to the community partners. • HSCDSB currently shares four facilities with CSCNO. It is anticipated that this number will rise to five by January 2021. Since each facility is unique in its arrangement, both administrators from each site will need to communicate with each other regarding such things as arranging gym times, washroom breaks for cohorts of students, and elevator use. Cleaning of shared equipment for physical education will also need to be arranged.

Elementary and Secondary Student Timetabling / Scheduling

Since all HSCDSB students and most employees spend the vast proportion of their time in class, it is critical that the board have operable models for timetabling / scheduling that:

- Protect students' and employees' health and safety, to the extent possible.
- Adhere to the maxima outlined in the ministry's directives, regulations, and collective agreements.
- Honour the realities of various schools within our board (e.g., elementary, secondary, small or isolated schools, dual track, French immersion).

The board is prepared to return to conventional, face-to-face delivery of instruction, both at the elementary and secondary levels and will be following the recommendations of its working group about related matters.

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Elementary Timetable	<ul style="list-style-type: none"> • HSCDSB students in Kindergarten to Grade 8 will attend school five days per week, receiving their usual 300 minutes of instruction per day. • They will remain in one cohort for the full day, including recess and lunch. Students will have direct contact with two to four teachers daily (e.g., classroom teachers and prep and planning teachers) and have close or sustained contact with approximately 50 students. • Some classes (e.g., music, physical education) might need to be adapted to protect everyone’s health and safety. • Enhanced health and safety and cleaning protocols will be in place (e.g., hand sanitizer in every classroom, hand washing protocols, high-touch surfaces sanitized more often). Depending on the age of the student, cloth masks might need to be worn, both in classrooms and on school buses, in order to prevent infection. Masks are not required outdoors. See the information in the previous section related to masking. 																				
Secondary Timetable	<ul style="list-style-type: none"> • St. Mary’s College students in Grades 9 – 12 will also attend school five days per week, receiving their usual 300 minutes of instruction per day. However, instead of taking up to four courses per day for 75 minutes each semester, secondary students will take up to two courses per day for 150 minutes each, for a nine-week period over quadmesters, as outlined in the chart that follows. Breaks will be provided during the 150-minute block. <table border="1" data-bbox="459 1094 1398 1587"> <thead> <tr> <th data-bbox="459 1094 646 1192">Quadmester</th> <th data-bbox="646 1094 773 1192">Courses Taken</th> <th data-bbox="773 1094 1078 1192">Start and End Dates</th> <th data-bbox="1078 1094 1398 1192">Exams / Culminating Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1192 646 1291">1A</td> <td data-bbox="646 1192 773 1291">1 & 2</td> <td data-bbox="773 1192 1078 1291">September 8, 2020 – November 11, 2020</td> <td data-bbox="1078 1192 1398 1291">November 12 – 13, 2020</td> </tr> <tr> <td data-bbox="459 1291 646 1390">1B</td> <td data-bbox="646 1291 773 1390">3 & 4</td> <td data-bbox="773 1291 1078 1390">November 16, 2020 – February 2, 2021</td> <td data-bbox="1078 1291 1398 1390">February 3 – 4, 2021</td> </tr> <tr> <td data-bbox="459 1390 646 1488">2A</td> <td data-bbox="646 1390 773 1488">5 & 6</td> <td data-bbox="773 1390 1078 1488">February 8, 2021 – April 19, 2021</td> <td data-bbox="1078 1390 1398 1488">April 20 – 21, 2021</td> </tr> <tr> <td data-bbox="459 1488 646 1587">2B</td> <td data-bbox="646 1488 773 1587">7 & 8</td> <td data-bbox="773 1488 1078 1587">April 22, 2021 – June 25, 2021</td> <td data-bbox="1078 1488 1398 1587">June 28 – 29, 2021</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Some classes (e.g., music, physical education) might need to be adapted slightly to protect everyone’s health and safety. • During any quadmester, secondary students will have direct contact with two to four teachers daily and have close or sustained contact with approximately 100 students. 	Quadmester	Courses Taken	Start and End Dates	Exams / Culminating Activities	1A	1 & 2	September 8, 2020 – November 11, 2020	November 12 – 13, 2020	1B	3 & 4	November 16, 2020 – February 2, 2021	February 3 – 4, 2021	2A	5 & 6	February 8, 2021 – April 19, 2021	April 20 – 21, 2021	2B	7 & 8	April 22, 2021 – June 25, 2021	June 28 – 29, 2021
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Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • As stated previously, students in Grades 4 - 12 are expected to wear non-medical / cloth masks while in school buildings and on school buses, unless they have a medical condition or other exceptionality that prevents them from doing so. • Since larger common areas (e.g., cafeteria, auditorium) will be largely off limits, students will be required to bring their own lunches and snacks to school and consume them in one of their two classrooms.
Families Selecting At-Home Delivery	<ul style="list-style-type: none"> • The board acknowledges that some parents / guardians might not be comfortable sending their children to school. In such cases, a teacher will provide virtual instruction, in accordance with the guidance provided by the Ministry of Education. Where these students require additional support, school and/or board staff will provide it, wherever possible. For example, school counsellors are set up to provide online counselling services over a secure network. • Students whose families do NOT choose in-person school attendance will be expected to attend school from home five days a week. Students learning remotely will be provided with a daily schedule according to a five-hour instructional day with opportunities for frequent, synchronous contact with one or more teachers. Note: synchronous contact means that teachers and/or other support staff will use technologies (e.g., telephone, Google Meet) to communicate with students in real-time, from a distance.
Transition Points	<ul style="list-style-type: none"> • Transition points have been established throughout the school year for parents / guardians who choose one form of delivery for their children (e.g., learning from home) in August and then wish to move to another form of delivery (e.g., in-person at school) later on. Transition points for secondary students will occur at the beginning of quadmesters. Elementary students may transition after the Christmas holidays.

General Health and Safety

Addressing the health and safety concerns of everyone – students, parents, employees, visitors, and community members – is a prime consideration for our board. In planning for the resumption of in-class instruction in the fall, we are seeking to use a layered approach with multiple measures to reduce the risk of direct infection and transmission of COVID-19. The goal is to prioritize the health, safety and wellbeing of staff, families and students, while working to maximize the delivery of curriculum.

