



Huron-Superior Catholic District School Board

**OPEN SESSION OF THE BOARD
MEETING
WEDNESDAY, SEPTEMBER 16, 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 WEDNESDAY, SEPTEMBER 16, 2020 @ 7:15 PM
BOARD OFFICE - MEETING ROOM #6
STREAMED VIA YOUTUBE FOR PUBLIC**

A CALL TO ORDER

1. Acknowledgement of Traditional Lands – (Lucas)

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 6)

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 Wednesday, September 16, 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 August 17, 2020.** (Pg 9)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of August 17, 2020.
2. **Minutes of the Closed Board Meeting of August 17, 2020.**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of August 17, 2020.

F BUSINESS ARISING FROM THE MINUTES

G PRESENTATIONS

1. **Introduction of New Administrators** – Director Rose Burton Spohn to introduce new administrators Lina DiPasquale (Vice-Principal of St. Mary's French Immersion School), Christy Fosberg (Vice-Principal of Our Lady of Fatima School, Elliot Lake), Tammy Lemieux (Vice-Principal of St. Mary's School, Blind River), Ashley Tombari (Acting Vice-Principal of St. Francis French Immersion School) and Stacey Wagler (Vice-Principal of St. Mary School, Massey).
2. **Introduction of New Student Trustee** – Superintendent Danny Viotto to introduce Adam Morgenstern, Student Trustee for 2020-2022.
3. **Summer Learning Program 2020** – Superintendent Christine Durocher to introduce Nadia Zanatta (Vice-Principal at Our Lady of Lourdes Elementary School in Elliot Lake). (Pg 12)

H COMMITTEE REPORTS

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **Borrowing Resolution** (Pg 34)
Proposed Resolution: That the Huron-Superior Catholic District School Board authorizes the Treasurer and Chair or Vice-chair to borrow funds from time to time not to exceed \$25 million in aggregate from the Royal Bank of Canada for the 2020/21 school year in accordance with Section 243 of the Education Act.
2. **Xerox Photocopier Refresh** (Pg 35)
Proposed Resolution: That the Huron-Superior Catholic District School Board approve the lease of 68 new Xerox copiers at a cost of \$4,162 per month \$0.0049 cost per copy for black and white and \$0.0430 cost per copy in colour from Xerox Canada.

J INFORMATION ITEMS

1. **Reports to the Director of Education**
 - a) **HSCDSB Plan for Reopening Schools** – Director Rose Burton Spohn (Pg 36)
 - b) **Accessibility Report** – Director Rose Burton Spohn (Pg 95)
 - c) **Catholic Elementary Schools in Elliot Lake** – Director Rose Burton Spohn (Pg 101)
 - d) **Response to SEAC Recommendations** – Superintendent Joe Chilelli (Pg 104)
 - e) **Community Planning and Partnerships** – Superintendent Chris Spina (Pg 110)
 - f) **Purchasing Report** – Steve Brown, Manager of Plant Services (Pg 111)
 - g) **SMC Activity Report** – Student Trustees Lucas Marano and Adam Morgenstern (Pg 112)
2. **Correspondence**
3. **Notes of Thanks**
Allison Barone, Christina Principe, Suzanne Pollard, and Darrell Czop.

K TEN MINUTE QUESTION AND ANSWER PERIOD

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

- | | |
|---------------------|-----------------------|
| September 25 | - Faith Day |
| September 28 | - SEAC Meeting |

October 12	- Thanksgiving Day
October 21	- Next Board Meeting
October 22	- Retirement/Twenty-Five Year Service Celebration

M CLOSING PRAYER – Trustee Joe Ruscio

N ADJOURNMENT

Living our Faith

In the name of the Father, and of the Son and of the Holy Spirit. Amen+

Opening Prayer *(Gary)*

+ God of faith,
You ask us to live our lives as Jesus did.
May we answer your call to serve others
with open and loving hearts.
We ask this through your Son, Jesus Christ.
Amen.



Scripture – *(Joe)*

A reading from the Letter to the Hebrews
Now faith is the certainty of things hoped for,
the conviction of things not seen.
Indeed, by faith our ancestors received acceptance.
By faith we understand that the worlds were prepared by the word of God,
so that what is seen was made from things that are not visible.
The word of the Lord. **Thanks be to God.**

Reflection Question – *(Kathleen)* pause for a moment of reflection - *In what way am I growing in my faith?*

Litany – *(Carol)*

In living our faith we are called to commit our whole person – body, mind and spirit – as Christ asks. Let us follow his example and use our intellect, our energies and our hearts to make this world a better place for all.
The response to the litany is “Let us live our faith.” **Let us live our faith.**

(Tony)

Let us use our eyes to view the world through the lens of faith,
For it is only then that we see God’s hand at work in us every day. **Let us live our faith.**

(Leslie)

Let us use our ears to hear the spoken word of God, for it is only then that we can listen to God’s call with open hearts. **Let us live our faith.**

(John)

Let us use our voices to spread the Good News, for it is only then that our words can make a positive difference in the lives of those around us. **Let us live our faith.**

(Debbie)

Let us use our arms to embrace those who are not always welcome, for it is only then that our compassion can promote openness and acceptance of all. **Let us live our faith.**



(Sandra)

Let us use our hearts to love everyone, for it is only then that we can truly feel God's love for us, his beloved children. **Let us live our faith.**

Closing Prayer – (Lindsay)

Faithful God,
inspire us to answer your call to commit
our body and soul to living our faith.
Share with us your guidance and support.
We ask this through Christ our Lord. **Amen+**

In the name of the Father, and of the Son and of the Holy Spirit. Amen+



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*
- † *reverence 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 MONDAY, AUGUST 17, 2020 @ 7:15 PM
BOARD OFFICE - MEETING ROOM #6
STREAMED VIA YOUTUBE FOR PUBLIC**

PRESENT: Trustees:

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

Student Representatives:

Lucas Marano

Officials:

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

REGRETS: Student Representatives:

Adam Morgenstern

Vision and Values

Trustee John Caputo wanted to recognize a former HSCDSB graduate for her outstanding commitment to the community. She is the owner of a local restaurant and has been providing food to students in geared-to-income housing during the Covid-19 crisis. She has received overwhelming support from the community, as well as heartfelt appreciation from the families.

Vice-Chair Sandra Turco wanted the board to keep Steve Brown, Manager of Plant Services and Trustee Kathleen Rosilius in their prayers for their immediate family members who recently passed.

Adg# Res#

B-1 B-488 Moved by: Tony D'Agostino Seconded by: Kathleen Rosilius

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

CARRIED

C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF

Trustee Kathleen Rosilius disclosed a deemed pecuniary interest in item I-I on the agenda for the board meeting of August 17, 2020 and did not take part in the consideration or discussion of, or vote on any question with relation to this item. Trustee Kathleen Rosilius recused herself.

Trustee Tony D'Agostino disclosed a deemed pecuniary interest in item I-I on the agenda for the board meeting of August 17, 2020 and did not take part in the consideration or discussion of, or vote on any question with relation to this item. Trustee Tony D'Agostino recused himself.

Trustee Carol MacEachern disclosed a deemed pecuniary interest in item I-I on the agenda for the board meeting of August 17, 2020 and did not take part in the consideration or discussion of, or vote on any question with relation to this item. Trustee Carol MacEachern recused herself.

Trustee John Caputo disclosed a deemed pecuniary interest in item I-I on the agenda for the board meeting of August 17, 2020 and did not take part in the consideration or discussion of, or vote on any question with relation to this item. Trustee John Caputo recused himself. After further discussion with Chair Lindsay Liske, it was determined that Trustee John Caputo did not have a conflict of interest and it was withdrawn.

- E-1 B-489 Moved by: Joe Ruscio Seconded by: Sandra Turco**
That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of June 24, 2020.
CARRIED
- E-2 B-490 Moved by: Kathleen Rosilius Seconded by: Leslie Cassidy-Amadio**
That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of June 24, 2020.
CARRIED
- H-1 B-491 Moved by: Gary Trembinski Seconded by: Debbie Mayer**
That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of May 27, 2020 be approved.
CARRIED

- I-1 B-492 Moved by: Sandra Turco Seconded by: Joe Ruscio**
That the Huron-Superior Catholic District School Board approves the 2020-21 Operating Budget as presented.
CARRIED
- I-2 B-493 Moved by: Debbie Mayer Seconded by: Kathleen Rosilius**
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.
CARRIED
- I-3 B-494 Moved by: Leslie Cassidy-Amadio Seconded by: Kathleen Rosilius**
That the Huron-Superior Catholic District School Board approves Policy 6015 as presented.
CARRIED
- J-1**
Revised 2020-21 School Year Calendar
Superintendent Joe Chilelli reviewed the revised 2020-21 school year calendar, outlining the change in PA Days in September. The new start date for students is September 8, 2020.
- J-2**
HSCDSB Draft Plan for Reopening Schools
Director Rose Burton Spohn presented a quick overview of the draft school reopening plan, focusing on safety protocols in place. The plan will be reviewed regularly and updated accordingly.
- N-1 B-495 Moved by: Leslie Cassidy-Amadio Seconded by: Carol MacEachern**
That the Huron-Superior Catholic District School Board meeting of Monday, August 17, 2020 adjourns at 7:50 p.m.
CARRIED

Chairperson: _____

Secretary: _____

A young boy with brown hair is sitting cross-legged on a light-colored wooden floor, smiling and giving two thumbs up. He is wearing a grey t-shirt with a logo that reads "Huron-Superior Catholic District School Board Summer Learning Program 2020". In front of him are various school supplies: a box of Crayola crayons, a box of Crayola colored pencils, a box of Crayola markers, a book titled "The Water Walker" by Lauren Johnson, a package of staples, a pair of scissors, a stapler, a glue stick, and several markers and pencils. A large blue exercise ball is visible behind him.

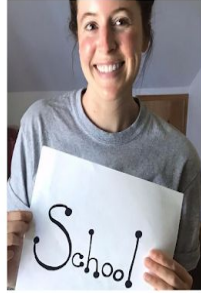
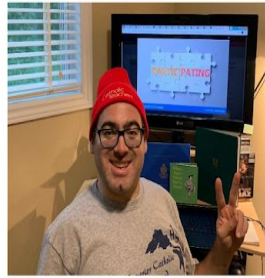


The Team



13

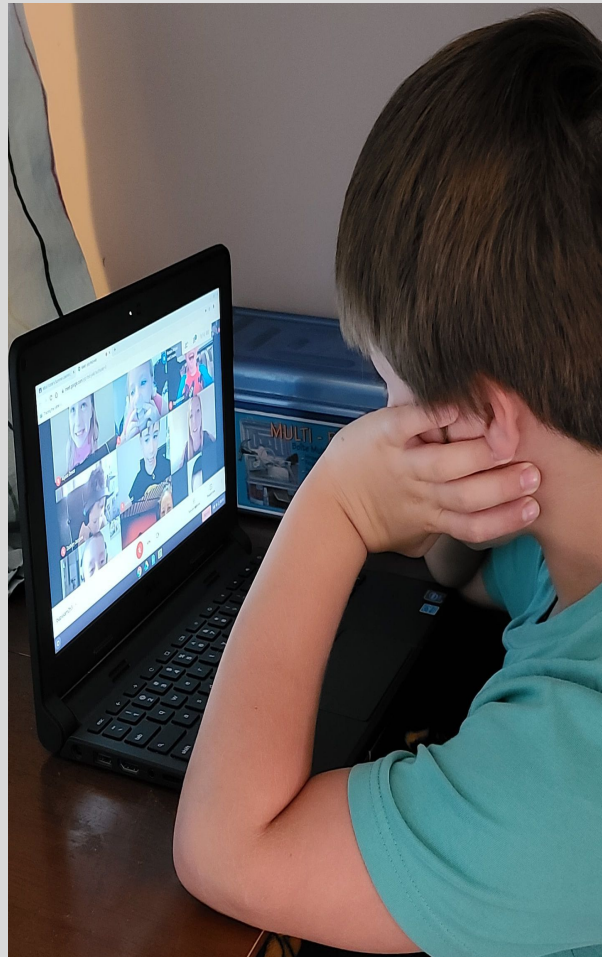
- 1 Administrator
- 8 Teachers
- 4 Learning Engagement Teachers
- 13 Skill Builders
- 6 Tutors
- 1 Indigenous Support Worker



The Students



- 8 classrooms
- K-Grade 8
- 140 students
- Sault Ste. Marie, Wawa, Chapleau, Blind River, Elliot Lake, Massey, and Espanola



The Breakdown



Sault Ste. Marie

97 students

7 Teachers
4 Learning Engagement Teachers
10 Skill Builders
5 Tutors

North District

5 students

1 Skill Builder

East District

38 students

1 Administrator
1 Teacher
2 Skill Builders
1 Tutor
1 Indigenous Support Worker

Literacy



Each teacher had a Raz-Kids Plus ELL account for the classroom students

During weeks 2 and 3 - the Learning Engagement Teachers worked 1-to-1 in a Google Meet breakout room with 4 students in each class - working to improve their reading levels and comprehension

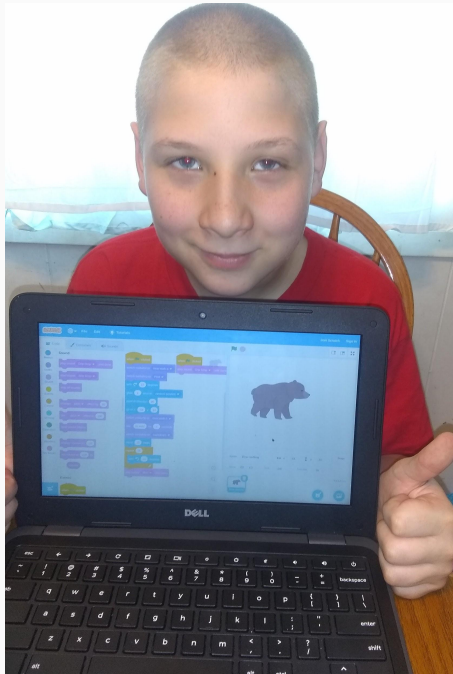
The various Raz-Kids reports served both as benchmarks and as indicators of success and improvement in student learning

Students had complete access to browse and read a variety of texts during the synchronous learning, as well as after the program ended

The Q&A sessions with Science North served as an excellent cross curricular activity in building a solid question - focusing on inquiry skills



Numeracy



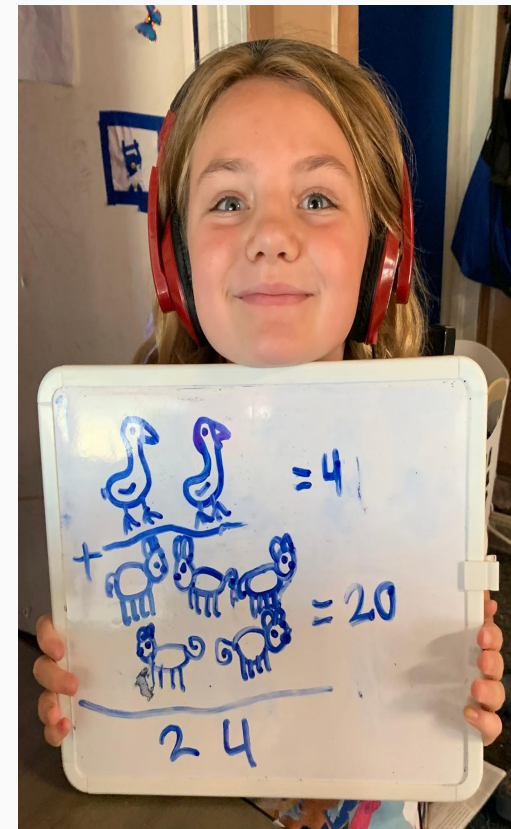
Pre and post numeracy assessments were conducted in all classes to measure the success of mathematical understanding

These assessments were provided and developed by the Curriculum Department

Daily number talks were implemented in the synchronous learning sessions

A Mathletics account was created for all students - it is a game based program to emphasize number sense concepts

Scratch and coding activities were provided through Science North Bluecoats



Science North

A Bluecoat Scientist was assigned to each classroom in the program - fulfilling curriculum expectations that were applicable to the specific grade

Live programming delivered by Science North through Google Meet

Each class participated in a weekly 3 part activity: a LIVE Science Show, a Q&A session, and an experiment that included coding and/or scratch.

