



**Huron-Superior Catholic**  
DISTRICT SCHOOL BOARD

**OPEN SESSION OF THE BOARD  
MEETING  
WEDNESDAY, SEPTEMBER 22, 2021**

**AGENDA & REPORTS**

**MEETING TO BE HELD**

**In Meeting Room #6 / Google Meet**

**STREAMED VIA YOUTUBE TO PUBLIC  
AND PRESS**

**7:15 P.M.**

**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE  
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD  
ON WEDNESDAY, SEPTEMBER 22, 2021 @ 7:15 PM  
In Meeting Room #6/Google Meet  
STREAMED VIA YOUTUBE FOR PUBLIC**

---

**A CALL TO ORDER**

**1. Acknowledgement of Traditional Lands – (Adam)**

The schools and buildings of the Huron-Superior Catholic District School Board are located on the traditional lands of Indigenous peoples who have been its stewards for thousands of years. As people who now reside in the 1850 Robinson-Huron Treaty territory, the 1850 Robinson-Superior Treaty territory and Treaty 9 territory, we have an obligation to care for the land, the waters and the air, in order that seven generations from now, the land, the waters and the air will continue to sustain life and wholeness. We give thanks to our ancestors from the seven generations before us who took care of the land, water and air for us to enjoy the bounty of the territory of which the Creator has graciously provided without hesitation. May we journey today in a good way.

**2. Prayer (Pg 8)**

**3. Call the Roll:**

**Trustees:**

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

**Regrets:**

**Officials:**

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Justin Pino, Danny Viotto

**Student Representatives:**

Adam Morgenstern, Jenna Viotto

**Other Reps:**

Darrell Czop (President, O.E.C.T.A.)  
Marnie McDonald (Vice-President, O.E.C.T.A.)  
Fil Lettieri (President, C.P.C.O.)  
Crystal Krauter (President, C.U.P.E.)

## OUR MISSION

*Persons present are invited to indicate how they have seen  
Our Mission lived out recently in our schools and board community.*

### **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 22, 2021.

**Are there any additions/changes/deletions?**

### **C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF**

### **D NEW BUSINESS**

### **E CONFIRMATION OF MINUTES**

1. **Minutes of the Board Meeting of June 16, 2021.** (Pg 11)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approve the Minutes of the Board Meeting of June 16, 2021.
2. **Minutes of the Closed Board Meeting of June 16, 2021.**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approve the Minutes of the Closed Board Meeting of June 16, 2021.

### **F BUSINESS ARISING FROM THE MINUTES**

### **G PRESENTATIONS**

1. **Introduction of New Administrators** – Superintendent Joe Chilelli to introduce new administrators, Miranda Lambruschini (Principal of St. Augustine French Immersion School, Wawa) and Mike Oliveira (Acting Vice-Principal, Our Lady of Lourdes School, Sault Ste. Marie).
2. **Introduction of New Student Trustee** – Director Rose Burton Spohn to introduce Jenna Viotto, Student Trustee for 2021-2022.
3. **Summer Learning/Indigenous/Literacy Programs and Summer Transition Program** – Superintendent Christine Durocher to introduce Nadia Zanatta, Allison Vance (Administrators of the Summer Learning/Mino Bimaadiziwin/Literacy Summer programs) and Dom Rosso (Administrators for Secondary Summer Learning Program); Superintendent Joe Chilelli to

introduce Linda Legacy, Corey Gardi and Frank Guzzo (Administrators for the Summer Transition Program).

## **H COMMITTEE REPORTS**

1. **Minutes of the Special Education Advisory Committee Meeting** (Pg 14)  
**Proposed Resolution:** That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of May 26, 2021 be approved.

## **I ADMINISTRATIVE ITEMS REQUIRING ACTION**

1. **ELECTRONIC POLL – Issue Change Order for Elliot Lake Project** (Pg 19)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board issue a change order in the amount of \$693,500 + HST to Nu-Style Construction Co. Ltd. Funds for this portion of the work will be expended from the 2021-2022 School Renewal Allocation (SRA) and/or School Condition Improvement (SCI).  
**CARRIED**
2. **ELECTRONIC POLL – VOIP RFP 2021** (Pg 21)  
**Proposed Resolution:** that the Huron-Superior Catholic District School Board accept the proposal from LANtelligence, Inc. for Voice Over IP Vendor of Record for a period of two years.  
**CARRIED**
3. **ELECTRONIC POLL – International Education Program** (Pg 23)  
**Proposed Resolution:** that the Huron-Superior Catholic District School Board approve an international student program that meets current federal and provincial regulations for the 2021-22 school year.  
**CARRIED**
4. **Borrowing Resolution** (Pg 130)  
**Proposed Resolution:** that the Huron-Superior Catholic District School Board authorizes the Chair or Vice-chair and Director of Education and Treasurer to borrow funds from time to time not to exceed \$15 million in aggregate from the Royal Bank of Canada for the 2021/22 school year in accordance with Section 243 of the Education Act, specifically,

That the Chair or Vice Chair and the Director of Education and Treasurer are authorized on behalf of the Board to borrow from time to time by way of loan agreement or promissory note(s), or overdraft, or banker's acceptance from the Banker of the Board, currently Royal Bank of Canada ("RBC") or from any other approved lender authorized for borrowing purposes in accordance with Section 243 of the Act a sum or sums not exceeding in aggregate \$10,000,000 to meet, until current revenue is collected, the current expenditures of the board, currently from RBC, or from any other approved lender loan agreement, promissory note(s) or bankers acceptances, as the case may be, sealed with the corporate seal of the Board and signed by two



of the Chair or Vice Chair and the Director of Education and Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with the Banker of the Board, currently RBC, or from any other approved lender.

That the Chair or Vice Chair and the Director of Education and Treasurer are authorized on behalf of the Board to borrow from time to time by way of loan agreement, promissory note, or overdraft, or banker's acceptance from the Banker of the Board, currently Royal Bank of Canada ("RBC") or from any other approved lender authorized for borrowing purposes in accordance with Section 243 of the Act a sum or sums not exceeding in aggregate \$5,000,000 to meet, until current revenue is collected, the current Capital expenditures of the board, currently from RBC, or from any other approved lender loan agreement, promissory note(s) or bankers acceptances, as the case may be, sealed with the corporate seal of the Board and signed by two of the Chair or Vice Chair and the Director of Education and Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with the Banker of the Board, currently RBC, or from any other approved lender. The Director of Education and Treasurer is authorized and directed to apply in payment of all or any sums borrowed plus interest, all of the money collected or received in respect of the current revenues of the Board.

The Treasurer of the Board is authorized and directed to deliver to the Banker of the Board, currently RBC, or from any other approved lender from time to time upon request a statement showing (a) the amount of the estimated current revenues of the Board for the current year not yet received, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the previous fiscal year and the amount of the revenues of the current year already received and also showing the total of any amounts borrowed under Section 243 of the Education Act in the current year that have not been repaid.

5. **Policy 2000 – Electronic Meetings** (Pg 133)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 2000 as presented.
6. **Policy 2003 – Governance Process** (Pg 137)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 2003 as presented.
7. **Policy 2005 – Advocacy** (Pg 157)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 2005 as presented.
8. **Policy 2007 – Trustee Expenses** (Pg 160)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 2007 as presented.

9. **Policy 6026 – Relationships in the Workplace** (Pg 166)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 6026 as presented.
10. **Policy 6027 – Human Rights** (Pg 170)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 6027 as presented.
11. **Policy 6030 – Employee Dress Code** (Pg 175)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 6030 as presented.
12. **Policy 6031 – Employee Footwear** (Pg 178)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 6031 as presented.
13. **Policy 7000 – Child Abuse** (Pg 181)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 7000 as presented.
14. **Policy 7021 – Pediculosis / Head Lice in Schools** (Pg 200)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 7021 as presented.
15. **Policy 7022 – Toileting Emergencies of Primary Students** (Pg 209)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 7022 as presented.

## **J INFORMATION ITEMS**

1. **Reports to the Director of Education / Board of Trustees**
  - a) **Accessibility Report** - Director Burton Spohn (Pg 212)
  - b) **SMC Activity Report** – Student Trustees Adam Morgenstern and Jenna Viotto (Pg 216)
2. **Correspondence**
3. **Notes of Thanks**  
Bobbie-Jo Hawkins, Bev Dunn, Debbie Salomon, Melissa Abbott, Patsy Reid, Valerie Moss, Crystal Krauter, Frank and Nancy Medaglia, Michelle Weir

## **K TEN MINUTE QUESTION AND ANSWER PERIOD**

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

---

**L      UPCOMING EVENTS**

- September 24      -      Faith Day**
- September 25      -      OCSTA Northeastern Regional Meeting**
- Sept 27 – Oct 1    -      Truth and Reconciliation Week**
- September 29      -      SEAC Meeting**
- September 30      -      National Day of Truth and Reconciliation**
- September 30      -      Orange Shirt Day**
- October 5            -      World Teacher Day**
- October 7            -      Grand Opening of Sacred Heart School,  
Espanola**
- October 10          -      World Mental Health Day**
- October 11          -      Thanksgiving Day**
- October 20          -      Next Board Meeting**
- October 28          -      Retirement/Twenty-Five Year Service  
Celebration**

**M      CLOSING PRAYER – Trustee Cassidy-Amadio**

**N      ADJOURNMENT**



## Opening Prayer

*Adam* - **Call to Prayer** – As we begin this new academic year, let us take a moment to offer it to God and to ask for God’s grace.

*In the name of the Father and of the Son and of the Holy Spirit. Amen*

*Jenna* – The beginning of a new school year is filled with so much promise and potential for growth and learning. There is much excitement and anticipation, even if things are not fully back to the way things used to be before the pandemic. Let us listen to God’s word about how we can move into this year in faith.

### *Adam* – **A reading from Paul’s letter to the Colossians**

As, therefore, God’s chosen representatives of the new humanity, purified and beloved of God, be merciful in action, kindly in heart, humble in mind. Accept life, and be most patient and accepting with one another, always ready to forgive if you have a difference with anyone. Forgive as freely as the Lord has forgiven you. And, above everything else, be truly loving, for love is the golden chain of all the virtues. Let the peace of Christ rule in your hearts, remembering that as members of the one body you are called to live in harmony, and never forget to be thankful for what God has done for you.

*Jenna* – Let Christ’s teaching live in your hearts, making you rich in the true wisdom. Teach and help one another along the right road with your psalms and hymns and Christian songs, singing God’s praises with joyful hearts. And whatever work you may have to do, do everything in the name of the Lord Jesus, thanking God the Father through him.

The word of the Lord. **Thanks be to God.**

### Personal silent reflection (90 seconds)

What one action can I strive to practice from this reading for the next month?

### Prayer of the Faithful

*Adam* – Our response to each prayer will be **Loving God, hear our prayer.**

*Jenna* - For all of our staff and students, that they will be blessed this school year, we pray:

*Adam* - For all the families of our staff and students, that they will be supportive and encouraging, we pray:

*Jenna* - For our Board's efforts to continue to address the Calls to Action from the Truth & Reconciliation Commission, especially Calls 62-65 that deal with education, we pray:

*Adam* - For our Board's Faith Day, that the staff will be inspired anew to grow in faith and community, we pray:

*Jenna* – For all those intentions on our Board prayer list and for those personal intentions we hold close to our hearts, we pray:

### Closing Prayer

Together we pray:

**ALL - God of Grace,  
help us to rediscover how to be side by side  
in rebuilding our communities of faith and learning.  
Help us restore harmony and balance in our relationships,  
and renew our desire to approach challenges confidently and with  
peaceful hearts.  
May we always rejoice in recognizing the blessings our lives hold.  
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

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.

## our vision

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.

## our values

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.

[www.hscdsb.on.ca](http://www.hscdsb.on.ca)

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE  
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD  
ON WEDNESDAY, JUNE 16, 2021 @ 7:00 PM  
via Google Meet  
STREAMED VIA YOUTUBE FOR PUBLIC**

---

**PRESENT: Trustees:**

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

**Officials:**

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Justin Pino, Danny Viotto

**Student Representatives:**

Lucas Marano, Adam Morgenstern

**REGRETS:*****Vision and Values***

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

*Superintendent Danny Viotto welcomed Jenna Viotto, a Grade 11 student at St. Mary's College, as the new Student Trustee for 2021-22. Jenna will be formally introduced to the board at the September 2021 meeting.*

*Director Rose Burton Spohn thanked CPCO President Chris Vuorensyrja for his commitment to this position and the pleasure of working with him for the past year. Fil Lettieri will be assuming the role of CPCO President for the upcoming year.*

Adg# Res#

**B-1 B-578 Moved by: L. Cassidy-Amadio Seconded by: D. Mayer**

That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, June 16, 2021.

**CARRIED**



**C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF**

*Trustee Kathleen Rosilius disclosed a deemed pecuniary interest in item I-3 on the agenda for the board meeting of June 16, 2021 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 for this portion of the meeting.*

*Trustee Tony D'Agostino disclosed a deemed pecuniary interest in item I-3 on the agenda for the board meeting of June 16, 2021 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 for this portion of the meeting.*

**E-1 B-579 Moved by: C. MacEachern      Seconded by: G. Trembinski**

That the Huron-Superior Catholic District School Board approve the Minutes of the Board Meeting of May 19, 2021.

**CARRIED**

**E-2 B-580 Moved by: J. Caputo      Seconded by: K. Rosilius**

That the Huron-Superior Catholic District School Board approve the Minutes of the Closed Board Meeting of May 19, 2021.

**CARRIED**

**G-1      *Enrichment Program – Fostering Student Potential***

*Anita Turcotte (Teacher Diagnostician) and Stephanie Vendramin (Teacher, St. Francis French Immersion School) provided an overview of the 11-session program that extended learning and leadership skills to 19 students.*

*Opportunities were offered to challenge students through a collaborative team approach, which was very well received by students and parents.*

**G-2      *SEAC Recommendations***

*Irma DiRenzo (SEAC Vice-Chair) reviewed the committee's 13 evidence-based recommendations to the Huron-Superior Catholic District School Board with respect to matters that establish, develop, and deliver special education programs and services for students with special needs.*

**H-1 B-581 Moved by; J. Caputo      Seconded by: T. D'Agostino**

That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of April 28, 2021 be approved.

**CARRIED**



**I-1 B-582 Moved by: J. Ruscio                      Seconded by: L. Cassidy-Amadio**  
That the Huron-Superior Catholic District School Board approves Policy 6025 as presented.  
**CARRIED**

**I-2 B-583 Moved by: K. Rosilius                      Seconded by: C. MacEachern**  
That the Huron-Superior Catholic District School Board awards the construction contract for the Parking Improvements at St. Mary’s Catholic School, Blind River project to JI Enterprises.  
**CARRIED**

**I-3 B-584 Moved by: L. Cassidy-Amadio      Seconded by: J. Ruscio**  
That the Huron-Superior Catholic District School Board approves the 2021-22 Operating Budget as presented.  
**CARRIED**

**J-1                      *SMC Activity Report***  
*Student trustees, Lucas Marano and Adam Morgenstern, reported on the accomplishments of the SMC students and highlighted some June events at the school. A few noteworthy items were the year-end mass, Student Council elections, student action challenge and preparations for their graduation mass.*

**N-1 B-585 Moved by: D. Mayer                      Seconded by: J. Caputo**  
That the Huron-Superior Catholic District School Board meeting of Wednesday, June 16, 2021 adjourns at 8:25 p.m.  
**CARRIED**

**Chairperson:** \_\_\_\_\_

**Secretary:** \_\_\_\_\_



**SPECIAL EDUCATION ADVISORY COMMITTEE  
S.E.A.C.  
Minutes**

**Date: Wednesday, May 26, 2021**

<https://meet.google.com/uzb-hubk-ozw>

**Google Meet:  
Time: 4:00pm - 6:00pm**

**Attendance:** Rose Burton Spohn, Joe Chilelli, Theresa Coccimiglio, Irma DiRenzo, Lori Ivey, Sherri Kitts, Jared Lambert, Tina Newell, Jacques Ribout, Gary Trembinski, Sandra Turco and Rosanne Zagordo

**Student Trustees and Guests:** Lucas Marano, Adam Morgenstern, Christine Durocher

**Regrets:** Lorna Connolly Beattie

AGENDA ITEMS		ACTION	WHO	WHEN
1.	Prayer and Welcome	<ul style="list-style-type: none"> <li>Prayer was said by everyone</li> </ul>	Rosanne Zagordo	
2.	ACCEPTANCE OF PREVIOUS MINUTES (April 28, 2021)	<ul style="list-style-type: none"> <li>Minutes from April 28, 2021 were accepted.</li> </ul>	Sherri Kitts Gary Trembinski	
3.	AGENDA ADDITIONS/CHANGES			
4.	GUEST(s): REPORTS <ul style="list-style-type: none"> <li>SMC Student Trustees</li> </ul>	<ul style="list-style-type: none"> <li>EAs have been supporting students in classes virtually.</li> </ul>	Adam Morgenstern Lucas Marano	

	<ul style="list-style-type: none"> <li>Christine Durocher- Safe Schools Report</li> </ul>	<ul style="list-style-type: none"> <li>Grade 8 transitions have started in the ILS classes</li> <li>Sherri Viotto has visited students who are moving to ILS 3 from elementary.</li> <li>Google Meet, LMS are being used</li> <li>Mrs. Dewar, the Assistive Technology teacher and Eas have been meeting to discuss Assistive Technology needs and when supporting students online.</li> <li>ITP and IPRC meetings are being held.</li> <li>Safe school presentation was provided by Chrisitne Durocher to SEAC.</li> <li>Progressive approach to discipline is used in our board. School wide approaches have been used to help reduce the violent incident reports. These include: religion programs, AI's Pals, Care for Kids, Christian Meditation and Zones of Regulation.</li> <li>The pandemic has impacted the data.</li> <li>650 students have moved to virtual learning therefore less suspensions were noted.</li> <li>Government introduced that suspensions K-3 can no longer occur.</li> <li>Suspensions by school were shared..</li> <li>Violent incident reporting is when employees report to the Principal the incident and can include a wide range of incidents. The principal does an investigation. The program we use called KICS does not identify if a student has special needs or an IEP. This program is under renovation in the summer.</li> <li>There was a recommendation that this report be provided to SEAC twice a year.</li> </ul>	Christine Durocher	
5.	MINISTRY UPDATES	<ul style="list-style-type: none"> <li>Last month the Ministry announced additional staff that can receive vaccines, then shortly after that, 12-17 year olds can also receive the vaccines.</li> <li>Stay at home order was extended</li> <li>GSNs were received on May 4 and the board is now in preparation to develop a budget.</li> </ul>	Rose Burton Spohn	
6.	SEAC BUSINESS <ul style="list-style-type: none"> <li>Presentations of SEAC recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>SEAC recommendations were presented. SEAC members acknowledged the hard work of the</li> </ul>	Irma Direnzo Lori Ivey Theresa Coccimiglio	



		also been looked at for purchase. These apps can be used at home and for a student's leisure.		
i	North Shore Tribal Council (S. Kitts)	<ul style="list-style-type: none"> <li>Still working from home and office. Busy scheduling graduation parade SK, Grade 8 and 12 graduates and post secondary planning on June 22 and 23. Community agencies are involved to support the graduates.</li> </ul>		
ii	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)	<ul style="list-style-type: none"> <li>No report at this time.</li> </ul>		
iii	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> <li>AFS is expecting that staff is working one week on and one week off from the office. Children's mental health week is over and went well. Dr. Ulzen continues to support through OTN.</li> </ul>		
v	ALGOMA PUBLIC HEALTH (L. Ivey)	<ul style="list-style-type: none"> <li>Preschool S/L and ICDP program called "I'm Ready" a program used to help facilitate language through various activities. Summer school readiness program will occur in August with ICDP.</li> </ul>		
vi	THRIVE – WELL BEING COMMITTEE ( T. Newell)	<ul style="list-style-type: none"> <li>Two new people have joined the team. The first worker is joining the Social Work Team and supporting the FASD team and focusing on community partners. The second worker is based out of Elliot Lake in a new position as family support coordinator.</li> </ul>		
viii	COMMUNITY LIVING ALGOMA (J. Ribout)	<ul style="list-style-type: none"> <li>The effort the board has put into providing tech for those students learning at home is appreciated. A new CLA office is opening up in Elliot Lake in June.</li> </ul>		
ix	MEMBER-AT-LARGE ( L. Connolly Beattie )	<ul style="list-style-type: none"> <li>No report at this time.</li> </ul>		
x	MEMBER-AT-LARGE – FOCUS ON FAITH (L. Connolly Beattie)	<ul style="list-style-type: none"> <li>No report at this time.</li> </ul>		
xi	TRUSTEES REPORT (S. Turco and G. Trembinski)	<ul style="list-style-type: none"> <li>Nadia Zanatta and Andrea Greco were nominated by our board for the OCSTA award. Nadia was the successful recipient with Andrea placing second. Both were former student trustees.</li> </ul>		

		<ul style="list-style-type: none"> <li>● Two presentations were given at the board meeting about what schools were doing during Catholic Education Week</li> <li>● Syndy Withers provided an update on the new school in Espanola which is opening up in September 2021.</li> <li>● Joe provided a SEAC update and that the recommendations were forthcoming to the Board.</li> <li>● OLOL- Elliot Lake renovations were starting soon. They will be done over the summer</li> <li>● Trustees expenses policy was expected to be passed but more time is needed.</li> <li>● 3005 policy was changed and adjustments made</li> <li>● Working from home policies were looked at along with Employee Health and Wellness.</li> <li>● More chromebooks were purchased and a partial roof repair in Wawa was approved.</li> <li>● New resolution were reached about a firewall and new Board meeting dates</li> <li>● Student trustee report was provided.</li> <li>● June 8 Finance committee will be held.</li> </ul>		
9.	NOTES	The meeting was adjourned at 5:57 pm	Irma Direnzo Gary Trembinski	

**BOARD PRAYER - Nurturing Hope**

Gracious and generous God, creator of the earth, our common home,  
 With each new day, we prepare the earth of our lives by sowing seeds of gratitude for all you have given.  
 Inspire us to cultivate relationships with all living beings.  
 May we harvest new fruit and marvel in the wonder at the beauty around us.  
 Nurture us in hope.  
 Amen.

Next Meeting: June 15, 2021

Time: 4:00 – 6:00 p.m. (Google Meet)



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL – See email
2. **Proposed Resolution:** that the Huron-Superior Catholic District School Board issue a change order in the amount of \$693,500 + HST to Nu-Style Construction Co. Ltd. Funds for this portion of the work will be expended from the 2021-2022 School Renewal Allocation (SRA) and/or School Condition Improvement (SCI).
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	UNABLE TO CONTACT
CAPUTO, John	✓			
CASSIDY-AMADIO, Leslie	✓			
D'AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol	✓			
MAYER, Debbie				✓
ROSILIUS, Kathleen	✓			
RUSCIO, Joe	✓			
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
<b>TOTALS</b>	<b>9</b>			<b>1</b>

4. RESOLUTION CARRIED: YES (✓) NO ( )
5. SIGNATURE OF DIRECTOR: *R. Burtow-John*
6. DATE: June 17, 2021



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### REPORT TO THE DIRECTOR OF EDUCATION

#### RENOVATIONS

At

Our Lady of Lourdes French Immersion Catholic School

and

Our Lady of Fatima Catholic School

June 17, 2021

Submitted by: Steve Brown  
Manager of Plant Services

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to utilizing our resources responsibly, justly, responsively, and wisely.

The recently awarded tender for the Renovation at Our Lady of Lourdes French Immersion Catholic School and Our Lady of Fatima Catholic School project included separate price items as follows:

#### **Alternate Price #2**

Construction of bus loop, staff parking and basketball court relocation at Our Lady of Lourdes site - **\$449,000 + HST**.

#### **Alternate Price #3**

Construction of general parking, student drop-off lane and garbage bin compound at Our Lady of Lourdes site - **\$244,500 +HST**.

Total Alternate Prices #2 and #3 - **\$693,500 + HST**.

**Proposed Resolution:** That the Huron-Superior Catholic District School Board issue a change order in the amount of \$693,500 + HST to Nu-Style Construction Co. Ltd. Funds for this portion of the work will be expended from the 2021-2022 School Renewal Allocation (SRA) and/or School Condition Improvement (SCI).





# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL: BOARD CONTRACT EXPIRED SEPTEMBER 2, 2021.
2. **Proposed Resolution:** that the Huron-Superior Catholic District School Board accept the proposal from LANtelligence, Inc. for Voice Over IP Vendor of Record for a period of two years.
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	UNABLE TO CONTACT
CAPUTO, John	✓			
CASSIDY-AMADIO, Leslie	✓			
D'AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol	✓			
MAYER, Debbie				✓
ROSILIUS, Kathleen				✓
RUSCIO, Joe	✓			
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
<b>TOTALS</b>	<b>8</b>			<b>2</b>

4. RESOLUTION CARRIED: YES (✓) NO ( )
5. SIGNATURE OF DIRECTOR: *R. Buntar Spahr*
6. DATE: September 10, 2021



**REPORT TO THE DIRECTOR  
RE: VOIP VENDOR OF RECORD**

Submitted by: Patrick Pelletier  
Manager of Information Technology  
2021-09-07

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources 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.

HSCDSB seeks to establish a Vendor of Record with a Shoretel/Mitel Partner for hardware, software, design, installation and maintenance contract of Shoretel/Mitel VOIP telecommunication systems for all facilities within the Boards' geographical area. HSCDSB intends to award this contract with consideration given to the price, quality, delivery, support, value added services, experience and competency.

A Request for Proposal (RFP) for Voice over IP Vendor of Record was issued on August 18, 2021 with a closing date of September 1, 2021. The term of the contract is for a two-year period with an option of renewal for a period of two years.

The following two proposals were received:

- LANtelligence, Inc.
- High Tech Communications Inc.

The Evaluation committee consisted of the Manager of Information Technology, Network Administrator, Systems Administrator, Superintendent of Business and in consultation with the Director of Education. The committee evaluated the two responses based on the following criteria:

Company Profile and Experience	50 points
Financial Considerations	40 points
Value Added	<u>10 points</u>
Total	100 points

Based on the above criteria, LANtelligence, Inc. scored the highest overall. The estimated cost of this project is valued at \$28,708 annually. It is recommended that the Huron-Superior Catholic District School Board award the Vendor of Record to LANtelligence, Inc for a period of two years.

**Proposed Resolution:**

That the Huron-Superior Catholic District School Board accept the proposal from LANtelligence, Inc. for Voice Over IP Vendor of Record for a period of two years.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL: NEED APPROVAL BEFORE SUBMITTED TO MINISTRY FOR CLEARANCE
2. **Proposed Resolution:** that the Huron-Superior Catholic District School Board approve an international student program that meets current federal and provincial regulations for the 2021-22 school year.
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	UNABLE TO CONTACT
CAPUTO, John	✓			
CASSIDY-AMADIO, Leslie	✓			
D'AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol	✓			
MAYER, Debbie				✓
ROSILIUS, Kathleen				✓
RUSCIO, Joe	✓			
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
<b>TOTALS</b>	<b>8</b>			<b>2</b>

4. RESOLUTION CARRIED: YES (✓) NO ( )

5. SIGNATURE OF DIRECTOR: *R. Buntar John*

6. DATE: September 13, 2021

## **Section A: Overall Requirements for Quarantine Plans**

### **1. Protocols to consult with Health Canada to enforce the *Quarantine Act* if there are any breaches during the mandatory quarantine period?**

Students are housed at one of two of hotels here in Sault Ste. Marie that have been approved as quarantine hotels by our local public health unit: Algoma Public Health. Please see the protocols for enforcing the Quarantine act outlined by each of our approved hotels.

Canasian, the homestay company will immediately inform the school:

- if there have been any breaches of the quarantine act.
- They will then contact our local health unit, Algoma Public Health to report the breach and will work with Algoma Public Health to determine next steps.
- They will contact Health Canada to enforce the Quarantine Act
- They will also contact the student's family to report that fines and other consequences may be levied by Health Canada and/or Algoma Public Health for any breaches that occur.



# Huron-Superior Catholic

DISTRICT SCHOOL BOARD

**Plan to Reopen Schools Safely Amid the COVID-19 Pandemic**

**Prepared by the Huron-Superior Catholic District School Board**

**Last Updated**

**August 27, 2021**

Table of Contents

Background and Rationale.....4

Common and Shared Spaces .....6

Elementary and Secondary Student Timetabling / Scheduling .....10

General Health and Safety.....12

Human Resources and Staffing .....18

Student Instruction, Assessment, and Evaluation.....23

Students with Special Needs .....25

Technology .....28

Transportation and Communications.....28

Appendices .....30

    Appendix A: Board Working Groups .....30

    Appendix B: Operational Guidelines for Inter-School Athletics .....33

    Appendix C: Procedural Guideline on the Use of Masks or Face Coverings Within HSCDSB.....36

    Appendix D: Eye Protection Use and Disinfection Protocol .....38

    Appendix E: Staggered Re-Entry to School – September 2021 .....40

    Appendix F: Guidance for Physical Education .....41

    Appendix G: Guidance for Music Education.....43

    Appendix H: COVID-19 Illness and Outbreak Protocol.....45

    Appendix I: Withdrawal Notice for COVID-19 Symptom(s) and Return to School Form .....50

    Appendix J: Procedural Guidelines for Remote Learning.....53

Appendix K: Synchronous Learning Exemption Form .....55

Appendix L: Ten Tips for Parents / Guardians Transitioning Students to In-Person Learning .....56

Appendix M: Eight Tips for Parents / Guardians Transitioning Students to Remote Learning .....57

Appendix N: Mental Health and Wellness Supports .....59

## 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 essentially remained closed from Friday, March 13, 2020 to the end of the 2019-20 school year. 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-ontario-schools>.