The risks of COVID-19 in a school setting need to be examined in order to put in place procedures and protocols to mitigate these risks. Generally speaking, the factors that increase the risk level for transmission include whether there is COVID-19 transmission in the local community and if there is a higher proportion of individuals visiting the school setting from outside the community.

It is currently known that COVID-19 spreads from person to person, most commonly through respiratory droplets during close or prolonged interactions. COVID-19 is also spread through touching something with the virus on it, then touching the mouth, nose or eyes. It is important to note that people who have COVID-19 may have few to no symptoms or mild symptoms and still be able to transmit the disease. The following are presumed to increase risk of transmission:

- Coughing, sneezing, laughing, singing or talking.
- Interactions within two metres of others.
- Interactions lasting longer than 15 minutes.
- A crowded setting.
- Confined indoor space with poor ventilation.
- Higher frequency of contact with high-touch surfaces.

The risk of COVID-19 transmission can be reduced by consistently practicing personal preventative practices. These practices include frequent hand hygiene, respiratory etiquette, physical distancing, identification of children or staff who are feeling ill, and staying home when ill. In a school setting, children will be able to comply with these practices to varying degrees, based on their age, maturity, physical ability, and comprehension; they may need adequate supervision for assistance. It is important that facilities and supplies (e.g., hand hygiene stations, tissues, soap, paper towels, hand sanitizer) are available to support these practices and that environment cleaning be regularly scheduled throughout the day. Mitigation measures specific to employees include PPE (e.g., medical masks, goggles, face shields, gloves, gowns).

Risk mitigation is central to preventing or limiting the spread of COVID-19 in schools. Measures such as separating people from each other or shared surfaces through physical distancing and physical barriers are the most protective, but are not always practical in schools settings. Measures that are less protective rely on individuals consistently following personal preventive practices, as discussed above.

Other risk mitigation measures include:

- Prohibiting individuals who have symptoms of/or have had exposure to COVID-19 from entering the school setting.
- Following directions from the local public health units around screening tools and exclusion from school.
- Promoting and facilitating personal preventative practices.
- Postponing assemblies, team sports, or extracurricular activities where physical distancing or touching of common equipment cannot be avoided.
- Keeping belongings separated from others and limiting items to be carried between school and home.
- Limiting or restricting non-essential visitors/guests.
- Limiting the number of adults with whom students come into contact.
- Limiting the interaction between cohorts, whether they are a cohort of 15 or a cohort of an entire class.
- Using scheduling to stagger recess/lunch breaks.
- Having staff travel to classes, rather than having children travel to different classrooms.
- Using masks and PPE, as recommended.

- Ensuring that the ventilation system operates properly and increase air exchanges through the HVAC system.
- Increasing the frequency of environmental cleaning, especially washrooms and high-touch surfaces or equipment.

Based on this information, the following actions are recommended:

Item / Issue	In a Conventional Learning Model
Screening of Students, Staff, Parents, and Essential Visitors	<ul style="list-style-type: none"> • Parents are responsible for the daily screening of their children, prior to sending them to school. • Staff will be trained in common childhood symptoms of COVID-19 so they are able to monitor students throughout the day. • Employees will use the link in our employee portal to complete a self-assessment, 24 hours prior to their first day of returning to work. See Appendix B – Employee Self-Assessment Tool. For subsequent workdays, employees will review the self-assessment prior to entry into our buildings. If they answer “yes” to any of the questions, they are to contact their supervisor and not go in to work. • A parent/essential visitor screening protocol will be developed (e.g., screen by phone). • At least initially, a dedicated person should be at the door to complete screens and track parent and essential visitor entry/exit. • Parents/guardians, visitors, third party providers, and occasional/casual staff who come into our buildings must wear a mask or face covering.
Staggering of Lunch Breaks and Recesses	<ul style="list-style-type: none"> • Classes will have scheduled washroom breaks to enable carestaff to establish a planned cleaning routine in between cohort use. • Student lunches will be scheduled, taking into account the number of students who can safely play outdoors, without mixing cohorts. Consideration should be given to how the grades are mixed, to discourage students playing with others outside their cohort. • Consideration will be given to hiring additional noon hour aides, or adding hours of work to existing noon hour aides to cover the staggered student lunches. • Cohorts will be scheduled to use outdoor play equipment throughout the day.

Item / Issue	In a Conventional Learning Model
Cleaning Procedures and Schedules	<ul style="list-style-type: none"> • Additional casual caretakers will be hired to work in between the split shift so that there is always a caretaker on site throughout the day, continually disinfecting. • A checklist / time log will be developed for carestaff to use when disinfecting high-touch areas. • Disposable disinfecting wipes will be secured so staff and students can wipe down high-use areas; this is a collective responsibility. • Water fountains will be limited to filling up bottles, not drinking from the mouth. Parents should be encouraged to send liquids with their child to further minimize fountain use. • Kindergarten classrooms will be inventoried and difficult-to-clean or soft-surface items (e.g., fabric, stuffed toys) should be removed. • Area carpets will be removed.
Physical Distancing	<ul style="list-style-type: none"> • Floor markings are recommended in common areas where cohorts may come into contact with each other (e.g., washrooms, outside office, front entrance) as a visual reminder of maintaining a safe physical distance. • Hallway traffic will be limited and students should not move between classrooms. • Hygiene tips will be shared over the PA, as part of the morning announcements. • Some schools might need to order alternative equipment (e.g., student desks instead of tables) in order to keep students at a greater distance from each other.
Hand Hygiene / Respiratory Etiquette	<ul style="list-style-type: none"> • Ensure there is consistent, age appropriate messaging and signage on respiratory and hand hygiene and COVID-19 symptoms. • Ensure essential supplies are stocked and available in classrooms (e.g., sinks have soap, paper towels, sanitizer, tissues). • Hand washing will be scheduled throughout the school day. • The use of portable sinks could be considered for schools that only have a limited number of washroom sinks.
Contact Limitations	<ul style="list-style-type: none"> • Schedule cohorts at designated times to use playground equipment in schoolyards.