Student engagement was very high as students were very motivated by the activities - triggered much inquiry based learning

Participation in FREE weekly virtual Science North camps were available for students to participate in



Foster Students - Google DocsMeet - win-inav-qmwMeet - zao-qwwu-gigClasswork for Summer LearninSummer Learning Program 20

meet.google.com/win-inav-qmw?authuser=0

AppsBoard EmailBoard HomepageData PortalElem Report CardsIEP EngineIT HelpdeskLibrarySec Report CardsWeb Attendance

1510:57 AMYou

David Bates

William BernatchezSanderson

M. Foster

...

Rhys Wallace

...

Alyssa Dewar

Shreeya Contractor

Victoria Gardner

Eli Massicotte

Natalie Misasi

Zachery Jacques

Clara NebredaWoods

Alexandre Prevost

Owen Provost

Alexandra Berlingieri

bupxsam2h3

Turn on captions

Present now

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The Backpack



- Program t-shirt and Frisbee
- Activity booklet
- Read-alouds
- Markers, crayons, pencil crayons, pencils, and highlighters
- Sticky notes, scissors, and glue
- Modelling clay
- Playing cards
- White board



Pizza Kits



- All students and staff in Sault Ste. Marie, Blind River, and Elliot Lake were able to visit a local pizzeria in their community to pick up their FREE Pizza Kit
- All students and staff in Wawa, Chapleau, Massey, and Espanola were able to visit a local pizzeria in their community to pick up their FREE Pizza
- This activity allowed for parent engagement and generated much excitement with student sharing (stories and pictures)
- Connecting the school - home - community
- Cross-curricular connections to Math, Language, and Art



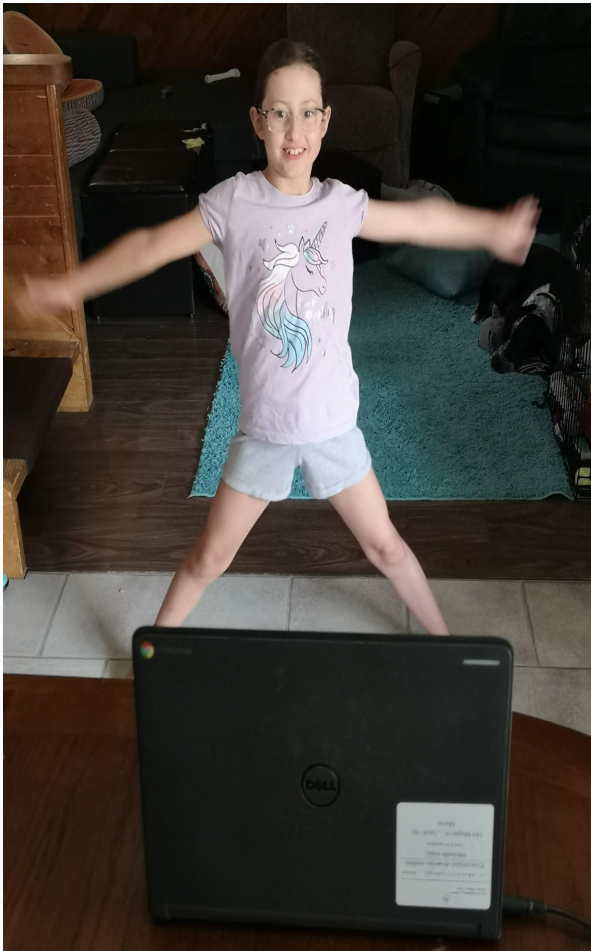
DIY Donut Decorating



- All students and staff in the program were able to visit their local Tim Hortons to pick up their FREE DIY Donut Decorating Kit on July 22nd
- This activity allowed for parent engagement and generated much excitement with student sharing (stories and pictures)
- Connecting the school - home - community
- Cross-curricular connections to Math, Language, and Art
- Leftover kits in Sault Ste. Marie were dropped off at Women In Crisis



Recreation



- Science North Virtual Camp
- Yoga
- Dance
- Fitness
- Illusion
- Imagination Building
- Vision Board Creation
- Meditation
- Tableaux



The Media



July 16th 2020: SooToday

<https://www.sootoday.com/local-news/school-boards-online-summer-learning-includes-real-life-backpacks-and-pizza-2568926>

July 17th 2020: Elliot Lake Today

https://www.elliottlaketoday.com/local-news/online-learning-offers-unique-experience-for-summer-students-5-photos-2571421?fbclid=IwAR1ID0Qjj0iOQyxVnDdm0LLbjiWSHUB9rxXYTWdM43ENj_FETtuwV2LcqEI

July 20th 2020: The Sault Star

<https://www.saultstar.com/news/local-news/summer-school-draws-students-from-more-places?fbclid=IwAR2dOfs3sTjwpAdmV21oZMZUjsYfbxupYwShqB3x8n1ygJRXqOCthIMn74c>

July 21st 2020: CTV News Northern Ontario (also aired as a video clip during 6:00pm news)

<https://northernontario.ctvnews.ca/virtual-summer-learning-proving-beneficial-for-algoma-school-boards-1.5033152>

July 29th 2020: My Espanola Now, My Algoma Manitoulin Now, CKNR, CJJM

<https://www.myespanolanow.com/35152/some-kids-went-to-school-this-summer-and-love-it/>

August 10th 2020: Shaw Community Link

https://www.youtube.com/watch?v=UmY3zp3A7Gg&feature=youtu.be&fbclid=IwAR26V20K4cbgCe5Rz-gkmZ_ahetNRRk87dIIKjmZr7cNFCACrAwOa9BsJ3o

Feedback



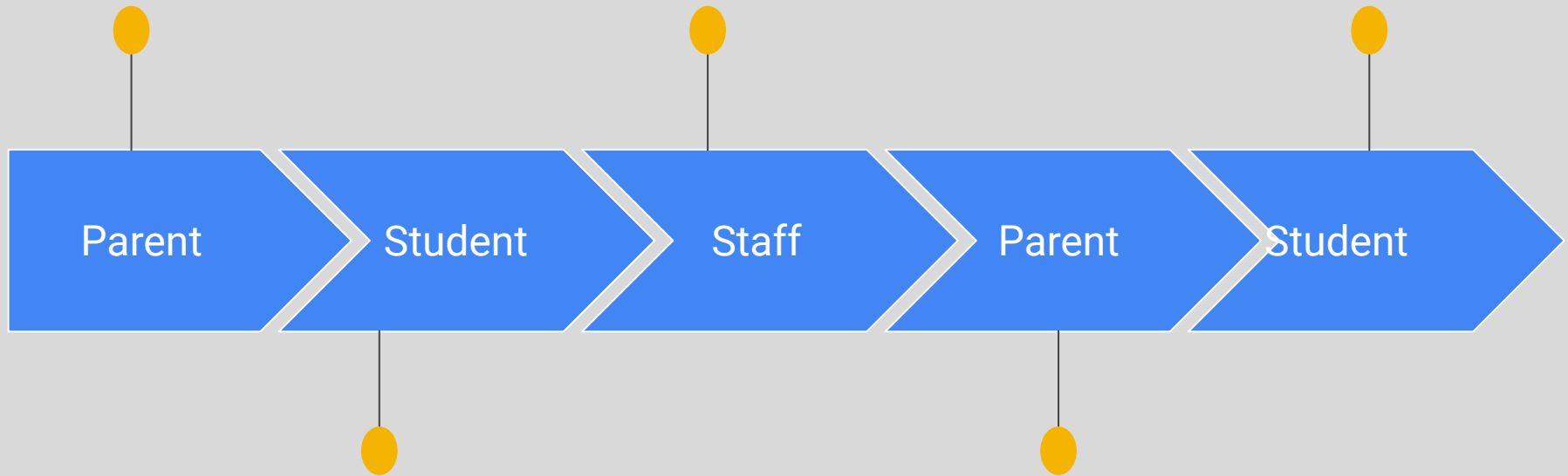
"I wanted to take a moment and let you know how happy and impressed I am with summer school this year. At first I was skeptical and even hesitant however it has been such an amazing experience. I feel as though she has learned more during these 3 weeks then she did in school last summer for summer school. I have noticed such progress with her doing 2hrs each day. She has loved the program as well and looks forward each morning to it. I feel like in the fall this same format would be awesome for kids. She was able to have fun, make new friends and still have the social aspect of school all online. The teachers were wonderful and so helpful. I can't rave enough about how great this program was and how well it was run. Definitely a 5 star review and if I could vote I would vote for summer school to be run like this every year, and if school isn't to return in the fall that this format would be wonderful for kids to do at home in place. Thank you for all your hard work".

Britney Guitard (Parent of Dakota Guitard) Grade 3.

"I loved online for my son as he got a chance to be involved as we live too far away to be involved in a summer program"

"I am so thankful to have been part of this program. Having the opportunity to expand my knowledge with online learning, in addition to being able to learn and collaborate from those on my team, was a valuable experience"

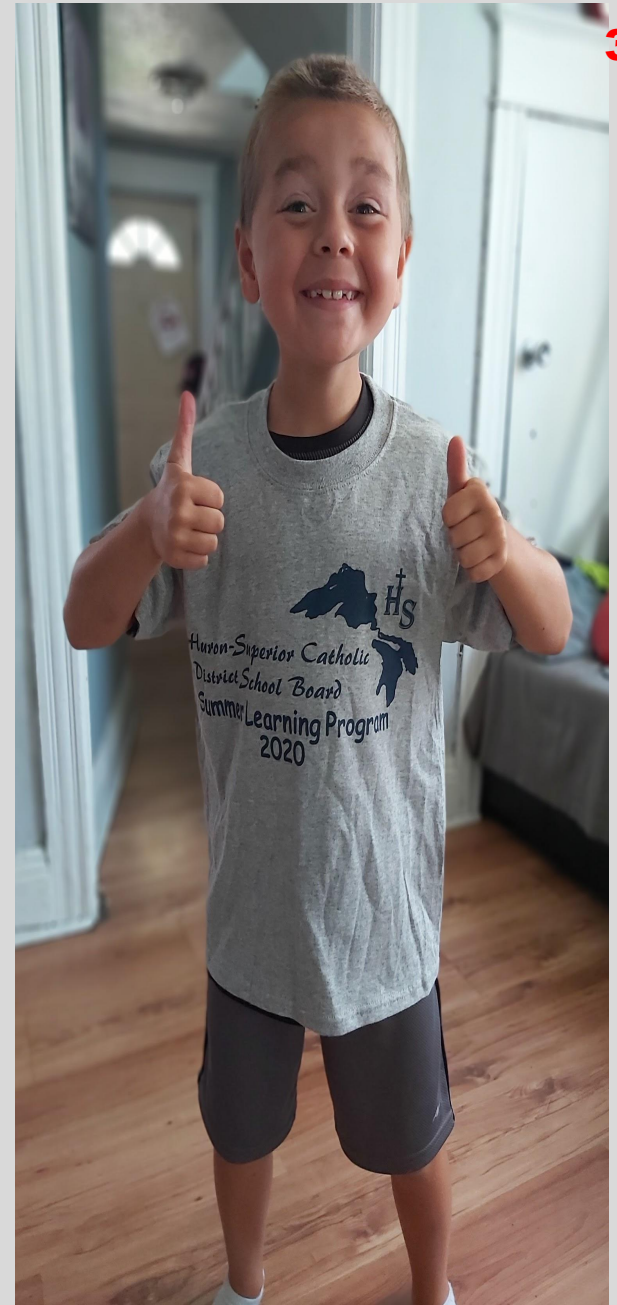
"We got to meet new people and learn more"



"I really liked the Science North. It was a well designed program. I wish, it will be available in next year also"

"This program was amazing for our son, the teachers made it fun and built relationships with the kids. My son never complained once that he had to log into school. He even said mom I like this way better than being in school. Great Job teachers! Thank you for your continued support and time you put into everything in this new way of teaching /learning"

MERCI!
MIIGWETCH!
THANKS!



Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR RE: BORROWING RESOLUTION

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:

- Achieve and maintain a balanced budget

There are timing differences throughout the year between revenues and expenditures, which may cause the Board to borrow funds on a short-term basis. Section 243 of the Education Act allows the Board by resolution to authorize the Treasurer and Chair or Vice-chair to borrow from time to time sums that the Board considers necessary to meet current expenditures, until current revenues have been received. The amount borrowed shall not exceed the unreceived balance of the estimated revenues of the Board, as set out in the estimates adopted for the fiscal year, unless the Board is subject to a financial recovery plan approved by the Minister.

It is estimated that the Board may need to borrow at certain times throughout the year an amount not to exceed \$10 million and would maintain an operating line of credit with the Royal Bank of Canada.

The Board has capital projects, which will also have timing differences with payments of invoices and receipt of revenues from the Ministry associated with these projects. It is estimated that these differences will not exceed \$15 million for the year. All capital projects will be completed within Ministry funding. Therefore, the borrowing is temporary in nature to offset timing differences between revenues and expenditures.

It is therefore recommended that the following resolution approving a \$25 million line of credit, comprising of \$10 million for operating and \$15 million for capital be approved.

Proposed Resolution:

That the Huron-Superior Catholic District School Board authorizes the Treasurer and Chair or Vice-chair to borrow funds from time to time not to exceed \$25 million in aggregate from the Royal Bank of Canada for the 2020/21 school year in accordance with Section 243 of the Education Act.