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>.

All schools in the Huron-Superior Catholic District School Board remained open to students from September to December 2020. Following a brief hiatus in face-to-face instruction in January 2021 because of high case counts across the province, the board reopened its doors to in-person instruction in all its elementary and secondary schools. The board’s schools – except for those in Espanola and Massey, which were closed by Sudbury’s Medical Officer of Health over concerns about high case counts in the Sudbury region – largely remained open until the Spring Break, which occurred in April 2021. Around that same time, the province closed all schools to in-person learning; all students, except for those with very high special needs, reverted to remote instruction for the duration of the 2020-21 school year.

On August 13, 2021, the Ministry of Education provided school boards with the second version of *COVID-19: Health, safety and operational guidance for schools (2021-2022)*, available at <https://www.ontario.ca/document/covid-19-health-safety-and-operational-guidance-schools-2021-2022>, along with a number of other documents and memos.

The report that follows integrates not only the work of the original working groups but also the most current thinking of the board with the guidance provided by the Ministry of Education, Algoma Public Health (APH), Porcupine Health Unit (PHU), and Public Health Sudbury and District (PHSD). 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 an In-Person Learning Model
Common Gathering Places (e.g., Gyms, Chapels, Theatres, Cafeterias)	<ul style="list-style-type: none"> <li>• In general, common gathering places in elementary and secondary schools (e.g., cafeterias, libraries) will reopen for use by students and staff members in the 2021-22 school year. Furthermore, the Ministry of Education has indicated that clubs, activities, sports teams, bands, and extra-curricular activities may resume. The board has collaborated with other boards in the region, as well as local public health units, to develop a cautious return to sport, in accordance with ministry guidance. See <b>Appendix B – Operational Guidelines for Inter-School Athletics</b>.</li> <li>• Current evidence from public health units indicates that transmission of the virus via fomites is very low. Thus, the practice of quarantining objects (e.g., gym equipment, toys, library books, Christmas decorations) for a period of time before distributing them to others is no longer required.</li> <li>• In accordance with the province’s guidance, common gathering places in elementary and secondary schools may be used. However, current public health guidance states that cohorts should maintain two metres or six feet of distance from one another and as much distance as possible should be maintained within a cohort. Whenever different cohorts interact in shared indoor spaces, masking should occur and as much distancing as possible should be maintained between cohorts. While smaller gatherings (e.g., class masses) will be permissible, school-wide assemblies, liturgies, and/or celebrations will not be permitted, unless the number of students is so small in comparison to the size of the venue that safe distances can be maintained between cohorts.</li> </ul>

Item / Issue	In an In-Person Learning Model
	<ul style="list-style-type: none"> <li>• 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. Students may eat together outdoors, without distancing.</li> <li>• Indoors, students may eat together with a minimum distance of two metres maintained between cohorts and as much distancing as possible within a cohort. This includes students who use the cafeteria at St. Mary’s College (SMC). A more detailed protocol related to lunch times at SMC will be created and shared at the school level. This protocol will outline how students can safely access and use both the cafeteria and food services. Note: The cafeteria at St. Basil Elementary will remain off limits for student eating.</li> <li>• 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 hand hygiene must be emphasized (i.e., wash hands before and after all gym equipment use) and hand sanitizer must be available. In its reopening guide, the Ministry of Education has confirmed that, “The risk associated with transmission with shared objects is low” (p. 12).</li> </ul>
School Yards / Kindergarten Areas	<ul style="list-style-type: none"> <li>• 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.</li> <li>• In all schools, lunch times and recesses will need to be staggered and administrators will 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.</li> <li>• It is recommended that each kindergarten cohort 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.</li> </ul>
Parking Lots	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Bus Bays / Pick-Up / Drop-Off / Line-Up Areas	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>

Item / Issue	In an In-Person Learning Model
	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Physical Barriers	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Employees working in easily accessible, open, and/or centralized areas (e.g., front desks) will continue to have access to Plexiglas sneeze guards that are 42 inches wide and 24 – 36 inches high.</li> </ul>
Personal Protective Equipment (PPE) and Supplies	<ul style="list-style-type: none"> <li>• All classrooms have been outfitted with a large bottle of hand sanitizer. Also, each school and board facility will receive multiple bottles of liquid hand sanitizer, which may be placed in common areas and/or kits.</li> <li>• 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 continue to be equipped with hand sanitizer, masks, gloves, gowns, face shields, thermometer, and instructions for use.</li> <li>• The Ministry of Education has clearly indicated that all students in Grades 1 – 12 are required to wear non-medical / cloth masks while in school buildings and on school buses. Students in Kindergarten 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 eye protection. Employees will be required to wear both medical masks and eye protection when they are working with unmasked students who are less than two metres away from them, either inside or outside. Those employees requiring additional PPE (e.g., gowns, gloves), including casual and occasional staff members, will be provided with it. Those with medical conditions and/or exceptionalities that prevent the wearing of masks may be exempted from this requirement. Please see <b>Appendix C – Procedural Guidelines for the Use of Masks or Face Coverings Within HSCDSB</b> and <b>Appendix D – HSCDSB COVID-19 Eye Protection Use and Disinfection Protocol</b>.</li> </ul>
Cleaning Procedures / Schedules	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Item / Issue	In an In-Person Learning Model
	<ul style="list-style-type: none"> <li>All caretakers have received training and updated information about standard operating procedures.</li> </ul>
Signage	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Communiqués to Staff, Students, Parents, and Visitors	<ul style="list-style-type: none"> <li>Everyone needs training and/or review about principles and rules related to health and safety. The cooperation of all stakeholders is required. The province has developed an online screening tool that multiple stakeholders (e.g., students, staff, parents, contractors) must use.</li> <li>In addition to receiving communiqués intended for staff members, HSCDSB employees will continue to receive all letters sent home to families. The board has received and/or created additional information (e.g., handouts, slide decks, protocols) and will share 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.</li> <li>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.</li> <li>Parents will receive information before students return to school (e.g., pick-up, drop-off). In keeping with last year's procedures, 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.</li> </ul>
Shared Spaces Within HSCDSB Buildings	<ul style="list-style-type: none"> <li>All requests for Community Use of Schools will be delayed until further notice.</li> <li>Day care centers will follow the same rules as our schools do, in terms of their use of common areas.</li> <li>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</li> </ul>

Item / Issue	In an In-Person Learning Model
	<p>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.</p> <ul style="list-style-type: none"> <li>• Some schools and board facilities 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 appropriate / available. Where feasible, separate washrooms will be designated to the community partners.</li> <li>• HSCDSB currently shares five facilities with CSCNO. 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.</li> </ul>

### **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 and regulations, local public health units' guidance, 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 in-person 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 E – Staggered Re-Entry Plan to School – September 2021.***

Item / Issue	In an In-Person Learning Model
Elementary Timetable	<ul style="list-style-type: none"> <li>• HSCDSB students in Kindergarten to Grade 8 will attend school five days per week, receiving their usual 300 minutes of instruction per day.</li> <li>• 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</li> </ul>

Item / Issue	In an In-Person Learning Model																				
	<p>contact with their classmates.</p> <ul style="list-style-type: none"> <li>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 <b>Appendix F – Guidance for Physical Education</b> and <b>Appendix G – Guidance for Music Education</b>.</li> <li>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). Generally speaking, students in Grades 1 – 12 must wear cloth masks, both in classrooms and on school buses, in order to reduce the risk of transmitting the virus. Students are not required to wear masks outdoors. See the information in the previous section related to masking.</li> </ul>																				
<p>Secondary Timetable</p>	<ul style="list-style-type: none"> <li>St. Mary’s College students in Grades 9 – 12 will also attend school five days per week, receiving their usual 300 minutes of instruction per day. However, instead of taking up to four courses per day for 75 minutes each semester, secondary students will take up to two courses per day for 150 minutes each, for a nine-week period over quadmesters, as outlined in the chart that follows. Breaks will be provided during the 150-minute block.</li> </ul> <table border="1" data-bbox="459 1020 1398 1514"> <thead> <tr> <th>Quadmester</th> <th>Courses Taken</th> <th>Start and End Dates</th> <th>Exams / Culminating Activities</th> </tr> </thead> <tbody> <tr> <td>1A</td> <td>1 &amp; 2</td> <td>September 9, 2021 – November 10, 2021</td> <td>November 11 – 12, 2021</td> </tr> <tr> <td>1B</td> <td>3 &amp; 4</td> <td>November 15, 2021 – January 31, 2022</td> <td>February 1 – 3, 2022</td> </tr> <tr> <td>2A</td> <td>5 &amp; 6</td> <td>February 7, 2022 – April 20, 2022</td> <td>April 21 – 22, 2022</td> </tr> <tr> <td>2B</td> <td>7 &amp; 8</td> <td>April 25, 2022 – June 24, 2022</td> <td>June 24 – 28, 2022</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>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 <b>Appendix F – Guidance for Physical Education</b> and <b>Appendix G – Guidance for Music Education</b>.</li> <li>During any quadmester, secondary students will be grouped in such a way that they will have direct contact with two to four teachers daily and have close or sustained contact with the students in their grades / classes.</li> </ul>	Quadmester	Courses Taken	Start and End Dates	Exams / Culminating Activities	1A	1 & 2	September 9, 2021 – November 10, 2021	November 11 – 12, 2021	1B	3 & 4	November 15, 2021 – January 31, 2022	February 1 – 3, 2022	2A	5 & 6	February 7, 2022 – April 20, 2022	April 21 – 22, 2022	2B	7 & 8	April 25, 2022 – June 24, 2022	June 24 – 28, 2022
Quadmester	Courses Taken	Start and End Dates	Exams / Culminating Activities																		
1A	1 & 2	September 9, 2021 – November 10, 2021	November 11 – 12, 2021																		
1B	3 & 4	November 15, 2021 – January 31, 2022	February 1 – 3, 2022																		
2A	5 & 6	February 7, 2022 – April 20, 2022	April 21 – 22, 2022																		
2B	7 & 8	April 25, 2022 – June 24, 2022	June 24 – 28, 2022																		

Item / Issue	In an In-Person Learning Model
	<ul style="list-style-type: none"> <li>• As a result of this grouping, schedule changes will generally not be permitted once a quadmester begins. Changes to students' timetables may be entertained for later in the school year.</li> <li>• As stated previously, students in Grades 1 - 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.</li> <li>• Although larger common areas (e.g., cafeteria, auditorium) will be reopened to student use, students are encouraged to bring their own lunches and snacks to school and consume them in one of their two classrooms.</li> </ul>
Families Selecting Virtual Delivery	<ul style="list-style-type: none"> <li>• The board acknowledges that some parents / guardians feel uncomfortable having their children return to the brick-and-mortar school environment during a pandemic. With that in mind, last spring, the Huron-Superior Catholic District School Board canvassed parents of elementary and secondary students to determine interest in virtual instruction. Based on the information parents provided, the board agreed to continue offering remote instruction as an option to students in Kindergarten to Grade 8. Although parents / guardians expressed insufficient interest in secondary synchronous instruction, asynchronous virtual instruction (e.g., e-learning, independent study) may still be an option to secondary students who require it.</li> <li>• At Holy Trinity Virtual Academy, elementary teachers will provide virtual instruction, in accordance with PPM 164 and other relevant ministry guidance. Where elementary students learning remotely 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.</li> <li>• Elementary students whose families do NOT choose in-person school attendance will be expected to attend school from a remote location (e.g., 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.</li> </ul>
Transition Points	<ul style="list-style-type: none"> <li>• One transition point around the February reporting period has been established for parents / guardians who choose one form of delivery for their children (e.g., learning remotely) in the fall and then wish to move to another form of delivery (e.g., in-person at school) later on.</li> </ul>



## 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. Low vaccination rates in particular regions or among specific populations have also been linked to higher incidences of transmission, serious illness, hospitalization, and death.

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. This includes people who are vaccinated and those who are unvaccinated.

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.
- Becoming vaccinated, in accordance with public health and/or physicians' guidance.
- Controlling assemblies, team sports, or high-contact extracurricular activities.
- 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.
- Using masks and PPE, as recommended.
- Ensuring that the ventilation system operates properly and increase air exchanges through the HVAC system.
- Inspecting, maintaining, and improving ventilation systems throughout the school year (e.g., using high-grade filters, changing filters, placing standalone HEPA filter units in classrooms and schools' common areas).
- 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, Ministry of Education, and/or local health units recommended:

Item / Issue	In an In-Person Learning Model
Screening of Students, Staff, Parents, and Essential Visitors	<ul style="list-style-type: none"> <li>• Parents are responsible for the daily screening of their children, prior to sending them to school. Please see <a href="https://covid-19.ontario.ca/school-screening/">https://covid-19.ontario.ca/school-screening/</a> for the most up-to-date version of the province's screening tool.</li> <li>• Staff will be trained in common childhood symptoms of COVID-19 so they are able to monitor students throughout the day.</li> <li>• Employees will use the link at <a href="http://www.hscdsb.on.ca/screen">www.hscdsb.on.ca/screen</a> to access the COVID-19 school and child care screening and attest to its completion. If employees fail the screening, they are to contact their supervisor and not go in to work.</li> <li>• Parents/guardians, visitors, third party providers, and occasional/casual staff who come into our buildings must complete the same self screen, wear a mask, and abide by all health and safety measures put in place (e.g., distancing).</li> </ul>
Staggering of Lunch Breaks and Recesses	<ul style="list-style-type: none"> <li>• Classes will have scheduled washroom breaks to enable carestaff to establish a planned cleaning routine in between cohort use.</li> </ul>

Item / Issue	In an In-Person Learning Model
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Cohorts will be scheduled to use outdoor play equipment throughout the day.</li> </ul>
Cleaning Procedures and Schedules	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A checklist / time log has been developed for carestaff to use when disinfecting high-touch areas.</li> <li>• 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).</li> <li>• 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 fountain use.</li> <li>• 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.</li> </ul>
Physical Distancing	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Hallway traffic and movement between classrooms will be limited.</li> <li>• Hygiene tips will be shared over the PA, as part of the morning announcements.</li> <li>• 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.</li> </ul>
Hand Hygiene / Respiratory Etiquette	<ul style="list-style-type: none"> <li>• Consistent, age appropriate messaging and signage on respiratory and hand hygiene and COVID-19 symptoms will be made available in schools.</li> </ul>

Item / Issue	In an In-Person Learning Model
	<ul style="list-style-type: none"> <li>• Essential supplies will be stocked and available in classrooms (e.g., soap, paper towels, sanitizer, tissues).</li> <li>• Hand washing will be scheduled throughout the school day.</li> </ul>
Contact Limitations	<ul style="list-style-type: none"> <li>• Cohorts will be scheduled to use playground equipment in schoolyards as designated times</li> <li>• The number of adults that student cohorts come into contact with will be limited.</li> <li>• Specific guidelines for music programs (e.g., diligent sanitizing of musical mouthpiece or require separate mouthpieces for each student) will be implemented.</li> </ul>
Use of PPE	<ul style="list-style-type: none"> <li>• All employees working in schools will be provided with medical masks and eye protection (e.g., face shield, goggles). Unless they present with a medical exemption, all employees working in and/or visiting schools to perform work on site must wear a medical mask.</li> <li>• 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 <b>Appendix D – HSCDSB COVID-10 Eye Protection Use and Disinfection Protocol</b>.</li> <li>• 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).</li> <li>• A protocol for tracking PPE inventory in each school has been developed. A process for continual re-ordering/restocking is in place to ensure supplies are sufficient.</li> <li>• Administrators will ensure that all PPE not in current use is locked in a secure location.</li> </ul>
Protocol for Students and Staff Who Become Ill on Site	<ul style="list-style-type: none"> <li>• The board has created an outbreak protocol, in consultation with local public health units. Please see <b>Appendix H – COVID-19 Illness and Outbreak Protocol</b>.</li> <li>• When a positive case is confirmed, the local health unit provides guidance.</li> <li>• 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.</li> <li>• Disposable coverings for the cot and pillow may be purchased.</li> </ul>

Item / Issue	In an In-Person Learning Model
Contact Tracing	<ul style="list-style-type: none"> <li>• 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).</li> <li>• A dedicated person at or near the door (e.g., COVID-19 support worker, secretary) will assist with gathering this information and ensuring it is accurate.</li> </ul>
Safe Consumption and Storage of Food	<ul style="list-style-type: none"> <li>• Breakfast programs are permitted to operate, providing there is a certified safe food handler overseeing them. Care must be taken to avoid mixing or encouraging the mixing of student cohorts. For example, food could be delivered to classrooms daily. Pre-packaged, “grab and go” food options are permissible, but they are no longer required.</li> <li>• Elementary 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. SMC students will be permitted to eat either in their classrooms and/or the cafeteria, in accordance with the protocol the school develops.</li> <li>• Administrators will consider creating additional spaces in the school so that staff can physically distance during lunch breaks.</li> </ul>
Communication to Staff and Families	<ul style="list-style-type: none"> <li>• Communication will come from the board level whenever possible to ensure consistency in messaging.</li> <li>• Communication will be done as early as possible, as often as possible, and in as many different formats as possible.</li> </ul>
Monitoring / Enforcing Protocols	<ul style="list-style-type: none"> <li>• Parents will be required to provide and/or verify personal and emergency contact information.</li> <li>• 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.</li> <li>• 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 <b><i>Appendix I – Withdrawal Notice for COVID-19 Symptom(s)</i></b>.</li> <li>• For staff members who do not follow protocols, the Human Resources Department will be contacted for guidance.</li> </ul>
Employee Training	<ul style="list-style-type: none"> <li>• The September 2 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"> <li>○ PPE requirements</li> <li>○ How to safely put on and take off PPE</li> </ul> </li> </ul>

Item / Issue	In an In-Person Learning Model
	<ul style="list-style-type: none"> <li>○ Review of all COVID-19 protocols developed (e.g., cleaning protocols, outbreak protocols, scheduling)</li> <li>○ Review of all communication / forms for families; public health resources for age-appropriate signage; and messaging around social distancing, respiratory hygiene, and hand hygiene.</li> </ul>
Ventilation	<ul style="list-style-type: none"> <li>● As is standard procedure, the board has inspected all schools’ ventilation systems over the summer to determine they are in good working order.</li> <li>● In early August, the Ministry of Education provided boards with additional guidance related to ventilation in schools. As a result of this guidance, the ventilation in most HSCDSB schools has been 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 addition, MERV 13 filters have been installed and will be changed frequently throughout the school year.</li> <li>● In facilities with older and/or without mechanical 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. Additionally, one or more standalone high efficiency particulate air (HEPA) filter units have been placed in all classrooms and learning environments (i.e., gyms, libraries, lunchrooms, child care spaces, administrative spaces, portables) in schools without mechanical ventilation systems.</li> <li>● Standalone HEPA units have been placed in all kindergarten classrooms in all schools, in accordance with ministry directives.</li> </ul>

**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.

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 an In-Person Learning Model
<b>STAFFING</b>	
Permanent Employees' Availability to Return to Work	<ul style="list-style-type: none"> <li>• Prior to the June 2021 staffing process, the board sought information from employees regarding limitations on returning to the in-person work environment in the fall. Employees who identified as requiring a medical accommodation because of COVID-19 were factored into the staffing model and offered positions in the board's virtual school.</li> <li>• On August 3, 2021, the provincial government shared its back-to-school plan in the media.</li> <li>• On August 18, 2021, the board sent an email to all employees providing relevant information about returning to the face-to-face workplace. In this email, the board stated its expectation that employees would be returning to work in person and outlined what it knew about the province's newly mandated vaccine disclosure policy.</li> <li>• The board's Human Resources Department continues to deal with employees requiring medical accommodation on a case-by-case basis. A fair and consistent approach is being followed.</li> </ul>
Supply of Occasional Teachers / Casual ECEs and EAs	<ul style="list-style-type: none"> <li>• Recruitment efforts will continue throughout the 2021-22 school year in an effort to hire more staff to be in place and ready to begin replacement work. The need to accommodate many students in the remote learning environment, while keeping in-person classes functioning, has impacted the board's list of occasional workers.</li> <li>• Both occasional / casual and permanent employees will be invited to attend the September 2, 2021 PA day, which will focus on health and safety measures in the COVID-19 environment. PA day materials will emphasize that all reasonable precautions will be put in place to protect employees from risk in the schools, including enhanced public health protocols, safety protocols, and personal protective equipment (PPE).</li> </ul>
CUPE Clerical Employees	<ul style="list-style-type: none"> <li>• Clerical employees will continue to follow the protocols put in place in the previous school year.</li> </ul>
Redeployment of Employees to High-Need Areas	<ul style="list-style-type: none"> <li>• Some employees may need to be redeployed to areas of high need.</li> </ul>
Principals and Vice-Principals	<ul style="list-style-type: none"> <li>• 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.</li> <li>• If possible, consistent supply teachers should be determined for VPs, when released intermittently or fully.</li> </ul>

Item / Issue	In an In-Person Learning Model
Supply of Carestaff	<ul style="list-style-type: none"> <li>• Traditionally, carestaff are not scheduled in the middle of the school day. To carry out additional cleaning, additional casual carestaff have been hired so a caretaker is on hand all day in the schools.</li> <li>• 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).</li> <li>• 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.</li> </ul>
Additional Noon Hour Aids (NHAs) or Hours	<ul style="list-style-type: none"> <li>• Additional hours will continue to be required for NHAs because the lunch periods are staggered. HR will be contacting the OSSTF executive regarding the requirement of adjusting (increasing) the hours for Noon Hour Aides up to a maximum of three hours / day.</li> <li>• Every effort will be made to ensure NHAs currently working at more than one location will be scheduled to work at one school / day.</li> <li>• 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.</li> <li>• Attempts will be made to fully utilize the current NHAs by contacting each individual regarding a change in schedule and their availability to work the additional hours.</li> </ul>
Reliable Attendance Information / Scheduling	<ul style="list-style-type: none"> <li>• Reliable attendance records will need to be kept for staffing records in the EasyConnect system.</li> <li>• The process for staffing and record keeping will be reviewed / developed with HR, Administrative Assistant, Front Desk personnel and East Dispatch personnel.</li> <li>• Self-screening 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.</li> </ul>
<b>TRAINING</b>	
Occasional and Casual Staff	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 2, 2021. If employees are unable to attend this training because of illness or other reasons, the training will be completed virtually.</li> </ul>



Item / Issue	In an In-Person Learning Model
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Pre-Entry Training Requirements	<ul style="list-style-type: none"> <li>• Training will be mandatory and held at one of the first three day PA day sessions and training records will be documented. If employees are unable to attend this training because of illness or other reasons, the training will be completed virtually.</li> <li>• 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.</li> <li>• Permanent EAs will receive the appropriate training and protocol for working with special needs students.</li> </ul>
PPE Training for All Staff	<ul style="list-style-type: none"> <li>• Staff members will be appropriately trained in the proper use of personal protective equipment (PPE).</li> <li>• 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.</li> <li>• 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.</li> </ul>
Illness and Outbreak Protocols	<ul style="list-style-type: none"> <li>• The most current information from the province related to managing individuals exposed to COVID-19 will be implemented. See the province's <i>COVID-19: Health, safety and operational guidance for schools (2021-2022)</i> at <a href="https://www.ontario.ca/document/covid-19-health-safety-and-operational-guidance-schools-2021-2022">https://www.ontario.ca/document/covid-19-health-safety-and-operational-guidance-schools-2021-2022</a> for more details.</li> <li>• Please see <b>Appendix H – COVID-19 Illness and Outbreak Protocol</b> and <b>Appendix I – Withdrawal Notice for COVID-19 Symptom(s)</b>.</li> </ul>
Teacher Designate – Additional Training	<ul style="list-style-type: none"> <li>• Teacher designates will receive the same or similar training provided to other administrators.</li> <li>• HR will prepare a list of all current teacher designates and make arrangements for this training in September.</li> </ul>
<b>HEALTH AND SAFETY</b>	
Staff Assigned to Multiple Locations	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Item / Issue	In an In-Person Learning Model
	<ul style="list-style-type: none"> <li>Supply / replacement staff should be assigned to a specific cohort / assignment so as to limit staff interaction with multiple cohorts.</li> </ul>
Educational Assistants (EAs) in Close Physical Contact with Students	<ul style="list-style-type: none"> <li>Casual employees required for replacement must complete the appropriate training and have the appropriate PPE available that has been standardized for the EA position.</li> <li>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.</li> <li>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 will be used for other required PPE.</li> </ul>
Clerical Workers	<ul style="list-style-type: none"> <li>The board has already ordered and installed Plexiglas sneeze guards and the appropriate signage for each clerical workstation to ensure their safety at work.</li> <li>PPE requirements for those working behind Plexiglas barriers will be in accordance with the most current health and safety standards.</li> </ul>
<b>OTHER</b>	
French Immersion Schools	<ul style="list-style-type: none"> <li>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.</li> </ul>
Employee Requests for Accommodation	<ul style="list-style-type: none"> <li>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.</li> <li>The board will continue to 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).</li> <li>Each situation will be handled on a case-by-case basis through Human Resources.</li> </ul>
Illness / Outbreak	<ul style="list-style-type: none"> <li>In working with the appropriate health unit and Ministry of Education, the board will revise the current protocol providing direction for staff ensuring some of the following best practice guidelines related to fully vaccinated and unvaccinated staff members isolating and/or returning to the physical workplace when they are symptomatic or asymptomatic.</li> </ul>

Item / Issue	In an In-Person Learning Model
	<ul style="list-style-type: none"> <li>If the staff member's illness is determined to be work-related, in accordance with the <i>Occupational Health and Safety Act</i> and its regulations, the board must provide a written notice within 72 hours to WSIB.</li> </ul>

### **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., in-person to remote), the working group made the following recommendations.