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	<ul style="list-style-type: none"> • Whenever possible, limit the number of adults that student cohorts come into contact with (e.g., only one prep teacher per class, noon hour aides monitor from hallway). • Reconsider the use of water tables and other sensory activities. • Implement guidelines for music programs (e.g., diligent sanitizing of musical mouthpiece or require separate mouthpieces for each student). • Implement guidelines for libraries, computer labs and special education resource rooms, if they remain open/available when schools re-open (e.g., how to ensure proper sanitization of materials and furniture after each use).
Use of PPE	<ul style="list-style-type: none"> • All employees working in schools must wear a medical mask. Additional PPE may be requested or required, depending on the specific assignment of the employee. • Anyone who is caring for a sick student or works with a student requiring care activities that could result in the staff member being exposed to bodily fluids should wear PPE (e.g., mask, gloves, goggles or face-shield). • Develop a protocol for tracking PPE inventory in each school and a process for continual re-ordering/restocking to ensure supplies are sufficient. • Ensure all PPE not in current use is locked in a secure location.
Protocol for Students and Staff Who Become Ill on Site	<ul style="list-style-type: none"> • An outbreak protocol will be developed, either in consultation with local public health units and/or with the Ministry of Education. It is anticipated that the province will provide all school boards with very clear direction about this matter before schools reopen. • When a positive case is confirmed, the local health unit provides guidance. • Each school will designate an area for sick children to be isolated and ensure there is a designated adult to supervise them until they are picked up. • Consider purchasing disposable coverings for the cot and pillow, because they are difficult to disinfect.
Contact Tracing	<ul style="list-style-type: none"> • Develop a protocol for collecting information about anyone who enters our buildings (i.e., name, date, time, location in school, phone number, email). • A dedicated person at the door could assist with gathering this information and ensuring it is accurate.

Item / Issue	In a Conventional Learning Model
Safe Consumption and Storage of Food	<ul style="list-style-type: none"> • Breakfast programs will deliver or stock “grab and go”, pre-packaged food options to each classroom daily. • Students will store their lunches/snacks in their classrooms and eat their lunches in their classrooms. • Consider creating additional spaces in the school so that staff can physically distance during lunch breaks. • Establish a no sharing policy to reduce transmission.
Communication to Staff and Families	<ul style="list-style-type: none"> • Communication will come from the board level whenever possible to ensure consistency in messaging. • Communication will be done as early as possible, as often as possible, and in as many different formats as possible.
Monitoring / Enforcing Protocols	<ul style="list-style-type: none"> • Parents will be required to provide and/or verify personal and emergency contact information. • Communicate with local child protection agencies and the health units to see how they can support schools when a sick child is not picked up. • A board-created letter or pamphlet will be developed to send home with any sick child, outlining the steps a parent/caregiver should take to ensure safety. • For staff members who do not follow protocols, the Human Resources Department will be contacted for guidance.
Employee Training	<ul style="list-style-type: none"> • Recommended training ideas include: <ul style="list-style-type: none"> ○ PPE requirements ○ How to safely put on and take off PPE ○ Review of all COVID-19 protocols developed (e.g., cleaning protocols, outbreak protocols, scheduling) ○ Review of all communication / forms for families; public health resources for age-appropriate signage; and messaging around social distancing, respiratory hygiene, and hand hygiene. • One of the first three PA days will be used for this training.

Human Resources and Staffing

This committee was charged with considering and creating procedures and agreements related to how the assignments and schedules of various staff members might need to change, dependent on the model selected. Topics of discussion included consideration of additional hiring of and/or redeployment and/or rescheduling of

staff members to ensure everyone’s health and safety, reassignment of employees to other schools or classes, and teaching via multiple modalities. The committee also needed to take into account requests for accommodation based on medical needs / concerns, COVID-19 testing of employees, and communiqués to staff.

The committee also took into consideration the current staffing model for all union and non-union groups. In late June, the board in working with OECTA identified all tentative staffing requirements for the next school year based on the enrolment projections in June of the current school year. The delays in GSN announcements have led to staffing for CUPE EAs and ECEs not being finalized until at least August 13th. There will be no decreases to the staffing requirements for all other unionized and all non-unionized positions.

The working group’s recommendations, which are being made to protect the health and safety of everyone, are outlined in the chart that follows.

Item / Issue	In a Conventional Learning Model
STAFFING	
Permanent Employees’ Availability to Return to Work	<ul style="list-style-type: none"> • Prepare email communication to all permanent employees to be sent out after the announcement from the Ministry. This communication will provide information on the model that will be accepted for the reopening of schools. A deadline will be included in the communication. • In this communication, reference will be made to all reasonable precautions put in place to protect our employees from risk in the schools, including enhanced public health protocols, information on safety protocol, personal protective equipment (PPE). • The School Boards Cooperative (SBCI), “Communication for Return to Work in September” will be used as a guide in preparing this communication. • The expectation is that employees will be returning, but if there are concerns, requesting that the employee reach out to Human Resources to discuss their particular situation and the options that may be available, including providing the additional supporting information. • Responses received will identify the availability or non-availability of employees in order to ensure staffing needs are met in September.