Huron-Superior Catholic District School Board
REPORT TO THE DIRECTOR

RE: XEROX PHOTOCOPIER REFRESH

Submitted by: Patrick Pelletier
Manager of Information Technology
2020-09-18

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 photocopier refresh cycle, The Information Technology Department is requesting approval for the lease of 68 new Xerox photocopiers to replace all the existing photocopiers in all our schools.

The lease will be made through Xerox Canada and part of the OEM purchase program. Board purchasing policy does not require a tendering process as OEM has done this provincially.

The cost of the photocopiers will be \$4,162 per month plus \$0.0049 cost per copy for black and white and \$0.0430 cost per copy in colour, which will be leased using existing school and department budgets.

Proposed Resolution:

That the Huron-Superior Catholic District School Board approve the lease of 68 new Xerox copiers at a cost of \$4,162 per month \$0.0049 cost per copy for black and white and \$0.0430 cost per copy in colour from Xerox Canada.

Plan to Reopen Schools Safely Amid the COVID-19 Pandemic

Conventional Delivery Model

Prepared by the Huron-Superior Catholic District School Board

Last Updated

September 8, 2020



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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 learned from a distance until the end of June 2020.

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.

Shortly after this announcement, and 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 remains 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 and August.

On Wednesday, July 29, 2020, the board's senior administration met virtually with a team from the Ministry of Education. At that meeting, the board presented its full reopening plan, which included details related to conventional, virtual, and adaptive delivery. No concerns were expressed about the board's proposed plans for reopening.

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>.

On Wednesday, August 5, 2020, school administrators were asked to forward a letter from the board to all parents in their community about their family's learning preferences for the 2020-21 school year. Parents and guardians were asked to complete an online survey identifying whether they preferred remote and/or in-person learning for their children. Based on preliminary feedback obtained through the survey, the board produced and shared some Frequently Asked Questions (FAQs) on Tuesday, August 11, 2020. Although the survey officially closed on Wednesday, August 12, 2020, school administrators followed up with many families for several days after this survey closure to address individual concerns and obtain clarification about students' learning preferences.

On Friday, August 14, 2020, the Ministry of Education provided all boards with additional guidance on reopening schools. In their memo, Minister Stephen Lecce and Deputy Minister Nancy Naylor referred to a newly released Policy and Program Memorandum (PPM) No. 164 – Requirements for Remote Learning. This PPM, available at <http://www.edu.gov.on.ca/extra/eng/ppm/164.html>, outlines expectations for students and teachers related to synchronous learning. The PPM also outlines what is expected of school boards, in terms of providing technology and technical support to families who select remote learning.

On Monday, August 17, 2020, the board's senior administration presented its draft reopening plan, as well as its budget, to the Board of Trustees in an open board meeting. The agenda for this meeting may be found at <http://www.hscdsb.on.ca/wp-content/uploads/2020/08/Board-Meeting-Agenda-August-17-2020.pdf>.

Late on Tuesday, August 18, 2020, the Ministry of Education provided written permission to all school boards to stagger the start of the school year over a two-week period. Early on Wednesday, August 26, 2020, the Huron-Superior Catholic District School Board shared its staggered re-entry plan with employees and parents. The plan indicated that in-person learning would begin the week of September 8, 2020 and that remote learning would begin the week of September 14, 2020.

Between Saturday, August 22, 2020 and Tuesday, August 25, 2020, school administrators sent each family a letter from the board confirming their registration choices for the fall. By Wednesday, August 26, 2020, all families were asked to confirm whether their children would be attending school in person or remotely. Based on this information, the board revised its classroom organizations. It also began the process of hiring additional employees and placing employees in appropriate positions, based on student needs and employees' qualifications and experience. This process is now essentially complete.

The report that follows integrates the most current thinking of the board and its various working groups, along with the guidance provided by the Ministry of Education throughout July and August. It may continue to be updated if additional information is received.

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, libraries) will not be widely used by students and staff members. Please see Appendix B – HSCDSB Library Procedures. 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. Therefore, school-wide or secondary grade-level assemblies, liturgies, and/or celebrations of more than 50 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. • Outdoor play and physical education classes are strongly encouraged. 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.

Item / Issue	In a Conventional Learning Model
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 will need to be scheduled so cohorts do not intermingle. • In most schools, lunch times and recesses will need to be staggered and administrators may need to 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"> • As a general rule, 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. These 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 multiple 750 mL bottles of liquid hand sanitizer, which may be placed in common areas and/or kits.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> Each school / board location has been 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, gloves, gowns, face shields, thermometer, and instructions for use. These COVID-19 kits were provided to principals and vice-principals at the summer institute in late August. 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, but are not required to do so. Staff members working in school buildings will be provided with medical masks and required to wear them. Those requiring additional 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. Please see Appendix C – Procedural Guidelines for the Use of Masks or Face Coverings Within HSCDSB.
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 has secured 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 have been and/or may be offered additional hours. All caretakers have received training and updated information about standard operating procedures.
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. Principals and vice-principals were provided with these decals in late August. The board has also provided administrators with hard and/or 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 is required. A simple self-assessment tool has been created for the use of multiple stakeholders (e.g., students, staff, parents, contractors). Employees have received all letters sent home to families throughout the summer. The board has received and/or created additional information (e.g., handouts, slide decks, protocols) and shared them with principals, vice-principals, managers, and supervisors in late August. These supervisors will provide this information to their staff members, including casuals, on or before the first professional activity (PA) day of the school year.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • 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). 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) must 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 will be considered (e.g., which doors are used). High-touch surfaces in the program areas will be 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 from school administrators 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. The board will be engaging in a staggered start to the school year, as outlined in **Appendix D – Staggered Re-Entry Plan to School – September 2020**.

Item / Issue	In a Conventional Learning Model
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. • Except for those who are withdrawn to participate in specialized programs (e.g., Empower Reading), students 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 50 or fewer students. Indirect contacts are also included in this calculation. • Some classes (e.g., music, physical education) must be adapted to protect everyone's health and safety. Separate protocols for these subjects have been developed. Please see Appendix E – Guidance for Physical Education and Appendix F – Guidance for Music Education. • 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 reduce the risk of transmission. 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 quadesters, as outlined in the chart that follows. Breaks will be provided during the 150-minute block.

Item / Issue	In a Conventional Learning Model																				
	<table><tr><th>Quadmester</th><th>Courses Taken</th><th>Start and End Dates</th><th>Exams / Culminating Activities</th></tr><tr><td>1A</td><td>1 & 2</td><td>September 8, 2020 – November 11, 2020</td><td>November 12 – 13, 2020</td></tr><tr><td>1B</td><td>3 & 4</td><td>November 16, 2020 – February 2, 2021</td><td>February 3 – 4, 2021</td></tr><tr><td>2A</td><td>5 & 6</td><td>February 8, 2021 – April 19, 2021</td><td>April 20 – 21, 2021</td></tr><tr><td>2B</td><td>7 & 8</td><td>April 22, 2021 – June 25, 2021</td><td>June 28 – 29, 2021</td></tr></table> <ul style="list-style-type: none">Some classes (e.g., music, physical education) must be adapted to protect everyone’s health and safety. Separate protocols for these subjects have been developed. Please see Appendix E – Guidance for Physical Education and Appendix F – Guidance for Music Education.During any quadmester, secondary students will be strictly cohorted in such a way that they will have direct contact with two to four teachers daily and have close or sustained contact with approximately 100 students. This calculation includes indirect contacts.As a result of this cohorting, schedule changes will generally not be permitted once a quadmester begins. Changes to students’ timetables may be entertained for later in the school year.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, except for the instruction of a specific group of students taking a course, students will be required to bring their own lunches and snacks to school and consume them in one of their two classrooms.	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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2B	7 & 8	April 22, 2021 – June 25, 2021	June 28 – 29, 2021																		
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 learn in a brick-and-mortar school environment. In such cases, a teacher will provide virtual instruction, in accordance with ministry guidance, including PPM 164. 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.																				

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> 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 quadesters. Elementary students may transition around the November reporting period and 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 school 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 board will be implementing the following actions, which the working group 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. Please see <i>Appendix G – Student Screening Tool for School Attendance</i>.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • 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 H – 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 will be given to how grades are mixed, to discourage students from playing with others outside their cohort. • Additional noon hour aides will be hired and/or hours will be added to the work schedules of existing noon hour aides to cover the staggered student lunches. • Cohorts will be scheduled to use outdoor play equipment throughout the day.
Cleaning Procedures and Schedules	<ul style="list-style-type: none"> • Additional casual caretakers have been hired to work in between the split shift so that there is a caretaker on site throughout the school day, continually disinfecting. • A checklist / time log has been developed for carestaff to use when disinfecting high-touch areas. • Disposable disinfecting wipes have been ordered so staff and students can wipe down high-use areas; this is a collective responsibility. Should such wipes be unavailable because of supply chain issues, an alternative way of disinfecting high-use areas will be developed (e.g., spray bottles and paper towels). • Water fountains will be limited to filling up bottles, not drinking from the mouth. Parents are encouraged to send liquids with their child to further minimize

Item / Issue	In a Conventional Learning Model
	<p>fountain use.</p> <ul style="list-style-type: none"> Kindergarten classrooms will be inventoried and difficult-to-clean or soft-surface items (e.g., fabric, stuffed toys) have been removed. Area carpets have also been removed.
Physical Distancing	<ul style="list-style-type: none"> Floor markings (e.g., arrows, foot decals) will be placed 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 and movement between classrooms will be limited. 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"> Consistent, age appropriate messaging and signage on respiratory and hand hygiene and COVID-19 symptoms will be made available in schools. Essential supplies will be stocked and available in classrooms (e.g., 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"> Cohorts will be scheduled to use playground equipment in schoolyards as designated times The number of adults that student cohorts come into contact with will be limited (e.g., only one prep teacher per class, noon hour aides monitor from hallway). The use of water tables and other sensory activities will be reconsidered. Specific guidelines for music programs (e.g., diligent sanitizing of musical mouthpiece or require separate mouthpieces for each student) will be implemented. Guidelines for computer labs and special education resource rooms, if they remain open/available when schools re-open will be available (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 will be provided with a medical mask and a face shield. All employees working in schools must wear a medical mask.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • Additional PPE may be requested or required, depending on the specific assignment of the employee. A protocol has also been developed for any employee using PPE associated with the eye. Please see Appendix I – Eye Protection Disinfection Protocol. • 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 must wear PPE (e.g., mask, gloves, goggles or face-shield). • A protocol for tracking PPE inventory in each school will be developed. A process for continual re-ordering/restocking is in place to ensure supplies are sufficient. • Administrators will ensure that 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"> • The board has created an outbreak protocol, in consultation with local public health units. Please see Appendix J – COVID-19 Illness and Outbreak Protocol. The province provided its outbreak protocol in late August. It can be accessed at https://www.ontario.ca/page/operational-guidance-covid-19-management-schools • When a positive case is confirmed, the local health unit provides guidance. • Each school must designate an area for sick children to be isolated and ensure there is a designated adult to supervise them until they are picked up. • Disposable coverings for the cot and pillow may be purchased.
Contact Tracing	<ul style="list-style-type: none"> • A protocol has been developed 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 (e.g., screener, greeter) will assist with gathering this information and ensuring it is accurate.
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. They will be reminded not to share in order to reduce transmission. • Administrators will consider creating additional spaces in the school so that staff can physically distance during lunch breaks.

Item / Issue	In a Conventional Learning Model
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. • The board will communicate with local child protection agencies and the health units to see how they can support schools if/when a sick child is not picked up. • A board-created letter has been developed to send home with any sick child, outlining the steps a parent/caregiver should take to ensure safety. Please see <i>Appendix K – Withdrawal Notice for COVID-19 Symptom(s)</i>. • 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"> • The September 1 PA day has been set aside to provide all employees – permanent, temporary, and casual – with training related to COVID-19. Training topics include, but are not limited to: <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.
Ventilation	<ul style="list-style-type: none"> • As is standard procedure, the board has inspected all schools' ventilation systems over the summer to determine they are in good working order. • In mid-August, the Ministry of Education provided boards with additional guidance and funding related to ventilation in schools. As a result of this guidance, the ventilation in most HSCDSB schools has been or will be adjusted so that the amount of fresh air entering the building will be increased throughout the school day, as well as two hours before students arrive and two hours after they depart. • In a few facilities with older ventilation systems, exhaust fans will be turned on during recess breaks and lunches. Windows and classroom doors will also be left open to allow for increased ventilation.

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"> • An email to all permanent employees was sent out in early August providing information on the board's model for the reopening of schools. • In this communication, reference was 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, and personal protective equipment (PPE). • The School Boards Cooperative (SBCI), "Communication for Return to Work in September" was used as a guide in preparing this communication. • The board stated its expectation that employees would be returning. It also indicated that, if there were concerns, employees should reach out to Human Resources by an established deadline to discuss their particular situation and the options that may be available. Employees were encouraged to provide additional supporting information (e.g., medical notes). • The responses received identified the availability or non-availability of employees for September start-up. • Human Resources dealt with each on a case-by-case basis and followed a fair and consistent approach.

Item / Issue	In a Conventional Learning Model
Supply of Occasional Teachers / Casual ECEs and EAs	<ul style="list-style-type: none"> Recruitment efforts will continue throughout the 2020-21 in an effort to hire more staff to be in place and ready to begin replacement work. The need to accommodate several hundred students in the remote learning environment, while keeping in-person classes functioning, has severely depleted the board's list of occasional teachers. Email communication was sent to all non-permanent employees after the announcement from the Ministry regarding the model that will be accepted for re-opening of schools. This communication made reference 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 was 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"> A reference document for each school will be produced that provides direction to clerical. No change to the staffing requirement is expected. 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 will be redeployed to areas of high need. Wherever possible, employees will 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, where possible.
Principals and Vice-Principals	<ul style="list-style-type: none"> Administration in the school should limit their movement into classrooms, doing so only 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. If possible, consistent supply teachers should be determined for VPs, when released 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 additional cleaning, additional casual carestaff have been and/or are being hired so a caretaker is on hand all day in the schools. 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).