Item / Issue	In an In-Person Learning Model
Centralized Supports and Curriculum Resources	<ul style="list-style-type: none"> <li>The board will continue to advocate that educators use as many online resources as possible and move away from buying consumable materials (e.g., textbooks and student workbooks). This approach will more seamlessly facilitate the movement between remote and in-person learning, should such a transition need to occur during the school year.</li> <li>In addition, members of the Curriculum Department will examine the available virtual resources and update a streamlined list of resources that are available to purchase (e.g., Raz-Kids, Reflex Math). The board will consider purchasing a board license and/or extending its license for various resources.</li> <li>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.</li> </ul>
Consistent Online Platforms	<ul style="list-style-type: none"> <li>The board will have and all employees will use consistent online platforms (i.e., Google Classroom in the elementary panel and the provincial LMS in the secondary panel), with the exception of some special education classes.</li> <li>Board employees will use Google Meet for all synchronous virtual interactions.</li> <li>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.</li> </ul>

Item / Issue	In an In-Person Learning Model
Continuation of a Virtual Elementary School	<ul style="list-style-type: none"> <li>• Given that many elementary students have selected remote learning for the fall, the board has decided to have Holy Trinity Virtual Academy remain open.</li> <li>• Students from across the system will be placed into appropriate virtual classrooms and qualified teachers will be assigned to each classroom. 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.</li> <li>• 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).</li> <li>• A protocol permitting parents to exempt their children from synchronous instruction has been created and will be provided upon request. Please see <b>Appendix J – Procedural Guidelines for Remote Learning</b> and <b>Appendix K – Synchronous Learning Exemption Form</b>.</li> </ul>
Deployment of Textbooks and Materials to Students Opting Out of Face-to-Face Instruction	<ul style="list-style-type: none"> <li>• Since parents of elementary students have been given the choice to enrol their children in the board’s virtual academy, the board might have to distribute resources (e.g., textbooks, math manipulatives) to some students’ homes. Students engaged in remote learning will work with teachers and administrators on the pick-up or delivery of school materials.</li> <li>• The virtual academy, along with all schools, will give due regard to student engagement, participation, and attendance. It is expected that various employees (e.g., teachers, school administrators, counsellors) will reach out regularly to families whose students are disengaged and/or in risk.</li> </ul>
Report Cards	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Parent Communication	<ul style="list-style-type: none"> <li>• 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 <b>Appendix L – Ten Tips for Parents / Guardians Transitioning Students to In-Person Learning</b> and <b>Appendix M – Eight Tips for Parents / Guardians Transitioning Students to Remote Learning</b>.</li> </ul>

### 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 an In-Person Learning Model
Parents Choosing Remote Instruction	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 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.</li> <li>• 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.</li> <li>• Close communication between home and school will be required.</li> </ul>
Transition Back to School Buildings	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>

Item / Issue	In an In-Person Learning Model
	<p>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.</p>
Training	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
PPE	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Cleaning of Areas Commonly Used by Students with Special Needs	<ul style="list-style-type: none"> <li>• 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.</li> <li>• In addition to washrooms, there are other common areas utilized by multiple students, such as sensory rooms. Based on guidance obtained from the Ministry of Education and local public health units, common spaces such as sensory rooms and calming rooms, may be used once again to meet students' needs.</li> <li>• Alternatively, students with sensory needs could also be accommodated within the classroom with a personal sensory basket. Students who may need time to calm themselves could be assigned a student-specific calming space, in lieu of a calming room.</li> </ul>
Minimizing Contacts	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The committee recognizes that some educational assistants support students in multiple classes. Enhanced PPE may be worn, assigned, and/or requested when an EA supports a student in an alternate cohort. Accurate record keeping of the EA's</li> </ul>

Item / Issue	In an In-Person Learning Model
	<p>daily schedule will be very important for contact tracing.</p> <ul style="list-style-type: none"> <li>• The Open Court Reading program should be able to operate as all students are in Grade 1 and could be in the same cohort.</li> <li>• Based on the most current guidance from the province and local public health units, services provided to our students by agencies and third party providers may once again take place within schools, so long as the providers abide by the board’s health and safety guidelines associated with self-screening and vaccinations and the board’s Policy 7020 – Third Party Providers in Schools.</li> <li>• In cases where the school and/or board believe that third party services are a risk to the health and safety of the student and/or school at large, 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.</li> </ul>
Self-Contained Special Education Classes (e.g., ACE, ILS, SSP, Care and Treatment Programs)	<ul style="list-style-type: none"> <li>• 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. All of our other students are integrated into regular classrooms.</li> <li>• There are also some students in our secondary self-contained classes who are integrated in areas of strength in classes for a credit. Such integration is permissible and encouraged, where appropriate.</li> <li>• 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 remote 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.</li> <li>• Some students are working on alternative expectations, which involve life skills and community integration. Outings or field trips in the community should be planned with due regard to health and safety protocols.</li> </ul>
Other Supports for Students with Special Needs	<ul style="list-style-type: none"> <li>• It is recommended that Individual Education Plans (IEPs) each include a “learn from home” component so that, in the event schools or classes must pivot to remote learning, a plan would be in place for each student.</li> <li>• 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 virtually or in-person.</li> <li>• The board has put in place a number of additional supports for students who may have mental health concerns. Please refer to <b>Appendix N – Mental Health and Wellness Supports</b>.</li> </ul>

**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 many months. Given the potential need for boards to move seamlessly between remote and in-person learning models throughout the 2021-22 school year, it is important that functional technology be available for all those who require it.

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

Item / Issue	In an In-Person Learning Model
Student Chromebooks	<ul style="list-style-type: none"> <li>• Last year, the board deployed thousands of Chromebooks to families based on their needs. At the present time, most of these devices have been returned to schools and will be redeployed according to instructions provided to principals in the fall.</li> </ul>
Devices, Internet, and Technical Support for Students Learning Remotely	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Technical problems unrelated to board-provided technology or board-sponsored websites (e.g., broken hardware owned by families) cannot be addressed by board technicians.</li> </ul>

**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 an In-Person Learning Model
Communications	<ul style="list-style-type: none"> <li>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.</li> </ul>
Returning to an In-Person Learning Model	<ul style="list-style-type: none"> <li>The transportation consortia will create bus runs and times based on this information and communicate that to families.</li> <li>The transportation consortia will communicate relevant information to parents and families, including details about seating arrangements and wearing masks.</li> </ul>
Transportation for Students with Special Needs	<ul style="list-style-type: none"> <li>The transportation consortia will work with bus and taxi providers to set up transportation for students with special needs. The model will determine transportation times and mode, which may have to be flexible.</li> <li>Transportation for students with significant special needs may not look the same as it did during 2020-21 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.</li> </ul>

**Appendix A**  
**Board Working Groups**

The board's working groups met during the summer of July 2020 to discuss the topics outlined in what follows. We are grateful to all who participated in these working groups.

<b>Committee Name / Members / Affiliation</b>	<b>Committee Focus / Deliverables</b>
<p><b><i>Common and Shared Spaces</i></b></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><b><i>Elementary and Secondary Student Timetabling / Scheduling</i></b></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><b><i>General Health and Safety</i></b></p> <p>Shawna Bock, CPCO Steve Brown, Senior Administration Latisha Burch, CUPE</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>

Committee Name / Members / Affiliation	Committee Focus / Deliverables
Andrew Chi, CPCO Kristen Coulter, CPCO Christine Durocher, Senior Administration Corey Gardi, CPCO Crystal Krauter-Maki, CUPE Marnie McDonald, OEETA Irene McBride, OSSTF Lucio Secondi, CUPE Natalie Tessier, CPCO	Topics of discussion might include daily screening of students and visitors, staggering of lunches and breaks, cleaning procedures / 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.
<b><i>Human Resources and Staffing</i></b>  Rachel Biedermann, CPCO Latisha Burch, CUPE Darrell Czop, OEETA 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.
<b><i>Student Instruction, Assessment, and Evaluation</i></b>  Rachel Biedermann, CPCO Darrell Czop, OEETA 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.
<b><i>Students with Special Needs</i></b>	This committee will consider and create protocols related to meeting the needs of all students with special needs, including

Committee Name / Members / Affiliation	Committee Focus / Deliverables
Joe Chilelli, Senior Administration Kristen Coulter, CPCO 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>those with physical and self-care goals. Topics of discussion might include safe tube feeding, physical / occupational therapy, 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 &amp; Treatment, Empower Reading, Open Court) should be discussed. Coordination with public health units, employee groups, and/or community agencies may be required.</p>
<p><b>Technology</b></p> Paul Best, CPCO Rachel Biedermann, CPCO Andrew Chi, CPCO Lydia Cuglietta, CUPE Lina DiPasquale, CPCO Frank Guzzo, CPCO Fil Lettieri, CPCO Patrick Pelletier, Senior Administration Darla Pirillo, Senior Administration	<p>This committee will consider protocols and plans related to technology used by students and employees. Topics of discussion might include deployment of Chromebooks to new students / families in need, available technology for students learning inside school buildings, support for / equity of using synchronous platforms such as Bongo, and the use of common platforms at the elementary and secondary levels.</p> <p>Discussions should also focus on continued / enhanced training and support for staff, students, and families. Coordination and consultation with various employee groups will be required.</p>
<p><b>Transportation and Communications</b></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>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 Operational Guidelines for Inter-School Athletics

### Overall:

- All current guidelines will be shared with all student athletes, team officials, game officials, and parents/guardians prior to the commencement of a sport's season. Updates will be shared as needed.
- Any student athlete who does not comply with current and updated guidelines will be subject to removal from the team.
- Any participant in athletics (e.g. student athletes, team officials, student volunteers, game officials), must not participate in any team activities, including games and practices, if they have any symptoms upon screening, or are sick.
- In the event that a student athlete, team official, game official or student volunteer contracts COVID-19, direction from the local health unit (e.g. APH, PHSD, PHU) will be followed.
- The use of gymnasiums, swimming pools, change rooms, weight rooms, indoor equipment and shared outdoor equipment are permitted with distancing.
- Appropriate hand hygiene and respiratory etiquette will be reinforced with all student athletes, team officials, game officials and student volunteers.
- Cleaning of shared indoor and outdoor equipment, and indoor spaces will occur as per HSCDSB's Enhanced Cleaning Measures.

### Screening:

- All student athletes and team officials (e.g. coaches, trainers etc.), including Board personnel and community/parent volunteers must successfully complete the COVID self-assessment and be symptom free prior to attending any try-outs, team meetings, workouts, practices, or competitions. Screening will be confirmed upon arrival.
- All game officials and student volunteers (e.g. score keepers, gatekeepers etc) will successfully complete the COVID self-assessment and be symptom free prior to attending any inter-school athletic events. Screening will be confirmed upon arrival.
- All student athletes, team officials, game officials and student volunteers must follow direction provided after completing the COVID self-assessment.
- Student athletes and team officials will immediately notify the Head Coach if COVID symptoms arise during a team activity.

### Contact Tracing:

- A record will be kept of all student athletes, team officials, game officials and student volunteers who are in attendance at any try-outs, team meetings, workouts, practices, competitions or any other inter-school athletics related events. This record must be readily available to the Principal/Vice-Principal at all times and be available to local public health officials as needed. Records shall be kept for at least 30 days for contact tracing purposes.
- At competitions and games, the Head Coach of each school team will keep their own team record of attending student athletes and team officials. The record of attending game officials will be submitted to the Head Coach of the host school for storage.
- Immunization is strongly recommended by health units. Unvaccinated students may experience longer periods out of sports activities, including practices and games, if there is a case or outbreak.

**Masking:**

- For all sports, masking is required indoors prior to any try-outs, practices or competitions (e.g., upon entry to a venue/school, use of change room).
- For students:
  - Masking is not required for high and low contact sports that are played outdoors.
  - Masking is required outdoors when students are not engaged in physical activity and cannot maintain 2 m distancing from other students.
  - High and low-contact sports are permitted indoors. Masking is encouraged for indoor sports where they can be worn safely based on the activity. Students not engaged in physical activity while indoors (e.g. waiting on the bench) will wear a mask.
  - Windows are to be open when feasible to increase ventilation.
- When indoors, coaches and other team officials will wear medical masks at all times. In addition, when indoors, coaches and team officials will wear eye protection if they are within 2 m of an unmasked player.
- When outdoors, coaches and other team officials are strongly encouraged to wear a medical mask if they are within 2 m of their student players. Masks can easily be put on as they move in/out of a person's 2 m bubble. *Note: While risk of transmission is lower outdoors, the risk is not eliminated and wearing a mask reduces chances of being a high risk contact.*

**Additional COVID Measures:**

- All student athletes and team officials will complete hand sanitizing on arrival and after breaks, practice physical distancing, and avoid any unnecessary touching with others (e.g. high fives, hand shaking after games etc.).
- All student athletes will bring their own water bottle(s) labelled with their names.
- Each school will develop a plan to ensure that risks are minimized when teams are using changerooms and showers. Risks may be limited by:
  - Where possible, having student athletes arrive dressed and ready to start.
  - Scheduling students to limit the number of people in the changeroom/shower at any one time.
  - Ensure physical distancing for those using the changeroom/shower.
  - Ensuring all student athletes wear a mask when using the changeroom.
  - Ensuring there is time between games to allow for cleaning of high touch surfaces prior to another team utilizing the space.
- When more than one game is being played in the same day at one site (e.g. Junior and Senior games back to back), each school site or facility (e.g. Turf Field) will develop entrance and exit plans for their facilities to minimize contact between the outgoing and incoming teams.
- Equipment distribution will be organized and scheduled to allow for limited numbers, distancing and direction for proper equipment sanitization protocol.
- A designated space (e.g. isolation room or outdoor space) will be set-up to ensure any student/adult who develops symptoms during any team-related activity is separated from all other attendees, so that they are isolated before they leave and seek medical advice.
- Student athletes and team officials will contact the Head Coach/school immediately if they test positive for COVID.

### Immunization Disclosure – Team Officials:

As announced on August 17, 2021, the Government of Ontario is implementing an immunization disclosure policy for all publicly funded school board employees and other individuals regularly in these settings, including volunteers, for the 2021-2022 school year.

- By September 7, 2021, individuals covered by this policy, including employees and volunteers, are expected to submit a formal attestation using a form provided by the Board if they are “fully vaccinated” against COVID-19 and provide proof of vaccination (e.g. upload or provide vaccination receipt(s)).
- Regular rapid antigen testing will be required for those not fully vaccinated against COVID-19. **Additional information is forthcoming.**
- Individuals who do not intend to be vaccinated, without a documented medical reason, will be required to participate in an educational session about the benefits of COVID-19 vaccination and provide proof to the Board that this session has been completed. **Additional information is forthcoming.**

### Bus Transportation: *(partially based on School Transportation section, page 14)*

- Buses may operate at full capacity.
- The seat behind the driver shall remain empty to maintain physical distancing between the driver and students/team officials.
- Windows are to be opened when feasible to increase ventilation.
- Students are required to wear non-medical masks.
- Team officials are required to wear medical masks.
- Everyone will be assigned seats and a record of the seating plan will be kept to assist with contact tracing in the case of someone on the bus contracting COVID-19.

### Day Trips and Overnight Stays: *(based partially on Field Trips, page 20)*

- All day trips and overnight stays will be subject to current provincial and local public health guidelines and are subject to Board approval.
- In consultation with school administration, the Head Coach will review current restrictions and guidelines in each public health unit prior to final approval for travel.
- Subject to current public health guidelines, day trips and overnight stays are permitted for regular league play, league championships (e.g. NSSSAA, SSMAA), regional league championships (e.g. NWOSSSA, NOSSA), and provincial championships (e.g. OFSAA).
- All student athletes and team officials must self-screen prior to arrival at either the central bus pick-up point or event (where self-transportation is provided). During overnight stays, all student athletes and team officials will continue to self-screen every morning.
- To assist with contact tracing, accurate records must be maintained of all student athletes and team officials in attendance at any games/competitions, practices or other team events (e.g. off-site meals), and must be kept on file for one month, and made readily available to health units upon request.
- Distancing, masking and bus transportation guidelines as listed above must continue to be followed.
- For the time being, to minimize potential exposure, day trip and overnight stays for other voluntary sports tournaments, meets or games will be prohibited.

### Spectators:

- No spectators will be allowed at this time, so that the focus will be on student athletes.



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

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 and visitors to schools are required to wear a medical mask upon entering any HSCDSB school, including in hallways and during classes. In keeping with Ministry of Labour, Training and Skills Development guidance, school-based staff must also wear a medical mask and eye protection outdoors when they are working with an unmasked student(s) and cannot maintain a 2 metre distance. Please refer to the HSCDSB Eye Protection Protocol for updated guidance on eye protection.

It is mandatory that students in grades 1 to 12 wear a mask or face covering in the schools' indoor spaces and on school buses. In kindergarten, wearing a mask or face covering in indoor spaces and on school buses is strongly encouraged, but not required. All school-based employees and visitors to schools will be provided with medical masks and students or anyone else, who requires a mask or face covering, will be provided with one.

### General Mask Exemptions

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.

### Employee Mask Exemptions

- Staff members with a medical condition that prevents them from wearing a mask will be asked to provide the board with a Functional Abilities Form (FAF), completed by their physician. The Human Resources department will also complete a risk assessment. The staff member must adhere to the following additional risk mitigation strategies:
  - Maintain a physical distance of at least 2 metres at all times from other staff and students (e.g., staff may not be able to attend the staff room if physical distancing cannot be maintained).
  - Wear a face shield at all times, in addition to maintaining their physical distance. Face shields alone cannot provide the same protection or source control as wearing a mask; however, a face shield can be used alone by those who are not able to properly wear masks.
  - Have a designated location in the room where they work and remain in this area. Visual cues such as floor tape or markings should be used to remind both the students and staff that they must stay at least 2m apart.
  - No close interactions with students are allowed.
  - Always wear a medical mask and eye protection if accompanying or within 2 metres of a symptomatic child; there are no exemptions.



### Temporary Mask Removal

Temporary removal of the mask or face covering is permitted for the following purposes and in the following circumstances:

- When students are playing high or low contact activities outdoors (e.g., recess, Phys. Ed.)
  - Masking is encouraged for indoor sports where they can be worn safely based on the activity (See the HSCDSB Guidance for Physical Education for additional details).
- When staff are supervising outdoors and they are able to maintain a 2 metre distance from unmasked students.
- Consuming food or drink, with a minimum distance of two metres maintained between cohorts and as much distancing as possible within a cohort.
- For any emergency or medical purpose.
- Permanent employees in a school who are within or behind a physical barrier and are able to consistently and adequately maintain 2 metres from others (e.g. clerical employees behind Plexiglas). Whenever the employee leaves their physical barrier, a student, staff member or visitor approaches their desk, or if they are unable to maintain a 2 metre distance while behind the barrier, they must wear a mask.
- Employees who work in an administrative building (e.g., Mount St. Joseph Catholic Education Centre) who are in their offices or at their workstations and are able to maintain a distance of 2 metres from others. Whenever the employee leaves their office or workstation or if they are unable to maintain a 2 metre distance from others while in their offices or at their workstations, they must wear a mask.

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.

- Students 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 *Reopening Ontario (A Flexible Response to COVID-19) Act, 2020*.

## Appendix D HSCDSB COVID-19 Eye Protection Use and Disinfection Protocol

### **Eye Protection Use**

Eye protection plays an important role in mitigating the risk of COVID-19. In accordance with local public health unit recommendations and the Provincial Infectious Diseases Advisory Committee (PIDAC), acceptable eye protection for a school environment includes the following:

- Safety glasses (some but not all).
- Safety goggles.
- Face shields.
- Visors attached to masks.

Prescription eyeglasses are not acceptable by themselves as eye protection; however, they may be worn under some types of protective eyewear (e.g., face shield). Face shields must be worn over the brow, cover the sides of the face and extend below the chin to provide adequate protection. Goggles must not have any gaps around the eyes and must fit snugly on to the wearer's face (i.e., protection on the top, bottom and sides). Safety glasses must be intended for protection against splashes, sprays, and droplets, and must provide full coverage around the eyes (such as wraparound, 360 protection), or are designed to provide a tight fit around the eyes (such as having a rubber/foam gasket).

In general, and in keeping with current local public health advice, eye protection is not required for education staff working with students who wear masks. Eye protection **is required** for school-based staff, in the following circumstances:

- Working in close contact (i.e. within 2 metres) indoors or outdoors with a student(s) who are not wearing masks.
- Accompanying a child to or supervising a child in the isolation area.
- Being within 2 metres of a symptomatic child, even if the child is masked.

The board provides its employees with three options for eye protection, which include goggles, face shields and safety glasses. Employees must wear board-issued eye protection.

### **Eye Protection Types: Disposable vs Reusable**

Eye protection can be either single-use disposable or reusable. Reusable eye protection can include face shields, goggles and safety glasses and requires routine disinfection, as outlined below. Single use eye protection such as disposable face shields or visor/mask must be safely discarded after one use. Reusable eye protection with a foam band or other porous material must be assigned to a staff member and labeled with the staff member's name. Reusable eye protection will be made of smooth, non-absorbent material to allow for proper cleaning and disinfection (e.g., plastic). Information on whether eye protection is single use disposable or reusable should be indicated on the manufacturer's instructions for the eye protection. Our schools are equipped with face shields made with a foam band and with a plastic band.

In addition to face shields, HSCDSB has a number of other choices for eye protection, which include goggles and different types of safety glasses. It is important to note that each type of eye protection offers a different level

of protection, in terms of infection control. On the spectrum of preventing infection, goggles are most effective, then face shields and finally safety glasses. Fit to the face must also be considered when making your choice. Face shields must be worn over the brow, cover the sides of the face and extend below the chin and goggles and safety glasses must fit snugly on to the wearer's face around their eyes. Not all goggles or safety glasses will fit everyone's face, so it is important to try them on to ensure they are snug to the face, particularly the ones that are meant for use over prescription eye glasses.

When eye protection is not in use, it should be stored in a sealable container, envelope or Ziploc bag and labeled with the staff member's name.

### **Eye Protection Disinfection**

All types of reusable eye protection must be cleaned and disinfected according to manufacturer/product instructions, at least at the end of every day AND in the following circumstances:

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

If the equipment is damaged or the foam piece of the face shield/goggle straps are visibly soiled, DO NOT REUSE.

In the absence of manufacturer's instructions, the process for cleaning and disinfecting reusable face shields, goggles or safety glasses can be used:

1. Have eye protection (e.g., face shield) 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 and put on a pair of gloves.
4. 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).
5. Take off gloves and perform hand hygiene.
6. Rinse the eye protection with water if visibility is compromised by residual disinfectant.
7. Place eye protection on a clean surface to air dry (or use a clean, single-use, disposable towel).
8. Disinfect the contaminated surface the dirty eye protection was placed on.
9. 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 E**  
**Staggered Re-Entry to School – September 2021**

The Huron-Superior Catholic District School Board has permitted its schools to bring students back to school in accordance with the following timeline.

**Elementary Students Who Have Selected In-Person Learning**

Date	Students
Thursday, September 9, 2021	<ul style="list-style-type: none"> <li>• All Kindergarten Students in Group A*</li> <li>• All Students in Grades 1 – 8</li> </ul>
Friday, September 10, 2021	<ul style="list-style-type: none"> <li>• All Kindergarten Students in Groups A and B</li> <li>• All Students in Grades 1 – 8</li> </ul>

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

**Elementary Students Who Have Selected Remote Learning**

Date	Students
Thursday, September 9, 2021 – Friday, September 10, 2021	<ul style="list-style-type: none"> <li>• All Students in Kindergarten – Grade 8 will be contacted at least once and will be provided with additional information.</li> </ul>
Monday, September 13, 2021	<ul style="list-style-type: none"> <li>• All Students in Kindergarten – Grade 8 begin remote learning.</li> </ul>

## Appendix F Guidance for Physical Education (PE)

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.
- When the gymnasium is used, stagger scheduling of cohorts.
- 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.
- Ensure hand sinks in change rooms are equipped with liquid soap, paper towels, and a no-touch waste bin.
- Respect the physical distance of 2 metres between cohorts and as much distance as possible within a cohort (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.
- Open windows when feasible to increase ventilation

### Planning:

- Planned physical activities should support physical distancing.
- Review curricular outcomes and structure of the physical education class around the teaching of key expectations.

### Equipment and Gear:

- If shared equipment is used focus on frequent hand washing and respiratory etiquette.
- Clean and disinfect shared equipment as needed and depending on the type of equipment being used (e.g., weight machines may require routine cleaning and disinfecting, but not soccer or basketballs)

### Masking:

- High and low-contact activities are permitted indoors and outdoors as follows:
  - Masking is not required when playing high or low contact activities outdoors.
  - Masking is encouraged for indoor sports where they can be worn safely based on the activity.

The information found in this guideline is based on the Ministry of Education's [COVID-19: Health, safety and operational guidance for schools \(2021 2022\)](#) and in [Physical and Health Education \(PHE\) Canada's Return to School PHE Guidelines](#).

## Appendix G 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 [\*“Safe Singing and Playing in Ontario Music Programs Fall 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.

### Ministry of Education Guidance:

- Music programs are permitted in areas with adequate ventilation and singing and the use of wind instruments is permitted.
  - Use of wind instruments is permitted indoors within a cohort if a minimum distance of two metres or more can be maintained. As much distance as possible should be encouraged and use of large, well-ventilated spaces should be prioritized.
  - Use of wind instruments is permitted outdoors in mixed cohorts with distancing encouraged.
  - Singing is permitted indoors. Masking is encouraged but not required for singing indoors if a minimum distance of two metres can be maintained between cohorts and as much distancing as possible maintained within a cohort.
- If shared, proper sanitization of wind instruments must occur between use, following the manufacturer’s instructions on cleaning/disinfecting methods.

### Ontario COVID-19 Science Advisory Table Guidance:

- Large, well-ventilated spaces should be prioritized for activities where aerosols are likely to be generated outside of the school cohort (e.g., music room for choir and band practice, auditorium for woodwind and brass orchestra).
- For choir and orchestra in the moderate-risk scenario, instruction can be taken outdoors in smaller, well-spaced groups (weather permitting) or remain indoors with distancing, masking, low-volume singing, and materials for safe wind instrument playing.
- Students should be offered personal wind instruments, or instructed on proper sanitization of mouthpiece and instrument between uses.
- Where there are smaller practice rooms that may be difficult to properly ventilate, masks should be worn if possible or the room restricted to individual use.
- Plexiglass barriers are generally not recommended, as they have not been shown to reduce SARS-CoV-2 transmission and may in fact alter the airflow, leading to turbulence and recirculation in the room.

### General Considerations:

- Equip music rooms with hand hygiene supplies (a sink with liquid 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.

**Instrument Safety Considerations:**

The following instrument safety considerations include instruments that are currently being used face-to-face, in keeping with public health recommendations. 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.
- Do not release water keys directly onto the floor. Paper towels or disposable, absorbent pads must be provided to soak up the condensation from the water keys.
- NEVER share reeds.
- Allow for two metres of distance between each student. (Allow for 3 metres in front of trombone players).

***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 disinfected after each use, in the same manner as hand drums.
- Clean and disinfect shared equipment as needed (daily or twice daily if possible).

***Strings (including orchestral strings, guitar and ukele):***

- Isopropyl alcohol which is above 70% should only be used on the strings and unfinished finer 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 or a cloth that has been sprayed with disinfectant. Always unplug from the power sources before cleaning. Students should be provided with their own patch cord rather than sharing.

**Singing Recommendations:**

- Singing outdoors is the best option.
- All elementary students should wear masks while singing. For secondary students, mask wearing is encouraged but not required, if distancing of 2 metres between students can be maintained.

**Brass & Wind Instrument Recommendations:**

- Playing outdoors is the best option.
- At a minimum, a 2 metre distance between each student for wind instruments and a 3 metre distance in front of trombone players is required. Put as much distance between students as the space allows.
- Maximum of 60 minutes of active music making class (wind instrument playing or choral singing) outside, or 30 minutes inside with 2-3 air exchanges between each indoor class and/or use of HEPA filters. Consult with the plant department to determine the time required for this to occur.
- Empty spit valves onto a disposable, absorbent material and then discard 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 [Safe Singing and Playing in Ontario Music Programs Fall 2021](#).



## Appendix H COVID-19 Illness and Outbreak Protocol

### Outbreak Assessment

Once a student or staff member has presented with a new or worsening symptom(s) 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 must don a mask if not already wearing one, isolate themselves from others and return home. If they cannot leave immediately, they must 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. If the staff member has children in school, the children may be required to leave school and self-isolate, dependant on their vaccination status.
- 2) If a student becomes sick while at school, they must be immediately isolated and family members contacted for pick-up. If the symptomatic student has siblings in the school, they are not required to be in the isolation room if they do not have any symptoms; however, they may need to go home with their sibling to self-isolate, depending on their vaccination status. 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 eye protection, gloves and a gown, in addition to the medical mask they are already wearing. The gloves and gowns are 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. While in the isolation room, the sick student should be kept at a minimum of 2 metres from all others. This may be achieved by using such items as physical barriers and floor markers. 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. If possible, open a window in the isolation room while in use to increase ventilation of the space. Once the sick student has been picked up, the staff member who had contact with the student must properly doff and dispose of their PPE (e.g., gown, mask and gloves), disinfect their eye protection and perform hand hygiene.

- 3) All items used by the sick person must be cleaned and disinfected by the cleaning staff. Cleaning staff must wear a surgical/procedure mask and eye protection while cleaning and disinfecting the isolation space and if possible, open a window to increase ventilation of the space. Only items that can be cleaned and disinfected should be allowed in the isolation room (e.g., no puzzles, books).
- 4) School principals have a duty to report confirmed cases of COVID-19 under the Health Protection and Promotion Act. The principal must contact their local public health unit to report if they have attendance concerns within their school community (e.g., exceeds 10% likely due to COVID-19 symptoms or influenza like illness). If the principal becomes aware of a probable case of COVID-19, they should

contact their local public health unit, through the public health nurse aligned to their school. 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 the total number of staff and students, all absences and any confirmed cases within their school community to the Ministry using the online reporting tool.

- 5) 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 the instructions.

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	Lady Dunn Health Centre 705-914-1114
	White River	Lady Dunn Health Centre 705-914-1114
Porcupine Public Health Unit	Hornepayne	Hornepayne Community Hospital 807-868-2442 ext. 5230
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 ext. 4500

Enforce enhanced screening measures among children and staff (e.g., more frequent monitoring of staff/children throughout the day). Please refer to the online COVID-19 School Screening tool ( <https://covid-19.ontario.ca/school-screening/> ).

## Exclusion

Students or staff with any new or worsening symptom(s) of COVID-19, regardless of their vaccination status, (refer to the [COVID-19 School Screening](#) tool) must stay home until their symptoms are improving for 24 hours or are symptom free for 48 hours for vomiting, diarrhea or nausea symptoms AND:

- They receive a negative COVID-19 test result; or
- They receive an alternative diagnosis by a health care professional; or
- It has been 10 days since their symptom onset and they are feeling better.

### *COVID-19 Vaccine Side Effects:*

Staff and/or students are able to attend school if they or anyone in their household got a COVID-19 vaccine in the last 48 hours and is experiencing any of the following symptoms that are mild and only began after vaccination:

- Headache
- Fatigue (extreme tiredness)
- Muscle aches
- Joint pain

## Isolation Requirements for Household Contacts

- **All unvaccinated household contacts** (including those with no symptoms) of the symptomatic student or staff are required to self-isolate until the symptomatic student or staff member receives a negative COVID-19 test result or an alternative diagnosis by a health care professional.
- If the student or staff with symptoms does not seek COVID-19 testing, all unvaccinated household contacts must self-isolate for 10 days from their last contact with that symptomatic individual.
- All vaccinated household contacts of the symptomatic student or staff are not required to self-isolate and can continue to attend school/work.