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	<ul style="list-style-type: none"> Human Resources will deal with each on a case-by-case basis and will follow a fair and consistent approach.
Supply of Occasional Teachers / Casual ECEs and EAs	<ul style="list-style-type: none"> Recruitment efforts are currently underway in an effort to hire more staff to be in place and ready to begin replacement work, as needed by September 2020. Prepare email communication to all non-permanent employees to be sent out after the announcement from the Ministry regarding the model that will be accepted for re-opening of schools. In this communication reference will be made to all reasonable precautions put in place to protect employees from risk in the schools, including enhanced public health protocols, information on safety protocol, and personal protective equipment (PPE). The communication is intended to identify the number of OTs and Casual EAs/ECEs available to provide replacement work.
CUPE Clerical Employees	<ul style="list-style-type: none"> It is recommended to have a reference document for each school that could be referenced by Elementary School Secretaries and Casual clerical that provides direction when called in to work a shift at a different school. No change to the staffing requirement. However, dependent on the email communication sent out, there may be a need for additional Casual Clerical.
Redeployment of Employees to High-Need Areas	<ul style="list-style-type: none"> Some employees could be re-deployed to areas of high need. Wherever possible, employees should limit the amount of travel they are doing between school locations. A solution is to rely more on technology in the role and to be physically located at one school.
Principals and Vice-Principals	<ul style="list-style-type: none"> Administration in the school should limit their movement between rooms, doing so when absolutely necessary. The administrator in the school will need to ensure that appropriate records are kept up-to-date and available to facilitate contact tracing in the event of a confirmed COVID-19 case or outbreak. Consistent supply teachers should be determined for VPs, when released whether intermittently or fully.
Supply of Carestaff	<ul style="list-style-type: none"> Currently, Carestaff are not scheduled in the middle of the school day. To carry out this additional cleaning, it is recommended to have a plan in place to have Carestaff available to work all day in the schools.

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	<ul style="list-style-type: none"> • Additional carestaff is also recommended in order to take care of the cleaning that may be required with proper cleaning protocols and to have a sanitation schedule in place. Recruitment efforts are underway for Casual Carestaff. • Frequently touched surfaces will be cleaned and disinfected at least twice a day (e.g., doorknobs, water fountain knobs, light switches, toilet and faucet handles). • Information from Public Health Ontario provides best practices for cleaning and disinfecting. Carestaff will keep a cleaning and disinfecting log to track and demonstrate cleaning schedules.
Additional Noon Hour Aids (NHAs) or Hours	<ul style="list-style-type: none"> • Additional hours may be required for NHAs if the lunch periods are spread out. HR will contact the OSSTF executive regarding the requirement of adjusting (increasing) the hours for Noon Hour Aides up to a maximum of three hours / day. • NHAs currently working at more than one location should only now be working at one school / day. • The current complement of NHAs will be used in covering the necessary hours. If additional hours required, recruitment efforts will move forward in August in order to have sufficient coverage in September. • First, attempts will be made to fully utilize the current NHAs by contacting each individually regarding a change in schedule and their availability to work the additional hours.
Reliable Attendance Information / Scheduling	<ul style="list-style-type: none"> • Reliable attendance records will need to be kept for staffing records in the EasyConnect system. • The process for staffing and record keeping will be reviewed / developed with HR, Administrative Assistant, Front Desk personnel and East Dispatch personnel. • Self-assessment will be required when a Casual employee or Occasional Teacher accepts a shift in EasyConnect. This information will go directly to the Principal via workflow for verification that the self-assessment has been completed.
TRAINING	
Occasional and Casual Staff	<ul style="list-style-type: none"> • Appropriate training will be arranged and executed prior to the start of the school year in order to ensure that employees feel comfortable, safe and prepared to re-enter the workplace with all the appropriate safety measures in place. • Occasional Teachers (OTs) will be trained on school re-opening, along with permanent employees, before school starts and before they are called in to work their first shift. Training will be mandatory and held at one of the first three day PA day sessions.

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	<ul style="list-style-type: none"> • Training will also be consistent at all schools in that Principals are following a prepared script ensuring the same message goes to everyone in the board. The senior team will work collaboratively on developing the training.
Pre-Entry Training Requirements	<ul style="list-style-type: none"> • Training will be mandatory and held at one of the first three day PA day sessions and training records will be documented. • Caretakers will need to receive unique training because of the nature of their positions and more extensive training and in preparation for the additional people (staff and students) in the school. • Permanent EAs will need to receive the appropriate training and protocol for working with special needs students.
PPE Training for All Staff	<ul style="list-style-type: none"> • Staff members will be appropriately trained in the proper use of personal protective equipment (PPE). • Record keeping will also need to be kept and documented in HR for inquiries / inspections from the Ministry of Labour. • In working in collaboration with the Health and Safety working group, information sheets and sign-off of each piece of PPE will be developed. • Based on the nature of the position, the level of PPE will need to be determined. Administrators will need to be considered, since their position requires them to be out of the office and in the school environment on a regular basis.
Illness and Outbreak Protocols	<ul style="list-style-type: none"> • The current information we have from the local public health unit is that a single, symptomatic confirmed case of COVID-19 must be considered a confirmed COVID-19 outbreak. • Staff members who are symptomatic and have been identified by the Ontario Ministry of Health must not attend the school. • Asymptomatic individuals awaiting results may not be excluded from the school and should follow the advice of public health. • Refer to “Illness / Outbreak” information under Health and Safety section of this report.
Teacher Designate – Additional Training	<ul style="list-style-type: none"> • Teacher Designates will receive the same or similar training provided to other administrators. • HR will prepare a list of all current Teacher Designates and make arrangements for this training as part of one of the first three PA Days in September.
HEALTH AND SAFETY	

Item / Issue	In a Conventional Learning Model
Staff Assigned to Multiple Locations	<ul style="list-style-type: none"> • Wherever possible, it is recommended that staff work at only one location during the day. • Casual employees and OTs should not be scheduled for split shifts during the day at two different schools. This will help to eliminate the amount of exposure of the staff member. • Supply / replacement staff should be assigned to a specific cohort / assignment so as to limit staff interaction with multiple cohorts.
EAs in Close Physical Contact with Students	<ul style="list-style-type: none"> • Casual employees required for replacement must complete the appropriate training and have the appropriate PPE available that has been standardized for the EA position. • A protocol will be developed that addresses how to deal with matters of escalation and how to summon the necessary assistance, without compromising the health and safety of the staff member providing the assistance. • It is suggested that every EA, including casuals that are regularly providing replacement, have their own PPE and that PPE training and sign off documents are developed for all requirements. The process that is currently used for Kevlar sleeves could be developed for other required PPE.
Clerical Workers	<ul style="list-style-type: none"> • The board has already ordered Plexiglas sneeze guards and the appropriate signage for each clerical workstation to ensure their safety at work. • PPE will be required and must be worn when a Clerical staff member is required to move from behind the Plexiglas.
OTHER	
French Immersion Schools	<ul style="list-style-type: none"> • In French immersion schools that have both French and English teachers who share a classroom, teachers will move between classrooms and students will remain in the classroom.
Employee Requests for Accommodation	<ul style="list-style-type: none"> • Requests for accommodation must be based on medical needs / concerns of the employee in order to ensure consistency and fairness throughout the process. The board will request medical documentation and will follow the documentation provided. Reasonable accommodation must be appropriate in the circumstances. • In recognizing that COVID-19 is an uncharted territory, the board will consider its responsibility as defined in the <i>Ontario Human Rights Code</i>, as well as our duty to accommodate to the point of undue hardship. Requests for accommodation to care for a child and/or elderly person at home need to follow a test (e.g., must establish that there is a negative impact on family need, reasonable efforts made to meet childcare obligations, child under parent's care).