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> 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 staggered. HR contacted the OSSTF executive regarding the requirement of adjusting (increasing) the hours for Noon Hour Aides up to a maximum of three hours / day. Every effort will be made to ensure NHAs currently working at more than one location will be scheduled to work at one school / day. The current complement of NHAs will be used in covering the necessary hours. If additional hours are required, recruitment efforts will be made in order to have sufficient coverage in September. Attempts have already been 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 has been arranged and will be 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 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 on September 1, 2020. 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 developed the training, in collaboration with the Ministry of Education.
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 receive unique training because of the nature of their positions and more extensive training in preparation for the additional people (staff and students) in the school.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> Permanent EAs will 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. Information sheets and sign-off of each piece of PPE will be developed. Levels of PPE will reflect individual positions and assignments. 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 from the province related to illness and outbreak management reads as follows: "An outbreak in a school is defined as two or more lab-confirmed COVID-19 cases in students and/or staff in a school with an epidemiological link, within a 14-day period, where at least one case could have reasonably acquired their infection in the school (including transportation and before or after school care)." Staff members who are symptomatic must not attend the school. Asymptomatic individuals awaiting results may not be excluded from the school and should follow the advice of public health. Please see Appendix J – COVID-19 Illness and Outbreak Protocol and Appendix K – Withdrawal Notice for COVID-19 Symptom(s).
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 in September.
HEALTH AND SAFETY	
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. Ideally, 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.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> Supply / replacement staff should be assigned to a specific cohort / assignment so as to limit staff interaction with multiple cohorts.
Educational Assistants (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 its 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). 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 and Ministry of Education, the board will produce a protocol providing direction for staff ensuring some of the following

Item / Issue	In a Conventional Learning Model
	<p>best practice guidelines:</p> <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. • In addition, members of the Curriculum Department 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

Item / Issue	In a Conventional Learning Model
	<p>secondary panel), with the exception of some special education classes.</p> <ul style="list-style-type: none"> • Board employees will use Google Meet and/or Bongo for all synchronous virtual interactions. • 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.
Creation of a Virtual Elementary and Secondary School	<ul style="list-style-type: none"> • Given that several hundred students have selected remote learning for the fall, the board has decided to congregate all of these students into a virtual secondary and a virtual elementary school. • Students from across the system will be placed into appropriate virtual classrooms and qualified teachers will be assigned to each classroom / course. For example, all students from Grade 1, whether they reside in Hornepayne, Espanola, Sault Ste. Marie, or other communities, will be placed into one or more virtual Grade 1 classrooms. The teacher of the virtual classroom will not be the teacher in the face-to-face classroom. • It is expected that the administrators of these virtual schools and their staff members will give due regard to the expectations outlined in PPM 164, particularly the number of minutes of synchronous instruction required for students in kindergarten (i.e., 180 minutes per day) and Grades 1 – 12 (i.e., 225 minutes per day). • A protocol permitting parents to exempt their children from synchronous instruction has been created and will be provided upon request. Please see Appendix L – Procedural Guidelines for Remote Learning and Appendix M – Synchronous Learning Exemption Form.
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, the board might have to distribute resources (e.g., textbooks, math manipulatives) to some students' homes. Students continuing with remote 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.

Item / Issue	In a Conventional Learning Model
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 attendance and participation are mandatory in remote learning and that marks will count. 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.
Parent Communication	<ul style="list-style-type: none"> Parents will have access to the board’s Plan for Reopening Schools, as well as tip sheets to help them prepare their children for school re-entry. Please see <i>Appendix N – Ten Tips for Parents / Guardians Transitioning Students to In-Person Learning</i> and <i>Appendix O – Eight Tips for Parents / Guardians Transitioning Students to Remote Learning</i>.

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, where possible, 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 remote learning to those who would benefit

Item / Issue	In a Conventional Learning Model
	<p>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.</p> <ul style="list-style-type: none"> Where students with special needs who select remote learning 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 offered counselling services and a two-week transition program to help students with special needs requiring a transition back to a school environment. Pre-exposure to the school setting, health and safety protocols, procedures and routines were provided. Students also benefited 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 was provided in August to assist them in supporting student mental health. Similar training will be provided to other employees during the first few days of September. 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. Training on PPE and various health and safety matters will 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

Item / Issue	In a Conventional Learning Model
	<p>initially, common spaces such as sensory rooms not be used.</p> <ul style="list-style-type: none"> 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.
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 will be minimized, where possible, through creative scheduling. Where this is not possible, enhanced PPE will 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.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> 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.
Other Supports for Students with Special Needs	<ul style="list-style-type: none"> It is recommended that Individual Education Plans (IEPs) each include a “learn from home” component this fall so that, in the event an adaptive or fully virtual model is suddenly 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. The board has put in place a number of additional supports for students who may have mental health concerns. Please refer to Appendix P – Mental Health and Wellness Supports.

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 went home to parents, outlining procedures and dates on how to return technology. Students whose families opted for at-home learning for next year will be permitted to retain the Chromebooks they were loaned last spring.

Item / Issue	In a Conventional Learning Model
	<ul style="list-style-type: none"> • 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. • 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.
Devices, Internet, and Technical Support for Students Learning Remotely	<ul style="list-style-type: none"> • The board will adhere to PPM 164, which outlines what boards must do to support students who have selected remote learning. This includes, but is not limited to, providing a digital device to those students who require one and assisting families with technical problems associated with remote learning (e.g., forgotten passwords) through classroom teachers' requests. • Technical problems unrelated to board-provided technology or board-sponsored websites (e.g., broken hardware owned by families) cannot be addressed by board technicians.

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"> • All major updates or messages to parents / guardians, employees, students, and media outlets will funnel 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"> • After the ministry made its announcement in late July, the board re-surveyed parents and families to determine who would be using the consortia's transportation services. This information was communicated to the consortia. • The transportation consortia will create bus runs and times based on this information and communicate that to families. • The transportation consortia will communicate relevant information to parents and families, including details about seating arrangements and wearing masks.
Transportation for Students with Special Needs	<ul style="list-style-type: none"> • 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. • 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 have in the past.

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 Lina DiPasquale, CPCO Terri Godin-Sokoloski, CPCO Frank Guzzo, CPCO Colleen Hannah, CPCO Marnie McDonald, OECTA 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 McDonald, 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
<p>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>	<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> <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>	<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> <p>Paul Best, CPCO Lydia Cuglietta, CUPE Jim Fitzpatrick, Non-Union Crystal Krauter-Maki, CUPE Marnie McDonald, OECTA Chris Spina, Senior Administration Nadia Zanatta, CPCO</p>	<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

HSCDSB Library Procedures

Library Use During the School Day

Libraries should remain closed for book circulation, class visits and unsupervised student visits. Tutoring, counselling, and other activities must be supervised, and any areas/surfaces used must be disinfected as per board/health unit cleaning protocols. Stacks should be covered/tarped so that students cannot touch the books (especially for those libraries that host after school programs).

For tracking purposes, it would be prudent to have advanced scheduling of ALL library use as well as a sign in/out book to record/track all visitors, considering that elementary library staffing hours are limited to 5-15 hrs per week. In physical libraries, disposable masks, and disinfectant will be available, as well as a Plexiglas barrier installed at circulation desks and hand sanitizer placed at the entrance, circulation desk and tables/counters throughout the library. Also, signs reminding students not to touch their mouth, eyes or nose; and to sanitize their hands, will be posted.

Before and After School Programs

When these programs are located in the elementary school libraries, participants should be monitored to ensure that they do not touch the books and other library surfaces/spaces (e.g., staff work spaces). Past experiences indicate that children participating in these programs do use the books and move them about.

Returns

Non-porous items like electronics must be disinfected after each use and library books must be quarantined for five days after return. Five tables (or book trucks if available) could be designated and labelled Monday, Tuesday, Wednesday, Thursday, and Friday for items that are returned on those days. Books will remain untouched until the following week when they are re-shelved.

Classroom Libraries

Classroom libraries will follow the same guidelines as the actual library. Teachers may want to place books with the back cover visible so students can read the summaries without touching the book. Any book that has been touched/used must be quarantined for five days. Students should return their books to a bin or pile labelled with the day of the week so that the book can be kept out of rotation until that day of the following week.

Appendix C

Procedural Guidelines for the Use of Masks or Face Coverings Within HSCDSB

Beginning August 24, 2020, all persons are required to wear a mask or face covering upon entering and remaining within any Huron-Superior Catholic District School Board premises. This includes, but is not limited to, parents/guardians, essential visitors, third party providers, organizations that use board space, contractors and board employees working in administrative buildings. The mask or face covering must cover the nose, mouth and chin. As directed by the Ministry of Education, all school-based staff are required to wear a medical mask upon entering any HSCDSB school and for the duration of their work day. In addition, it is mandatory that students in grades 4 to 12 wear a cloth mask or face covering in the schools' indoor spaces. In kindergarten to grade 3, wearing a cloth mask or face covering in indoor spaces is encouraged, but not required. All employees will be provided with medical masks and students or anyone else, who requires a mask or face covering, will be provided with one.

- The following persons are exempted from the requirement to wear a mask or face covering and will not be required to provide proof of such exemption:
 - Children under two years of age, or children under the age of five years either chronologically or developmentally who refuse to wear a mask or face covering and cannot be persuaded to do so by their caregiver;
 - Persons with medical conditions who cannot safely wear a mask or face covering (e.g. due to breathing difficulties, cognitive difficulties, hearing or communication difficulties);
 - Persons who cannot wear or remove a mask or face covering without assistance, including people who are accommodated under the Accessibility for Ontarians with Disabilities Act (AODA) or are protected under the Ontario Human Rights Code, R.S.O. 1990, c.H. 19 as amended;
 - Permanent employees who are within or behind a physical barrier (e.g. Plexiglas).
 - Employees who work in an administrative building (e.g., Central Office), are not required to wear a mask when in their offices or at their workstations. Whenever the employee leaves their office or workstation, they must wear a mask.
- Temporary removal of the mask or face covering is permitted where necessary for the following purposes:
 - Actively engaging in an athletic or fitness outdoor activity (e.g. recess);
 - Consuming food or drink;
 - For any emergency or medical purpose.
- This policy will be implemented and enforced in “good faith” to primarily educate people on masks and face coverings and promote their use in enclosed public spaces.
 - Persons with exemptions listed above are not required to show proof of exemption.
 - Signs about the requirement to wear masks or face coverings shall be posted at all public entrances.
 - Persons entering or remaining without a mask or face covering will be given a verbal reminder of the masking requirement.
 - Employees will be trained on the policy, including where and how to properly wear a mask or face covering, and how to help and respond to people who do not have a mask or face covering.

- A copy of this policy will be made available on request to a public health inspector or other person authorized to enforce the EMCPA.

Appendix D Staggered Re-Entry to School – September 2020

On Tuesday, August 19, the Minister of Education announced that all school boards could take up to two weeks to help students re-enter the school environment. Based on this information and a number of other factors, the Huron-Superior Catholic District School Board has decided to bring students back to school in accordance with the following timeline.

Elementary Students Who Have Selected In-Person Learning

Date	Students
Tuesday, September 8, 2020	<ul style="list-style-type: none"> All Kindergarten Students in Group A* All Students in Grades 1 – 2
Wednesday, September 9, 2020	<ul style="list-style-type: none"> All Kindergarten Students in Groups A and B All Students in Grades 1 – 4
Thursday, September 10, 2020	<ul style="list-style-type: none"> All Kindergarten Students in Groups A, B, and C All Students in Grades 1 – 6
Friday, September 11, 2020	<ul style="list-style-type: none"> All Kindergarten Students in Groups A, B, C, and D All Students in Grades 1 – 8

*Note: School principals / vice-principals will communicate to parents / guardians which kindergarten students will be placed in Groups A – D.

Secondary Students Who Have Selected In-Person Learning

Date	Students
Tuesday, September 8, 2020	<ul style="list-style-type: none"> All Students in Grade 9
Wednesday, September 9, 2020	<ul style="list-style-type: none"> All Students in Grade 9 All Students in Grades 10 – 12 – Surnames A – L Only
Thursday, September 10, 2020	<ul style="list-style-type: none"> All Students in Grade 9 All Students in Grades 10 – 12 – Surnames M – Z Only
Friday, September 11, 2020	<ul style="list-style-type: none"> All Students in Grades 9 – 12 – Surnames A – Z

Elementary and Secondary Students Who Have Selected Remote Learning

Date	Students
Tuesday, September 8, 2020 – Friday, September 11, 2020	<ul style="list-style-type: none"> All Students in Kindergarten – Grade 12 will be contacted at least once and will be provided with additional information.
Monday, September 14, 2020	<ul style="list-style-type: none"> All Students in Kindergarten – Grade 8 begin remote learning.
Tuesday, September 15, 2020	<ul style="list-style-type: none"> All Students in Kindergarten – Grade 8 continue remote learning. All Students in Grades 9 – 12 begin remote learning.

Appendix E

Guidance for Physical Education (PE)

The information found in this guideline is based on the Ministry of Education’s “Guide to Reopening Ontario’s Schools” and PHE Canada’s “COVID-19 Pandemic: Return to School Canadian Physical and Health Education Guidelines.” Recognizing the importance of meaningful, safe, and engaging physical education opportunities for our students, this guideline should support with decision- making and implementation of physical education and health promoting opportunities during class time and physical activity throughout the school day. It is noted that this document is not to replace or override public health advice or Ministry of Education directives.

General Considerations:

- Physical education classes should be held outdoors as much as possible.
- If the gymnasium needs to be used, stagger scheduling so only one cohort of students uses it at a time.
- Students should perform hand hygiene before, during and after participating in physical activity.
- Ensure easy access to hand sanitizer in the gym, outdoors and at exit/entry points of school and classrooms.
- Respect the physical distance of 2 metres away (visual guides may help).
- Manage and practice movement through spaces (e.g., hallways to building exits).
- Clearly communicate the route and rules with students ahead of every location move and transition.

Planning:

- Planned physical activities should support physical distancing, while limiting the use of shared equipment.
- Review curricular outcomes and structure of the physical education class around the teaching of key expectations.
- Plan for more individual pursuits than traditional team activities (e.g., dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games).

Equipment and Gear:

- Focus on activities that do not use equipment.
- If equipment must be used:
 - Avoid sharing equipment between cohorts of students.
 - Assemble PE equipment kits in a clean/covered container that can be labelled and assigned to each cohort.
 - The equipment in the kit should only be used by the students in the cohort it is assigned to and it should be cleaned and disinfected at the end of each day.
 - Encourage students to come to school in clothing that is appropriate for PE and the weather conditions to eliminate the use of change rooms whenever possible.
 - If the use of change rooms is required, high touch surfaces within the space will need to be cleaned and disinfected between cohorts.

- When transitioning to/from outside remind, and monitor, students to use designated areas for changing into jackets and winter clothing if moving outdoors, such as a designated desk area or a marked side of the hallway.

Space:

- Maximize outdoor time and complete an inventory of outdoor spaces (e.g., school yard, local green spaces) that can be used for physical education.
- Communicate with families/caregivers at the start of the term to inform them of the areas that will be accessed.
- If gymnasium use is required, open the doors to maximize air flow.
- Match the instructional design to the available space – use stations, marked off areas, etc., to ensure space among students.

The information found in this protocol can be found in the Ministry of Education's *Guide to Reopening Schools* at <https://www.ontario.ca/page/guide-reopening-ontarios-schools#section-17> and in Physical and Health Education (PHE) Canada's Return to School PHE Guidelines at <https://phecanada.ca/activate/return-school-phe-guidelines>.