### Individuals who are tested for COVID-19

- The student or staff member and their unvaccinated household contacts must remain in self-isolation at home while waiting for the results of the test and cannot attend school in person. This means that they cannot attend school while they are waiting for the results, should not have any visitors, and should

avoid close contact with other members of the household. All vaccinated household contacts of the symptomatic student or staff are not required to self-isolate and can continue to attend school/work.

- If the student or staff member is tested because of symptoms and the COVID-19 test is **negative**, they are able to return to school if they do not have a fever (without medication), their symptoms have been improving for at least 24 hours or are symptom free for 48 hours for gastrointestinal symptoms (nausea/vomiting/diarrhea), they have had no contact with a confirmed case of COVID-19 and they have not been advised by a health care provider or public health to self-isolate. Documented proof of the negative test result is not required for students to return to school. Staff members are directed to contact HR for further instructions.
- If the COVID-19 test is **positive**. The local public health unit will connect with the staff member or student and their high risk contacts to provide direction. They will not be able to return to school until clearance from the local public health unit has been received.

Individuals who are not tested for COVID-19:

- If the symptomatic staff or student does not seek COVID-19 testing, they must isolate for 10 days from the onset of their symptoms. After 10 days, the staff member or student can return if they do not have a fever (without using medication) and it has been at least 24 hours since symptoms started improving or symptom free for 48 hours from vomiting, diarrhea or nausea symptoms. All unvaccinated household contacts must self-isolate for 10 days from their last contact with the symptomatic individual.
- All vaccinated household contacts of the symptomatic student or staff are not required to self-isolate and can continue to attend school/work.

**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 (or other visitors) 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). Attendance records, class lists and seating charts, lists of accessed common spaces in the school, lists of any contacts outside of the student's cohort, before- and after- school child care lists, transportation lists and seating charts, up-to date contact information for parents, staff and students 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 high-risk contacts.

### **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 and audit cleaning/disinfecting to identify any deficiencies.
4. Review screening procedures and communicate to parents the importance of screening children daily for symptoms and keeping ill children at home.
5. Students and staff must continue frequent hand hygiene.
6. Review staff training on proper PPE use.

### **Management of Cases in Multiple Cohorts**

Whole school closure will be considered if there is evidence of potential widespread transmission within the school. Assessment will be made in consultation with public health.

### **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 associated with the initial exposed cohorts with tests pending.

Refer to the Ministry of Education's [COVID-19 Guidance: School Case, Contact, and Outbreak Management](#) for detailed instructions and information.

**Appendix I**  
**Withdrawal Notice for COVID-19 Symptom(s) and Return to School Form**

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 symptom(s) that your child displayed while at school:

**Symptoms:**

<input type="checkbox"/> Fever and/or chills	<input type="checkbox"/> Cough or barking cough (croup)
<input type="checkbox"/> Shortness of breath	<input type="checkbox"/> Decrease or loss of taste or smell
<input type="checkbox"/> Nausea, diarrhea and/or vomiting	

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

If there are any symptoms checked (and it is new or worsening and not related to other known causes or conditions or recent COVID-19 vaccination):

- Your child must stay home and all household members who are not fully vaccinated must isolate (stay home) and not leave except to get tested or for a medical emergency.
- Contact your community's COVID-19 assessment centre or your child's health care provider to arrange for an appointment.

**Next steps:**

- **A COVID-19 swab is completed.** Your child and all household members who are not fully vaccinated must remain in self-isolation at home while waiting for the results of the test and cannot attend school in person. This means that they cannot attend school while they are waiting for their results, should not have any visitors, and should avoid close contact with other members of the household.
  - **Your child's test is negative.** They are able to return to school if they have no fever (without medication), their symptoms have been improving for 24 hours or symptom free for 48 hours for vomiting/diarrhea and they have not been advised to self-isolate by a health care provider or public health (or from the COVID Alert app if they have their own phone). Documented proof of the negative test result is not required to return to school.
  - **Your child's test is positive.** Your local public health unit will connect with you and provide direction. Household members must also isolate and further direction will be provided by the

local health unit. They will not be able to return to school until clearance from the local public health unit has been received.

- **A COVID-19 swab is not completed.** Please note, COVID-19 testing is strongly recommended for any child who has symptoms. It is the most reliable way to tell if a person has COVID-19 at this time.
  - If you CHOOSE for your child not to get tested for COVID-19, your child must not return to school until after 10 days from the beginning of their symptom(s), must have no fever (without medication) and have improving symptoms for at least 24 hours or symptom free for 48 hours for vomiting/diarrhea.
  - If a health care professional assesses your child and does NOT recommend a COVID-19 test based on their clinical assessment, your child may return to school when there is no fever (without medication) and symptom(s) are improving for at least 24 hours or symptom free for 48 hours for vomiting/diarrhea.

We all have a part to play in preserving the capacity of our local health care system, especially during cold and flu season. To make sure those who need urgent medical care can get it quickly in our communities, please avoid unnecessary visits to the emergency department or to primary care clinics. Remember, COVID-19 testing at your local assessment centre is the most reliable way to tell if a person with symptoms has COVID-19.

If you have any questions about COVID-19, please contact your local public health unit.

Sincerely,

Principal



### Return to School Confirmation Form

Please complete this form to confirm that your child is healthy and able to return to school. Check the appropriate box. By adding your signature, you are verifying that the information is true. Return the completed form to your child's principal. **Please note: your child will not be able to return to class unless they return this form.**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

***My child was sent home from school or was kept home because of a COVID-19 symptom that was new or worsening, not related to known causes or conditions or recent COVID-19 vaccination. My child's symptoms have been improving for 24 hours or is symptom free from vomiting, diarrhea or nausea symptoms AND:***

- My child had a COVID-19 test, and it was negative.
- A health care provider has confirmed that my child has an alternative diagnosis.
- My child has completed the 10-day self-isolation period since their symptom(s) started.

***My child was sent home from school or was kept home because they are an unvaccinated household contact of an individual with a symptom(s):***

- The household contact who had symptom(s) had a COVID-19 test and it was negative.
- The household contact who had symptom(s) received an alternative diagnosis by a health care professional.
- My child has completed the 10-day self-isolation period since their last contact with the household member who had the COVID-19 symptom(s).

**I declare that my child is well and is able to return to school.**

Parent/Guardian Name: \_\_\_\_\_ (please print)

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix J 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.

<b><i>Grade Level of Students</i></b>	<b><i>Daily Minimum Synchronous Learning Time Requirement*</i></b>
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 K**  
**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:

<b>Grade Level of Students</b>	<b>Daily Minimum Synchronous Learning Time Requirement*</b>
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 L

### 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](http://www.hscdsb.on.ca).





## Appendix M

### 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](http://www.hscdsb.on.ca).



## Appendix N 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.

## MEMO

**TO: All Permanent and Casual Carestaff**

**FROM: Steve Brown, Manager of Plant Services**

**DATE: August 27, 2020**

**RE: Enhanced Cleaning for COVID-19**

---

As we all prepare for the return of staff and students to our buildings, enhanced cleaning and disinfecting will be paramount in keeping all of us safe. To assist us with this huge task, additional cleaning staff will be added to cover the 10:30 a.m. – 2:00 p.m. period when elementary Carestaff are not normally in the building. A list of cleaning responsibilities for that new shift is attached. As well, new protocols for performing, tracking, and completing these tasks will be implemented. Supervisors (either Caretaker Supervisors or School Principal and Vice Principals) will be actively involved with ensuring that you are provided with the necessary support, supplies, and personal protective equipment (PPE).

Also attached you will find a new Standard Operating Procedure (SOP), specific to COVID-19, for disinfection of high touch areas, as well as a list of those areas. Many of the areas that you clean on a daily basis fall under the high touch area category, the difference now being that these surfaces must be disinfected and disinfected several times daily. As you all know Oxivir 5 can be used for cleaning and disinfection in one step.

We are also attaching a guideline for enhanced cleaning practices and a sample cleaning log, which will assist with tracking the cleaning/disinfecting tasks as per Ministry of Education guidelines. We are working on building specific log sheets that will identify the areas that require the enhanced and more frequent cleaning and will distribute those to you before the first day of classes on September 8<sup>th</sup>.

Lastly, we have attached a “COVID-19 – Protocol for Cleaning” guideline which details required cleaning procedures for Isolation Rooms (rooms where individuals who are sick or exhibiting symptoms of COVID-19 are taken) and classrooms utilized by Before and After school programs. With regards to the Before and After classroom, if one of these rooms falls within your area of responsibility, your supervisor will be in touch with you regarding the schedule for cleaning this room. As for the COVID-19 Isolation room, you may be called upon by the Principal or VP at any time to tend to this room.

As you have heard over and over, these are unprecedented times, and we appreciate the effort that we know you will put forth in keeping our buildings clean, safe and disinfected. Expect more communication and changing procedures as we work through this pandemic. Information and guidance is being provided daily by Public Health Units and Ministry of Education, and we must all adapt as that information comes to us.

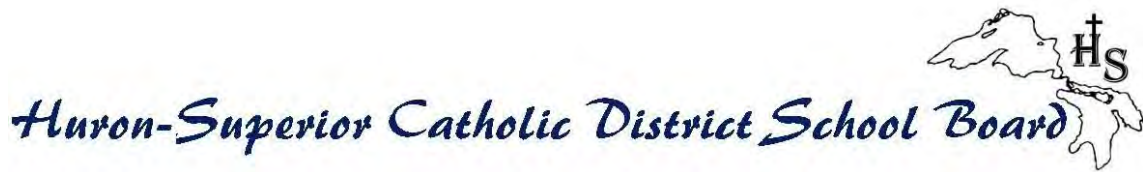
Please contact one of your supervisors if you require further clarification or direction regarding any of the procedures.

SB/fm

### Attachments

cc: All Principals, All Vice-Principals, Greg Sicoly, Ashley Tombari, Rosanne Zagordo  
Senior Team, Tony Bruno, Darcus Wyslocky, Dave Coccimiglio





**COVID-19 EXTRA CLEAN  
10:30 AM - 2:00 SHIFT**

**Please clean and disinfect the following areas as per the attached “Enhanced Cleaning Practices”. Tasks are to be completed in the order listed.**

- **All washrooms**
- **All drinking fountains/bottle filling stations**
- **All entrances**
- **Lockers, handrails, elevators**
- **Staff room (when not occupied)**
- **Main office and principal office door handles**

**Please fill out the log sheet after completion of each task.**

**Time permitting;**

- **sweep halls**
- **clean unoccupied rooms**
- **clean doorways in winter**
- **check schoolyard for garbage**

**CHECK WITH PRINCIPAL OR SUPERVISOR FOR  
OTHER DUTIES.**

# Procedures Manual

<b>Document</b>	<b>05-01-34</b>
<b>Section</b>	<b>General Cleaning/Disinfecting</b>
<b>Subject</b>	<b>Cleaning Procedure</b>
<b>Topic</b>	<b>COVID-19 Disinfection of High-Touch Areas</b>

Products Pre-diluted Approved Cleaning Solution (Oxivir 5)

Equipment Cleaning Cloth or Micro-Fiber Cleaning Kit  
Scratch Pad  
Pail of Lukewarm Water with Cleaning Solution (Oxivir 5)  
Spray Bottle with Approved Cleaning Solution (Oxivir 5)  
Extendable Poles

### Procedure

1. Using the spray bottle with the approved cleaning solution, apply product to cleaning cloth.
2. Wipe area to be cleaned.
3. Rinse cloth in rinse pail and wipe down.

### Safety Precautions

- ▷ Walk around an object to avoid over reaching.
- ▷ Place one hand on the surface to support the torso.
- ▷ Use extendable pole (flat mops, Woolly Wonder, etc...) to minimize reaching and wrist bending.
- ▷ Use the hand over hand method to wring out rags.
- ▷ Walk and use the body to move the tool & exert force.
- ▷ Let cleaning solution sit and activate.
- ▷ Use scratch pads to minimize force for scrubbing.
- ▷ Cut cloths to hand size.
- ▷ Clean in small sections – do not over-extend.
- ▷ Alternate hands.

# Huron-Superior Catholic District School Board

## ENHANCED CLEANING PRACTICES

**Enhanced cleaning measures will be implemented at least twice daily to slow or stop the spread of COVID-19. During these times, carestaff priority will be on cleaning and disinfecting surfaces and objects, seen below, that are touched often:**

<p><b>EXTERIOR &amp; INTERIOR DOORS</b></p> <ul style="list-style-type: none"> <li>➤ Door handles and crash bars</li> <li>➤ Push plates and push areas above door handles and crash bars (both sides)</li> </ul>	<p><b>LOCKERS, HANDRAILS AND ELEVATORS</b></p> <ul style="list-style-type: none"> <li>➤ Outside of lockers</li> <li>➤ Staircase handrails</li> <li>➤ Guardrails</li> <li>➤ Elevator pushbuttons</li> </ul>	<p><b>REFILLABLE WATER STATIONS</b></p> <ul style="list-style-type: none"> <li>➤ Handles, knobs and pushbuttons of refillable water stations or bottle fillers</li> <li>➤ Drinking fountains NOT in service</li> </ul>	<p><b>WASHROOMS</b></p> <ul style="list-style-type: none"> <li>➤ Countertops, faucets, sinks</li> <li>➤ Toilet and urinal flush buttons or handles</li> <li>➤ Toilet stall locking mechanisms, pulls and areas around (both sides)</li> <li>➤ Soap/paper dispensers</li> <li>➤ Hand dryers</li> </ul>
<p><b>LIBRARIES AND COMPUTER LABS</b></p> <ul style="list-style-type: none"> <li>➤ Light switches</li> <li>➤ Cabinet handles</li> <li>➤ Countertops and desktops</li> <li>➤ Keyboards, mice and monitor power button</li> <li>➤ Touchscreens and lid edges of copiers/printers</li> <li>➤ Telephones</li> </ul> <p><b><u>LIBRARIES NOT USED AT THIS TIME</u></b></p>	<p><b>STAFF ROOMS</b></p> <ul style="list-style-type: none"> <li>➤ Light switches</li> <li>➤ Cabinet handles</li> <li>➤ Faucets, sinks</li> <li>➤ Appliance handles</li> <li>➤ Countertops</li> <li>➤ Tables</li> <li>➤ Chairs</li> <li>➤ Keyboards, mice and monitor power button</li> </ul>	<p><b>CLASSROOMS</b></p> <ul style="list-style-type: none"> <li>➤ Light switches</li> <li>➤ Cabinet handles</li> <li>➤ Teacher's chairs (top back and arm rests)</li> <li>➤ Student chairs and stool (top back and sides)</li> <li>➤ Desks and tables</li> <li>➤ Faucets, sinks, countertops</li> <li>➤ Telephones, keyboards, mice and monitor power button</li> <li>➤ Soap/paper dispensers</li> </ul>	<p><b>RECEPTION AND OFFICES</b></p> <ul style="list-style-type: none"> <li>➤ Countertops and desktops</li> <li>➤ Light switches</li> <li>➤ Cabinet handles</li> <li>➤ Copiers/printer touchscreens and lid handles</li> <li>➤ Telephones, keyboards/mice and monitor power button</li> </ul>
<p><b>OUTDOOR SPACES</b></p> <ul style="list-style-type: none"> <li>➤ Playground equipment cleaned with soap and water</li> </ul>	<p><b>CHANGEROOMS</b></p> <p><b><u>OFF LIMITS UNLESS AUTHORIZED</u></b></p>		<p><b>CAFETERIA</b></p> <p><b><u>NO CAFETERIA SERVICES OPERATING</u></b></p>

**EXCEPTIONS: shop equipment, kitchen equipment, furniture (other than listed above), books**

**CHILDCARE SPACES: providers are required to clean the tables, counters, toys and chairs. After the centre is closed, carestaff are responsible for replenishing supplies and disinfecting all high touch areas as dictated in the guidelines above.**





## **COVID-19 PROTOCOL FOR CLEANING SPECIAL AREAS**

### **Isolation Area**

**According to Ministry guidelines, after a sick person leaves the area, it needs to be cleaned and disinfected. This includes all items used by the individual and all surfaces within 2 metres of the ill person. In addition, hallways, or rooms where the individual had passed through must have to be cleaned and disinfected.**

### **Before and After Room**

**Immediately following dismissal, the classroom is to be cleaned and disinfected as per the attached enhanced cleaning practices.**



# Huron-Superior Catholic

DISTRICT SCHOOL BOARD

## International Student Pre-Departure and Arrival Guide



**A Guide to a Safe and Healthy Journey to Learning**

September 2021

# Table of Contents

Important Contact Information .....	3
Introduction .....	4
Definitions .....	5
Pre-Departure .....	6
Transit Plans .....	8
Arrival Plans .....	11
ArriveCAN App .....	12
Airport / Flight: Best Practices .....	14
Arriving in Canada .....	15
Self-Isolation / Quarantine .....	16
What to do During Self-isolation .....	19
Covid-19 Test Arrangement During Quarantine .....	19
Post Quarantine .....	20
Resources .....	22

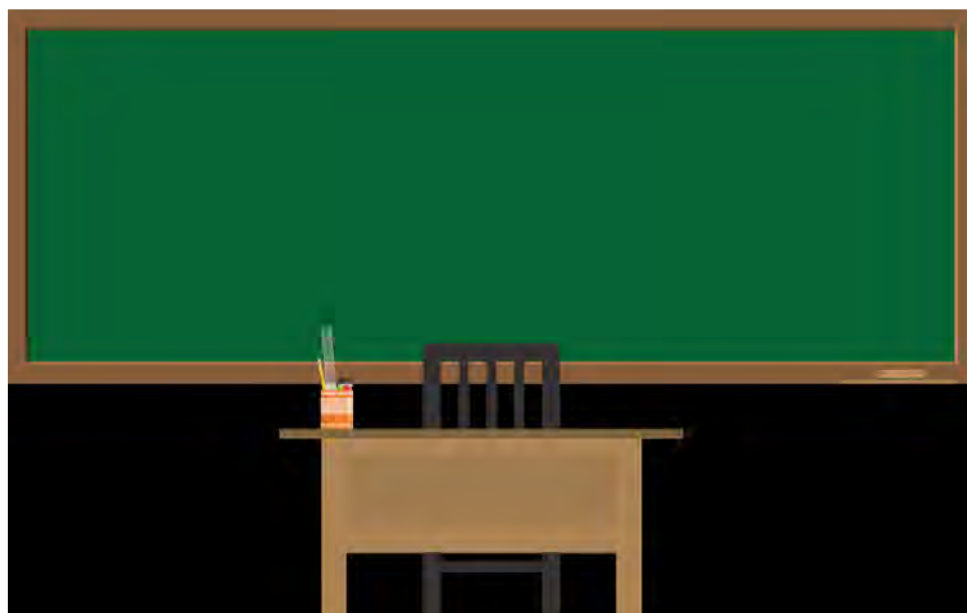
# Important Contact Information

Darren and Diana Vaughan  
CANASIAN Academic Adventures  
(705) 257-9445  
[study.canasian@gmail.com](mailto:study.canasian@gmail.com)

Colleen Hannah  
Principal, St. Mary's College  
(705) 255-8076  
[colleen.hannah@hscdsb.on.ca](mailto:colleen.hannah@hscdsb.on.ca)

Karen Biocchi  
Executive Assistant to the Director of Education  
(705) 945-5600  
[directors\\_office@hscdsb.on.ca](mailto:directors_office@hscdsb.on.ca)

Huron-Superior Catholic District School Board  
90 Ontario Avenue  
Sault Ste. Marie, ON  
P6B 0E3  
(705) 945-5400  
[frontdesk@hscdsb.on.ca](mailto:frontdesk@hscdsb.on.ca)





# Introduction

Welcome to Canada! Welcome to Sault Ste. Marie, and welcome to the Huron-Superior Catholic District School Board (HSCDSB)! We are very happy that you will be joining our HSCDSB family this year and, above all, we wish you great success during your studies and as you make new friends in class, sports, school activities, and homestay.

As you can understand, because of the COVID-19 pandemic, we need to alter our travel and arrival protocols for all students. This guide has been designed to provide you with important information to prepare you for your arrival to Canada and inform you of the new protocols to follow in order to ensure the safety of everyone involved in your program. Please take some time to review the information in this package and make sure to ask for help with any part you don't understand. This is important because, by not following this protocol, students may be denied entry into the country. Government authorities may also fine students for non-compliance in certain situations. In addition, your school principal or other board administrator may refuse to grant you permission to start classes if you do not adhere closely to these required guidelines.

Please know that our top priority is the health and safety of all our students, staff, host families, schools, and communities. We are obligated to follow the regulations and recommendations of the Canadian and Ontario governments, as well as Algoma Public Health (APH).

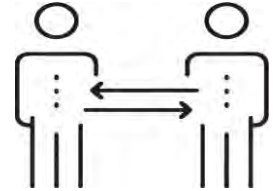


# Definitions

Below you will find COVID-19 terms that you should become familiar with prior to your arrival:

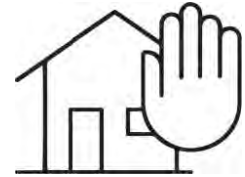
## Social / Physical Distancing

Keep at least two metres between you and others. Avoid crowded spaces and places and wear a mask if you must be in those places.



## Self-Isolation and Quarantine

Stay in a place in isolation to prevent exposing others or yourself to COVID-19.



## Self-Monitoring

Check your health for symptoms of COVID-19. Let your parents or host family know of any health-related issues you are experiencing.



## Household

A group of people with whom you do not need to practice physical distancing. You should limit close contact to people living in your own household. You must keep two metres of physical distance from people outside of your household.



## Public Health Unit

Ontario's public health units offer healthy living programs and disease prevention information to all members of the community. In Sault Ste. Marie, Algoma Public Health (APH) provides advice and rules that align with those of the provincial and federal governments.



# Pre-Departure

Here are a few important tips and steps for you before you leave your home to come to Canada.

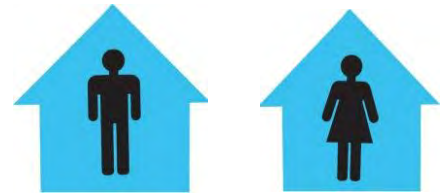
## Communication and Relationship Building

Contact your host family to get to know each other. A video chat using a digital platform is probably the best way since your parents can also join in. Remember to exchange emails and cell phone numbers with your host family and make sure to enter the phone number of the people listed on the Important Contact Information into your contact list.



## Household Self-Isolation

Before you leave your home country to come to Canada, it is recommended that you self-isolate in your home for two weeks prior to your departure and only interact with your family during that time.



## Medical Check / Testing

You should request or obtain a letter or health certificate from your doctor within 72 hours before departure, confirming that you are healthy and it is safe for you to travel. You will be required to get a COVID-19 test. Bring the letter and test results, if applicable, when you go through immigration and remember to bring a copy to your school for registration time. We also strongly recommend that you self-isolate for 14 days prior to your departure date.



## Packing

We strongly recommend **packing a separate bag for your quarantine period**. This bag should be packed into the check-in baggage. Include the following in your quarantine bag:

- Sufficient clothing for 14 days during quarantine
- Personal hygiene products (e.g., soap, toothpaste)
- 7-10 disposable face masks or 5 cloth face masks
- Thermometer
- One box of disposable gloves
- Prescribed medication

Include the following items in your **carry-on bag**, which you will bring with you on the plane:

- Passport
- Study permit or immigration letter (if you already have one)
- Custodianship documents
- Letter of acceptance
- Your school transcripts (translated to English)
- Record of immunization (vaccination)
- Host family profile with contact information
- Support for travelers self-isolation plan form
- Change of clothes and some snacks
- Two or more non-medical facial masks stored in plastic sealed bags
- Travel-sized bottle of hand sanitizer
- Travel-sized disinfectant wipes
- Two changes of clothing
- Battery/phone charger
- Cell/mobile phone with available data
- Laptop or tablet
- Necessary chargers and adapters for Canadian electric outlets
- Personal hygiene products

**Remember: do not pack liquids (e.g., bottles of water).**



# Transit Plans

You must board your flight symptom free. Prior to departure, you must monitor and report any symptoms. Please complete the checklist below before boarding your flight.

**Important: Avoid the use of fever-reducing medicines (e.g., acetaminophen, Tylenol, ibuprofen, Advil) as much as possible. Fever-reducing medicines could hide early symptoms; if these medicines must be taken, speak with your health care provider.**

## COVID-19 Symptom Monitoring Questionnaire

We recommend using the same questionnaire to monitor symptoms prior to departure and during your travel into Canada. Your homestay contact will ask the following questions from the provincial government daily for the 14-day period of your quarantine or isolation period.

**Screening questions**

**1. Is the student/child currently experiencing any of these symptoms?**  
The symptoms listed here are the symptoms most commonly associated with COVID-19. Our guidelines for children and adults continue to evolve as we learn more about COVID-19, how it spreads, and how it affects people in different ways.

Choose any/all that are new, worsening, and not related to other known causes or conditions they already have.

---

**Fever and/or chills**  Yes  No  
Temperature of 37.8 degrees Celsius/100 degrees Fahrenheit or higher and/or chills

---

**Cough or barking cough (croup)**  Yes  No  
Continuous, more than usual, making a whistling noise when breathing (not related to asthma, post-infectious reactive airways, or other known causes or conditions they already have)

---

**Shortness of breath**  Yes  No  
Out of breath, unable to breathe deeply (not related to asthma or other known causes or conditions they already have)

---

**Decrease or loss of taste or smell**  Yes  No  
Not related to seasonal allergies, neurological disorders, or other known causes or conditions they already have

---

**Nausea, vomiting and/or diarrhea**  Yes  No  
Not related to irritable bowel syndrome, anxiety, menstrual cramps, or other known causes or conditions they already have

---



**While in transit to the airport, in airports and during the flight(s), you must:**

- Wear a mask.
- Practice physical distancing (i.e., a minimum of two metres from others when possible).
- Wash your hands frequently and avoid touching your face.
- Use hand sanitizer regularly and as necessary, particularly before eating.
- Sanitize personal space and high-touch areas (e.g., armrests, seat belts, tray tables, screens).
- Minimize trips to the washroom and flush the toilet with the seat cover down.
- Touch as few surfaces as possible.
- Keep your mobile phone charged and if using it throughout the flight to watch movies or play games, clean it with a disinfecting wipe frequently.
- Bring some food with you, since restaurants or stores may be closed.
- Bring a refillable water bottle.
- Monitor and report symptoms to your homestay family.

**If you develop symptoms prior to travel:**

- Most airlines around the globe, including those in Canada, prevent anyone with symptoms from boarding a flight. In the event that the air operator observes that you have COVID-19 symptoms or that your response to any of the questions on the health check indicates a need to deny boarding (including refusing to answer the questions), then the air operator will be required to refuse to board you. You will be prevented from travelling for a period of 14 days or until a medical certificate is presented, confirming that the symptoms exhibited are not related to the COVID-19 virus.
- In this case, you are required to contact the public health authorities in your home country and your homestay immediately afterwards. The result may include postponing your departure date.



## Arrival in Canada at the Airport

Once you arrive in Canada, please follow airport staff instructions in order to maintain physical distancing from the airline to the immigration area.

To ensure a smooth process, we recommend you have these documents in your hands before leaving the plane:

- ArriveCAN App open – **Open to your confirmation receipt page on your app (or the screenshot of it on your phone) to present to the CBSA**
- Passports
- Letter from Canadian Embassy showing confirmation of your Entry Visa / Study Permit - **Do not leave without showing this, or you will not receive the actual permit stapled into your passport.**
- Custodianship Letter
- Quarantine Host Family Information or VFR Information (if applicable)
- Permanent Host Family Profile

A Canadian Border Service Agent (CBSA) and the Quarantine Office will meet with you and review and confirm you understand all contents of the documentation. After the screening process, please store all important documents in your carry-on bag. At this time, please text your homestay contact to confirm that you have arrived and passed the screening.

After you have passed immigration, go to the BAGGAGE area. Be sure that you retrieve ALL your luggage. If your luggage is missing or damaged, you must submit a Lost Baggage Claim before leaving this area. Airport personnel can assist you.

Pick up your luggage, clear customs, and follow the signs to exit to the Arrivals Hall for each airport. Direct airport to quarantine homestay transfer by the homestay contact is mandatory for all students. The homestay contact will welcome you with a sign.

**IMPORTANT:** Do NOT leave the arrival area or the airport until you have been greeted by your homestay contact. Do get something to eat or sightsee around the airport while you are waiting.

# Arrival Plans

Before you leave your home country, you must complete the mandatory **Self-Isolation Plan**, using the form provided to you by your Homestay Contact. Please email your completed form to your school principal before you travel to Canada and remember to bring a copy with you together with the documents mentioned in the previous section. In addition to this step, you must also download the new **ArriveCAN app** from the Government of Canada, since you will be asked to show your information to an immigration office at your point of entry.