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • Consideration and a procedure will be in place to accommodate staff members who may be unable to enter the school or work environment due to being immune compromised. Public Health Ontario has prepared a fact sheet that can be used as a reference. Each situation will be handled on a case-by-case basis through Human Resources.
Illness / Outbreak	<ul style="list-style-type: none"> • In working with the appropriate health unit, the board will produce a protocol providing direction for staff ensuring some of the following best practice guidelines: <ul style="list-style-type: none"> ○ Staff will be educated not to 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. ○ If a staff member develops COVID-19 symptoms, as identified by the local public health unit, they must return home and self-isolate immediately. If they cannot leave immediately, the staff member will be isolated in a designated space until they are able to leave. ○ If the staff member's illness is determined to be work-related, in accordance with the <i>Ontario Health and Safety Act</i> and its regulations, the board must provide a written notice within four days to WSIB.

Student Instruction, Assessment, and Evaluation

This committee considered the effective instruction of students. Topics of discussion included centralized supports and curriculum resources, training in differentiated instruction, deployment of textbooks / materials to students out of the building, diagnostic testing, and specialty subject areas. Additional topics included report cards, fair and varied assessment strategies, and training in providing descriptive feedback to those learning in person and via technology.

Based on their discussions, and on the possibility that the board might need to transition from one model of instruction to another (e.g., conventional to virtual), the working group made the following recommendations.

Item / Issue	In a Conventional Learning Model
Centralized Supports and Curriculum Resources	<ul style="list-style-type: none"> • The board will move towards using as many online resources as possible and move away from buying as many consumable materials (e.g., textbooks and student workbooks). This approach will more seamlessly facilitate the movement between virtual and face-to-face learning, should such a transition need to occur during the school year.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • In addition, members of the curriculum team will examine the available virtual resources and put together a streamlined list of resources that are available to purchase (e.g., Raz-Kids, Reflex Math). The board will consider purchasing a board license for various resources. • It will be important to ensure consistency across the board in what resources are going to be used in the online format. This will allow for educator professional judgment but also streamline resources for students and families.
Consistent Online Platforms	<ul style="list-style-type: none"> • The board will have and all employees will use consistent online platforms (i.e., Google Classroom in the elementary panel and the provincial LMS in the secondary panel), with the exception of some special education classes. • Board employees will use Google Meet for all synchronous virtual interactions. • It was noted that there are some restrictions for learning on the LMS and as a result, some teachers in secondary are using the Google platform, particularly those classes with students with special needs (e.g., ILS). Some teachers in secondary are successfully using both platforms. • Students entering secondary school may not be familiar with the LMS; therefore, they will require some training on it. There are resources available on our board website that can be accessed to help students understand this platform. • The board eagerly anticipates receiving additional information from the Ministry of Education about expectations related to synchronous learning. Once this documentation has been received, the board will provide direction to its employees.
Deployment of Textbooks and Materials to Students Opting Out of Face-to-Face Instruction	<ul style="list-style-type: none"> • Since parents have been given the choice to keep their children at home and can choose to have their children engage only in online learning, we may have to distribute resources (e.g., textbooks, math manipulatives) to some students' homes. Students continuing with at-home learning will work with teachers and administrators on the pick-up or delivery of school materials. • It is recommended that the board create a clear protocol that addresses student disengagement in the virtual environment, in case this arises (e.g., teacher calls after a certain number of days absent from the virtual environment, followed by administration calls and student and family counsellor calls). There is already an attendance policy in place so it may need to be modified to reflect what is expected with online learning.
Report Cards	<ul style="list-style-type: none"> • Details related to student assessment and evaluation need to be clear from the outset. The group is recommending that everyone be reminded that instruction and learning are mandatory and that marks will count.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • Additionally, it would be beneficial to include an explanation of the meaning of “I” on the report card since this might be an area of confusion. • Learning skills may be difficult to assess and evaluate in an online learning environment, and the board, through the direction of the ministry, may need to create additional or new descriptors to help teachers assess learning skills.

Students with Special Needs

Given the sheer number of students in HSCDSB with high or complex needs, in addition to those students who have behaviour or learning difficulties, it was important that this committee meet to develop recommendations related to meeting the needs of all students with special needs, including those with physical and self-care goals. Topics of discussion included safe tube feeding, physical / occupational therapy, toileting, lifting, transfer, calming, sensory stimulation, and transportation of students with special needs. Additionally, other topics included support for families with students with special needs who choose not to send their children to school and/or families with medically fragile and/or immunocompromised students who choose to send their children to school. Details related to all specialized programs (e.g., SSP, ACE, ILS, Phoenix, Genesis, Holy Family Care & Treatment, Empower Reading, Open Court) were discussed.

Based on these discussions and additional information from the Ministry of Education, the working group made the following recommendations.