Appendix F

Guidance for Music Education

Recognizing the importance of meaningful, safe, and engaging music education opportunities for our students, this guideline should support with decision-making and implementation of music instruction in both the elementary and secondary Arts curriculum. The information found in this guideline is taken directly from the Ontario Music Educator's Association's "*A Framework for the Return to Music Classes in 2020/2021.*" The information in this Guidance for Music Education is not to replace or override public health advice, Government of Canada, Ministry of Education or Ministry of Health directives.

In keeping with the guidelines shared below, there will be no choir practices/ performances, no band practices/performances, no wind/brass playing or singing in any face-to-face settings until it is deemed safe by local public health and government guidance.

Ministry of Education Guidance:

- Most overall expectations for the Music strand can be met without the use of instruments in both elementary and secondary Arts curriculum.
- A variety of delivery options may be considered to meet the music curriculum's overall expectations, which could include instruction with lower-risk creative performance opportunities (e.g., instruction in larger spaces, restricting the type of instruments in a group setting, or instruction with no live performances).

Government of Canada's Guidance:

- Choir & band practices/performances to be paused in school unless they can occur virtually.
- Wind/Brass/Singing must be paused for face-to-face instruction until the regional health units deem it safe.
- Where possible, teachers are encouraged to send instruments home with students for individual use and application (ensuring equity among students).
- Percussion/String/Guitar/Keyboard/Orff/Bucket Drumming etc. instruction can occur during class times following appropriate cleaning and disinfecting procedures along with public health protocols that are in effect.

Sick Kids Guidance:

- Choir practices/performances and band practices/performances involving wind instruments may pose a higher risk of transmission and as such, it is recommended that these be cancelled for the immediate future.
- When and if band practices/performances involving wind instruments resume, instruments should not be shared between students. If sharing is required due to limited supply of instruments, it is essential that the instruments be thoroughly cleaned and disinfected between use.

General Considerations:

- Music rooms should be equipped with hand hygiene supplies (a sink with soap and paper towels and/or hand sanitizer), disinfectant wipes and a recommended disinfectant agent for instruments.
- General classroom items (e.g., chairs, stands) should be laid out in a manner that allows students to practice physical distancing. These items need to be sanitized on a regular basis.

Recommendations for Performance:

The following recommendations are for immediate use and for when performance can resume:

- Using flexible band arrangements which allow for creative instrumentation and smaller class sizes;
- Using the flipped classroom model (e.g., playing at home, applying lessons from class);
- Rotating virtual performance units which would create opportunities for every student to play, but at different times of the year, to avoid the sharing of instruments;
- Creating found-object instruments that don't involve aerosol production or employing body percussion;
- Consideration given to partnering with music industry representatives to create rental contracts, and thus eliminating the need for sharing of instruments.
- A humming choir (with masks in place) may be employed in order to reduce the amount of aerosol droplets expelled.
- Vocalists may perform spoken word music.
- Keeping in mind the safety guidelines, music educators can build a program that utilizes the creative process and touches on all the overall expectations of the curriculum in a mindful, health-conscious way.

Instrument Safety Considerations:

The following instrument safety considerations include instruments that are not currently being used face-to-face, due to public health recommendations. They are included in this guidance for when play can be resumed. Keep in mind that string, percussion and keyboard instruments present fewer hygienic issues when the players properly wash their hands before and after use.

Brass and Woodwind Instruments:

- For detailed instructions on cleaning brass and woodwind instruments, refer to the [Yamaha Disinfection Guide](#) and check with the Manager of the Plant Department for guidance on chemical use.
- Water keys should not be released directly onto the floor. Paper towels or disposable, absorbent pads should be provided to soak up the condensation from the water keys.
- Reeds should NEVER be shared.

Percussion (Including Orff Instruments):

- Students should be provided with their own percussion sticks/mallets. They should be kept in a Ziploc bag or stick bag and should be kept with the student if possible or in a designated area of the class.

- If it is not possible for students to be provided with their own set, then mallets/sticks need to be wiped down in the same manner as hand drums.

Strings (Including Orchestral Strings, Guitar and Ukele):

- Isopropyl alcohol which is above 70% should only be used on the strings and unfinished finger and fret boards. More information can be found in the [Yamaha Disinfection Guide](#).

Plastic Instruments (e.g., Recorders, Boomwhackers):

- Plastic instruments can be washed with warm, soapy water. Disinfectant solution and alcohol wipes may also be used.

Remo and Other Hand Drums:

- Standard disinfectants (e.g., disinfecting wipes or disinfection liquid which contains alcohol) or a wash cloth with soap water that has been wrung out can be used for basic cleaning of drums. Do not soak the drum.

Keyboard Percussion Instruments:

- Use standard disinfectants like disinfecting wipes, disinfection liquid (containing alcohol) or wash it with soapy water (wrung out). Don't soak the bars.

Electronics (e.g. Amplifiers, Keyboards, Recording Devices, CD Players)

- These devices should be wiped down with antiseptic wipes. Always unplug from the power sources before cleaning. Students should be provided with their own patch cord rather than sharing.

Singing Recommendations (when public health advises that singing is safe to resume):

- Singing outside with physical distancing guidelines of minimum of 3 metres will need to be adhered to in the classroom as well, along with masks for all. Plexiglas barriers may be required.
- Students will need to sing forward-facing, not in a circle or facing each other.
- Paper music should not be held, but instead placed on a music stand or displayed on a projector (to decrease touch points).
- The conductor should be 6 metres away from the singers or use a face shield and / or mask for protection.
- Consider humming in place of singing, while wearing masks.

Brass & Wind Instrument Recommendations (when public health advises that playing is safe to resume):

- Playing outdoors is the best option.
- At all times, indoors and outdoors, mask the person (well-fitting, multi-layered, surgical style and washable and disposable) and mask the instrument (multi-layered, MERV-13-type material, non-stretchy).
- A 6x6 foot area for most wind instruments and 9x6 for trombone.
- Maximum 30-minute rehearsal blocks of time for indoors and outdoors.

- Indoors, Plexiglas barriers may be required. Allow minimum of 1 air exchange in the room prior to the next use (3 would be better). Consult with the plant department to determine the time required for this to occur.
- Outdoors, allow for a five-minute pause on playing before any movement occurs at the end of a playing session.
- Spit valves should be emptied onto a disposable, absorbent material.
- Paper towel station should be available for drying off mouthpieces (do not use a common towel for drying).
- Students must wash hands/sanitize hands before and after class.

For more detailed information or to access the Resources for Teaching and Instruction, visit the [OMEA](#) website, specifically the [COVID-19 Music Education Framework Document](#).

Appendix G

Student Screening Tool for School Attendance

A parent/guardian must complete this screening tool every morning for each student attending school. If the answer to any of the questions below is “Yes,” please keep the student home from school, use and follow the instructions from the online self-assessment tool (<https://covid-19.ontario.ca/self-assessment/>) and contact your healthcare provider or local health unit for more information.

1. Has the student travelled outside of Canada in the past 14 days? ☐ Yes ☐ No
2. Has the student had close contact with anyone with an acute respiratory illness in the past 14 days?
☐ Yes ☐ No
3. Is the student a confirmed case of COVID-19 or has had close contact with a confirmed case of COVID-19? ☐ Yes ☐ No
4. Is the student experiencing any of the following symptoms (typical or atypical) related to Covid-19, that are new and not related to seasonal allergies or pre-existing medical conditions? ☐ Yes ☐ No
 - Fever
 - New or worsening cough
 - Shortness of breath
 - Sore throat (not related to seasonal allergies or other known causes or conditions)
 - Difficulty swallowing
 - Decrease or loss of sense of smell or taste
 - Nausea/vomiting, diarrhea or abdominal pain
 - Runny nose/nasal congestion without other known cause (e.g., seasonal allergies)
 - Clinical or radiological evidence of pneumonia
 - Unexplained fatigue/malaise/muscle aches
 - Delirium
 - Unexplained or increased number of falls
 - Acute functional decline
 - Worsening of chronic conditions
 - Chills
 - Headache that’s unusual or long lasting
 - Croup (barking cough, making a whistling noise when breathing)
 - Pink eye
 - Unexplained tachycardia
 - Decrease in blood pressure
 - Unexplained hypoxia
 - Lethargy

Appendix H

Employee Self-Assessment Tool

Please answer the questions on this self-assessment daily before you attend work. If you answer “Yes” to any of the questions below, contact your supervisor and do not enter any HSCDSB worksite. Consult the online COVID-19 self-assessment tool and follow the instructions (<https://covid-19.ontario.ca/self-assessment/>).

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, that are new and not related to seasonal allergies or pre-existing medical conditions? ☐Yes ☐No
 - Fever
 - New or worsening cough
 - Shortness of breath
 - Sore throat (not related to seasonal allergies or other known causes or conditions)
 - Difficulty swallowing
 - New decrease or loss of sense of smell or taste
 - Nausea/vomiting, diarrhea or abdominal pain
 - Runny nose/nasal congestion (not related to seasonal allergies or other know causes or conditions)
 - Clinical or radiological evidence of pneumonia

- b) Are you experiencing any of the following atypical signs and symptoms of COVID-19 (particularly in children, persons 70 years of age or older or people living with a developmental disability):
☐ Yes ☐No ☐n/a
 - Unexplained fatigue/malaise/muscle aches
 - Delirium
 - Unexplained or increased number of falls
 - Acute functional decline
 - Worsening chronic conditions
 - Chills
 - Headache (that’s unusual or long lasting)
 - Croup (barking cough, making a whistling noise when breathing)
 - Pink eye
 - Lethargy
 - Unexplained tachycardia
 - Decrease in blood pressure
 - Unexplained hypoxia

Appendix I

Eye Protection Disinfection Protocol

Eye protection can be either single-use disposable or reusable. Single use disposable products will have foam or other porous material, which cannot be cleaned and disinfected properly; therefore, they must be discarded after one use. Reusable eye protection will be made of smooth, non-absorbent material to allow for proper cleaning and disinfection (e.g. plastic). This should be indicated on the manufacturer's instructions for the eye protection.

Reusable eye protection must be cleaned and disinfected at least at the end of every day and:

- After escorting a child to or remaining with a child in the isolation space.
- If soiled with bodily fluids.
- After cleaning up a bodily fluid spill.

The process for cleaning and disinfecting reusable face shields or goggles is as follows:

1. Have eye protection (face shield or eye goggles) dedicated to each staff member.
2. Remove eye protection and place on surface that can be cleaned or disinfected afterwards. The eye protection must be completely disassembled as per manufacturer's instructions to properly clean and disinfect (be sure to read instructions since all products may not be the same).
3. Perform hand hygiene.
4. Put on a pair of gloves.
5. Using a disinfectant wipe or spray disinfectant, wipe/spray the eye protection on the inside and outside ensuring all surfaces remain wet for the appropriate contact time (as per the manufacturer's instructions).
6. Take off gloves and perform hand hygiene.
7. Rinse the eye protection with water if visible compromised by residual disinfectant.
8. Place eye protection on a clean surface to air dry (or use a clean, single-use, disposable towel).
9. Disinfect the contaminated surface the dirty eye protection was placed on.
10. Store eye protection properly to reduce possible contamination such as in an envelope or in a clean and disinfected container with a lid until next use. If envelopes are used, they should be discarded at the end of each day.

Appendix J

COVID-19 Illness and Outbreak Protocol

Outbreak Assessment:

Once a student or staff member has presented with new symptoms compatible with COVID-19, the school should immediately trigger an outbreak assessment and take the following steps:

- 1) If a staff member becomes sick while at school, they should don a mask, isolate themselves from others and return home. If they cannot leave immediately, they should isolate in a specific place while remaining 2 metres from others at all times until they are able to leave. They should not take public transportation.
- 2) If a student becomes sick while at school, they should be immediately isolated and family members contacted for pick-up. They should not take student or public transportation. A staff member should remain with the student until a parent/guardian arrives; however, the staff member should try to remain at least 2 meters away at all times if possible. As soon as the student is isolated from others, the staff member caring for the student should perform hand hygiene and put on a surgical/procedure mask, goggles or a face shield, gloves and a gown. This required PPE is in a COVID-19 Care Kit in the isolation room or area of each school. If tolerated, the student should wear a surgical/procedure mask. Each school should specify where the isolation room or area will be and who will be responsible for monitoring the student. If a separate room is not available, the sick student should be kept at a minimum of 2 metres from others. This may be achieved by using physical barriers, floor markers, etc. The isolation space must be equipped with hand sanitizer, tissues and a garbage receptacle and the student should be reminded of hand hygiene, respiratory etiquette, and proper disposal of tissues. The school staff should avoid contact with the student's respiratory secretions. Once the sick student has been picked up, the staff member who had contact with the student must dispose of their PPE and perform hand hygiene.
- 3) All items used by the sick person must be cleaned and disinfected by the cleaning staff. Any items that cannot be cleaned (paper, books, cardboard puzzles) must be removed and stored in a sealed container for a minimum of 7 days.
- 4) School principals have a duty to report suspected or confirmed cases of COVID-19 under the Health Protection and Promotion Act. The principal must contact their local public health unit to report a child or staff member suspected to have COVID-19 or if they have attendance concerns within their school community. The local public health unit will provide specific advice on what control measures should be implemented to prevent the potential spread and how to monitor for other possible infected staff members and students. On a daily basis, the principal also must report any suspected or confirmed cases within their school community to the Ministry using the online tool.

*Symptomatic staff and/or parents/guardians of symptomatic students should be directed to use the online self-assessment tool (<https://covid-19.ontario.ca/self-assessment/>) and follow instructions or contact their healthcare provider. If a COVID-19 test is recommended through the self-assessment tool, contact should be made with a COVID-19 Assessment Center to arrange for testing. Please note, some assessment centres have age restrictions (e.g., will only swab children over 10) and they may advise to attend the local hospital for a

COVID-19 test.

Public Health Unit	Communities	COVID-19 Testing Site
Algoma Public Health Unit	Blind River	North Shore Health Network 705-356-2265 ext.2661
	Elliot Lake	COVID-19 Assessment Centre 705-461-8882
	Sault Ste. Marie	COVID-19 Assessment Centre 705-759-3434 ext. 7152
	Wawa	Michipicoten Memorial Community Centre 705-856-2244 ext. 244 or 246
	White River	Michipicoten Memorial Community Centre 705-856-2244 ext. 244 or 246
Porcupine Public Health Unit	Hornepayne	Hornepayne Community Hospital 807-868-2442
Public Health Sudbury and Districts	Chapleau	Chapleau Assessment Centre 705-864-2568
	Espanola	Espanola & Area Communities Assessment Centre 705-869-1420 ext. 4500
	Massey	Espanola & Area Communities Assessment Centre 705-869-1420 . 4500

- 5) Enforce enhanced screening measures among children and staff (e.g., more frequent monitoring of staff/children throughout the day). Please refer to Employee Self-Assessment Tool and the Student Screening Tool for School Entry.

Exclusion

Students/staff members only need 1 symptom to be excluded (refer to Student Assessment Tool/Employee Self-Assessment Tool). If a student or staff member appears to have a common cold, they are no longer to attend the school, even if they are well enough to participate.