## **If you develop symptoms upon arrival:**

You are required to immediately contact your homestay contact at the emergency number provided. Your homestay contact will follow government guidelines and notify public health authorities. Upon their advice, your homestay contact will arrange for the appropriate measures to support the situation.

Should you be asked to isolate, your homestay contact will work with the public health authorities to determine the best support plan in keeping with the Quarantine Act. Depending on your quarantine scenario, homestay staff will be instructed on the transfer procedures. **There will be no stopovers permitted and it will be a direct transfer from the airport to your quarantine location.** After meeting homestay staff, please wait to be instructed on the transfer / shuttling procedures.

## **Please remember that you will be required to do the following:**

- Change your mask with a new one prior to departure from the airport.
- Load your own luggage into the vehicle.
- Sit in the back seat and at a distance from other passengers in the vehicle.
- If it is a nice day, please open the car windows.

## **Self-Isolation Plan**

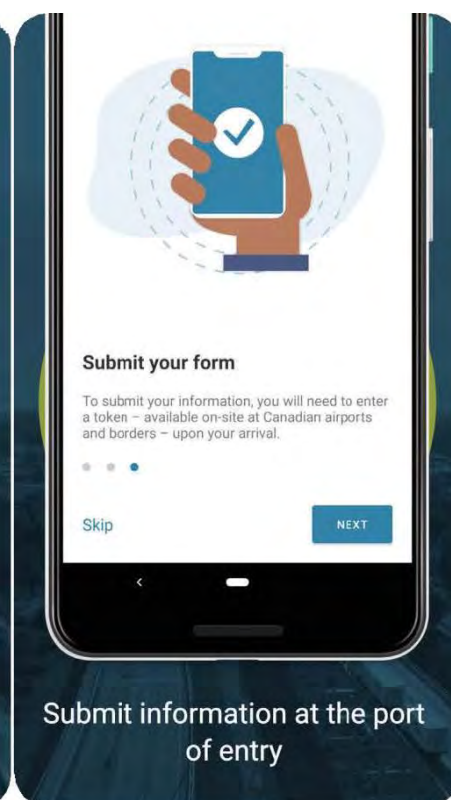
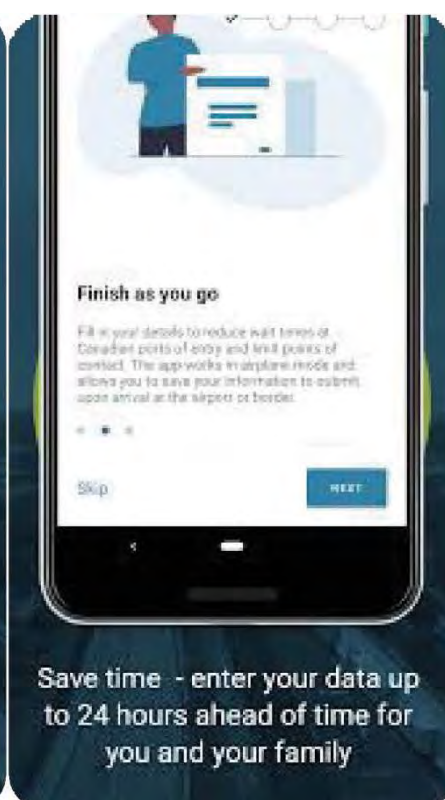
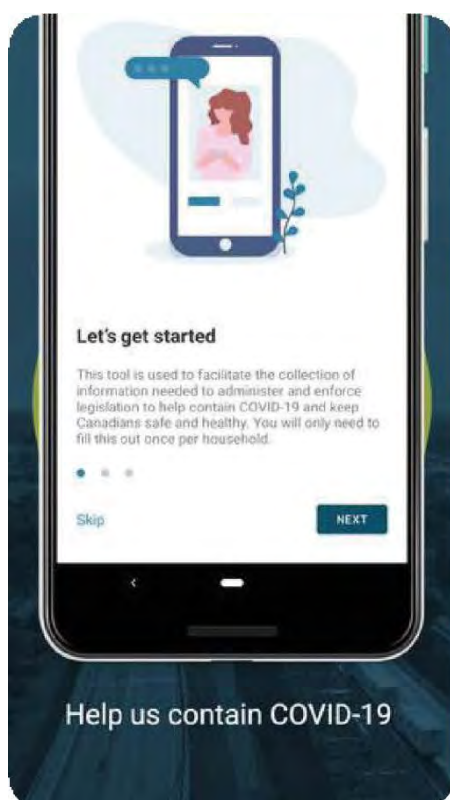
Before you leave your home country, it is very important that you provide your self-isolation plan to your homestay contact. When you arrive at the airport in Canada, the government immigration officer *may* ask you to show proof of your plan, so you should present this form, with all information in it correct. HSCDSB will have received your emailed copy of the form earlier, so our staff will be able to make sure the information is correct in advance of your trip. Provide a copy of your self-isolation plan to your homestay contact. Print a copy to bring with you in your carry-on bag and keep a copy of it on your phone.



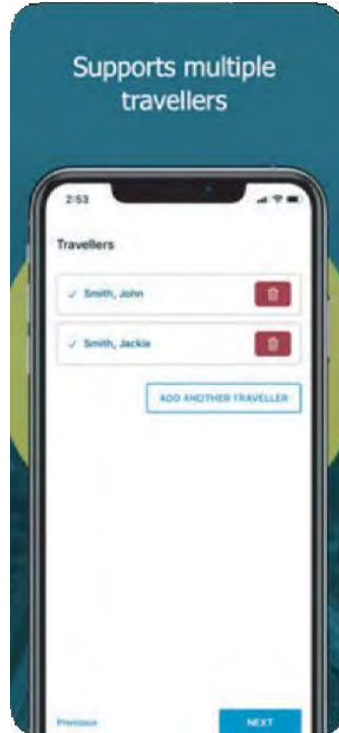
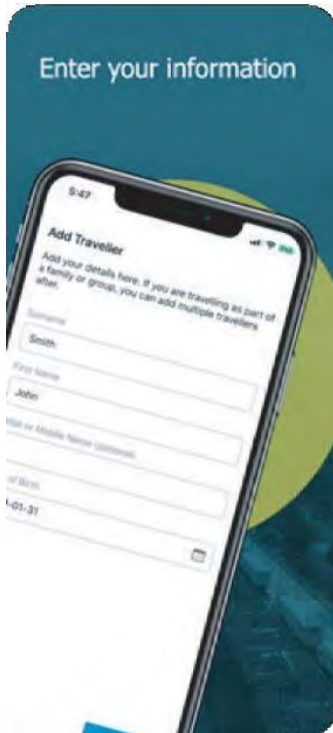
# ArriveCAN App



The ArriveCAN App can be accessed at <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/latest-travel-health-advice.html#ua>



Below are the steps to set up the app, once you start the download:



# Airport / Flight: Best Practices

The following are essential reminders to review with your family prior to your trip to Canada. Here are a few more to add to your list to help you arrive safe and healthy:

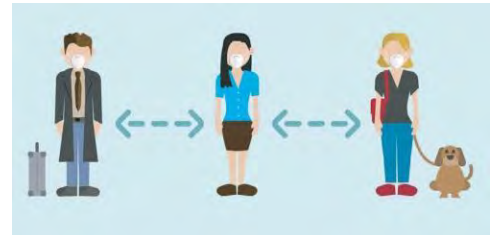
## Wearing a Mask / Hand Washing

Remember to wear a mask at all times. Wash your hands before you board the airplane and bring hand sanitizer to use as often as you can during the journey.



## Practicing Social Distancing

It is important to try to keep your distance from other people. You should try and keep at least two metres away from other people as much as possible. When that is not possible, make sure to have your mask on.



## Keeping Safe

Keep your cell phone charged in case you need to contact your host family. Bring some snacks in your carry-on bag because the restaurants in the airport may not be open or there might be long lines.

When you get to your airplane seat, remember to wipe down your area, especially the TV screen, if there is one, the folding table and armrests. Don't be embarrassed; everyone is doing this right now.



# Arriving in Canada

Congratulations! You finally made it to Canada! We are sure you are excited to begin your Canadian experience in Sault Ste. Marie with the Huron-Superior Catholic District School Board.

As you get ready to go through Canadian immigration, remember to do the following:

- Text your host family or homestay coordinator when you land so they know you have arrived.
- Have a copy of your LOA – Letter of Acceptance -- from the Huron-Superior Catholic District School Board or St. Mary's College.
- Have a copy of your host family profile.
- **Very important!** Don't forget to get your paper copy of the Study Permit from the immigration officer if you are coming for more than six months of study.
- Meet the person picking you up on the other side of the arrivals gate (homestay coordinator) at the spot you decided with them ahead of time.



# Self-Isolation / Quarantine

## Government Rules and Communication

You made it through the airport and now are heading to your new home! In Ontario, everyone is working hard to keep COVID-19 manageable. We do this by following some important rules from the Government of Canada. When you get to your new home, **you must self-isolate for 14 days.**

## Quarantine Homestay Instructions

All international students must follow the mandatory quarantine requirements for travelers as outlined in the Quarantine Act and on the Government of Canada website [Government of Canada Mandatory Quarantine Instructions](#). Violation of the Quarantine Act will result in penalties set by the Government of Canada.

Upon arrival, you are to go directly to your place of quarantine without delay and stay there for the duration of your quarantine. You also must:

- Practice physical distancing at all times.
- Avoid stops and contact with others while in transit to quarantine. This means:
  - Using a private vehicle, if possible.
  - Remaining in the vehicle as much as possible.
  - Paying at the pump for gas and using drive-through options when you need food.
- Wear a suitable non-medical mask or face covering **at all times** unless you are alone in a private vehicle.
- Arrive at your place of quarantine within 48 hours after entering Canada.
- Complete your **COVID-19 symptom self-assessment** every day until the end of your quarantine.

## Arrival at your [Quarantine] Host Family

### Initial Arrival

Your host family will welcome you with their house door and your room door open. Please use the disinfectant wipes provided by your homestay staff and sanitize your belongings before entering the home. You will then be provided hand sanitizer and your host family will guide you to your room while maintaining physical distancing and wearing a mask. Please unload and carry your own suitcase to your room.



## Room Setup

Before taking off your mask, please complete a settling-in checklist that will be provided by your host families in your room. The checklist will include:

- Change clothes and put them in a designated laundry bag.
- Disinfect all surface areas in the room.
- Review the room's inventory.
- Understand the bathroom protocols.
- Understand host family regulations.
- Create a study station.
- Connect to and/or troubleshoot wifi connections.
- Update your ArriveCan App to confirm your arrival.
- Download the Canada COVID-19 Support App.
- Unpack and get settled in. Make this space your own for the next 14 days.



## Canada COVID-19 Support App

As part of the Quarantine Act, you are required to self-monitor your symptoms through the **ArriveCan App**. This app not only has a Self-Assessment and Symptom Tracker feature, but it also consolidates all COVID-19 related news articles, resources, and live statistics from the government and reliable public health authorities.

The governments of Canada and Ontario want to make sure all new arrivals to Canada are safe and healthy. To do this, they may call you, your custodian or your host family to make sure you are self-isolating and following the law. This means you should stay in your room and avoid direct contact with your host family and others. A staff member from HSCDSB or your school may also call to see how you are doing.

You must be prepared to answer those calls, since that person will verify you are following the expectations of self-isolation. The Huron-Superior Catholic District School Board will provide approval for you to start in school after your 14 days of quarantine are successfully completed. This will be done with direct communication with your school principal and is a requirement before you can go to school.

To keep you and your host family safe while you are self-isolating, it is important that you stay in your room. You are able to leave your room to go to the bathroom. Remember to keep your room clean and practice good hygiene (e.g., wash your hands often, shower every day, clean the bathroom after using it, cover your mouth and nose with your elbow when you cough or sneeze, wear a mask when you are in contact with your host family).



### Physical Health

Stay active during self-isolation! This is a great opportunity for you to try a new exercise routine. It is important to make sure you establish a healthy routine as quickly as possible. Also, we recommend that you develop a routine by going to bed at a reasonable hour and limiting screen time prior to sleeping, to ensure you are well rested.



# What to Do During Self-Isolation

## Monitor your Mental Health

Being in a new country is exciting but being in self-isolation may be challenging. Communicate with your host family and your homestay contact. All students under quarantine are required to respond accurately to the daily check-ins from homestay staff. They will be providing you with resources and information to ensure a smooth transition, not only into your school and community, but also this ever-changing time. This check-in process may include required attendance at online sessions via an electronic platform, such as Google Meet or Zoom.

## Stay Connected

It is important to keep connected when self-isolating. We encourage you to contact your friends and family regularly. Check with your host family to find out the arrangements to access wi-fi. It is important to check your email regularly, as your school may try and contact you.



# COVID-19 Test Arrangement During Quarantine

Prior to the completion of your 14-day quarantine, you must arrange for a COVID test at the local assessment centre. Your homestay contact will coordinate and explain the procedure for this COVID test prior to the completion of your 14-day quarantine. Your homestay contact will also arrange for transportation to and from the local assessment centre for testing. They will follow up on the assessment results for you. Should you test positive for COVID-19, you will be required to self-isolate again.



# Post Quarantine

## Student Expectations

Although you have passed the 14-day quarantine, we recommend that you take the safest precautions to ensure no further exposure to and risk from the COVID-19 virus.

Please continue to do the following:

- Continue to practice proper, recommended hygiene (e.g., wash your hands frequently, keep your room clean).
- Regularly let your host family know how you feel. Should you not feel well or if you feel ill, you should not attend school or be in social contact with others.
- Use proper coughing and sneezing etiquette. That is, cough or sneeze into your elbow, not into your hand. If you are using a tissue, dispose of the tissue in a plastic lined garbage container immediately.
- Practice physical distancing (i.e., stay at least two metres away) from all people who are not members of your immediate household.
- Avoid malls, crowded spaces, and sports where physical distancing is difficult.
- Wear a mask when outside. Ensure that cloth masks are washed at the end of each day. Do not reuse disposable masks and dispose each after one use.
- Follow and respect government health directives. For example, Ontario currently has mandatory mask regulations in place.
- Become better connected and make new routines with your host family. This is a way for you to become integrated and become a part of their daily lives.

## School Preparedness

HSCDSB's schools have implemented a number of protocols to ensure that schools are open in order for students to have classes in the school buildings. Currently, through these protocols, we have:

- Divided students into learning groups or cohorts as a way to control the spread of a potential COVID-cases.
- Adjusted the secondary-school "semester" system (i.e., students typically taking four courses for five months) to a "quadmester" system where students take two courses every two and a half months.
- Adjusted the classroom when outbreaks happen to focus on online learning.
- COVID-19 prevention education will be provided to all students prior to arrival. This education will focus on such things as the importance of wearing masks, proper hand washing techniques, physical distancing, and more.
- Designated school entrances and regulated the use of common school grounds based on cohorts / learning groups.

- Posted signs in our schools to remind students of self-screening, physical distancing, and one-way foot traffic in hallways and washrooms.

### **If someone is a confirmed case of COVID-19:**

APH will conduct a contact tracing process:

- They will identify and interview people with whom that person has been in close contact.
- Only identified people will be contacted and asked to self-isolate.
- If the case is deemed infectious, identified people may be requested to get a COVID test.
- The school is thoroughly cleaned and normally remains open.
- If a student is one of the identified people, s/he must receive a negative result on a COVID test and follow the directions of the local public health unit before returning to school.

For more details of each provincial back-to-school COVID-19 Safety protocol and guidelines, visit: <https://www.ontario.ca/page/covid-19-reopening-schools>

### **Optional Measure: COVID Alert App**



Students have the option of downloading the COVID Alert App. This is a useful tool anywhere in Canada and can be found at <https://www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19/covid-alert.html>. By downloading and opening the app when outdoors, users can be aware of the people with whom they are in contact. The app will notify you if you are in proximity with someone who has COVID-like symptoms. Please find more information and resources on the following page.

# Resources

Algoma Public Health Unit

<https://www.algomapublichealth.com/>

CANASIAN Academic Adventures

<http://studycanasian.com/>

Government of Canada – COVID-19 Travel Restrictions

<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/latest-travel-health-advice.html#ua>

Government of Ontario

<https://covid-19.ontario.ca/index.html>

How to Self-Isolate – Public Health Ontario

<https://www.publichealthontario.ca/-/media/documents/ncov/factsheet-covid-19-how-to-self-isolate.pdf>

Huron-Superior Catholic District School Board

[www.hscdsb.on.ca](http://www.hscdsb.on.ca)

Ontario Ministry of Education

<https://www.ontario.ca/page/ministry-education>

Public Health Ontario

<https://www.publichealthontario.ca/>

St. Mary's College

<https://www.hscdsb.on.ca/stmaryscollege/>

Toronto Pearson International Airport Health Measures

<https://www.torontopearson.com/en/healthy-airport/measures-in-place-in-response-to-covid-19>

**References:** Sudbury Catholic District School Board International Student Pre-Departure & Arrival Guide October 2020  
Nipissing Parry Sound Catholic District School Board International Student Pre-Departure & Arrival Guide

Dear \_\_\_\_\_,

We are very pleased to welcome your child to St. Mary's College.

Under current federal and provincial regulations you are required to quarantine for 14 days upon your arrival to Canada in order to ensure that you are COVID free before interacting with members of the community. Please see the following website for the most up to date information about quarantine and travel restrictions:

<https://travel.gc.ca/travel-covid/travel-restrictions/isolation>

#### Arrival in Canada

- When your child arrives in Canada he/she, and any family members travelling with him/her, will immediately board a flight for Sault Ste. Marie
- If he/she and any family members travelling with him/her are symptom free upon their designated layover in Toronto, they will then board a flight to Sault Ste. Marie.

#### Arrival in Sault Ste, Marie

- Upon arrival in Sault Ste. Marie, he/she will be picked up by Hollywood Limousine and will be driven to the Quality Inn in Sault Ste. Marie where he/ she and any family members will quarantine for 11 days.
- Darren and Diana Vaughan of CANASIAN Academic Adventures will be your child and/or family's principal contacts during this time and will ensure that you are complying with the quarantine regulations. In order to ensure that your health and safety as well as the health and safety of members of our community are protected.

#### Consequences for Breaching Quarantine Regulations

It is essential that you and/or your child follow all of the requirements outlined under the Quarantine Act which can be found at the website link listed above.

- Failure to comply with any aspect of the Quarantine Act could lead to fines, imprisonment or both.

#### Attestation/Pledge Confirming Your Understanding of Pre - Arrival/ Quarantine Requirements

- Once you and your child have carefully reviewed the guidelines set out in <https://travel.gc.ca/travel-covid/travel-restrictions/isolation> and the travel information provided by CANASIAN you and your child will be required to complete an attestation confirming your understanding and commitment to following the required guidelines.
- A copy of the completed form must be submitted to CANASIAN and St. Mary's College using the following emails prior to your departure from your home country.:  
[Study.CANASIAN@gmail.com](mailto:Study.CANASIAN@gmail.com)  
[colleen.hannah@hscdsb.on.ca](mailto:colleen.hannah@hscdsb.on.ca)

We are very excited to welcome you to our St. Mary's College family and look forward to seeing you in September! Please feel free to contact me if you have any questions or concerns.

Warm regards,  
Colleen

## Section B. #8 A Sample Attestation/Pledge to Follow Pre - Arrival and Quaranting Requirements



I \_\_\_\_\_ have read and will comply with all of the recommendations and requirements outlined in the Huron Superior Catholic District School Board's International Student Arrival and Departure Guide to ensure that I and/ or my child will comply with all quarantine requirements and travel arrangements made on our behalf.

\_\_\_\_\_  
(Signature of Parent)

I \_\_\_\_\_ have read and will comply with all of the recommendations and requirements outlined in the Huron Superior Catholic District School Board's International Student Arrival and Departure Guide to ensure that I and/ or my child will comply with all quarantine requirements and travel arrangements made on our behalf.

\_\_\_\_\_  
(Signature of Student)

## Section B. Pre- Arrival Plan Requirements # 8 B and C.

During the pre-departure orientation program which will comprise of virtual meetings held 30,14,7 and 1 day prior to departure.

CANASIAN staff will introduce/familiarize students and families with the following resources 30 days prior to departure

- [ArriveCan app.](#)
- [Healthy Canadians - Video](#)
- [CanadianExpat - Video](#)
- The HSCDSB Pre- Departure and Arrival

CANASIAN will contact families and students 14, 7 and 1 day prior to departure to ensure they have a full understanding of all requirements outlined in the provided documents and to answer any questions they may have about the process and procedures outlined in the documents governing safe arrival and quarantine.

CANASIAN will meet (virtually) with all incoming students to explain the pickup and drop off protocols. This includes a pick up location for Hollywood Limousine outside the arrival door at Sault Ste. Marie Airport. The drop off location and hotel information are outlined in the HSDSB International Student Pre- Departure and Arrival Guide on pages

## Section B

### Pre-Arrival Plan Requirements: Post Arrival Logistics

#### 9. B. . 14 day Quarantine Requirement

CANASIAN will ensure that each of the students/ accompanying family members receive and agree to comply with the following requirements:

All international students must follow the mandatory quarantine requirements for travelers as outlined in the Quarantine Act and on the Government of Canada website Government of Canada Mandatory Quarantine Instructions. Violation of the Quarantine Act will result in penalties set by the Government of Canada. Upon arrival, you are to go directly to your place of quarantine (Approved Hotel in SSM) without delay and stay there for the duration of your quarantine.

Practice physical distancing at all times. Avoid stops and contact with others while in transit to quarantine:

- Hollywood Limousine will be booked prior to arrival.
- Remain in the vehicle as much as possible during travel to the quarantine hotel .
- Wear a suitable non-medical mask or face covering at all times unless you are alone in a private vehicle.
- Arrive at your place of quarantine within 48 hours after entering Canada.
- Complete your COVID-19 symptom self-assessment every day until the end of your quarantine.

Please refer to the HSCDSB International Student Pre- Departure and Arrival Guide for further information.

#### 9. E. Medical Care and/or Testing During Quarantine

- Students will be required to show proof of a negative COVID test 72 hours prior to departure from their home country.
- On arrival day and day 8, rapid tests will be provided at the point of entry (POE).
- If additional testing is required, CANASIAN will work with Algoma Public Health (APH) to determine the test location.
- Hollywood Group will handle all ground transportation.
- Please note testing and screening will be managed through ArriveCan and SWITCH Health applications.

#### 10. Additional Costs and Fees for Quarantine Services

- All costs for quarantine services will be incurred by the International Students/ Accompanying Families.
- Fees for required quarantine services will be collected by CANASIAN Academic Adventures prior to the students'/ accompanying families'



departure for Canada.

- Any additional fees for quarantine services that may be required after the mandatory 14 day quarantine period will be incurred by the Student and invoiced through CANASIAN Academic Adventures.

**Section B: #9 D****Consequences for Breaching Quarantine That Make Specific Reference to the Federal Quarantine Act**

- CANASIAN, the homestay company, will immediately inform the school if there have been any breaches of the Quarantine Act.
- CANASIAN will then contact our local health unit, Algoma Public Health, to report the breach and will work with Algoma Public Health to determine next steps
- CANASIAN will contact Health Canada to enforce the Quarantine Act. They will also contact the student's family to report that fines and other consequences may be levied by Health Canada and/or Algoma Public Health for any breaches of the quarantine.

## **Section C: In Quarantine Plan Requirements**

A transportation plan on how the arriving students and their family members will be traveling from their port of entry to their quarantine accommodations, that includes:

### **11. A. Protocols for students and co-arriving family members to be met by the DLI's representative or designate at the point of entry.**

- Students and family members will pass initial screening and immigration at Point of Entry.
- After screening a mandatory virtual meeting will be set up with DLI Rep (CANASIAN) to determine next steps, airport protocols and path to domestic departure gate.

### **11. B. Protocols for students and co-arriving family to be provided, on arrival, with a new medical mask by the DLI representative or their host designate and reminded to practice physical distancing and hand hygiene throughout travel.**

- Pre-departure orientation will include sections on hygiene, including essential items to include in their carry on.
- Students will pack six medical masks which will be used throughout their travel, as well as hand sanitizer and sanitizing wipes.

### **11. D. Protocols for students and co-arriving family to be taken to their quarantine accommodation in a private transportation arranged by the DLI**

[Hollywood Group](#) will be handling all ground transportation in SSM including airport express and transportation to testing facilities if need be.

All ground transportation will be booked 7 days prior to students/family arrival.

### **11. E. Confirmation that there will be no planned or unplanned stops excluding urgent medical stops during travel to the quarantine site and that students and co-arriving family are expected to arrive at their accommodation directly from their port of entry. If requiring an unplanned and urgent medical care following arrival, en route to quarantine accommodations, the DLI representative or host designate should inform health care providers of the quarantine status of the student (and their co-arriving immediate family) as they have recently arrived to Canada.**

- Students and their parents will complete an attestation which demonstrates that they have read and understood the requirements re: isolation as outlined in the Government of Canada's Mandatory Quarantine Instructions.

### **12. A. A description of the accommodation setting**

- Only quarantine approved hotels will be used. The hotels have been approved by Algoma Public Health to provide this service.

### **12. B. Each student or student family unit having their own room with a private bathroom.**

- Each student or student family unit will have their own room with a private bathroom during quarantine as they are housed in a quarantine approved hotel during the quarantine period.

### **12. C. Each student or student family unit having their own room with a private bathroom.**

- Quarantine hotels and all host family locations will be inspected by CANASIAN prior to students/families departure to ensure they meet the needs of the incoming students/ families.

### **14. Protocols for encouraging students and their family members to self-monitor and use the ArriveCAN app for their daily symptom reporting.**

- Students and their family members who are in quarantine will report their status re: daily self monitoring and the ArriveCan app for their daily symptom reporting to CANASIAN staff via Line, WHatsApp, WeChat, etc.
- During check in CANASIAN will ensure ArriveCan requirements have been met.

### **15. Protocols for the DLI or a designate of the DLI to provide daily monitoring of the students and their immediate family for the duration of their quarantine, through phone calls, texts, or emails by DLI representative or their designate for:**

- **Development of new symptoms**
- **Compliance with the quarantine**
- **Ensuring their essential needs are met**
- CANASIAN will do a daily check in with all students and family members via Line, WHatsApp, WeChat, etc. During check in CANASIAN will ensure ArriveCan requirements have been met.

### **16. Protocols and mechanisms for students and their family members to notify the DLI representative or their host designate if they develop symptoms and require medical care, including COVID-19 testing.**

- Students and family members that develop symptoms and require medical care will contact CANASIAN through Line, WHatsApp, WeChat, etc. who will arrange medical care and COVID testing

- CANASIAN will contact Algoma Public Health and St. Mary's College Secondary School to inform them that the student (s) and/or family members have developed symptoms.

**17. Protocols for implementing COVID-19 testing, arranged for by the DLI, of all students who have entered Canada prior to the start of their studies , as well as at any point during quarantine for symptomatic individuals.**

- COVID-19 testing will be done via Point of Entry and SWITCH health

**Where testing will not take place in the same site as the quarantine, plans must provide full details of transportation to and from the testing site provided by the DLI that include provision of non-medical masks, any other personal protective equipment, social distancing, and protocols for limiting any unnecessary contact with any other person while outside of quarantine for testing purposes.**

- [Hollywood Group](#) will be handling all ground transportation for all international students and their families including airport express and transportation to testing facilities if need be. All ground transportation will be booked through CANASIAN.
- Students and their families will follow all COVID protocols established by Hollywood Group in consultation with APH ie. masking, distancing and hand sanitization.



# CUSTODIANSHIP DECLARATION - CUSTODIAN FOR MINORS STUDYING IN CANADA

## STUDENT INFORMATION

Family name	Given name(s)	Citizenship	Date of birth Y                      M                      D	Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
Name and address of school in Canada				
Address where student will reside in Canada				

## PARENTS/GUARDIANS INFORMATION (Preferably from both parents/guardians)

	Parent/Guardian 1		Parent/Guardian 2	
Full name	Family name	Given name(s)	Family name	Given name(s)
Date of birth	Y                      M                      D		Y                      M                      D	
Home address				
Telephone number				

## CUSTODIAN INFORMATION

Family name	Given name(s)	Status in Canada <input type="checkbox"/> Canadian citizen or <input type="checkbox"/> Permanent resident	Date of birth Y                      M                      D
Home address			Telephone no.

The application of the official seal below confirms that the notary public has received evidence that the custodian is a Canadian citizen or a permanent resident, is over 19 years of age, and currently resides at the home address stated above.

I, \_\_\_\_\_ (name of custodian), hereby solemnly declare that I will undertake the full custodianship for the said student, \_\_\_\_\_ (name of student), during his/her stay in Canada, while under the age of majority in the province in which he/she resides. As a custodian, I have made the necessary arrangements for the care and support of the said student in place of the parents as appropriate. By signing this custodian agreement, I certify that I reside within a reasonable distance of the student's intended residence and school and will be able to fulfil my obligations as a custodian in the event of an emergency.