Item / Issue	In a Conventional Learning Model
Parents Choosing At-Home Instruction	<ul style="list-style-type: none"> • Some parents/ guardians might not be comfortable sending their children to school, particularly those whose children are medically fragile. The committee recommends that parents with children for whom COVID-19 might be life threatening should provide a medical note to the school, indicating that it is safe for the student to attend, given the precautions and protocols in place. • In the event that parents or medical practitioners determine that children will not be attending in person, the board will offer virtual learning to those who would benefit from it and/or at least five hours of home instruction to those who may benefit from other techniques. Additional hours could be approved, if required. Curriculum Department staff, itinerant teachers, and/or the classroom teachers could help to arrange and/or deliver this programming.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • Where these students require additional support, school and/or board staff could provide it. For example, school counsellors are set up to provide online counselling services over a secure network and other school staff could provide additional support. • Close communication between home and school will be required.
Transition Back to School Buildings	<ul style="list-style-type: none"> • During the summer months, the board is offering counselling services and a two-week transition program to help those students who will require a transition back to a school environment. Pre-exposure to the school setting, health and safety protocols, procedures and routines are being provided. Students will also benefit from a review of self-regulation strategies. • It is recommended that the board publish the most recent school protocols and how things might work differently as early as possible. This will allow for parents and students to have a better idea of what to expect on the first day. Further to this, the committee suggested the use of visuals and signage to assist with physical distancing and hand washing/sanitizing.
Training	<ul style="list-style-type: none"> • Training for school administrators is being provided in August to assist them in supporting student mental health. • School staff should be vigilant and aware that all students will respond differently to this transition back to school. Student and family counsellors and our mental health leader are available to support as required.
PPE	<ul style="list-style-type: none"> • The committee was very vocal about the importance of securing adequate and appropriate PPE for the beginning of the school year. It was also recommended that training on PPE and various health and safety matters occur prior to the first day of school for students. • Supporting students who become aggressive can be challenging. In utilizing the Behaviour Management System (BMS), EAs are sometimes unable to maintain physical distancing and physical contact is needed to ensure student safety. PPE is essential when working with students who can be aggressive.
Cleaning of Areas Commonly Used by Students with Special Needs	<ul style="list-style-type: none"> • Proper cleaning of accessible washrooms must occur and cleaning protocols need to be clearly defined. Multiple students use the same washroom, lift, or change table on a daily basis. • In addition to washrooms, there are other common areas utilized by multiple students, such as sensory rooms. The committee is recommending that, at least initially, common spaces such as sensory rooms should not be used. Students with sensory needs should be accommodated within the classroom with a personal sensory basket. Students who may need time to calm themselves should be assigned a student-specific calming space, so that the use of a calming room, where one exists, is avoided.

Item / Issue	In a Conventional Learning Model
Minimizing Contacts	<ul style="list-style-type: none"> • The Special Education Department provides services in psychometry, speech and language, counselling, behaviour and autism support. These services normally involve central staff visiting all schools in our system. These staff members may continue to work in schools with appropriate PPE. Where possible, they will be assigned to be part of a cohort and ensure all health and safety and contact tracing protocols are followed. Schedules will be developed to limit movement between sites as much as possible. If at any time it is deemed necessary, parents may be asked to transport students off-site for services (e.g., at the Board Office) or department members may provide virtual support. • The committee recognizes that some educational assistants support students in multiple classes. Such movement between classes should be minimized, where possible, through creative scheduling. Where this is not possible, enhanced PPE should be worn when an EA supports a student in an alternate cohort. • The Open Court Reading program should be able to operate as all students are in Grade 1 and could be in the same cohort. • Wherever possible, and unless it is absolutely necessary that services be provided at the school, services provided to our students by agencies and third party providers should take place off site. The Special Education Coordinator will act as the point person to support families in obtaining services off-site or at home until it is deemed that such services can safely continue at school.
Self-Contained Special Education Classes (e.g., ACE, ILS, SSP, Care and Treatment Programs)	<ul style="list-style-type: none"> • Since the board’s self-contained special education classes operate as a cohort, with fewer than 15 students, these students can attend class every day, even if the board must transition to an adaptive model of instruction. All of our other students are integrated into regular classrooms. • There are also some students in our secondary self-contained classes who are integrated in areas of strength in classes for a credit. Consideration might be given as to allowing these students in two cohorts or to deferring the credit course until at least the second quadmester. • In very unique situations, where a student is integrated into a regular class, but is on an alternative program, such that there would be absolutely no benefit from a virtual learning model, an additional cohort could be made. This would mean that this student would now be in another class (perhaps with an LRT), but not with their original cohort. The Coordinator and Superintendent of Special Education, in consultation with school teams will determine when this option may be viable. • Some students are working on alternative expectations, which involve life skills and community integration. At least initially, there should be no outings or field trips in the community.

Item / Issue	In a Conventional Learning Model
Other Supports for Students with Special Needs	<ul style="list-style-type: none"> • It is recommended that Individual Education Plans (IEPs) should each include a “learn from home” component this fall so that, in the event an adaptive or fully virtual model is introduced, a plan would be in place for each student. • Some students in secondary school with special education needs are supported in a learning strategies (GLE) class. This class is very important to their success. It is essential that this support continues in some way, either virtual or in-person.

Technology

Technology has played a critical role during the pandemic, particularly since it permitted students and employees to remain in contact with one another and engaged in effective instruction and administration throughout the spring and summer months. Given the potential need for boards to move seamlessly between virtual, face-to-face, and adaptive learning models throughout the 2020-21 school year, it is important that functional technology be available for all those who require it.

Although a 1:1 allocation of students to devices would be ideal, such a reality is unlikely to unfold this year; high demand for technology during the pandemic has led to backlogs in deliveries. HSCDSB must therefore prepare to educate students as well as it possibly can with the equipment that it currently has. This includes teachers’ old laptops that were recently refreshed.

The following chart provides some recommendations about how the board’s technology can best be deployed and maintained in a conventional learning scenario.