Individuals who are tested for COVID-19:

- Students or staff who test negative for COVID-19 must be excluded until 24 hours after symptom resolution. Requirements for medical notes or proof of a negative test should be avoided.

- Students or staff who test positive for COVID-19 must be excluded from school for 14 days after the onset of symptoms and clearance has been received from the local public health unit.

Individuals who are not tested for COVID-19:

- If the Assessment Centre / health care provider does NOT swab the student or staff member based on their clinical assessment of the patient, the student or staff member must be symptom free for 24 hours before they are allowed to return to the school.
- If the student or staff member CHOOSES not to get swabbed, they must be excluded for 14 days from onset of their symptoms.

Management of Confirmed Case(s) in Student(s) or Staff Member(s)

The local public health unit is responsible for determining if an outbreak exists, declaring an outbreak, and providing direction on outbreak control measures. An outbreak in a school is defined as two or more lab-confirmed COVID-19 cases in students and/or staff in a school with an epidemiological link, within a 14-day period, where at least one case could have reasonably acquired their infection in the school (including transportation and before or after school care).

Records of classes, including seating charts, bus cohorts and daily records of any approved visitors to the school, including supply/occasional staff will be provided to the local public health for contact tracing purposes. The local public health unit will conduct contact tracing, and identify and follow up with all contacts. In consultation with the local public health unit, close contacts may be referred for testing.

Required Steps in an Outbreak

If an outbreak is declared at a school, the following measures must be taken:

- 1) Consult with and follow directions from local public health unit.
- 2) Notify all family, staff, and essential visitors of the school's outbreak status (letters/signage).
- 3) Enhance cleaning and disinfecting procedures.
- 4) Enhanced screening procedures (i.e. more frequent monitoring of staff/children throughout the day).
- 5) Students and staff must continue frequent hand hygiene.
- 6) Review staff training on proper PPE use.

Management of Cases in Multiple Cohorts

If there are additional positive cases in other cohorts, the school will close. In consultation with local public health unit, close contacts may be referred for testing.

Declaring an Outbreak Over

In consultation with local health unit, the outbreak can be declared over if it has been at least 14 days from the last outbreak associated case (including in a student, staff, essential visitor, or anyone else in the school during the outbreak) and no further symptomatic individuals with tests pending.

Refer to the Ministry of Education's [Operational guidance: COVID-19 Management in Schools](#) for detailed instructions and information.

Appendix K
Withdrawal Notice for COVID-19 Symptom(s)

Student Name: _____ Date: _____

Dear Parent/Guardian:

Today at school, your child displayed a symptom (or symptoms) of COVID-19 and as a result, you were contacted to pick up your child. Below you will find information on the symptoms that your child displayed while at school:

<input type="checkbox"/> Fever	<input type="checkbox"/> New or worsening cough
<input type="checkbox"/> Shortness of breath	<input type="checkbox"/> Sore throat
<input type="checkbox"/> Difficulty swallowing	<input type="checkbox"/> New decrease or loss of smell or taste
<input type="checkbox"/> Nausea/vomiting, diarrhea or abdominal pain	<input type="checkbox"/> Runny nose/nasal congestion without other known cause (e.g., allergies, post-nasal drip)
<input type="checkbox"/> Clinical or radiological evidence of pneumonia	<input type="checkbox"/> Unexplained fatigue/malaise/muscle aches
<input type="checkbox"/> Delirium	<input type="checkbox"/> Unexplained or increased number of falls
<input type="checkbox"/> Acute functional decline	<input type="checkbox"/> Exacerbation of chronic conditions
<input type="checkbox"/> Chills	<input type="checkbox"/> Headaches
<input type="checkbox"/> Pink eye	<input type="checkbox"/> Croup
<input type="checkbox"/> Lethargy	

In keeping with our Outbreak Protocol, which was developed in consultation with our local health units and in keeping with Ministry of Education guidance, there are a number of steps that you should now follow.

- Go to the Ministry of Health's COVID-19 Self-Assessment website (<https://covid-19.ontario.ca/self-assessment/>), take the self-assessment based on the symptom information provided above. You will get a recommendation on what to do next. If you do not have access to the internet or cannot complete the assessment on your phone, please skip to the third bullet.
- If the recommendation from the self-assessment is that your child does not seem to have symptoms or be part of an at-risk group, then your child is able to return to school 24 hours after his/her symptom(s) have resolved.
- If the recommendation from the self-assessment is that you go to a COVID-19 assessment centre to get tested as soon as you can, or you are unable to access the online self-assessment site, please call the nearest assessment centre to arrange for a test. Please note, some assessment centres have minimum ages for testing and you may be referred to your local health care facility.

Public Health Unit	Communities	COVID-19 Testing Site
Algoma Public Health Unit	Blind River	North Shore Health Network 705-356-2265 ext.2661

Public Health Unit	Communities	COVID-19 Testing Site
	Elliot Lake	COVID-19 Assessment Centre 705-461-8882
	Sault Ste. Marie	COVID-19 Assessment Centre 705-759-3434 ext. 7152
	Wawa	Michipicoten Memorial Community Centre 705-856-2244 ext. 244 or 246
	White River	Michipicoten Memorial Community Centre 705-856-2244 ext. 244 or 246
Porcupine Public Health Unit	Hornepayne	Hornepayne Community Hospital 807-868-2442
Public Health Sudbury and Districts	Chapleau	Chapleau Assessment Centre 705-864-2568
	Espanola	Espanola & Area Communities Assessment Centre 705-869-1420 ext. 4500
	Massey	Espanola & Area Communities Assessment Centre 705-869-1421 ext. 4500

- If the Assessment Centre / health care provider does perform a COVID-19 swab and your child tests negative, they are able to return to school 24 hours after their symptoms resolve. If your child's test is positive, they will not be able to return to school until 14 days from the beginning of symptoms have passed and clearance from the local public health unit has been received.
- If the Assessment Centre / health care provider does NOT swab the student based on their clinical assessment of your child, they must be symptom free for 24 hours before they are allowed to return to school.
- If you CHOOSE for your child not to get swabbed, your child must not return to school until after 14 days from the beginning of their symptoms.

If you have any questions about this protocol, please contact the school principal. If you have any questions about COVID-19, please contact your health care provider or your local public health unit.

Sincerely,

Principal

Appendix L

Procedural Guidelines for Remote Learning

Policy/Program Memorandum No. 164, outlines the minimum requirements for engaging students during remote learning. These minimum requirements for synchronous learning help to ensure that students have access to both synchronous and asynchronous learning opportunities.

Definitions:

Remote learning: Learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through a Learning Management System (LMS) or by using videoconferencing tools. In some cases, they may be delivered through emails, print materials, broadcast media, or telephone calls.

Synchronous learning: Learning that happens in real time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another.

Asynchronous learning: Learning that is not delivered in real time. Asynchronous learning may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards.

Remote Learning Requirements for School Boards:

During periods of remote learning, school boards are required to provide opportunities for students to engage in synchronous learning. They must adhere to the following requirements:

Minimum requirements for engaging students during remote learning

- Students and parents must be provided with a daily schedule that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities, based on the full Ontario Curriculum.
- Opportunities for guided instruction, large and small-group learning, synchronous check-ins and asynchronous independent work are included and teachers must be available to students at all times during their assigned teaching timetables.

Minimum requirements for synchronous learning

The scheduled synchronous learning sessions must be communicated to parents and students based on the minimum amount of time per day, outlined below.

<i>Grade Level of Students</i>	<i>Daily Minimum Synchronous Learning Time Requirement*</i>
Kindergarten	180 minutes
Grades 1 to 3	225 minutes
Grades 4 to 8	225 minutes

Grades 9 to 12

The higher of 60 minutes for each 75-minute class period ** or 225 minutes per full day for a full course schedule.

Appendix M
Synchronous Learning Exemption Form

The Ministry of Education Policy/Program Memorandum No. 164, outlines the minimum requirements for engaging students during remote learning, through scheduled synchronous learning opportunities. The minimum requirements are as follows:

Grade Level of Students	Daily Minimum Synchronous Learning Time Requirement*
Kindergarten	180 minutes
Grades 1 to 3	225 minutes
Grades 4 to 8	225 minutes
Grades 9 to 12	The higher of 60 minutes for each 75-minute class period ** or 225 minutes per full day for a full course schedule.

* This is in addition to asynchronous learning time.

Having reviewed the minimum requirements for synchronous learning outlined in Policy/Program Memorandum No. 164, I would like my child to be exempted from these requirements.

Child's Last Name

Child's First Name

Grade and Teacher's Name

Date

Parent/Guardian Phone Number

Parent/Guardian Email

Parent/Guardian's Name (please print)

Parent's Signature

PLEASE NOTE:

- In response to your exemption request, you will receive an acknowledgement from the principal.
- Alternative learning approaches will be put in place for all exempted students, based on the child's individual needs and circumstances.
- Exempted students will be provided with a daily schedule in accordance with the 300-minute instructional day.

For Principal Use Only:

Acknowledged by: Email

Phone

Date: _____

Appendix N

Ten Tips for Parents / Guardians Transitioning Students to In-Person Learning



Ten Tips for Parents / Guardians Transitioning Students to In-Person Learning

Parents and guardians can make a tremendous difference in how well their children transition to in-person learning. The following tips might prove helpful as everyone returns to school.

1. **Masks** – Masks come in various shapes, sizes, and colours. Before school begins, help your children to find a mask that they like and that feels comfortable for them. Also, teach them how to put on, take off, and store a mask safely. Where possible, please ensure your child has one or more extra masks in a clean container or bag labelled with their name that they bring with them to school, just in case their mask becomes lost or compromised during the day.
2. **COVID-19 Symptoms** – It is critical that you, as a parent, check your children's health every morning before sending them to school. Please follow and abide by our board's Student Screening Tool for School Attendance on a daily basis.
3. **Personal and Emergency Contact Information** – Please ensure that your child's school has your most current contact information (i.e., home phone, cell phone, email) so that we may send you important information and updates. Equally, please ensure that your child's school has correct emergency contact information, in case we are unable to reach you.
4. **Personal Supplies** – One way to prevent the transmission of the virus is to have students bring and use their own materials (e.g., pens, crayons, laptops), rather than sharing board-owned supplies among cohorted groups of students.
5. **Water Bottles** – Although schools' water fountains will continue to be accessible to students, they will only be used to fill water bottles, not to drink water by mouth. To help reduce the risk of transmission, please send your children to school with a water bottle that they can refill throughout the school day.
6. **Food** – Since school microwaves and cafeteria services will be unavailable for the foreseeable future, and since visitors to schools will be severely limited, please ensure your children come to school with their own nutritious lunches. Discourage your children from sharing food with other students.
7. **Hand Hygiene** – One of the best ways we can all reduce the risk of transmitting the virus is to practice positive hand hygiene. Emphasize why it is important to wash and sanitize your hands frequently, and help your children to establish good hand hygiene practices (e.g., wash hands before and after meals).
8. **School Drop-Off and Pick-Up** – If you drop off or pick up your children from school, please help your children to understand that you will not be able to walk them into or out of the school building, as you might have before COVID-19 began.
9. **Backpacks** – Wherever possible, please ensure that whatever your child needs for the day is able to fit into his/her backpack (e.g., lunch, snacks, masks).
10. **Cohorting** – Encourage your children to socialize only with the other students in their class cohorts and to maintain a safe physical distance from others, wherever possible.

For a list of Frequently Asked Questions (FAQs) and a copy of the Huron-Superior Catholic District School Board's Reopening Plan, please visit www.hscdsb.on.ca.



Appendix O

Eight Tips for Parents / Guardians Transitioning Students to Remote Learning



Eight Tips for Parents / Guardians Transitioning Students to Remote Learning

Parents and guardians can make a tremendous difference in how well their children transition to remote learning. The following tips might prove helpful as everyone returns to school.

1. **Initial Contact** – To ensure all learners are ready to begin remote learning on or around September 14, 2020, all virtual teachers will make contact with their students between Tuesday, September 8 and Friday, September 11, 2020. Please ensure that your child's school has your most current contact information (i.e., home phone, cell phone, email) so that this contact can occur. Before remote learning begins, families will be provided with a schedule for each day that will indicate when students must be engaged in synchronous learning.
2. **Technology** – Since remote learning involves instruction and communication that occurs in real time (i.e., synchronously), students in remote learning must have daily access to the following technology:
 - a. A reliable technological device (e.g., Chromebook, desktop computer, laptop) that allows them to type and/or navigate various programs or applications easily.
 - b. A camera and microphone that functions reliably; the camera and microphone may be built into the device or separate items plugged into ports (e.g., USB, analogue) located on the device.
 - c. A stable Internet connection that is strong enough to allow audio and video to stream smoothly throughout the day. Satellite connections are not recommended.
 - d. One or more Internet browsers (e.g., Chrome, Safari).
 - e. Their Google account, which will provide them with access to a suite of tools, including Google Meet and Classroom.
 - f. The learning management system (LMS), particularly if they are secondary students.
3. **Learning Conditions at Home** – Successful remote learning requires conditions at home that allow students to concentrate and participate fully in their classes. Each remote learner should be provided with his/her own separate work area or room at home so that visual and audio distractions are minimized. Since teachers will be offering three to four hours of synchronous instruction each day, placing multiple children around a large table in one room is not recommended. Please ensure your children have access to basic school supplies (e.g., pencils, paper) and comfortable and functional furniture (e.g., a table and chair at the appropriate height). If you have questions about what specific school supplies might be needed, please discuss those with your child's teacher when s/he contacts you.
4. **Supervision** – Although students will be learning synchronously for a good portion of the day, because teachers are working at a distance, students will still require parental / adult supervision at home throughout the school day. Especially for the first day or two of remote learning, it might be helpful for parents to observe a lighter schedule so they can support their children, who may need assistance logging on, troubleshooting, and/or adjusting to the remote learning environment.
5. **Exemptions from Synchronous Learning** – Although synchronous learning will be offered every day for a specified period of time (i.e., 180 minutes for kindergarten students, 225 minutes for students in Grades 1 – 12), parents may opt to exempt their children from some or all of this time. If this is an option that you would like to explore, please discuss this with your child's classroom teacher when s/he makes contact so that the appropriate exemption form can be completed.
6. **Online Etiquette** – In virtual classrooms, it can sometimes be easy to forget that cameras and microphones might be on and broadcasting information not intended for others to see or hear (e.g., a dog barking, a squabble between two siblings, an adult family member walking around in a bathrobe). Alternatively, students themselves might feel so comfortable at home that they do things they might not do if they were in a brick-and-mortar classroom. The rule of thumb is if something wouldn't occur or be done in a brick-and-mortar classroom, it shouldn't be done in a virtual classroom either. Positioning the camera so that it points at a wall or bookshelf, rather than an open room, is a good practice.