\_\_\_\_\_  
**Signature of custodian**

Year	Month	Day

  
Date

Sworn before me at: \_\_\_\_\_ (city), in the province of \_\_\_\_\_ (province/territory), \_\_\_\_\_ country (if applicable).

This \_\_\_\_\_ day of \_\_\_\_\_ (month), \_\_\_\_\_ (year).

\_\_\_\_\_  
**Signature of notary**

**OFFICIAL SEAL OF NOTARY PUBLIC**



## CUSTODIANSHIP DECLARATION - PARENTS/GUARDIANS FOR MINORS STUDYING IN CANADA

### STUDENT INFORMATION

Family name	Given name(s)	Citizenship	Date of birth Y                      M                      D  _ _                        _ _                        _ _	Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
Name and address of school in Canada				
Address where student will reside in Canada				

### PARENTS/GUARDIANS INFORMATION (Preferably from both parents/guardians)

Full name	Parent/Guardian 1		Parent/Guardian 2	
	Family name	Given name(s)	Family name	Given name(s)
Date of birth	Y                      M                      D  _ _                        _ _                        _ _		Y                      M                      D  _ _                        _ _                        _ _	
Home address				
Telephone number				

### CUSTODIAN INFORMATION

Family name	Given name(s)	Status in Canada <input type="checkbox"/> Canadian citizen or <input type="checkbox"/> Permanent resident	Date of birth Y                      M                      D  _ _                        _ _                        _ _
Current residential address			Telephone no.

My/Our child will reside:  with the appointed custodian,  in the school dormitory, or  
 with another person: \_\_\_\_\_ (please provide name and indicate relationship).

I/We, \_\_\_\_\_ and \_\_\_\_\_ (names of parents/guardians),

the parents/guardians of the said student, \_\_\_\_\_ (name of student), hereby grant full custodianship to

\_\_\_\_\_ (name of custodian), during the student's stay in Canada, while he/she is under the age of majority in the province in which he/she resides. I have made the necessary arrangements for the care and support of the said student such that the custodian should act in the place of me/us, the parents. By signing this custodian agreement, I/We affirm that I am/we are satisfied the above appointed custodian resides within a reasonable distance of my/our child's intended residence and school and will be able to fulfil his/her obligations as a custodian in the event of an emergency.

_____ Year                      Month                      Day  _ _                        _ _                        _ _  <b>Signature of parent/guardian (1)</b> Date	_____ Year                      Month                      Day  _ _                        _ _                        _ _  <b>Signature of parent/guardian (2)</b> Date
--	--

Sworn before me at: \_\_\_\_\_ (city), in the province of \_\_\_\_\_ (province/territory), \_\_\_\_\_ country (if applicable).

This \_\_\_\_\_ day of \_\_\_\_\_ (month), \_\_\_\_\_ (year).

\_\_\_\_\_  
Signature of notary

**OFFICIAL SEAL OF NOTARY PUBLIC**



22 Garden Ave. Sault Ste. Marie, Ontario, Canada  
705 – 257 – 9445

Website: [www.studycanasian.com](http://www.studycanasian.com) Email: [study.canasian@gmail.com](mailto:study.canasian@gmail.com)

### **INTERNATIONAL STUDENT HOMESTAY AGREEMENT**

**The “Homestay Family”**

\_\_\_\_\_

(Full Name)

**Located at**

\_\_\_\_\_

(Complete Address)

**Student’s name**

\_\_\_\_\_

(Full Name)

**Country of Origin**

\_\_\_\_\_

#### **A. HOMESTAY FAMILY’S RESPONSIBILITY**

Homestay families are responsible for students outside of the school program and agree to:

1. Pick-up student at the airport upon arrival in Sault Ste Marie. Show student around house and introduce to all family members.
2. A homestay family is expected to provide the student with a friendly home environment that is safe and clean.
3. The student shall have their own private room with basic furnishings including bed and bedding, night table, drawers and closet for clothes, desk, chair and lamp for study.
4. Provide the student with access to a washroom including provision of towels, washcloth, toilet paper and soap.
5. Will instruct student on how to operate clothes washer and dryer machines.
6. Homestay families will provide three meals per day. Snacks and other supplementary food items will also be provided.
7. During school days, students should be able to prepare their own breakfasts and bagged lunches, once they feel comfortable to do so. Homestay families shall instruct students as to how to make a lunch and shall let them know what food is available. Food shall be nutritious and sufficient.
8. Provide the student with a house key and a card that carries the homestay family name, address, home telephone number and parents work telephone numbers.
9. Acknowledge that the student’s room is a private space. Access to the room should be carried out in the presence of the student. Instruct the student as to which other areas of the house shall remain private for the homestay family.
10. Familiarize student with the neighborhood and Sault Ste Marie in general. Also support the student on public transportation options/times/locations.
11. Inform student of family schedule and house rules regarding the use of the phone and computer, meal times, snacks, curfew time and friends visiting and staying overnight.



13. Spend time with the student each day. Conversation helps them to get to know the family better, to practice speaking English and to learn about Canadian culture.
14. Retain a copy of student's Medical Insurance Card and in case of medical emergency contact: the Custodian and or Diana and Darren Vaughan (Program Managers)

## **B. STUDENT'S RESPONSIBILITY**

1. Student shall keep their bedroom clean and be expected to change their bed sheets regularly.
2. Student shall keep the bathroom clean and facilitate schedule of other family members.
3. Student shall take clothes to laundry area on a regular basis and do own laundry if expected to do so by host family.
4. Eat meals with the family and prepare own breakfast and bagged lunch on school days.
5. Retain at all times a key to the house, do not give it to others and return it to the family upon final departure.
6. Respect the privacy of the other family members.
7. Discuss and abide by house rules for use of the phone and computer.
8. Spend time with the homestay family each day. Get to know them better, learn about Canadian culture and practice English.
10. Attend school regularly and punctually and complete homework assignments. If ill, advise homestay parents so that they can ascertain what medical assistance is required.
11. Consumption of alcohol is illegal for teenagers under the age of nineteen. Zero Tolerance factor with Drugs and illegal substances have a zero tolerance. Cigarette smoking will not be allowed in the house.

## **C. RENTAL POLICY**

Full payment of rent (4 months) is due one month before arrival to Sault Ste Marie current month.

Homestay rates for the 2019 academic year shall be \$800 per month + a non-refundable placement fee of \$200.00.

Students and/or their families shall be responsible for any damage that the student may cause during their stay with the host family.

If a student wishes to travel outside without their host family, student will be responsible to clearly communicate travel plans/dates with host family.

If a student is to be away for more than a month the student shall pack up their belongings and move them out of the room into a storage area in the home.

## **D. TERMINATION POLICY**

To terminate the homestay placement, the student shall give written notice 4 weeks in advance.

If the student leaves without notice, one month's rent in lieu of notice is payable to the host family.

The homestay family is also required to give 4 weeks notice to student if placement suitable.

Homestay placements are planned using information from the homestay application. If information regarding student is not forthcoming and a change after placement is requested, a fee may be charged for the service.

**E. RELEASE OF LIABILITY OR ALL CLAIMS**

This section covers all time periods and/or events inside and outside of school. In consideration of the student or undersigned being provided and enjoyable, well-rounded homestay in Canada (and to respect their independence and privacy) the undersigned for himself or herself together with his or her heirs, executors, administrators, successors and assigns, does hereby release and forever discharge CANASIAN Academic Adventures ownership, management, staff and homestay families from any and all actions, causes or action, claims and demands for, upon or by reason of any damage, loss or injury, to personal property or expense incurred, which hereafter may be sustained in consequence of, or rising out of any event, activity or happening which may take place inside or outside of regular school hours or while the student is away from school on his or her own or with their homestay family, regardless of any negligence committed by any person.

We, the undersigned acknowledge that we have read and understand this agreement and in particular paragraph E, the Release of Liability or All Claims, and agree to abide by these terms.

Homestay Family Parent(s)	_____	_____	_____
	Full Name	Signature	Date
Student	_____	_____	_____
	Full Name	Signature	Date

***If under age of majority***

Student's Natural Parent(s)	_____	_____	_____
	Full Name	Signature	Date

Homestay Placement Dates	_____	_____
	Starting Date	Ending Date



22 Garden Ave, Sault Ste. Marie, Ontario, Canada P6A 4N9

705-257-9445

Email: [study.canasian@gmail.com](mailto:study.canasian@gmail.com)

To Whom It May Concern:

This letter is being written to introduce the company CANASIAN Academic Adventures. CANASIAN is registered in Canada under Master Business License #30144792.

CANASIAN Academic Adventures offers a specialized recruiting and support platform that assists international students in pursuing formal education and language training in Sault Ste. Marie, Ontario, Canada. The company offers tailor-made short-term programs (4-6 weeks) for groups to study ESL in a native English Environment. In addition, the company offers full-time academic placements. Through agreements/contracts with Algoma University, Sault College and Huron Superior Catholic District School Board, CANASIAN provides accredited programs for all ages.

The company's founder and director, Darren Vaughan has worked in the field of international education for 20 years. Darren is currently employed at Algoma University as an Academic Advisor. Mr. Vaughan is also a member in good standing with the Ontario College of Teachers. Vaughan's educational accolades include TESL Canada certification, Bachelor Degrees in Education and International Business Administration as well as a Masters Degree in Educational Leadership.

CANASIAN welcomed their first fee-paying students in September 2015 and have seen a continuous rise in program enrollment since. Vaughan's experience and ties with Algoma University have laid the groundwork for solid programs and ultimately a safe and conducive learning environment. The homestay aspect of the programs is an area where CANASIAN has dedicated great resources and much attention. All homestay families have/will undergo a vulnerable sector check and the company has, and will continue to leverage the professional advice from Rotary Canada and Algoma University Homestay program.

In addition to strong Canadian affiliations, CANASIAN Academic Adventures also has robust partnerships with educational institutions around the world.

If any further details are needed regarding the vision and intentions of CANASIAN Academic Adventures please contact Darren Vaughan at your Convenience.

---

Darren Vaughan  
Director, CANASIAN Academic Adventures

## Section D: Post-Quarantine Plan Requirements

### **21. Protocols for maintaining records of the student and their immediate co-arriving family's completion of the quarantine period.**

CANASIAN and DLI will share a Google Sheet tracking arrival, departure, location and test results of all students.

### **22. Protocols and mechanisms for ensuring that students and their immediate co-arriving family members have access to, or are linked to culturally appropriate:**

- **Primary care health services**
  - **Mental health services and supports**
  - **Social services and community organizations as relevant to each student's need**
- CANASIAN, the company who has assumed responsibility for custodianship/guardianship as well as all homestay arrangements and will thus arrange to provide the primary care health services as required.
  - St. Mary's College has three social workers on site who provide mental health supports and counselling to all registered students who require these services as well as access to a board Mental Health Team.

**ATTESTATION FOR K-12 PUBLIC/PRIVATE DESIGNATED LEARNING INSTITUTIONS — FRAMEWORK TO ENSURE INSTITUTIONAL READINESS TO ACCEPT INTERNATIONAL STUDENTS TO ONTARIO**

This Attestation sets out a comprehensive framework that, if attested to, will support the approval of K-12 Designated Learning Institutions’ readiness plans to accept international students to Ontario. Institutional international students’ readiness plans must meet all federal and provincial requirements. This Attestation requires K-12 public and private institutions to:

- 1. Reconfirm it is aware of and understands the federal requirements first set out in the *Attestation for Public/Private Designated Learning Institutions (DLI) – Public Health Institutional Readiness Requirements for International Students in Ontario (issued on August 15, 2020)* with regards to pre-arrival, quarantine, and post-quarantine; and
- 2. Attest that it is aware of and understands the provincial health and safety requirements with regards to the DLI’s overall COVID-19 response plan, outbreak and case management plan, mandatory testing, quarantine and post-quarantine requirements.

By signing this form, I, Rose Burton Spohn, Director of Education, attest to being aware of and understanding the requirements set out in the table below and confirm that the requirements are included in the institutional international students’ readiness plan for Huron-Superior Catholic District School Board and will be wholly implemented for the period of time that the institution appears on the approved DLI list.

By signing this form, I further attest that I have authority to bind the Huron-Superior Catholic District School Board.



September 10, 2021

\_\_\_\_\_  
Rose Burton Spohn  
Director of Education

\_\_\_\_\_  
Date

This Attestation, and any other documents to be delivered in connection with this Attestation, is signed when the party’s signature is delivered by email. Electronic signatures will be treated in all respects as having the same force and effect as original signatures.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### REPORT TO THE DIRECTOR OF EDUCATION BORROWING RESOLUTION

Date:  
September 22 2021

Submitted by:  
Justin Pino  
Superintendent of Business

---

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to utilizing resources responsibly, justly, responsively, and wisely.

#### **Background and Information**

There are timing differences throughout the year between revenues and expenditures, which may cause the Board to borrow funds on a short-term basis. In accordance with Subsection 243(1) of the Education Act (R.S.O. 1990) (the "Act"), a board may by resolution, authorize the treasurer and the chair of vice-chair to borrow from time to time the sums that the board considers necessary to meet the current expenditures of the board until the current revenue has been received. The amount borrowed shall not exceed the un-received 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.

Additionally, 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 \$5 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.

**Recommendation:**

It is recommended that the Chair or Vice Chair and the Director of Education and Treasurer are authorized on behalf of the Board to borrow from time to time by way of loan agreement or promissory note(s), or overdraft, or banker's acceptance from the Banker of the Board, currently Royal Bank of Canada ("RBC") or from any other approved lender authorized for borrowing purposes in accordance with Section 243 of the Act a sum or sums not exceeding in aggregate \$10,000,000 to meet, until current revenue is collected, the current expenditures of the board, currently from RBC, or from any other approved lender loan agreement, promissory note(s) or bankers acceptances, as the case may be, sealed with the corporate seal of the Board and signed by two of the Chair or Vice Chair and the Director of Education and Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with the Banker of the Board, currently RBC, or from any other approved lender.

It is recommended that the Chair or Vice Chair and the Director of Education and Treasurer are authorized on behalf of the Board to borrow from time to time by way of loan agreement, promissory note, or overdraft, or banker's acceptance from the Banker of the Board, currently Royal Bank of Canada ("RBC") or from any other approved lender authorized for borrowing purposes in accordance with Section 243 of the Act a sum or sums not exceeding in aggregate \$5,000,000 to meet, until current revenue is collected, the current Capital expenditures of the board, currently from RBC, or from any other approved lender loan agreement, promissory note(s) or bankers acceptances, as the case may be, sealed with the corporate seal of the Board and signed by two of the Chair or Vice Chair and the Director of Education and Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with the Banker of the Board, currently RBC, or from any other approved lender.

It is recommended that the Director of Education and Treasurer is authorized and directed to apply in payment of all or any sums borrowed plus interest, all of the money collected or received in respect of the current revenues of the Board.

It is recommended the Director of Education and Treasurer of the Board is authorized and directed to deliver to the Banker of the Board, currently RBC, or from any other approved lender from time to time upon request a statement showing (a) the amount of the estimated current revenues of the Board for the current year not yet received, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the previous fiscal year and the amount of the revenues of the current year already received and also showing the total of any amounts borrowed under Section 243 of the Education Act in the current year that have not been repaid.

**Proposed Resolution:**

That the Huron-Superior Catholic District School Board authorizes the Chair or Vice-chair and Director of Education and Treasurer to borrow funds from time to time not to exceed \$15 million in aggregate from the Royal Bank of Canada for the 2021/22 school year in accordance with

Section 243 of the Education Act, specifically,

That the Chair or Vice Chair and the Director of Education and Treasurer are authorized on behalf of the Board to borrow from time to time by way of loan agreement or promissory note(s), or overdraft, or banker's acceptance from the Banker of the Board, currently Royal Bank of Canada ("RBC") or from any other approved lender authorized for borrowing purposes in accordance with Section 243 of the Act a sum or sums not exceeding in aggregate \$10,000,000 to meet, until current revenue is collected, the current expenditures of the board, currently from RBC, or from any other approved lender loan agreement, promissory note(s) or bankers acceptances, as the case may be, sealed with the corporate seal of the Board and signed by two of the Chair or Vice Chair and the Director of Education and Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with the Banker of the Board, currently RBC, or from any other approved lender.

That the Chair or Vice Chair and the Director of Education and Treasurer are authorized on behalf of the Board to borrow from time to time by way of loan agreement, promissory note, or overdraft, or banker's acceptance from the Banker of the Board, currently Royal Bank of Canada ("RBC") or from any other approved lender authorized for borrowing purposes in accordance with Section 243 of the Act a sum or sums not exceeding in aggregate \$5,000,000 to meet, until current revenue is collected, the current Capital expenditures of the board, currently from RBC, or from any other approved lender loan agreement, promissory note(s) or bankers acceptances, as the case may be, sealed with the corporate seal of the Board and signed by two of the Chair or Vice Chair and the Director of Education and Treasurer for the sums borrowed plus interest at a rate to be agreed upon from time to time with the Banker of the Board, currently RBC, or from any other approved lender.

The Director of Education and Treasurer is authorized and directed to apply in payment of all or any sums borrowed plus interest, all of the money collected or received in respect of the current revenues of the Board.

The Treasurer of the Board is authorized and directed to deliver to the Banker of the Board, currently RBC, or from any other approved lender from time to time upon request a statement showing (a) the amount of the estimated current revenues of the Board for the current year not yet received, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the previous fiscal year and the amount of the revenues of the current year already received and also showing the total of any amounts borrowed under Section 243 of the Education Act in the current year that have not been repaid.





# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

<b>POLICY TITLE:</b>	<b>ELECTRONIC MEETINGS</b>	<b>Approved:</b>	<b>April 15, 1998</b>
		<b>Amended:</b>	<b>Sept. 22, 2021</b>
<b>POLICY NO:</b>	<b>2000</b>	<b>Page:</b>	<b>1 of 1</b>

### **POLICY**

It is the policy of the Huron-Superior Catholic District School Board that electronic meetings may be utilized to allow participation of board members and student representatives in meetings. Such meetings include regular and special board meetings (both in-camera and open sessions), ad hoc and standing committee meetings, and/or any other meetings that require trustee membership.

Electronic meetings of the board or a committee of the board, as well as those who participate in them, are subject to all relevant policies and procedural guidelines, including, but not limited to, Policy 1000 – Procedure By-Laws and Policy 2003 – Governance Process.

<b><u>ADOPTED</u></b>	Regular Meeting of the Board April 15, 1998 Motion B-53	<b><u>DISTRIBUTION</u></b>	
<b><u>REVIEWED</u></b>	Regular Meeting of the Board February 27, 2004 Motion B-20 (Unchanged)	i)	Trustees
<b><u>REVIEWED</u></b>	Regular Meeting of the Board April 6, 2005 Motion B-25 (Unchanged)	ii)	Administration
<b><u>REVISSED</u></b>	Regular Meeting of the Board December 12, 2012 Motion B-102	iii)	Principals
<b><u>REVISSED</u></b>	Regular Meeting of the Board October 18, 2017 Motion B-177		
<b><u>REVISSED</u></b>	Regular Meeting of the Board September 22, 2021 Motion B-		



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PROCEDURAL GUIDELINES ELECTRONIC MEETINGS

#### **Electronic Attendance at Meetings**

At the request of any board member or student representative, the board shall provide the member or representative with electronic means for participating in one of more meetings of the board or a committee of the board. The electronic means must permit the member or representative to hear and be heard by all other participants in the meeting.

A board member who participates in a meeting through electronic means is considered to be present at the meeting and will be recorded as being in attendance in the minutes.

All provisions in the legislation with regard to in-camera meetings and conflict of interest will apply for electronic meetings of the board or committees.

Persons who wish to attend electronically and who are invited to participate in closed or in-camera sessions must ensure that the contents of such meetings are kept secure and confidential. This may require these persons to wear headphones during the meeting, type messages, and/or participate from a private location (e.g., a room in one's home that is separated from others by a closed door), in addition to keeping the matters discussed confidential outside of the meeting. Furthermore, participants are encouraged to keep their cameras on and their true backgrounds visible as a means of demonstrating the privacy of their environments.

#### **Requirement for Physical Attendance at Meetings – Chairs, Designates, and Directors**

As required by Regulation 463/97, the following persons must be physically present in the board meeting room for any meeting of the board or Committee of the Whole:

- The chair of the board or vice-chair of the board
- At least one additional member of the board
- The director of education or his/her designate

As required by Regulation 463/97, the following persons must be physically present in the committee meeting room for any meetings of the board's committees (except for Committee of the Whole):

- The chair of the committee or his/her designate
- One other member of the committee, if the chair of the committee or his/her designate participates electronically
- The director of education or his/her designate

The chair of the board or of a committee of the board or his/her designate may participate electronically in a meeting of the board or of a committee of the board if:

- The distance from the chair's or designate's residence to the meeting location exceeds 199 kilometres.
- Weather conditions do not permit him/her from travelling safely to the meeting location.
- S/He cannot be physically present at a meeting because of health-related issues.

The chair or designate must be physically present for half of the meetings of the board for any 12-month period beginning December 1, 2021 and ending November 14, 2022. Beginning November 15, 2022, the chair or designate must be physically present for half of the meetings of the board for any 12-month period beginning on November 15.

Note: the requirements for chairs, designates, and directors to be physically present at meetings do not apply for the period from December 1, 2020 to November 14, 2022.

### **Requirement for Physical Attendance at Meetings – Trustees**

Trustees are responsible for ensuring they are physically present in the meeting room of the Board, as required by Regulation 463/97 s. 6.1, which states, "a member of a board shall be physically present in the meeting room of the board for at least three regular meetings of the board during each 12-month period beginning November 15, 2022.

Section 6.3 of this same regulation states that, “If a member of a board is elected or appointed to fill a vacancy on or after November 15, 2022, the member shall be physically present in the meeting room of the board for at least one regular meeting of the board for each period of four full calendar months that occurs during the period beginning on the day the member is elected or appointed and ending the following November 14.”

The two aforementioned requirements do not apply if all schools of the board are closed for a total of two or more months during that period because of an order made by the Minister of Education, medical officer of health, and/or Lieutenant Governor in Council.

Note: the requirements for chairs, designates, and directors to be physically present at meetings do not apply for the period from December 1, 2020 to November 14, 2022.

### **Public Access to and Participation in Meetings**

The meeting room of the board or of a committee of the board shall be open to permit physical attendance by members of the public at every meeting of the board or of the committee of the board, where the meeting is not closed to the public.

The board shall provide electronic means for members of the public to participate in meetings open to the public at sites to be determined by the board from time to time. Their participation shall be limited to:

- Observing/listening to proceedings of the board.
- Responding to board activities and/or providing input during the period of the board agenda “Observer Questions/Comments”.

On the request of any board member or student representative to participate in a meeting of the board or a meeting of a committee of the board, through electronic means, the board shall provide the appropriate technology ensuring that two-way communication is available between all participants in the meeting.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE: GOVERNANCE PROCESS**

**Approved: Nov. 5, 2003**

**Amended: Sept. 22/21**

**POLICY NO: 2003[A] GENERAL GOVERNANCE  
COMMITMENT**

**Page: 1 of 17**

### POLICY

The Huron-Superior Catholic District School Board will govern with a faith-filled strategic perspective continually improving its process and capability to express Our Mission, on behalf of the Catholic community:

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

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

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

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

### **ADOPTED**

Regular Meeting of the Board November 5/03

Motion B-108

Regular Meeting of the Board November 19/08

Motion B-80

Regular Meeting of the Board May 11, 2011

Motion B-60

Regular Meeting of the Board May 15, 2013

Motion B-53

Regular Meeting of the Board October 18, 2017

Motion B-178

Regular Meeting of the Board Sept. 22/22

Motion B-

### **DISTRIBUTION**

i) Trustees

ii) Administration

iii) Principals

iv) Teaching Personnel

v) OECTA



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE: GOVERNANCE PROCESS**  
**POLICY NO: 2003[B] GOVERNING STYLE**

**Approved: Nov. 5, 2003**  
**Amended: Sept. 22/21**

### POLICY

The Board will govern with a style that emphasizes:

- **outward vision** rather than an internal preoccupation,
- **strategic leadership** more than administrative detail,
- **clear distinction** of Board and Director of Education roles,
- **collective** rather than individual decisions, and
- **learning from the past** with a focus on the future.

More specifically, the Board will:

1. Deliberate in many voices, and govern in one.
2. Operate in all ways mindful of the above policy statement.
3. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, adherence to its policies, respect of roles, speaking with one voice, and ensuring the continual improvement of Board processes.
4. Provide orientation to new members about the Board's governance process.
5. Provide opportunities for periodic Board discussion of process improvement.
6. Direct and inspire the organization with thoughtful establishment of the broadest organizational policies reflecting the Board's values and vision. The Board's major focus will be on the Multi-Year Strategic Plan, **not** on the administrative means of attaining those AIMS/ENDS.
7. Cultivate a sense of group responsibility. The Board of Trustees will be responsible for excellence in governing. The Board will be the approver of policy.
8. Monitor and discuss, with respect to the Policy Statement, the Board's process and performance at each meeting.

**ADOPTED** Regular Meeting - November 5, 2003  
 Motion B-109  
 Regular Meeting – May 11, 2011  
 Motion B-60  
 Regular Meeting – May 15, 2013  
 Motion B-53  
 Regular Meeting – October 18, 2017  
 Motion B-178  
 Regular Meeting – September 22, 2021  
 Motion B-

**DISTRIBUTION**  
 i) Trustees  
 ii) Administration  
 iii) Principals  
 iv) Teaching Personnel  
 v) C.U.P.E.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE: GOVERNANCE PROCESS**

**Approved: Nov. 5, 2003**

**Amended: Sept. 22/21**

**POLICY NO: 2003[C] BOARD JOB DESCRIPTION**

### **POLICY**

The work of the Board is to serve as trustees for the Catholic Community in determining and demanding appropriate organizational performance.

To distinguish the Board's own unique work from the work of its staff, the Board will concentrate its efforts on the following:

1. providing the link between the organization and the people of the Huron-Superior Catholic District School Board who have ownership of the public Catholic education system.
2. ensuring clarity of values and vision in written governing policies which, at the broadest levels, address:
  - a. Governance Process: This describes how the board conceives, carries out and monitors its own task (Accountability: Board of Trustees).
  - b. Board: Director Relationship: This describes how power is delegated, and its proper use monitored; and outlines the authority and accountability of the Director of Education. (Accountability: Board of Trustees).
  - c. Multi-Year Strategic Plan: This sets out the objectives for the year. (Accountability: Director of Education).
  - d. Executive Limitations: These place constraints on executive authority (e.g. needing to adhere to policies and to maintain a balanced budget). (Accountability: Director of Education).

### **ADOPTED**

Regular Meeting - November 5, 2003  
 Motion B-110  
 Regular Meeting – May 11, 2011  
 Motion B-60  
 Regular Meeting – May 15, 2013  
 Motin B-53  
 Regular Meeting – October 18, 2017  
 Motion B-178  
 Regular Meeting – September 22, 2021  
 Motion B -

### **DISTRIBUTION**

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) C.U.P.E.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE: GOVERNANCE PROCESS**  
**POLICY NO: 2003[D] CHAIRPERSON'S ROLE**

**Approved: Nov. 5, 2003**  
**Amended: Sept. 22/21**

### **POLICY**

The chairperson safeguards the integrity of the Board's process and represents the Board of Trustees to outside parties.

Accordingly,

1. The Chair's role is to assure that the Board's behaviour is in compliance with its own rules and those legitimately imposed upon it from outside the organization.
  - a. Meeting discussion content will be only those issues which, according to Board policy, clearly belong to the Board to decide, not to the Director of Education.
  - b. Deliberation will be fair, open, and thorough but also timely, orderly, and kept to the point.
2. The Chair has authority to make decisions that fall within Board policies on *GOVERNANCE PROCESS and BOARD: DIRECTOR RELATIONSHIP*, except where the Board specifically delegates portions of this authority to another individual or committee(s). The Chair is authorized to use any reasonable interpretation of the provisions in these policies.
  - a. The Chair is empowered to chair Board meetings, with all the commonly accepted responsibility of that position, and in accordance with the procedural by-laws of the Huron-Superior Catholic District School Board.
  - b. The Chair has no individual authority to make decisions about policies created by the Board within *STRATEGIC OUTCOMES and EXECUTIVE LIMITATIONS* policy areas. Therefore, the Chair may not supervise or direct the Director of Education, or staff.
  - c. The Chair is the designated spokesperson and shall represent the Board to outside parties in announcing Board-stated positions and in stating Chair decisions and interpretations within the area delegated to the Chair.
  - d. The Chair may delegate this authority but remains accountable for its use.
  - e. The Chair and/or Vice Chair, in consultation with the Director of Education, shall be responsible for the preparation of the meeting agendas, and may include other items identified by the Board.
  - f. The Chair ensures that members of the Board have the information needed for informed discussion of the agenda items;
  - g. The Chair conveys the decisions of the Board to the Board's Director of Education;
  - h. The Chair provides leadership to the Board in maintaining the Board's focus on a Multi-Year Strategic Plan established under section 169.1;
  - i. The Chair provides leadership to the Board in maintaining the Board's focus on the Board's Mission, and
  - j. The Chair assumes such responsibilities as may be specified by the Board.