Item / Issue	In a Conventional Learning Model
Student Chromebooks	<ul style="list-style-type: none"> • Last spring, the board deployed approximately 1600 Chromebooks to families based on their needs. At the present time, most of these students have these devices at home. It is recommended that all Chromebooks deployed last spring to students’ homes be returned to the Board. To assist with this collection, letters and a School Messenger announcement will go home to parents, outlining procedures and dates on how to return technology. • Students whose families opt for at-home learning for next year will be permitted to retain the Chromebooks they were loaned last spring. • Principals will be provided with spreadsheets with all the Chromebooks that were delivered to students. Administrators in schools in the east and north will be responsible for the collection of the equipment. IT technicians will assist with the collection of Chromebooks at St. Mary’s College.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • Parents and or students will need to sign a form showing they have returned the equipment. As equipment is received, it will immediately be cleaned and disinfected. • Once all equipment has been returned, technicians will return the Chromebooks to the appropriate schools and reinstall them in the carts. • Once the Chromebooks are back in their appropriate locations, they may be signed out by block. Technology used by students must be cleaned after each use. Every cart will be have instructions on how to clean the Chromebooks. Cleaning products will be placed with every cart to facilitate the cleaning process.

Transportation and Communications

Transportation is a key consideration, especially in HSCDSB, where so many students live in remote and/or rural areas. We fully acknowledge the important role our transportation consortia and providers play in ensuring so many of our students arrive safely at home or school on a daily basis. We also acknowledge that transportation may be of particular concern to parents, as they make the decision about whether their children should or will return to school in the fall and if they access the services traditionally provided by the consortia. Equally, our board appreciates the role that our Communications Department and the media can and do play in ensuring our families receive timely and pertinent updates about the reopening of schools in September.

The following chart provides some recommendations about how the board’s Communications Department and transportation consortia can best serve everyone in a conventional learning scenario. It is critical that the board continue to work closely with the Algoma and Sudbury Transportation Consortia and Communications Department in order to ensure all unfolds smoothly.

Item / Issue	In a Conventional Learning Model
Communications	<ul style="list-style-type: none"> • It is recommended that all major updates or messages to parents / guardians, employees, students, and media outlets go through the Director of Education. This will ensure consistency, accuracy, and clarity in messaging. Where possible and relevant, the context for messages will also be included, since different models may be in use throughout the province.
Transportation in a Conventional Model	<ul style="list-style-type: none"> • Once the ministry has made its announcement, the board will re-survey parents and families to determine who will be using the consortia’s transportation services. • The transportation consortia will create bus runs and times based on this information and communicate that to families. • In a conventional model, it is expected that students would not need to physically distance themselves; however, many of them will be required to wear masks.

Item / Issue	In a Conventional Learning Model
Transportation for Students with Special Needs	<ul style="list-style-type: none"> <li data-bbox="397 258 1468 359">• The transportation consortia will work with bus and taxi providers to set up transportation for students with special needs. The model will determine transportation times and mode, which may have to be flexible. <li data-bbox="397 401 1468 611">• Transportation for students with significant special needs may not look the same as it did during 2019-20 and will depend on the availability of vehicles and carrier protocol. For example, if two students normally would be placed together in a taxi, but because of physical distancing cannot ride together, there may have to be two separate runs. Depending on the model, schedules may need to be flexible. This means students may need to arrive later or earlier than they normally do.

Appendix A
Board Working Groups

Committee Name / Members / Affiliation	Committee Focus / Deliverables
<p><i>Common and Shared Spaces</i></p> <p>Steve Brown, Senior Administration Rose Burton Spohn, Senior Administration Kristen Coulter, CPCO Lydia Cuglietta, CUPE Christopher Czop, CPCO Mannie Dietz, CUPE Marnie McDonald, OECTA Dom Rosso, CPCO Lucio Secondi, CUPE Natalie Tessier, CPCO</p>	<p>This committee will consider and create protocols related to the use of shared spaces, such as properties shared with CSCNO, daycare providers, and before and after school programs. The committee will also consider guidelines and protocols related to the use of shared spaces within individual HSCDSB buildings (e.g., staff rooms, kitchens, work rooms, washrooms, supply rooms, photocopier rooms, cafeterias, libraries, hallways, main offices, chapels, lunch rooms, school yards, play equipment, gymnasias, meeting rooms, parking lots).</p> <p>Topics of discussion might include cleaning procedures / schedules, personal protective equipment (PPE), physical barriers (e.g., Plexiglas shields), effective signage, and communiques to staff. Coordination with public health units, agencies, and other boards may be required.</p>
<p><i>Elementary and Secondary Student Timetabling / Scheduling</i></p> <p>Rachel Biedermann, CPCO Joe Chilelli, Senior Administration Lydia Cuglietta, CUPE Christopher Czop, CPCO Darrell Czop, OECTA Lina DiPasquale, CPCO Terri Godin-Sokoloski, CPCO Frank Guzzo, CPCO Colleen Hannah, CPCO Brenda Rankin, CUPE Danny Viotto, Senior Administration Syndy Withers, CPCO Nadia Zanatta, CPCO</p>	<p>This committee will consider and create models that can be used in both elementary and secondary settings. Topics of discussion might include creating cohorts of students, half-day structures, alternative day structures, and surveys for parents to complete before the school year begins re: their comfort level of having their children return to school.</p> <p>Additional topics might include delaying / cancelling / modifying “high contact” courses, such as technology, physical education, drama, and music and offering courses within an extended or compressed period of time (e.g., nine-week intervals). Coordination with employee groups, parent groups, and First Nations communities may be required.</p>
<p><i>General Health and Safety</i></p> <p>Shawna Bock, CPCO Steve Brown, Senior Administration Latisha Burch, CUPE Andrew Chi, CPCO Kristen Coulter, CPCO</p>	<p>This committee will consider and create protocols related to the general health and safety of students, staff, parents, and visitors to our board facilities, particularly those in individual classrooms / offices.</p> <p>Topics of discussion might include daily screening of students and visitors, staggering of lunches and breaks, cleaning procedures /</p>