7. **Stay in Touch** – In an in-person school setting, educators have several hours each day to observe their students' demeanour and interactions with others closely. Through engaging with students during lessons and circulating throughout the classroom, educators often pick up when students are confused by a concept or simply not themselves; they can then offer one-on-one support, check in about feelings, and/or correct misbehaviours. In the remote learning environment, it may be more difficult for educators to pick up on and address subtleties. It is therefore imperative that parents and/or students let teachers know when students are encountering difficulties with course content, relationships with classmates, or challenges in the home environment that might affect achievement.
8. **Breaks** – In a regular school environment, students have frequent opportunities to stand and move around (e.g., changing classes or classrooms, moving locations within a classroom, taking washroom breaks). In the remote learning environment, students might need to be reminded to stand up and stretch periodically in order to stay healthy. Setting a timer can be an effective strategy for those who become easily absorbed in their work.

For a list of Frequently Asked Questions (FAQs) and a copy of the Huron-Superior Catholic District School Board's Reopening Plan, please visit www.hscdsb.on.ca.



Appendix P

Mental Health and Wellness Supports

- There was full summer counselling coverage over the summer for all students. Our permanent counsellors reached out to their caseloads and supported students and families in need.
- Two additional temporary counsellors were hired to further enhance access and the supports available.
- An additional counsellor will be kept on, through the transition, to the end of September. This counsellor will be available to all schools on an as needed basis, both virtually and in a mobile capacity.
- An after-hours helpline will also be available to students and families from 5-9 pm to enhance support outside of the school day for three evenings a week.
- Staff can expect enhanced training when it comes to mental health prior to the start of school.
- Wellness coaching will continue in our east schools beginning in September.
- The mental health team will be receiving an influx of resources that they can deliver to the student body.
- Schools will be provided with additional days of casual EA and occasional teacher time to support our most vulnerable students and those struggling with transitioning back to school. (The amount of time is yet to be determined and will also be based on availability of replacement staff.)
- Non-union staff will also be reassigned to support our schools as we transition back.

Huron-Superior Catholic District School Board

REPORT TO THE BOARD RE: UPDATE ON MULTI-YEAR ACCESSIBILITY PLAN

*Submitted by Rose Burton Spohn
Director of Education*

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Supportive Environments and Well-Being as one of its strategic directions. This report relates specifically to the board's commitment to customer service, as evidenced in its Multi-Year Accessibility Plan.

Background

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the Huron-Superior Catholic District School Board (HSCDSB) developed a multi-year accessibility plan for the years 2018 – 2023. Available at http://www.hscdsb.on.ca/wp-content/uploads/2018/05/MYAP_2018_2023.pdf, the plan outlines various steps to be taken to improve the board's accessibility. The plan identifies five main categories of improvements for the board:

- Customer Service
- Employment
- Information and Communications
- Physical / Architectural
- Transportation

The plan outlines how barriers in three of these areas – Customer Service, Information and Communication, and Physical / Architectural – were to be addressed in the 2019-20 school year. More detail about improvement in these three areas follows.

Customer Service

The board's accessibility plan indicates that, during the 2019-20 school year, the board would:

- **Review Accessibility Awareness Training** – The plan indicates that all new staff must be trained in accessibility awareness. The board's Human Resources Department has taken the lead on this initiative and confirmed that all new employees, trustees, and volunteers receive this training in their onboarding package. The online module, available through the Ontario Education Services Corporation (OESC), must be completed and employees must sign a declaration indicating that they have watched the 30-minute Accessible Customer Service video in its entirety.

For the 2020-21 school year, the board will continue to review the status of accessibility awareness training, to ensure new staff members have been appropriately trained. The board's Human Resources Department will continue to take the lead on this review.

Information and Communications

The board's accessibility plan indicates that, during the 2019-20 school year, the board would:

- **Review Accessibility Features** – In particular, the board was to review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards. Given that the board is not expected to be compliant with Level AA standards until January 2021, the review of accessibility features will continue in the 2020-21 school year. The board's Information Technology Department will continue to take the lead on this review and has confirmed that we are already 90% compliant with this new level.

Last year, the Accessibility Committee confirmed that the board's website has functioning alt tags. All content we produce or put on our websites is accessible to someone who requests it. This year, the board's Communications Department advised that all videos the board produces and uploads to the web have a transcript and/or captions.

As part of another initiative, the board will be updating and migrating its website to a new platform before January 2021. The new website provider will offer a hosted solution that is WCAG 2.0 AA compliant. The Communications Department, under the leadership of the Superintendent of Business, will ensure this occurs by the established deadline.

- **Ensure the Readiness of its Libraries** – In particular, the board was to ensure its school libraries could provide accessible or conversion-ready formats of print resources upon request. As was reported last year, the board's Special Education Department, confirmed:

Existing Accessible Resources

There are a variety of accessible resources already available in our board, including:

- OverDrive has audio books that will read to students or staff. Additional audio books may be purchased through OverDrive and Follett.
- The board's Special Education Department has a library of fiction and non-fiction books that are available upon request.
- There are a number of ebooks available online through a variety of providers and/or websites.
- Google Read and Write is available for anyone who wishes to have written documents read to them. This extension is available on every board-issued Dell computer and Chromebook.

Potential Resources and Services

In the event that accessible resources are not available through the aforementioned means, the board could:

- Try to purchase the book in Braille. Several websites exist where people can purchase such books.
- Access a relatively new technological device that scans text and turns it into Braille.
- Enlist transcription services through one or more vendors. The cost and turnaround time for such transcriptions would need to be explored.

New Request Form

The board has created a new process and form that can be used when someone requires an accessible or conversion-ready format of print resources. This process and form may be found at the end of this report. Once Policy 6005 has been revised this year, the request form will be associated with it and made available on our board website.

For the 2020-21 school year, the board will:

- Review the status of the board's accessibility policies and procedures and update as required.
- Continue to review the capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request.
- Continue to review accessibility features of all updates and purchases related to board and school websites, in anticipation of WCAG, 2.0, Level AA standards.

The board's Information Technology, Communications, and Special Education Departments will continue to take the lead on these reviews.

Physical / Architectural

In the 2019-20 school year, the board identified the following priorities:

- **Sacred Heart, Espanola** – Although the board was hopeful that the new Sacred Heart in Espanola would be ready to open in September 2020, a combination of factors, including the pandemic, prevented this construction project from finishing on time. It is anticipated that the new school, which is outfitted with many accessibility features, will be open to students in early 2021.
- **St. Francis French Immersion Catholic Elementary School, Sault Ste. Marie** – A number of accessibility upgrades were undertaken during the summer of 2020. These upgrades included widening doorways, lowering drinking fountains, updating washrooms to universal standards, installing strips on stairs and sidewalks, replacing door handles, and installing barrier-free signage.
- **St. Mary's Catholic Elementary School, Blind River** – The installation of the school's elevator finished in the fall of 2019. A number of additional accessibility upgrades (e.g., widening doorways, lowering drinking fountains, updating washrooms to universal standards, installing strips on stairs and sidewalks, replacing door handles, upgrading wheelchair ramp railings, and installing barrier-free signage) occurred during the summer of 2020.

The board's multi-year plan indicates that accessibility features will be installed at Our Lady of Fatima in Chapleau and Holy Name of Jesus in Hornepayne during the 2020-21 school year. However, since the board might undertake other construction / accessibility projects at its two schools in Elliot Lake during 2020-21, the accessibility projects in Chapleau and Hornepayne might be postponed. The board's Plant Services Department will continue to take the lead on all physical / architectural work.

Process for Requesting Accessible Classroom/Library Resources

BACKGROUND

It is the mission of the Huron-Superior Catholic District School Board to develop the full potential of each child. We are committed to providing an environment in our schools that fosters independence, dignity and respect. This includes ensuring that the principle of equity of opportunity is reflected in our learning environments and that all people, including those with disabilities, have an equal opportunity to access services and resources in a timely fashion.

We are committed and continue our work towards compliance with respect to the Accessibility for Ontarians with Disabilities Act (AODA), which is a law that sets out a process for developing and enforcing accessibility standards. The timelines in the Act now include providing accessible classroom/library resources where necessary. The process below outlines the board's plan to provide accessible resources. The plan is initiated by the classroom teacher or Learning Resource Teacher. Requests from students, parents, community agencies and staff should be directed to these educators.

EXISTING RESOURCES

There are a number of existing supports currently available in our system. First steps might include visiting the Special Education web page, where books in mp3 format, EQAO resources, and curriculum resources by grade are readily available. Our school libraries, Special Education Department, and Curriculum Department should be contacted for additional resources, such as large print books, Braille resources and audio books.

OTHER ACCESSIBLE RESOURCES

In the event that the board does not possess the required resource, the following steps should be taken:

- If a classroom/library resource is required in an electronic format to be used with text-to- speech software, or in the form of an audio book, the classroom teacher will work with the school's Learning Resource Teacher to locate the desired resource and make it available.
- Should an item not be readily available, the school principal will be informed and will connect with the Special Education Department, specifically, the Assistive Technology Teacher, to assist with the purchase or possible creation of the required resource.
- Should a student require a Braille version of a resource or document, the school will contact the Special Education Department for assistance in securing transcription services or locating a vendor to facilitate the purchase of the resource.
- Following a conversation with the Special Education Department, the school will submit Form A (Request for Accessible Resources) to the Coordinator of Special Education.

- The Assistive Technology Teacher will follow up with the school to provide the status of the request and timeline for receiving the resource.
- A list of vendors, agencies and service providers who may be of assistance will be provided.

Form A: Request for Accessible Resources

Date: _____

School: _____

Teacher: _____

Student: _____ Grade: _____

Type of Resource: Classroom ☐ Library ☐ Other ☐ _____

Format Request: Digital ☐ E-book ☐ Audio Book ☐ Braille ☐ Other ☐ _____

Name of Resource(s): (Please include Title, Author, Year of Publication and ISBN if applicable)

1. _____

2. _____

3. _____

4. _____

5. _____

Additional Information:



2020-09-16

Huron-Superior Catholic District School Board

REPORT TO THE BOARD RE: CATHOLIC ELEMENTARY SCHOOLS IN ELLIOT LAKE

*Submitted by Rose Burton Spohn
Director of Education*

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 completing new and consolidated school sites, as outlined in the board's capital plan.

Background

The Huron-Superior Catholic District School Board (HSCDSB) has two Catholic elementary schools in Elliot Lake – Our Lady of Fatima (OLOF) and Our Lady of Lourdes (LOLO). As was explained in a Report to the Board dated May 16, 2018, various attempts have been made over the past thirteen years to consolidate these two schools, including:

- **2007** – The board submitted a request for \$12 million to the Ministry of Education to fund the consolidation of the two schools and create a JK – Grade 12 facility. The request was not funded.
- **2012** – The board submitted a request for \$3 million to the Ministry of Education to fund the consolidation of the two schools and build a six-classroom addition onto LOLO. The request was not funded.
- **2014** – HSCDSB and Conseil scolaire catholique du Nouvel-Ontario (CSCNO) submitted a joint request for \$8 million to the Ministry of Education to fund the consolidation of LOLO and OLOF. The request also included a plan to close LOLO, place HSCDSB students in Georges Vanier, and move CSCNO students into OLOF. A significant amount of the funding was to be allocated towards updating OLOF. The request was not funded.
- **2018** – HSCDSB explored consolidating OLOF and LOLO into one location and leasing additional space in an adjoining building, without seeking additional ministry funding. A Report to the Board was presented on May 16, 2018 and trustees approved proceeding with next steps. The board sought and obtained agreement from CSCNO to lease space in Georges Vanier, which adjoins OLOF. It also held a community meeting on June 12, 2018 to provide information and obtain feedback and support from employees, parents, and community members. An online survey was

opened for those who could not attend the in-person meeting and/or wished to comment virtually.

Since the vast majority of stakeholders supported the amalgamation of OLOF and OLOL, the board began to plan once more to amalgamate the two schools. An architect was engaged and preliminary plans were drawn. As an added precaution, the board consulted once more with the Ministry of Education. It learned in the fall of 2018 that the proposed consolidation was viewed not as an amalgamation but as a school closure, which was prohibited by the moratorium on school closures initiated in June 2017. The board was led to believe that the moratorium was temporary, and it continued to work with architects on a design.

- **2019** – Recognizing that OLOL was approaching a critical point of needing some repairs and upgrades, and mindful that ministry guidelines prohibit boards from engaging in non-essential construction projects on schools that might close within five years, the board appealed to the Deputy Minister Nancy Naylor for her assistance. Specifically, the board requested that the ministry grant an exemption to the moratorium on school closures. The exemption was neither granted nor denied. The board continued to plan for an amalgamation and undertook significant repairs to the roof of OLOL, which was badly leaking.

In September 2019, the board, in collaboration with CSCNO, submitted a joint application to the Ministry of Education for capital funding. The proposed project included upgrading classrooms at OLOF and Georges Vanier, creating a new main entrance, and upgrading the bus bay / parking lot areas. The boards jointly committed to providing approximately \$8.35 million towards the proposed project and sought \$2.65 million in ministry funding.

- **2020** – Acknowledging that additional repairs to OLOL's roof were needed, the board appealed directly to Minister Stephen Lecce for his assistance in January 2020. Specifically, the board asked once more that the ministry approve an exemption to the moratorium on school closures and permit the consolidation of OLOL and OLOF. This approval was neither provided nor denied. In June 2020, the board learned that its application for capital funding had been denied. In the summer of 2020, the board replaced half of OLOL's roof and undertook additional repairs in that school that it deemed essential.

Analysis of Current Situation

- **Moratorium on School Closures** – The moratorium on school closures is still in place, and given the current preoccupation with COVID-19, it would be understandable if it took significant time before the Ministry of Education and other stakeholders were able to return to discussions about school closures. In the absence of any updates about the moratorium and/or about the board's two requests for an exemption from it, it would be prudent for the board to assume that it cannot close either OLOF or OLOL for the foreseeable future.
- **Repairs and Upgrades Required** – The board cannot wait any longer to repair or upgrade its elementary schools in Elliot Lake, nor can it continue to hope that it will receive additional funding or an exemption from the moratorium. It will therefore need to rely on existing ministry funding (e.g., School Condition and Renewal Funding) and other funding that it had set aside for renovations in Elliot Lake (e.g., Full-Day Kindergarten Capital Funding). Although both OLOF and OLOL are in need of repair and upgrading, OLOL requires particular attention.

- **Shifts in Enrolment and Use of Facilities** – In May 2018, when the board agreed in principle to consolidating OLOL and OLOF, it did so based on the knowledge that OLOF was well under capacity with 116 students and OLOL was almost at capacity with 218 students. Since that time, the enrolment at these two schools has shifted significantly; both schools now house approximately 175 students¹. This shift has thus removed some of the board's concerns about capacity issues and programming (i.e., the potential need to triple grade students at OLOF in the future).