<b><u>ADOPTED</u></b>	<b><u>DISTRIBUTION</u></b>
Regular Meeting - November 5, 2003	
Motion B-111	i) Trustees
Regular Meeting – May 11, 2011	ii) Administration
Motion B-60	iii) Principals
Regular Meeting – May 15, 2013	iv) Teaching Personnel
Motion B-53	v) C.U.P.E.
Regular Meeting – October 18, 2017	
Motion B-178	
Regular Meeting – September 22, 2021	
Motion B-	





# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE: GOVERNANCE PROCESS**

**Approved: Nov. 5, 2003**

**Reviewed: Sept. 22/21**

**POLICY NO: 2003[E] BOARD COMMITTEE PRINCIPLES**

### **POLICY**

Board committees, from time to time, may be established to complete certain tasks – particularly the task of gathering information and generating options. Board committees exist only to assist the Board in its work, and never to involve itself in the responsibilities of staff.

This policy applies to committees which are formed by Board action, whether or not it is called a committee and regardless whether the group includes non-Board members. It does not apply to committees formed under the authority of the Director of Education.

Accordingly,

- The scope of the committee’s mandate, context, and budget limitations must be clear.
- No committee will be created for the purpose of helping, advising, instructing, or exercising authority over any aspect of organization that has been delegated to the Director of Education.
- Board committees cannot exercise authority over staff. Because the Director of Education works for the entire Board of Trustees, the Director will not be required to obtain approval of a Board committee before an executive action. In keeping with the Board’s broader focus, Board committees will normally not have direct dealings with current staff operations.
- Committees, other than those legislated, should last only as long as the job the committee had to do, but no longer.

**ADOPTED** Regular Meeting - November 5, 2003  
Motion B-112

**REVIEWED** Regular Meeting – May 11, 2011  
(Unchanged)

**REVIEWED** Regular Meeting – May 15, 2013  
(Unchanged)

**REVIEWED** Regular Meeting – October 18, 2017

### **DISTRIBUTION**

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) C.U.P.E.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE: GOVERNANCE PROCESS  
COMMITTEE STRUCTURE**

**Approved: Nov. 5, 2003  
Amended: Sept. 22/21**

**POLICY NO: 2003[F] COMMITTEE STRUCTURE**

### **POLICY**

A committee is a board committee only if its existence and charge come from the Board, regardless whether board members sit on the committee. The only standing board committees are the following:

Legislated Committees:

- Special Education Advisory Committee (Reg. 464/97)
- Audit Committee (Reg. 361/10)
- Supervised Alternative Learning Committee (Reg. 374/10)
- Parent Involvement Committee (Reg. 612/00)

Standing Committees:

- Suspension Appeals Committee
- Transportation Consortium
- Director’s Performance Appraisal Committee
- Policy Committee

Other:

- Ad-Hoc Committee, as required.

**ADOPTED** Regular Meeting - November 5, 2003  
Motion B-113

**AMENDED** Regular Meeting – May 11, 2011  
Motion B-60

**AMENDED** Regular Meeting – March 21, 2012  
Motion B-23

**REVIEWED** Regular Meeting – May 15, 2013  
(Unchanged)

**AMENDED** Regular Meeting – October 18, 2017  
Motion B-178

**DISTRIBUTION**

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) C.U.P.E.



**POLICY TITLE:** GOVERNANCE PROCESS

**POLICY NO:** 2003[G] BOARD MEMBERS' CODE OF CONDUCT

**Approved:** Nov. 5, 2003  
**Amended:** Sept. 22/21

---

### POLICY

The Mission of the Huron-Superior Catholic District School Board (the "Board") is to be committed to develop the full potential of each child and to nurture a personal relationship with Jesus that will inspire Catholic leadership.

1. Catholic Faith, Community and Culture

Each Huron-Superior Catholic District School Board Trustee ("Trustee") shall, within the duties prescribed in the *Education Act*, its Regulations and other applicable legislation, and reflecting a ministry within the Church:

- a) Acknowledge that Catholic schools are an expression of the teaching mission of the Church.
- b) Provide an example to the Catholic Community that reflects the teaching of the Church.
- c) Provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education.
- d) Recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board.
- e) Respect the confidentiality of the Board.
- f) Ensure the affairs of the Board are conducted with openness, justice and compassion.
- g) Work to improve personal knowledge of current Catholic educational research and practices.
- h) Affirm a strong sense of Christian Catholic Community.
- i) Provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada.

2. Integrity and Dignity of Office

Trustees occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities in a professional and ethical manner, consistent with Gospel Values, the teachings of the Catholic church, the *Education Act* and Regulations, the *Municipal Freedom of Information and Protection of Privacy Act* and Regulations, the *Municipal Conflict of Interest Act*, the Board's By-Laws and Policies and any other Act or Regulation that may be applicable to the Trustees' duties.

### 3. Civil Behaviour:

Trustees must:

- Respect and comply with all applicable federal, provincial and municipal laws.
- Demonstrate honesty and integrity.
- Respect differences in people, their ideas and their opinions.
- Treat one another with dignity and respect at all times, and especially when there is disagreement.
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability.
- Respect the rights of others.

In performing their duties as Trustees, and in all matters of communication including email, telephone and face-to-face meetings with staff, parents and other stakeholders, appropriate language and professionalism are expected. Trustees are bound to uphold and abide by all pertinent Board Policies.

Subject to the duty of a Trustee under section 218.1(e) of the *Education Act* to uphold the implementation of any Board resolution after it is passed by the Board, a Trustee may comment on, or disagree with, a decision taken by the Board. A Trustee may not make disparaging remarks about another Trustee or a group of Trustees in expressing such comment or disagreement or speculate on the motives of a Trustee or a group of Trustees, or staff.

Section 207(3) of the *Education Act* addresses the exclusion of persons from Board meetings. It provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

### 4. Duties:

All Trustees are expected to comply with the following duties of Board Members as set out in section 218.1 of the *Education Act*.

A member of the Board shall,

- a) Carry out his or her responsibilities in a manner that assists the Board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the Board’s duties under section 169.1.
- b) Attend and participate in meetings of the Board, including meetings of board committees of which he or she is a member.
- c) Consult with parents, students and supporters of the Board on the Board’s multi-year strategic plan under Section 169.1(1)(f).
- d) Use appropriate communication protocols to bring concerns of parents, students and supporters of the Board to the attention of the Board.
- e) Uphold the implementation of any Board resolution after it is passed by the board.
- f) Entrust the day-to-day operations and management of the Board to its staff through the Board’s Director of Education.
- g) Maintain focus on student achievement and well-being through the development of policies.
- h) Comply with the Board’s Code of Conduct.

5. Upholding Decisions

Trustees must understand their role as a corporate body and the expectation that as such they may deliberate with many voices but must act as one. Trustees must:

- a) Accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board.
- b) Uphold the implementation of any Board resolution after it is passed by the Board.
- c) Comply with Board policies and procedures.
- d) Refrain from speaking on behalf of the Board unless authorized to do so.

6. Avoidance of Personal Advantage and Conflict of Interest

All Trustees are expected to comply with the provisions of the Municipal Conflict of Interest Act, which requires that Trustees declare and disclose the general nature of the interest for all direct and indirect pecuniary conflicts of interest and abstain from discussing and voting on these matters.

Where a Trustee, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, or any other conflict of interest in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the Trustee shall:

- a) Prior to any consideration of the matter of the meeting, declare a conflict of interest and state the general nature thereof.
- b) Not take part in the discussion of, or vote on any question in respect of the matter.
- c) Not discuss the issue with any other person.
- d) Not attempt in any way whether before, during or after the meeting to influence the voting on such question.
- e) Leave the meeting or the part of the meeting during which the matter is under consideration, and have the fact that he/she left the room recorded in the minutes.

Where the interest of the Trustee has not been declared by reason of the Trustee's absence from the meeting, the Trustee shall declare the interest and otherwise comply with the above requirements of the first meeting of the Board attended by the Trustee after the meeting referred to above.

No Trustee shall use his or her position, authority or influence for personal, financial or material gain or personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend and/or business associate. Every Trustee shall uphold and enhance all Board business operations by:

- a) Maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board.
- b) Fostering the highest standard of professional competence amongst those for whom they are responsible.
- c) Complying with and being seen to comply the letter and spirit of the laws of Canada and Province of Ontario, as well as contractual obligations applicable to the Board.
- d) Rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.

7. Lobbying

On occasion, lobbyists may attempt to communicate with Trustees for the purpose of influencing Trustees with respect to the procurement of goods and services and the awarding of contracts. Trustees must report such inquiries to the Director of Education. Trustees must not communicate with a lobbyist during a procurement process and must not use their influence to gain nor advance the interests of any particular party during a procurement process.

8. Respect for Confidentiality

All Trustees acknowledge that, as part of their duties to the Board they may be privy to private, confidential and/or legal privileged financial, business and/or commercial information belonging to the Board that may provide financial, business, commercial or competitive advantage, and that they may be privy to private and confidential student and personnel information, and/or legal matters and opinions. Such information may include, but is not limited to, information relating to the Board’s organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the Board.

A Trustee’s duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions survives his or her term as Trustee.

9. Board Resources

All Trustees shall comply with Board Policies and Procedural Guidelines regarding the use of Board resources, including information technology resources.

10. Guidelines for Gifts and Hospitality

Moderate hospitality and gifts are an accepted courtesy of a business relationship. However, the recipients should not allow themselves to reach a position whereby they might be influenced in making a business decision as a consequence of accepting such hospitality.

Trustees should not use their position for improper gain or benefit, nor under any circumstances accept gifts from vendors or contractors of more than \$25.00.

11. Enforcement of Code of Conduct and the Municipal Conflict of Interest Act

A breach of this Code of Conduct by a trustee will be dealt with as per the provisions of the Education Act, *Section 218.3*.

**ADOPTED**

Regular Meeting - November 5, 2003  
Motion B-114

**AMENDED**

Regular Meeting – May 11, 2011  
Motion B-60

**AMENDED**

Regular Meeting – May 15, 2013  
Motion B-53

**AMENDED**

Regular Meeting – October 18, 2017  
Motion B-178

**DISTRIBUTION**

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) C.U.P.E.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

<b>POLICY TITLE:</b>	<b>GOVERNANCE PROCESS</b>	<b>Approved:</b>	<b>Nov. 5, 2003</b>
<b>POLICY NO:</b>	<b>2003[H] DIRECTOR OF EDUCATION AND ACCOUNTABILITY</b>	<b>Reviewed:</b>	<b>May 11, 2011</b>
		<b>Amended:</b>	<b>Sept. 22/21</b>

### POLICY

The Director of Education, as chief executive officer, is accountable to the Board acting as a corporate body. The Board will instruct the Director of Education through written policies, delegating interpretation and implementation to the Director of Education. The Board's sole official connection to the operating organization, its achievement, and conduct will be through the Director of Education.

As the Board's single official link to the operating organization, the Director of Education's performance will be considered to be synonymous with operational performance.

Consequently, the Director of Education's job contributions can be stated as performance in two areas:

1. Organizational accomplishment of *The Multi-Year Strategic Plan*.
2. Organizational operation within the boundaries of prudence and ethics established in Board policies and *Executive Limitations*.

*Note: According to the Education Act:*

169.1(1) Every board shall,

- (h) monitor and evaluate the performance of the board's director of Education, or supervisory officer acting as the board's director of education, in meeting:
  - (i) his or her duties under this Act or any policy, guideline or regulation made under this Act, including duties under the plan refer to in clause (f) and
  - (ii) any other duties assigned by the board. 2009, c.25, s.15; c.5, s3(1).

**279.** Every district school board shall, subject to the regulations, employ a supervisory officer as director of education and such other supervisory officers as it considers necessary to supervise all aspects of the programs under its jurisdiction.

**283.(1) Chief Executive officer** – A board shall not appoint or employ a person as a director of education unless the person is a supervisory officer who qualified as such as a teacher.

**(1.1) Same** – A director of education is the chief education officer and the chief executive officer of the board by which he or she is employed.

**(2) Idem** – The chief executive officer of a board shall, within policies established by the board, develop and maintain an effective organization and the programs required to implement such policies.

Additional duties of director of education

283.1 (1) In addition to his or her other duties under this Act, the director of education shall.

- (a) Annually review with the board the multi-year plan developed under 169.1(1)(f);
- (b) Ensure that the multi-year plan developed under clause 169.1(f) establishes the board's priorities and identifies specific measures and resources that will be applied in achieving those priorities and in carrying out its duties under this Act, in particular, its responsibility for student achievement as set out in section 169.1.
- (c) Implement and monitor the implementation of the multi-year plan developed under clause 169.1(f).
- (d) Report periodically to the board on the implementation of the multi-year plan development under clause 169.1 (f)
- (e) Act as secretary of the board.
- (f) Immediately upon discovery bring to the attention of the board any act or omission by the board that in the opinion of the director of education may result in or has resulted in a contravention of this Act or any policy, guideline or regulation made under this Act.
- (g) If a board does not respond in a satisfactory manner to an act or omission brought to its attention under clause (f), advise the Deputy Minister of the Ministry of the act or omission, 2009 c.25, s.47.

---

**ADOPTED** Regular Meeting - November 5, 2003  
Motion B-115

**REVIEWED** Regular Meeting – May 11, 2011  
(Unchanged)

**REVISED** Regular Meeting - May 15, 2013  
Motion B-53

**REVISED** Regular Meeting - October 18, 2017  
Motion B-178

---

**DISTRIBUTION**

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) C.U.P.E.





# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

---

**POLICY TITLE: GOVERNANCE PROCESS** **Approved: Nov. 5, 2003**

**POLICY NO: 2003[I] EVALUATION OF THE PERFORMANCE OF THE DIRECTOR OF EDUCATION** **Amended: Sept. 22/21**

---

### **POLICY**

#### RATIONALE:

An effective performance review provides a mutual learning opportunity to provide feedback to the Director of Education in a process which strengthens the organization and benefits students.

The Ministry of Education has directed that school Boards conduct an evaluation of the performance of the Director of Education (Education Act 169.1(1)).

It is the policy of the Huron-Superior Catholic District School Board to:

1. Ensure accountability for the effective leadership and management of the school system and the effective implementation of its Multi-Year Strategic Plan.
2. Provide the Director of Education with concrete feedback from the elected board of his/her performance to be used as a basis for his/her personal development in the role.

#### GUIDING PRINCIPLES:

The Huron-Superior Catholic District School Board supports the following guiding principles for the Performance Review process of the Director of Education:

1. Be in compliance with the Ministry of Education requirements.
2. Be in compliance with the director's contract terms.
3. Be completed annually.
4. Be mutually agreed by the Board and the Director of Education.
5. Be based on the mutual agreement on the following:
  - a) What will be assessed based on the Job Description for the Director of Education and the board's Multi-Year Strategic Plan
  - b) What specific evidence (data) will be collected
  - c) Who will be involved in the collection of data and how it will be collected
  - d) Agreement that all data will be shared with the Director of Education and that FOIPOIP rules will apply to the collection of data for evaluation purposes.

- e) A written report at the end of the review period approved by the Board that is objective, based on the agreed evidence (data) gathered and includes area(s) for focus and/or improvement in the next year.
- f) An effective agreed upon process for discussing and resolving any disagreement between the Board of Trustees and the Director on the process or the written report
- g) Confidentiality.

---

<b><u>ADOPTED</u></b>	Regular Meeting - November 5, 2003 Motion B-116	<b><u>DISTRIBUTION</u></b>	i) Trustees
<b><u>AMENDED</u></b>	Regular Meeting – May 11, 2011 Motion B-60		ii) Administration
<b><u>AMENDED</u></b>	Regular Meeting – May 15, 2013		iii) Principals
<b><u>AMENDED</u></b>	Regular Meeting – October 18, 2017 Motion B-178		iv) Teaching Personnel v) C.U.P.E.

---



**POLICY TITLE: GOVERNANCE PROCESS**  
**POLICY NO: 2003[J] DEVELOPMENT AND CYCLICAL REVIEW OF POLICIES**

**Approved: March 21, 2012**  
**Amended: Sept. 22/21**

### POLICY

The Huron-Superior Catholic District School Board, in order to fulfill its duties and responsibilities, reserves to itself the function of developing and cyclically reviewing Policies for those to whom it delegates authority. The Board believes that the establishment of clear policies, which are legally and legislatively compliant, and consistent with its Mission, current needs and expectations, will enable all members of our Catholic learning community to achieve individual and collective goals.

- The Director of Education, as Chief Executive Officer, is accountable to the Board for the implementation of Board-approved Policy and shall issue Procedural Guidelines in support of policies, where such guidelines are relevant.
- The policies of the Board shall be congruent with and supportive of, the Education Act and Regulations of the Province of Ontario, all laws and statutes, of the Mission Statement of the Board, and reflect the teachings of the Catholic Church.
- The process of developing policies and the cyclical review of all policies will include timely consultation with individuals and groups as deemed appropriate to a particular policy. Policies shall be reviewed on a cyclical basis of every five (5) years, or as needed to reflect legislation or organizational changes. Policy development and review will occur as per the procedural guidelines in support of this policy.
- A Policy Committee will be established annually (Standing Committee as per Policy 2003-F). Its membership will include:
  - Chair of the Board
  - 2 Trustees
  - Director of Education
  - Other staff as designated by the Director

**ADOPTED** Regular Meeting – March 21, 2012  
 Motion B-23

**AMENDED** Regular Meeting – October 18, 2017  
 Motion B-178

**AMENDED** Regular Meeting – September 22, 2021  
 Motion B -

**DISTRIBUTION**

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) C.U.P.E.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### DEVELOPMENT AND CYCLICAL REVIEW OF POLICIES POLICY PROCEDURAL GUIDELINES

The development and review of all policies shall be initiated by the Board or the Director of Education.

The Director of Education may delegate the development or revision of Policies and Procedural Guidelines to appropriate members of Administrative Council and staff.

The development of new Policies and Procedural Guidelines as well as the cyclical review of existing Policies and Procedural Guidelines will adhere to the following process:

- The draft Policy will be reviewed by Administrative Council for input.
- Once approved by the Director of Education, the draft Policy will then be forwarded to the Policy Committee for input and information.

#### Stage 1

- Draft policy brought to Policy Committee for review
- Committee determines whether policy needs to be sent out for consultation

#### Stage 2

- Policy sent out for consultation and reviewed by Policy Committee after consultation period

#### Stage 3

- Policy brought to the Board for approval

If the Policy Committee determines that a policy does not need to be sent out for consultation, then the draft policy can go from Stage 1 to Stage 3

- Once approved, the Director of Education, or designate, will distribute and communicate the Policy to the system.
- The Director of Education will issue Procedural Guidelines if necessary in support of the policy.

VETTING

A draft policy may be vetted with any or all of the following individuals or groups:

Trustees	Principals/Vice-Principals
Director of Education	Non-unionized staff
Superintendents	Catholic School Councils Chairs
OECTA	Catholic Principals Council
CUPE	Student Supercouncil
OSSTF	Parent Involvement Committee
Managers/Supervisors	Special Education Advisory Committee (SEAC)
Bishop/Pastors	Program Staff
Board Solicitor	Public via Board website
Others	

The Policies of the Board are to be reviewed on a five-year cycle unless otherwise directed by the Director of Education or the Board of Trustees.

The review or development of Policy is to be guided by the following criteria:

- The Policy facilitates the achievement of the Board's Mission as a Catholic School Board
- The Policy contributes to the Board's strong and positive Catholic educational presence in the communities it serves and the province of Ontario
- The Policy is within the scope of the Board's authority as granted by provincial and federal statute
- The Policy is consistent with and complementary to Catholic teachings
- The Policy is clearly written, easily understood, and in language that is inclusive
- The Policy is directly related to a clear and legitimate purpose
- The Policy is consistent with the Board's Equity and Inclusive Education Policy
- The Policy is consistent with the Board's Accessibility Standards Policy
- The Policy is appropriate, fair, and wise for the needs of today and tomorrow.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PROCEDURAL GUIDELINES DEVELOPMENT AND CYCLICAL REVIEW OF POLICIES

#### **Overview**

The Board of Trustees and/or the director of education will initiate, develop, and review all board policies. The director of education may delegate the development or revision of policies and procedural guidelines to appropriate members of Administrative Council and staff.

Unless otherwise directed by the director of education or the Board of Trustees, the policies of the board are to be reviewed on a five-year cycle, or as needed to reflect legislation or organizational changes. The process of developing policies and the cyclical review of all policies will include timely consultation with individuals and groups as deemed appropriate to a particular policy.

The review or development of policy is to be guided by the following criteria:

- The policy facilitates the achievement of the board's Mission as a Catholic school board.
- The policy contributes to the board's strong and positive Catholic educational presence in the communities it serves and the province of Ontario.
- The policy is within the scope of the board's authority, as granted by provincial and federal statute.
- The policy is consistent with and complementary to Catholic teachings.
- The policy is clearly written, easily understood, and in language that is inclusive.
- The policy is directly related to a clear and legitimate purpose.
- The policy is consistent with the board's Equity and Inclusive Education Policy.
- The policy is consistent with the board's Accessibility Standards Policy.
- The policy is appropriate, fair, and wise for the needs of today and tomorrow.

#### **Policy Committee**

In accordance with Policy 2003-F, a Policy Committee will be established annually. The Policy Committee normally meets once a month during the school year; however, meetings may occur more or less often, as needed. The membership of the Policy Committee will include:

- Chairperson of the Board
- Trustees who represent a diversity of thought, experience, geographic location, and/or perspective, as selected by the Chairperson of the Board; the number of trustees should not exceed one less than quorum
- Director of education
- Other staff as designated by the director

The role of the Policy Committee is to review all new and revised policies, procedural guidelines, appendixes, and forms associated with individual policies. It is not the role of the Policy Committee to approve policies, since that is the role of the Board of Trustees. Rather, it is the committee's role to make recommendations related to those documents (e.g., send out for consultation, make additional revisions, obtain relevant interpretation from the third party such as the Ministry of Education, forward to a meeting of the Board of Trustees for approval).

## Process

The development of new policies and procedural guidelines, as well as the cyclical review of existing policies and procedural guidelines, will adhere to the following process:

### Step 1

- On an annual basis, the director of education assigns policies in need of creation and/or revision to members of the senior team, non-union staff, and/or committees.
- The assignment of such policies will normally be done at the end of the previous school year (i.e., in late June or early July). The assignment will normally coincide with the five-year cycle and the portfolios assigned to senior team members.

### Step 2

- Administrative Council reviews the draft policy and provides input on it.. Administrative Council also reviews all associated procedural guidelines, appendixes, forms, and other documentation.
- Once approved by Administrative Council, the draft policy is then included in an agenda package for the Policy Committee.

### Step 3

- The members of the senior team who created and/or led the revision of the policy present the policy, procedural guidelines, appendixes, and forms to the Policy Committee.
- The Policy Committee determines whether the policy and its associated documents need to be sent out for vetting or consultation and who needs to be consulted. Under normal circumstances, only new policies undergo a consultation or vetting process; unless content has been drastically altered, revised policies do not normally require consultation.
- If the Policy Committee determines that a policy does not need to be sent out for consultation, then the policy and any accompanying documents can bypass Step 4.

### Step 4

- If the Policy Committee determines that the draft policy and its associated documents require consultation, these items will be sent out for consultation. A draft policy may be vetted with any or all of the following individuals or groups:
  - |                         |                                 |
|-------------------------|---------------------------------|
| ○ Trustees              | Principals/Vice-Principals      |
| ○ Director of Education | Non-Unionized Staff             |
| ○ Superintendents       | Catholic School Councils Chairs |
| ○ OECTA                 | Catholic Principals Council     |
| ○ CUPE                  | Student Senate                  |
| ○ OSSTF                 | Parent Involvement Committee    |

- Managers/Supervisors                      Special Education Advisory Committee
- Bishop/Pastors                                Program Staff
- Board Solicitor                                Public via Board Website
- Others
- 
- If the consultation process does not yield any substantive feedback by the established deadline, the policy and its accompanying documents are brought to an open board meeting for approval.
- If the consultation process does yield substantive feedback by the established deadline, then the policy and its accompanying documents return to the Policy Committee for review.

#### Step 5

- The policy and its accompanying documents (e.g., procedural guidelines, appendixes, forms) are brought to an open meeting of the Board of Trustees for approval.
- Once approved, the director of education, or designate, distributes and communicates the policy to the system.





# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE:     ADVOCACY**

**Approved:     July 3, 2008**

**Amended:     Sept. 22, 2021**

**POLICY NO:       2005**

**Page:           1 of 1**

### **POLICY**

In its publication *Catholic Trustees: Advocates, Guardians & Stewards of Catholic Education* (2006), the Ontario Catholic School Trustees' Association (OCSTA) indicates that, "In addition to carrying out those many responsibilities that they share with public school board trustees, Catholic trustees, as representatives of the Catholic community, must ensure that the mission of Catholic education, as part of the broader mission of the Church, is fulfilled" (p. 1).

This means that Catholic trustees are called to promote, protect, and advocate for Catholic education on an ongoing basis. The Huron-Superior Catholic District School Board's communication with the Ontario government plays an important role in identifying, discussing and finding solutions to policy and financial issues.

#### **ADOPTED**

Special Meeting of the Board July 3, 2007

Motion No. B-33

#### **REVISED**

Regular Meeting of the Board April 10, 2013

Motion B-38

#### **REVISED**

Regular Meeting of the Board October 18, 2017

Motion B-179

#### **REVISED**

Regular Meeting of the Board September 22, 2021

Motion B-

#### **DISTRIBUTION**

i) Trustees

ii) Administration

iii) Principals

iv) Teaching Personnel

v) C.U.P.E.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PROCEDURAL GUIDELINES ADVOCACY

In *Catholic Trustees: Advocates, Guardians & Stewards of Catholic Education* (2006), the Ontario Catholic School Trustees' Association (OCSTA) states that Catholic trustees have a responsibility to promote, protect, and advocate for Catholic education. Such advocacy requires trustees to:

- “Understand and defend the constitutional right of the Catholic community to govern, control and manage Catholic schools
- Understand the rights, obligations and authority vested in Catholic school trustees acting as members of a Catholic school board
- Advocate for government policies that are in accordance with Catholic social teaching
- Advocate for government policy, legislation and funding that protects the distinctive nature of Catholic education and supports Ontario’s fully funded Catholic school system
- Take leadership in promoting public understanding of and support for Catholic education
- Promote the value of Catholic education and the significant contribution it has made to Ontario society” (pp. 4 – 5).

The following should guide the board’s communication with the Ontario government:

- Focus on ongoing communication between school boards and government through established mechanisms and channels.
- Avoid basing communications on personal or political bias.
- Maximize resources for student success, wellbeing, and achievement.

On a very limited occasion there may be some issues that are of a local character for which individual boards may need to lobby the government directly. Democratically elected trustees need to retain the ability to approach government directly on those matters.

#### Examples of suitable advocacy expenditures include:

- Membership dues and fees to appropriate organizations, such as Ontario Catholic School Trustees’ Association.

Examples of inappropriate advocacy expenditures include:

- Placing content intended to advocate for a particular position with report cards and annual reports.
- Using students as vehicles for board or school advocacy to the public, education partners and governments.
- Use of board funds to attend events for specific political parties.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE:** TRUSTEE EXPENSES **Approved:** Sept. 22, 2021

**POLICY NO:** 2007 **Page:** 1 of 1

The Huron-Superior Catholic District School Board will govern with a faith-filled, strategic perspective, continually improving its processes and capability to express its mission, on behalf of the Catholic community.

The Huron-Superior Catholic District School Board recognizes the need for trustees to attend meetings, conferences, conventions, workshops, and other board business and to be reimbursed for approved expenses. Attendance at such events is to be limited to the role of the individual trustee. All travel, meals, and hospitality reimbursements must conform within the Broader Public Sector Expense Directive.

The board is committed to:

- Providing trustees, in their role as stewards and guardians of Catholic education, with resources and supports to fulfill their obligations, as allowed through the *Education Act* and the parameters and guidelines of the Ministry of Education.
- Promoting financial integrity, accountability, and transparency.
- Clarifying the parameters and guidelines under which trustees will receive supports, equipment, services and reimbursements that will enable them to communicate with constituents regarding board affairs and educational matters; participate in various activities by virtue of their office; and fulfill their corporate and constituency responsibilities.

The overriding principle is that trustees will be reimbursed for reasonable expenses incurred on authorized board business in accordance with this policy.

**ADOPTED** Regular Meeting – September 22, 2021  
Motion B -

**DISTRIBUTION**  
i) Trustees  
ii) Administration  
iii) Principals  
iv) Communications



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PROCEDURAL GUIDELINES TRUSTEE EXPENSES

#### **Purpose**

The Huron Superior Catholic District School Board (HSCDSB) will reimburse trustees for expenses reasonably incurred in carrying out their responsibilities, while representing the interests of students, the community and/or the board. The board also recognizes that, during their term of elected office, trustees require support to effectively serve their constituents.