Committee Name / Members / Affiliation	Committee Focus / Deliverables
Christine Durocher, Senior Administration Corey Gardi, CPCO Crystal Krauter-Maki, CUPE Marnie MacDonald, OECTA Irene McBride, OSSTF Lucio Secondi, CUPE Natalie Tessier, CPCO	schedules, physical distancing, limits on student / staff contacts in a day, demarcation of individual spaces, training of employees, appropriate arrangement of desks in classes, safe areas in halls or classes for outerwear, use of PPE, handling children who become sick during the day, contact tracing, safe consumption and storage of food, communiques to staff and families, and monitoring / enforcement of protocols. Coordination with public health units and parent groups may be required.
<i>Human Resources and Staffing</i> Rachel Biedermann, CPCO Latisha Burch, CUPE Darrell Czop, OECTA Andrea Greco, CPCO Frank Guzzo, CPCO Crystal Krauter-Maki, CUPE Stephanie MacWilliam, CPCO Darla Pirillo, Senior Administration Lucio Secondi, CUPE Chris Vuorensyrja, CPCO Nadia Zanatta, CPCO	This committee will consider and create procedures and agreements related to how the assignments and schedules of various staff members might need to change if a hybrid model is required. Topics of discussion might include additional hiring of and/or redeployment and/or rescheduling of staff members (e.g., caretakers) to ensure everyone's health and safety, reassignment of employees to other schools or classes, teaching via multiple modalities (i.e., online or F2F), requests for accommodation based on medical needs / concerns, COVID-19 testing of employees, and communiques to staff and families. Coordination with various employee groups will be required.
<i>Student Instruction, Assessment, and Evaluation</i> Rachel Biedermann, CPCO Darrell Czop, OECTA Mannie Dietz, CUPE Lina DiPasquale, CPCO Christine Durocher, Senior Administration Terri Godin-Sokoloski, CPCO Andrea Greco, CPCO Colleen Hannah, CPCO Stephanie MacWilliam, CPCO Tiziana Palumbo, CPCO Brenda Rankin, CUPE Carmela Roznik, CPCO Franca Spadafora, CPCO Danny Viotto, Senior Administration	This committee will consider and create plans related to the effective instruction of students. Topics of discussion might include face-to-face instruction in a classroom setting with a limited number of students with enforced distancing, simultaneous instruction with in-school and out-of-school students, centralized supports and curriculum resources, training in differentiated instruction, deployment of textbooks / materials to students out of the building, diagnostic testing, and specialty subject areas. Additional topics should include report cards, fair and varied assessment strategies, and training in providing descriptive feedback to those learning in person and via technology. Coordination and consultation with employee groups will be required.
<i>Students with Special Needs</i> Joe Chilelli, Senior Administration Kristen Coulter, CPCO	This committee will consider and create protocols related to meeting the needs of all students with special needs, including those with physical and self-care goals. Topics of discussion might include safe tube feeding, physical / occupational therapy,

Committee Name / Members / Affiliation	Committee Focus / Deliverables
Darrell Czop, OECTA Mannie Dietz, CUPE Crystal Krauter-Maki, CUPE Jared Lambert, Non-Union Linda Legacy, CPCO Marnie McDonald, OECTA Brenda Rankin, CUPE Franca Spadafora, CPCO Syndy Withers, CPCO	<p>toileting, lifting, transfer, calming, sensory stimulation, and transportation of students with special needs.</p> <p>Additional topics might include support for families with students with special needs who choose not to send their children to school and/or families with medically fragile and/or immunocompromised students who choose to send their children to school with the expectation of their safety. Details related to all specialized programs (e.g., SSP, ACE, ILS, Phoenix, Genesis, Holy Family Care & Treatment, Empower Reading, Open Court) should be discussed. Coordination with public health units, employee groups, and/or community agencies may be required.</p>
<p>Technology</p> Paul Best, CPCO Rachel Biedermann, CPCO Andrew Chi, CPCO Lydia Cuglietta, CUPE Lina DiPasquale, CPCO Frank Guzzo, CPCO Fil Lettieri, CPCO Patrick Pelletier, Senior Administration Darla Pirillo, Senior Administration	<p>This committee will consider protocols and plans related to technology used by students and employees. Topics of discussion might include deployment of Chromebooks to new students / families in need, available technology for students learning inside school buildings, support for / equity of using synchronous platforms such as Bongo, and the use of common platforms at the elementary and secondary levels.</p> <p>Discussions should also focus on continued / enhanced training and support for staff, students, and families. Coordination and consultation with various employee groups will be required.</p>
<p>Transportation and Communications</p> Paul Best, CPCO Lydia Cuglietta, CUPE Jim Fitzpatrick, Non-Union Crystal Krauter-Maki, CUPE Chris Spina, Senior Administration Nadia Zanatta, CPCO	<p>This committee will create a strategy related to communications about the board and its efforts to educate and transport students safely and flexibly amid COVID-19. Topics of discussion might include advertisements, social media campaigns, website updates, weekly good news stories, letters to parents, and messages to employees.</p> <p>Discussions should also focus on transportation schedules, protocols, and disruptions; rules related to PPE for drivers and students should be created / advertised. If bus transportation is not provided next year, this committee will need to determine if or how such students can access instruction, particularly if they have connectivity issues. Coordination with the transportation consortia and the board's Communications Department will be required.</p>

Appendix B
Employee Self-Assessment Tool

Huron-Superior Catholic District School Board



Employee Self-Assessment Tool

If you answer "Yes" to any of the questions below, contact your supervisor and do not enter any HSCDSB worksite.

1. Have you travelled outside of Canada in the past 14 days? Yes No
2. Did you have close contact with anyone with an acute respiratory illness in the past 14 days?
 Yes No
3. Are you a confirmed case of COVID-19 or have you had close contact with a confirmed case of COVID-19? Yes No
4. a) Are you experiencing any of the following symptoms related to Covid-19? Yes No
 - Fever
 - New onset of cough
 - Worsening chronic cough
 - Shortness of breath
 - Difficulty breathing
 - Sore throat
 - Difficulty swallowing
 - Decrease or loss of sense of smell or taste
 - Chills
 - Headaches
 - Unexplained fatigue/malaise/muscle aches
 - Nausea/vomiting, diarrhea or abdominal pain
 - Pink eye
 - Runny nose/nasal congestion without other known cause (e.g., seasonal allergies)
- b) If you are 70 years of age or older, are you experiencing any of the following symptoms?
 Yes No n/a
 - Delirium
 - Unexplained or increased number of falls
 - Acute functional decline
 - Worsening chronic conditions