Recommendation

Based on the information noted previously in this report, it is recommended that the board abandon its plans to consolidate OLOF and OLOL. In doing so, the board would be assuring the community of Elliot Lake that it will have both an English Catholic French immersion school and an English Catholic school with core French programming in it for the foreseeable future.

Adoption of this recommendation will require the board to adjust its accessibility plan so that the two Elliot Lake schools are prioritized and to make a significant, overdue financial investment in both schools. Both schools will need to have their kindergarten areas updated. An estimated \$5 million investment of school condition and renewal dollars over a five-year period will likely be required to upgrade both schools' parking lots, play areas, bus bays, and parent drop-off areas. Funding will also need to be allocated to make significant upgrades to OLOL's lighting, heating, and ventilation systems.

Proposed Resolution

That the Huron-Superior Catholic District School Board abandon its plans to consolidate Our Lady of Fatima and Our Lady of Lourdes Catholic Elementary Schools in Elliot Lake, and that work begin as soon as possible on making plans to repair and upgrade both schools.

¹ This number includes students who have selected both in-person and remote learning for the fall of 2020. The board has made the assumption that, once concerns about COVID-19 have been resolved, these students will all return to in-person learning at either OLOF or OLOL.

Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR RE: HIGHLIGHTS OF THE RESPONSES TO THE SPECIAL EDUCATION ADVISORY COMMITTEE RECOMMENDATIONS

*Submitted by: Joe Chilelli
Superintendent of Education*

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Catholicity, Student Achievement and Supportive Environments and Well-Being as three of its strategic directions. This report relates primarily to:

- Supporting and developing the faith of our staff and students
- Narrowing gaps in student learning and providing focused intervention
- Demonstrating a belief that all students can be successful
- Maintaining safe, inclusive and respectful learning environments
- Raising awareness and understanding about mental health needs and supports (specifically as they relate to COVID-19 stressors)

As outlined in Ontario Regulation 464/97, the Special Education Advisory Committee (SEAC) provides recommendations to our board on an annual basis. These recommendations are intentionally aligned with each of the strategic directions of the board's MYSP and presented at the board meeting in June. While the complete response to all SEAC recommendations is attached, this report will focus on the highlights of the recommendations.

The SEAC have always been very supportive of the board's efforts to develop the full potential of each child within our Catholic community. Their advocacy for continued opportunities for prayerful meditation faith-based community activities and integration of Catholic virtues in the curriculum, for all our students, is most welcome.

Many recommendations put forward by SEAC have been echoed by our school administrators and school teams. There was a general consensus that additional mental health training and supports were required, specifically as they related to additional stressors related to COVID-19. We are pleased to report that training has begun and will be ongoing. Additional counseling supports were put in place over the summer and will continue to the end of September. Specifically, an additional mobile counselor is in place to assist with the transition back to school and an after hours helpline will be available to students three evenings a week to support them this September. Summer transition programs were also offered in August to support students and reacquaint them to the school environment, routines and safety protocols, prior to the first day of school.

This year SEAC asked that we examine the possibility of employing trained adult supervisors on buses. The board is committed to safe, respectful and equitable transportation services. The board is interested in exploring this possibility further and discussing it with the Transportation Governance Committee.

The 2020-2021 school year will also see additional training opportunities, as outlined in the SEAC recommendations. Building on what was started last year, additional training opportunities will provide strategies to support students with Autism, best practices for meeting sensory needs and using calming spaces, and mentoring programs for our struggling students. Training will be expanded to include resources from recognized centres, such as the Geneva Centre for Autism, SickKids Hospital and the Holland Bloorview Kids Rehabilitation Hospital, where possible. Partner agencies will also be invited to share their expertise to assist with training sessions. Training for programs such Restorative Practice, Zones of Regulation, AI's Pals, and Behaviour Management Systems will continue. Job-embedded training will be provided to support our students with autism and those presenting with self-regulation and/or behavioral challenges. These training opportunities will better enable us to provide focused interventions, strategies to support students with various needs and raise awareness about mental health needs and supports.

These additional supports, and training represent concrete actions that are consistent with the recommendations of SEAC and our school teams. We are very optimistic that these exciting changes will have a significant impact on our staff's ability to meet the needs of all learners.

Thank you to SEAC for producing this very well thought out and researched list of recommendations. Your time and effort in service of our students with special education needs is greatly appreciated.

Huron-Superior Catholic District School Board
Responses to Special Education Advisory Committee Recommendations

Strategic Direction	SEAC Recommendation	Board Response
CATHOLICITY	<p>* That the board (in collaboration with the Religious education-Family Life Consultant and Faith Animator, parish priests, school principals, and chaplaincy leaders) continue to actively pursue opportunities for students with special needs to fully participate in faith-based community activities and school liturgical celebrations.</p> <p>* That school principals, in consultation with board administration and faith leaders, endeavor to identify barriers to participation in school-based liturgical activities (i.e. transportation, behavioural concerns) and reasonably monitor the frequency of such occurrences, so that appropriate interventions may be established to prevent absence and facilitate involvement.</p> <p>* That board administration, (in collaboration with faith leaders, instructional, and support staff) actively seek meaningful ways to infuse Catholic virtues into all aspects of curriculum and school life; and where appropriate, that professional development be focused on practical ways for implementing the framework set out by the Institute for Catholic Education.</p>	<p>The board supports the inclusion of students with diverse learning needs in faith-based community activities, liturgical celebrations and receiving of sacraments. The Board will work with school principals, faith ambassadors and the faith animator to support this recommendation. School leaders will participate in a sharing of best practices which will encompass removing barriers to enhance participation for all.</p> <p>The Board, with the support of the Faith Animator and Faith Ambassadors, will continue to support accessible paths for prayerful meditation as part of the faith formation for all students.</p> <p>The board infuses Catholic Virtues into all aspects of the curriculum and school life. We regularly utilize resources from the Institute for Catholic Education. Continued discussions will take place with the senior team and faith animator to see how we might expand our use of the suggested framework.</p>
GOVERNANCE	<p>* That the board (Superintendent of Finance) continue to issue a biannual status report of the special education budget (Dec. 2020, Feb. 2021)</p>	<p>The Superintendent of Business will continue to provide a status report on the Special Education budget twice yearly.</p>

SUPPORTIVE ENVIRONMENTS and WELL-BEING	<p>* That the Board continue to issue a yearly report to SEAC regarding the number and type of violent incident occurrences per school—noting the procedural guidelines, and the interventions used in supporting the safety and wellbeing of children, families, and staff.</p> <p>* That the Board, in collaboration with the Mental Health Lead, continue to build upon its professional development in evidenced approaches for 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 supportive services.</p> <p>* 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.</p> <p>* 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.</p>	<p>The board will continue to provide a yearly report to SEAC regarding the number and type of violent incident occurrences. Further to this, the board will share its strategies and supports put in place to reduce such occurrences and support the safety of all. The board will continue to employ a hierarchy of interventions and supports.</p> <p>The board has provided professional development to all staff with respect to recognizing and responding to stress behaviours related to COVID-19. Training, facilitated by our Mental Health Leader was developed with materials from SMHO. In addition to the training, as we transition back to school this September, an additional “mobile counselor” will be available as required and a student helpline will be operating three evenings per week.</p> <p>The board understands the SEAC recommendation to expand counseling services, especially around the importance of continuing service in the summer. This is the second year that that the board has provided counseling services over the summer to support student well-being and a successful transition back to school.</p> <p>The board is open to considering all options that would provide for safe, respectful and equitable transportation service. The board is committed to exploring this possibility further with the Transportation Governance Committee.</p>
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STUDENT ACHIEVEMENT	<p>* That the Board ensure a system-wide, concordant method of data collection for assessing 'denial of school attendance'- LDAO 04/19 (modified days, exclusion, voluntary withdrawal); particularly in identifying the number of students who are repeatedly absent.</p> <p>* SEAC echoes the recommendation put forth by People For Education 05/06/2020, that the HSCDSB advocates for the "delay of the e-learning policy until the fall of 2021" or until such time that the many challenges (i.e. accessibility inequities) of e-learning platforms brought to light during this pandemic can be thoroughly assessed.</p> <p>* 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.</p> <p>* That school Principals, in collaboration with assigned personnel, ensure opportunity for students who are placed in specialized program settings (i.e. Independent Living Skills (ILS), Academics and Community Education (ACE)) to participate in regular programming areas of strength and interest.</p> <p>* That the Board continue to monitor ministry amendments for supporting students with Autism under the Ontario Autism Program (OAP).</p>	<p>Using Aspen reports, the Board will provide data on the number of students who are voluntarily absent or on a modified day.</p> <p>The board understands the concerns outlined by SEAC with respect to the four mandatory e-learning course graduation requirement. There has been some movement on this issue as the requirement has changed from four credits to two credits. While the board has done its best to address equitable access during the pandemic, any additional concerns brought to light during the spring of 2020, should be communicated directly by SEAC to the Ministry of Education.</p> <p>The board recognizes the importance of an engaging learning environment and. The special education department will work with board staff to determine what new equipment, materials or resources may be available to enhance student engagement. The department is committed to trialing some materials in classrooms to determine effectiveness.</p> <p>The board encourages integration in strength-based areas for our students who are in our specialized programs. Integration of students in specialty programs into strength-based areas is very common. Examples of what integration looks like for some of our students in specialized programs will be shared with SEAC.</p> <p>The board will continue to monitor ministry amendments and plans to support students with autism.</p>
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<p style="text-align: center;">RELATIONSHIPS</p>	<p>* SEAC echoes the recommendation put forth by the Ontario Student Trustees' Association (OSTA) Vision Document 05/06/2019; that the Board (in consultation with administration, committee, and program leads) "regularly undertake a student census", and a staff census, for the purpose of gathering perceptions regarding school environments, barriers to achievement and wellbeing, and prioritizing needs within the system.</p> <p>* In recognizing the immeasurable value of peer-to-peer, and student-to-adult supportive and trusting relationships, that the Board prioritize the diffusion of the PEER Pals Program to all schools; and further, that it continue to train personnel in programs such as SAFETALK, and Shanker Self-Reg in order to increase staff coherence, confidence, and collaboration in meeting student need.</p>	<p>Our professional development committee for each of our employee groups utilizes surveys to gather data on current challenges and priorities for upcoming professional development. The Board will share any applicable results/priorities with SEAC.</p> <p>The board values the voice of students and staff and gathers feedback in a number of ways. Perhaps the most comprehensive is the school climate survey which is implemented in all schools. Requests to provide additional feedback could certainly be discussed with the school administration.</p> <p>There are a number of adult/student mentorship programs operating in our schools. The program currently in place at Our Lady of Fatima in Elliot Lake was showcased and served as a catalyst for others.</p> <p>The board is committed to ongoing training of personnel in in a variety of programs (e.g., Shanker Self-Reg, ZONES, Al's Pals, SAFETALK).</p> <p>We also looked at some peer-to-peer programs and presented the PEER Pals program to the SEAC as one representative program. Principals will be provided the opportunity to pilot a peer-to-peer program. Results of the pilot and future plans will be shared.</p>
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2020-09-16



Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR RE: COMMUNITY PLANNING AND PARTNERSHIPS

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:

- Utilizing space in facilities

Procedural Guidelines to Policy 3004, Community Planning and Partnerships requires the board to hold a meeting at least once per year to discuss potential planning and partnership opportunities with the public and community organizations. The board currently has no unused or excess space in any of its school or administration buildings for the 2020/21 school year.

Therefore, a meeting will not be held for 2020/21 and this report will serve as notice to the public and community organizations that the board has no excess space.



Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR OF EDUCATION

Purchasing Report – June – August 2020

*Submitted by Steve Brown
Manager of Plant Services*

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:

- Ensuring policies and procedural guidelines are followed.

Asphalt Replacement – Central Office

The following four quotes were received for Asphalt Replacement at Central Office.

Ray's Contracting	\$24,555.00
Trimount Construction	\$34,607.49
Pioneer Construction Inc.	\$52,463.21
Holmberg Construction	\$56,754.66

Awarded to Ray's Contracting

Due to the project coming in well under budget, it was decided to proceed with curb work at an additional cost of \$17,100.00

Chimney Removal – Central Office

The following bids were received for Chimney Removal at Central Office.

Maverick and Son	\$19,400.00
Pro North Roofing	\$22,500.00
Viotto and Sons	\$31,250.00

Awarded to Maverick and Son

HRV Heating Unit Replacement – St. Paul Catholic School

Quotes were requested for HRV Heating Unit Replacement at St. Paul Catholic School. There are only two contractors equipped to carry out this type of repair. Both contractors were invited to bid. The following two quotes were received for the project:

S & T Group	\$15,864.00
Henderson Metal	\$17,820.00

Awarded to S & T Group



September 16th, 2020

Huron-Superior Catholic District School Board

Re: ST. MARY'S COLLEGE SCHOOL ACTIVITY REPORT

September 2020

*Submitted by:
Lucas Marano
Adam Morgenstern
Student Trustees
St. Mary's College*

Athletics

- Unfortunately all high school sports have been cancelled for the time being.

Events

- Link Crew met at St. Mary's on August 26th for a training day
- Link Crew Leaders called their grade nines on September 3rd and 4th to explain what will happen on the first day of school.
- Link Crew is planning on doing the activities that are normally done on the first day, on a zoom call with their group.

Faith Initiatives:

- Morning prayer will continue at the start of the day led by Miss Parniak from her office.
- Prayer services and Masses will continue on the same schedule as in the past. This year, they will take place electronically. Miss Parniak will be recording student participation (i.e. readers) one at a time in the Chapel (with disinfection of the lectern in between) and will then work in iMovie to create the video service or Mass just like the Grad Mass. Completed projects will be uploaded to the Google Drive in advance so that teachers can download rather than stream. We will continue with grouping the 9s & 10s and the 11s & 12s. Classes will be provided with a designated time frame during which they will participate/view in their classrooms. An opening prayer service is scheduled for the second week of classes.
- Retreat kits will be created by Miss Parniak and provided to Religion teachers to deliver to their own classes. These kits will attempt to follow previous retreat formats as much as possible but will include greater video content since student leaders will not be available in person. Kits will be sanitized between classes. Outdoor components will be built in to be used at the discretion of the teacher.
- The Chapel is now set up with plastic chairs with physical distancing in place. Teachers using the Chapel will be required to book a time slot in the binder by the door. They will also be required to fill in the seating plan template for contact tracing. Reflective materials, meditative colouring, rosaries, etc. will be removed from the Chapel entrance.

- Faith on Fire has started filming SMCTV with a teaser video shared already and interviews with Mrs. Hannah, Mrs. Palumbo and Melinda Bruno (APH Nurse) going up prior to the start of classes. They would welcome the opportunity to present to the Trustees about what SMCTV is all about. Videos are posted on our YouTube Channel and shared via the Instagram accounts within the school.

Student Council

- Student Council is planning welcome week which will start on September 21st.