#### **Definitions**

The term “board” refers to the Board of Trustees, including members of the board elected or appointed in accordance with the *Ontario Municipal Elections Act*, and student trustees elected or appointed in accordance with the *Education Act* and HSCDSB policies. Duties and responsibilities of the board are defined under the *Education Act* and Ontario regulations.

#### **Intended Outcomes**

This policy and procedural guidelines are intended to ensure:

- Trustees who incur expenses while performing their duties on behalf of the board are reimbursed in a fair, consistent, and transparent manner.
- Compliance with the Ministry of Education School Board Expenditure Guidelines (2006: B15).
- Compliance with the Broader Public Sector Expenses Directive.

#### **Administrative Procedures**

This administrative procedure establishes criteria and processes for the reimbursement of expenses incurred by trustees while performing duties on behalf of the Huron-Superior Catholic District School Board. The board assumes no obligation in reimbursing expenses that are not in compliance with these procedures. All amounts paid are subject to budget restrictions set annually by the board and include expenditures from all sources of funding.

### **Responsibility**

1. The Chair of the Board is responsible for the implementation of this policy and associated procedures, while ensuring compliance by trustees.
2. The Chair of the Board will inform the trustees of changes to mileage reimbursement rates on an annual basis and ensure that trustees have access to the most current electronic expense claim submission forms.
3. The Business Department, in communication with the Director of Education, will ensure approved expense claims are processed in a timely manner.
4. The Information Technology (IT) Department will coordinate the distribution of equipment and activation of services at the commencement of the trustees' term of office.

### **Equipment**

At the beginning of each term of office, trustees will be offered information technology (IT) equipment, as described below, to assist in conducting official business of the board. The IT items will be offered according to the contracts and standards in place at the board for such items at the time of order and may include:

- Computer or tablet with software
- Printer
- Mobile device/phone for board Chair (including associated service costs for all board-related matters)
- Office supplies, such as paper and toner cartridges, as needed.

To ensure effective use of technology and security of the board's systems and data, all IT equipment will be loaded with the board's standard software applications, configuration, and security applications. Equipment purchased with board funds is considered board property and must be used solely for board-related matters. At the end of the trustee's term of office, all equipment provided must be returned to the board. Equipment that is being replaced must also be returned to the board.

### **Travel, Meals, and Hospitality Expenditures**

#### **Approval for Conferences of Professional Development**

Attendance at conferences for professional development opportunities that incur a cost must be pre-approved by board resolution. In special circumstances, where it is not feasible to receive prior approval (e.g., a sudden meeting request from the ministry), all trustees will be informed by e-mail for concurrence and then subsequent approval will follow at the next board meeting.

The board will reimburse for eligible expenditures, accompanied by original detailed receipts, subject to that which follows.

**Travel to Board Meetings / School Functions**

For attendance at school functions or school visits considered voluntary for trustee participation, trustees will not be reimbursed for this travel without the approval of the board prior to the function occurring.

For attendance at board meetings (i.e., meetings called for attendance by the whole board), trustees will be reimbursed for travel to / from a trustee's residence to / from the board meeting location (e.g., Mount St. Joseph Catholic Education Centre in Sault Ste. Marie) by a kilometre rate established through board protocol.

In rare cases, if time does not allow for prior approval by the board, the Chair of the Board may grant this approval. In certain circumstances, where the board requires the attendance of a trustee for school, board or community functions, which are approved by the Chair of the Board, trustees will be reimbursed for travel. If the trustee is going on board business and the board feels it is necessary to have trustee attendance, this travel would be reimbursed, if approved in advance. Travel for board / committee meetings (e.g., SEAC, Focus on Faith) will be reimbursed by the board through established kilometre rates.

**Accommodations**

When accommodation is required, the Executive Assistant to the Director will normally make hotel reservations for trustees. Preference should be given to travel services and accommodation that provide specially negotiated rates, such as government rates.

Trustees are expected to stay in a standard-type room in a good standing hotel. The trustee is entitled to an individual room. Reimbursements will not be made for upgrades to hotel rooms or incidental expenses (e.g., mini-bar purchases, in-room movies).

Trustees are responsible for notifying the Executive Assistant to the Director, the Director, and the Chair of the Board via email about any required changes and cancellations to hotel reservations before the room is subject to cancellation fees. Trustees are responsible for all related fees incurred as a result of not adhering to cancellation deadlines.

**Meals**

Reimbursement amounts for meals will be provided in accordance with board Policy 6012 – Travel, Meals and Hospitality.

If meals are provided at the event or as part of the hotel booking, the trustee will not be eligible for reimbursement unless prior approval from the Chair of the Board is provided (e.g., if breakfast is provided at the hotel or conference, the trustee will not be eligible to submit expenses for breakfast on the date of the conference).

**Transportation**

Eligible airline tickets, taxis, bus fares, and parking fees will be reimbursed to individuals with detailed receipts showing proof of payment.

Trustees will be reimbursed for the first checked baggage fee charged by certain airlines. Trustees will not be reimbursed for additional checked baggage fees. Trustees will not be reimbursed for fees associated with overweight bags.

When vehicle travel is chosen, rental vehicle and associated gas expenses will be the preferred choice. Mid-sized vehicles must be reserved, unless a larger vehicle is required to accommodate the number of travelers sharing the vehicle.

If trustees travel with their own vehicle, mileage reimbursement will be paid based on separate board policy.

Note: Trustees will NOT be reimbursed for any traffic or parking tickets resulting from business travel. Costs of damage to personal vehicles, including insurance deductibles, will be the responsibility of the trustee.

**Spouse**

When the spouse or other person accompanies the trustee on board business, the board shall not incur any additional costs as a result of accommodation (i.e., single vs. double occupancy), meals or travel. Costs associated with another person will be at the individual's own expense.

**Other**

Reasonable costs for other travel expenses, such as telephone expenses and business Internet charges, shall be reimbursed at the discretion of the Chair of the Board.

**Reimbursement Procedures / Reporting**

In accordance with Policy 6012 – Travel, Meals, and Hospitality, trustees will be expected to pay the costs of travel when incurred and be reimbursed for eligible costs by submitting the appropriate form(s) within ten days of returning from the function. Expense reports submitted more than thirty calendar days after returning from the function will not be reimbursed.

Should there be a dispute about the eligibility of any expense, the trustee may contest the decision during a public session of the board.

HSCDSB will NOT provide travel advances.

Expense approvals required:

- The Director of Education and Superintendent of Business will review all trustees' (including the Chair of the Board) expense reports for compliance with board policy.
- The Chair of the Board will approve all trustee expense reports.



- The Director of Education and Superintendent of Business will approve the Chair of the Board's expense reports.

All documentation will be retained in accordance with the board's record retention guidelines.

**Travel Reimbursement Through Ministry / Third Party:**

HSCDSB recognizes there are times when a trustee will be travelling, and the expenses incurred are to be submitted to the Ministry of Education or a third party for reimbursement. When such a situation arises, the trustee is expected to follow the rules outlined in the ministry's or third party's expenditure policy. The ministry's or third party's expenditure policy will supersede HSCDSB's expenditure policy with regards to allowable reimbursable expenses and dollar amounts. The board must approve any travel that is considered reimbursable through the Ministry / third party. Expense report approvals will follow this policy.

In order to keep track of costs and ensure no duplication of trustee reimbursement, the ministry or third party should reimburse HSCDSB directly. Under no circumstance should a trustee receive a cheque from the ministry / third party directly.

In situations where the employee/board member is travelling, and the ministry / third party will reimburse HSCDSB, the following must be adhered to:

- The ministry / third party expense report is to be completed, with a copy submitted to the HSCDSB's Business Department. The Superintendent of Business will ensure both the original expense report and the copy are identical prior to any report being submitted to the ministry / third party and HSCDSB's Business Department.
- The ministry / third party expense report and original, itemized receipts will be submitted to the ministry / third party for HSCDSB to be reimbursed. This expense report must include expenses incurred by both the trustee and HSCDSB.
- The ministry / third party expense report and copies of itemized receipts will be submitted to HSCDSB for the trustee to be reimbursed. This is the only circumstance where copies of itemized receipts will be accepted. Expense reports must be submitted within ten business days after each trip.
- HSCDSB will reimburse the trustee.
- HSCDSB will be reimbursed by the ministry / third party.





# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PROCEDURAL GUIDELINES RELATIONSHIPS IN THE WORKPLACE

#### **Family Members Working Within the Board**

For the purpose of this policy, family members are defined as spouses, domestic partners, daughters, sons, parents, grandparents, grandchildren, sisters, brothers, mothers-in-law or fathers-in-law.

As a large employer that has many schools in smaller communities, HSCDSB does have members from the same family who work within the same learning community. Employment of family members in situations where one family member has direct influence over the other's conditions of employment / student achievement (e.g., salary, hours worked, sick leave, expenses, discipline, awards, honours, privileges, assessment and evaluation) is inappropriate and to be avoided wherever possible. Such situations are considered to be conflicts of interest. See Policy 6021: Conflict of Interest for more detail.

If one family member has influence over another family member's conditions of employment / student achievement, the following should occur:

- In collaboration with the supervisor, the involved employees will have a conversation to discuss the scenario and various options to address the situation.
- Options include, but are not limited to:
  - One employee may apply to transfer to another area / workplace.
  - An employee may be denied a transfer to a particular location.
  - If an alternative classroom is available, the family member may be placed in a different classroom.
  - The reporting structure in the department may be revised so that one employee no longer has direct influence over the other employee's conditions of employment.

In some cases, a concern over conflict of interest may arise involving other close relatives, such as aunts, uncles, cousins, nieces, nephews, or relatives by marriage. Alternatively, issues related to family relationships may arise that have no connection to conditions of employment / student achievement (e.g., two spouses who work in the same school that their children attend may get divorced and a custody battle ensues in which staff members are encouraged to take sides or provide information to one side over another).

In any case, when employees are unsure about a potential conflict, or when supervisors of employees perceive a real or perceived conflict of interest, they should fully disclose the circumstances to their supervisor. In situations where either a conflict of interest has been identified and/or issues related to family members / relatives interfere with the effective functioning of the workplace and/or achievement of students, the board reserves the right to transfer an employee to another location.

### **Visiting the Workplace**

HSCDSB's schools and buildings are places of instruction and learning. Instructional times are prioritized and are intended to have minimal interruptions. Children and family members are welcome on board property for specific sanctioned events. For example, employees may bring children or family members to appropriate school / board-sponsored activities, such as Christmas concerts or school plays.

Supervisors may approve non-routine visits that do not interfere with an employee's ability to perform his/her work functions or the productivity of work.

### **Relationships at Work**

Employees are encouraged to socialize and develop professional relationships in the workplace, provided that these relationships do not interfere with the work performance of either individual or with the effective functioning of the workplace. Employees who engage in personal relationships, including romantic and sexual relationships, should be aware of their professional responsibilities and will be responsible for ensuring that the relationship does not raise concerns about favouritism, bias, Catholic teachings, ethics, and conflicts of interest. In cases of doubt, advice should be sought from the Manager of Human Resources.

Romantic and/or sexual relationships between employees, where one individual has influence or control over the other's conditions of employment, are inappropriate. These relationships, even if consensual, may ultimately result in conflict or difficulties in the workplace. If such a relationship currently exists or develops, it must be disclosed:

- The supervisor or employee who has influence or control over the other's conditions of employment has an obligation to disclose his/her relationship to the principal / supervisor.
- The other employee involved in the relationship is encouraged to disclose the relationship to the principal / supervisor.

### **Relationships with Students and Parents**

When employees interact with students, staff members are in a position of trust and power. These relationships must not jeopardize the effective functioning of the school or board by the

appearance of either favouritism or unfairness in the exercise of professional judgment. In relationships with students/ parents, employees are expected to be aware of their professional responsibilities and to avoid apparent or actual conflicts of interest, favouritism or bias. Personal relationships can be inclusive of, but not limited to, coaching outside of work, parish relationships, neighbourhood friendships, and personal relationships within the community.

### **Disciplinary Action**

If a relationship is deemed to be inappropriate under these guidelines, the appropriate principal / supervisor, will consult with the Manager of Human Resources to determine appropriate action. Actions taken may include, but are not limited to, an agreed upon transfer, a change in workplace or assignment, and/or a change in reporting structure.

If an employee, whether or not involved in the relationship, believes s/he has been and/or is being, adversely affected by a relationship, s/he is encouraged to contact the principal or supervisor.

When relationships develop into situations that may be viewed as harassment or discrimination, employees should refer to the Workplace Harassment Guideline under Policy 4024: Safe Schools and Workplaces. Should relationships in the workplace not be disclosed, interfere with workplace performance or negatively affect school / board climate, Policy 6002: Progressive Discipline of Employees will be followed.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE:** HUMAN RIGHTS **Approved:** Sept. 22/21

**POLICY NO:** 6027 **Page:** 1 of 1

### POLICY

The mission statement of the Huron-Superior Catholic District School Board (HSCDSB) affirms the sacredness of life, respect for all creation, and the need to reverence the dignity of each person as a Child of God.

The board recognizes the need to ensure the human rights of all its employees are upheld, in accordance with the *Ontario Human Rights Code* (OHRC). HSCDSB believes that all members of the community have the right to study, work, and live in an environment free from all forms of harassment and discrimination. This policy promotes a proactive approach that includes education and prevention. It also responds to the board's responsibility under the OHRC to prevent discrimination, provide procedures to handle complaints, resolve problems, and remedy situations when a violation of this policy occurs.

This policy outlines the responsibility that all sectors of HSCDSB have to co-operate in maintaining a work and educational environment based on mutual understanding and respect, to address harassment and discrimination, and to work together to prevent it. Please note that nothing in this policy nor its procedural guidelines should be construed as undermining the board's right to hire Catholic candidates for academic positions, as permitted under Section 24(1) of the *Ontario Human Rights Code* and Section 29 of the *Canadian Charter of Rights and Freedoms*.

**ADOPTED** Regular Meeting – Sept. 22, 2021  
Motion B –

**DISTRIBUTION**

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) Non-Teaching Personnel



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PROCEDURAL GUIDELINES HUMAN RIGHTS

#### **Purpose**

In compliance with the *Ontario Human Rights Code* (OHRC), the Huron-Superior Catholic District School Board (HSCDSB) acknowledges its responsibilities to strive for an environment free of discrimination and harassment and to take reasonable steps to ensure this. Those in positions of responsibility and authority have a particular duty to take steps to prevent discrimination and harassment on the prohibited grounds outlined below and to support the implementation of its procedures.

#### **Prohibited Grounds**

The OHRC explicitly states that, “Everyone has a right to claim and enforce his or her rights under this Act.... without reprisal or threat for doing so.” HSCDSB will ensure that all efforts are taken to safeguard persons from reprisal actions when they are involved in a complaint under this policy.

A human rights claim must not be trivial, frivolous, vexatious, or malicious in intent. That is, such claims must not be made in bad faith, for the purposes of annoying or causing trouble, for a dishonest purpose, or with sinister motivation.

All claims must be directly linked to one of the prohibited grounds, as defined in the OHRC:

- Race
- Colour
- Ancestry
- Place of origin
- Citizenship
- Ethnic origin
- Creed (religion)
- Receipt of social assistance (housing only)
- Disability
- Age
- Marital status
- Family status (includes having children)
- Sex or Gender (includes being pregnant)
- Sexual orientation

- Gender identity
- Gender expression
- Record of offenses (employment only, must have been pardoned)

### **Preamble**

For the purpose of this policy, the following terms are equivalent:

- Unequal treatment
- Differential treatment
- Discriminatory treatment
- Unfair treatment

Please note that, as permitted under Section 24(1) of the *Ontario Human Rights Code* and Section 29 of the *Canadian Charter of Rights and Freedoms*, hiring preference shall be given to Catholic candidates for all academic positions (i.e., early childhood educators, teachers, school administrators, senior administrators).

Every person is considered to be innocent of allegations, unless and until those allegations have been proven by due process. A complaint knowingly made in bad faith will be investigated under this policy and, if proven, the person who initiated the complaint (the complainant) may be subject to disciplinary action.

The alleged discrimination need not be intentional (i.e., perhaps the person responsible for the discriminatory behaviour/action did not mean to discriminate); only the result or effect of the action (i.e., unfair impact on the victim) will be considered relevant.

### **Initial Process**

Each complaint will be dealt with thoroughly and promptly. Should the complainant begin proceedings before the Human Rights Tribunal of Ontario (HRTO) or in the courts in respect to the subject matter of a complaint being dealt with under this procedure, this internal procedure will not usually be interrupted. However, there may be circumstances under which the board may decide to cease or suspend its investigation until HRTO's proceedings are discontinued or brought to a conclusion.

HSCDSB recognizes that it is difficult to come forward with a complaint of discrimination and recognizes all parties' interests in keeping such matters confidential. To protect everyone's interests, confidentiality will be maintained throughout the complaint process to the extent practicable and appropriate under the circumstances.

Those who believe they are the subject of harassment or discrimination should follow the process outlined in what follows:



1. **Speak to the respondent** (i.e., the person who has alleged to have violated human rights). It may be appropriate in some instances for those who consider that they have been subjected to discrimination or harassment to voice their objection directly to the person(s) responsible, and clearly indicate that the conduct is unacceptable. This may bring resolution to the issues.
2. **Speak to an immediate supervisor.** In many cases, matters can be resolved by speaking to an immediate supervisor. You might wish to involve your union representative in this conversation, if you belong to a union.
3. **Speak to the Manager of Human Resources.** Where the complainant does not feel able to bring the matter directly to the attention of the person(s) responsible or the supervisor, or if he/she tries such an approach unsuccessfully, the complainant may seek the advice of the Manager of Human Resources in resolving the matter.

The Manager of Human Resources will meet with the complainant to review the facts of the situation and explain to the complainant the four possible scenarios:

- The alleged conduct does not appear to have violated any of the OHRC prohibited grounds or board policies.
- The alleged conduct does not appear to have violated one of the OHRC prohibited grounds; however, it does potentially fall under another policy, such as, but not limited to:
  - Policy 4002 – Third Party Complaints to the Board About Employees
  - Policy 4003 – Processing of Complaints
  - Policy 4024 – Safe Schools and Workplaces (Workplace Harassment Procedural Guidelines).
  - Policy 6003 – Occupational Health and Safety
  - Policy 6005 – Accessibility Standards
  - Policy 6017 – Return to Work / Accommodation
  - Policy 6021 – Conflict of Interest
  - Policy 6022 – Teacher Hiring Guidelines
  - Policy 6025 – Employee Code of Conduct
- The alleged conduct appears to have violated one of the OHRC prohibited grounds, but the complainant decides not to lay a formal written complaint. An informal resolution process could be followed, wherein the Manager of Human Resources attempts to alleviate the situation for the complainant.
- The alleged conduct appears to have violated one of the OHRC prohibited grounds, and the complainant wishes to lay a formal written complaint. This process requires the complainant to complete the appropriate form /

documentation, sign it, and submit it within six months of the offending incident(s) to the Manager of Human Resources. A copy of the written complaint will be provided to the respondent (i.e., the person who is the subject of the complaint).

Should the matter not proceed beyond this initial stage, the file will be closed.

### **Formal Complaint Process**

Within thirty days of receiving a formal written complaint, the Manager of Human Resources will initiate the following process:

- o Copies of the formal written complaint will be provided to the respondent and his/her union or professional association, if applicable.
- o A request for a response to the allegations will be required from the respondent within fifteen days.
- o A thorough investigation will be conducted. This may require a member of the senior team, a representative from the Human Resources Department, and/or a third party investigator to interview people individually.
- o The investigator will keep thorough notes to document the investigation and accurate records of all interviews conducted.
- o The investigator will present his/her findings and decision in a report. Both the complainant and respondent will be advised in writing of the final decision. The file will then be closed.
- o If appropriate, the board may issue discipline and/or refer the matter to another authority (e.g., police services).

### **Record Keeping**

The board will maintain independent files for each complaint or series of complaints. These files will not form part of an employee's personnel file, unless the complaint has been upheld and/or disciplinary action must be taken against the employee. All records of complaints (e.g., notes from meetings, interviews, results of inquiries) will be kept confidential, except where disclosure is required by a disciplinary, remedial, or legal process.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE:** EMPLOYEE DRESS CODE      **Approved:** Sept. 22/21

**POLICY NO:** 6030      **Page:** 1 of 1

### **POLICY**

As part of its mission, the Huron-Superior Catholic District School Board (the “board”) affirms the sacredness of life and the dignity of each person. The board’s respect for all humans as children of God is evident in its commitment to protect the dignity of all of its employees, students, and families. This protection requires a climate of responsibility and mutual respect for others. The Employee Dress Code is intended officially to identify general standards of appropriate attire in the workplace.

**ADOPTED** Regular Meeting – September 22, 2021  
Motion B –

**DISTRIBUTION**  
i) Trustees  
ii) Administration  
iii) Principals  
iv) Teaching Personnel  
v) Non-Teaching Personnel



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PROCEDURAL GUIDELINES EMPLOYEE DRESS CODE

The Huron-Superior Catholic District School Board believes that employee attire reflects the image of a Catholic school system and directly affects the values and attitudes passed on to students. The Huron-Superior Catholic District School Board strongly supports acts of charity amongst its employees. Occasionally, days may be designated for dress down for the purpose of fundraising for charities or special events.

#### **GOALS**

The Employee Dress Code will allow board employees to work comfortably while projecting a professional image to our students, parents, co-workers, school volunteers and all stakeholders in Catholic education.

The Huron-Superior Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all board policies, programs, guidelines, operations and practices.

#### **RESPONSIBILITY**

1. The Director / Principal / Supervisor is responsible for the administration of this Employee Dress Code Procedural Guideline for employees under her/his authority.
2. The Principal / Supervisor of the school or department will declare and assign the number of dress down days per month (e.g., last Friday of the month).
3. Attire on dress down days and school spirit days may be more casual; however, it is still required that employees' dress project a professional image.

#### **EXPECTATIONS / GUIDELINES FOR DRESS AND APPEARANCE**

The expectation for the dress and appearance of employees is one that promotes a professional image.

- a) An employee in a Catholic school board is a role model; therefore, his/her clothing is not to detract from that image.
- b) Staff shall dress professionally for their assigned tasks.

- c) Professional attire may vary depending on the facility where the staff performs his/her duties (e.g., kindergarten, science or technology lab, shops, or gymnasium).
- d) Clothing with offensive or inappropriate words, terms, logos, pictures, or slogans shall not be worn.

The following examples have been compiled to assist employees with selecting acceptable attire that is casual yet professional. *This list is NOT meant to be all inclusive.*

### **APPROPRIATE ATTIRE**

- Shirts or blouses with collars, golf-type shirts, dress shirts or blouses, neck ties, sweaters, turtlenecks and mock turtleneck tops.
- Dress pants, capri pants, dress shorts, skirts, or suits that are made of cotton/wool or synthetic material (e.g., khakis, chinos, corduroys or other non-denim fabrics).
- Skirts, dresses, dress shorts should be just above the knee or lower.
- Leggings may be worn when accompanied by a three-quarter length sweater or blouse.

### **INAPPROPRIATE ATTIRE**

- Any attire which exhibits excess wear (e.g., fraying, holes, tears)
- Jeans and hoodies (only acceptable on dress-down days)
- T-shirts
- Tank tops
- Midriff-baring tops
- Low-cut tops
- Halter tops
- Strapless or off-the-shoulder tops and/or dresses
- Athletic shorts and sport jerseys
- Sport jerseys, unless spirit wear or specific theme day

### **ADDITIONAL INFORMATION – FOOTWEAR**

The wearing of inappropriate footwear may lead to foot injuries and other injuries resulting from slips, trips and falls, as well as chemical spills, sharp objects, and falling or rolling objects. The function of footwear is to provide adequate protection for the feet and stability while standing or walking. Please refer to the board's policy on Employee Footwear.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE:** EMPLOYEE FOOTWEAR      **Approved:** Sept. 22/21

**POLICY NO:** 6031      **Page:** 1 of 1

### **POLICY**

As part of its mission, the Huron-Superior Catholic District School Board (the “board”) affirms the sacredness of life and the dignity of each person. The board’s respect for all humans as children of God is evident in its commitment to protect the safety and dignity of all of its employees, students, and families. This protection requires a climate of safety, accountability, and responsibility to self and others. This policy and its procedural guidelines are intended to identify general standards of safe and appropriate footwear in the workplace.

**ADOPTED** Regular Meeting – September 22, 2021  
Motion B–

**DISTRIBUTION**  
i) Trustees  
ii) Administration  
iii) Principals  
iv) Teaching Personnel  
v) Non-Teaching Personnel



PROCEDURAL GUIDELINES  
EMPLOYEE FOOTWEAR

**Purpose**

The Huron-Superior Catholic District School Board recognizes that the potential of injury and/or the risk of slipping/falling exists at its schools and worksites. The board will take all reasonable efforts to eliminate or reduce these risks by establishing physical or administrative control measures. In addition, the board recognizes that the use of appropriate footwear can play an important role in reducing these accidents, that all workplace parties have an obligation to contribute to workplace safety programs, and that all employees are accountable for personal and workplace safety by wearing footwear that is task and season appropriate.

**Responsibilities**

1. Senior Administration will identify the activities that require protective footwear and determine the appropriate type of footwear according to the identified risk.
2. Principals, managers and supervisors will direct employees under their supervision to wear appropriate footwear.
3. Every employee will be responsible for wearing footwear that is task and season appropriate at all times and ensure their footwear is in good condition. All employees will confirm with their supervisor when unsure about what type of footwear might be required.

**Information**

Improper footwear can result in workplace accidents that cause injury to workers. The *Occupational Health and Safety Act* requires that supervisors advise workers of potential dangers to the health and safety of workers and to provide written instructions as to measures and procedures to protect the worker.

1. Footwear that has been identified as contributing to workplace injuries and shall not be worn in the workplace, include the following:
  - a) Sandals without a back strap.
  - b) Flip flops, crocs, gummies, clogs, slippers, and beach shoes.
  - c) Shoes/boots with excessive heel heights.
  
2. The nature of certain tasks necessitates that workers must follow specific footwear protocol, as described below:
  - a) Carrying Heavy Objects, Handling Hot Liquids or Chemicals  
Footwear with an enclosed toe and upper must be worn to protect the toes and foot from objects falling on them and/or to prevent contact with hot, corrosive, or toxic liquids or chemicals (e.g., those working in science labs or tech shops, carestaff and maintenance workers, employees working with wheelchairs and other special needs equipment).
  
  - b) Running, Walking Over Uneven or Loose Surfaces  
Employees who walk or run over uneven or loose surfaces (e.g., yard duty, physical education classes, supervising students identified as “runners”) must wear appropriate footwear. This footwear must provide good support with solid contact between the sole of the shoe and the foot, and support throughout the foot, particularly at the ankle, to reduce the risk of twisting an ankle, tripping, losing balance, and/or falling.
  
  - c) Moving Across Slippery Surfaces  
Employees who move across slippery surfaces (e.g., wet or snowy surfaces) must wear footwear that is seasonably appropriate. This footwear must provide good contact and traction between the sole of the shoe (e.g., non-skid flat soles, boots with good treads) and the walking surface to reduce the risk of slipping.
  
  - d) Climbing Ladders  
Employees who climb ladders must wear footwear with a solid heel and closed toe.





# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

181

---

**POLICY TITLE:** Child Abuse Policy

**Approved:** June 8, 1999  
**Amended:** Sept. 22, 2021

**POLICY NO:** 7000

**Page:** 1 of 1

---

### POLICY

Reverencing the dignity of each person as a child of God is one of our key values. The prevention of child abuse is of paramount importance in our desire to develop the full potential of each child.

The Huron-Superior Catholic District School Board recognizes that in order to develop their full potential, all children must live and learn in a safe environment free from abuse, neglect or fear.

All board employees have a moral and legal responsibility to value and respect these rights so each child can grow and develop freely. The related Procedural Guidelines and Related Forms are available to employees to assist them in protecting each child in their care.

---

**ADOPTED:** Regular Meeting of the Board June 8, 1999  
Motion B-108

**AMENDED:** Regular Meeting of the Board September 3, 2003  
Motion B-93

**AMENDED:** Regular Meeting of the Board April 15, 2009  
Motion B-30

**AMENDED:** Regular Meeting of the Board October 18, 2017  
Motion B-184

**AMENDED:** Regular Meeting of the Board Sept. 22, 2021  
Motion B-

**DISTRIBUTION:**

- i) Trustees
  - ii) Administration
  - iii) Principals
  - iv) Teaching Personnel
  - v) Non-Teaching Staff
-



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PROCEDURAL GUIDELINES CHILD ABUSE

The Huron-Superior Catholic District School Board recognizes that all its employees have a moral and legal responsibility to value and respect the rights of each child so that all students can grow and develop freely. The following guidelines are available to employees to assist them in protecting all children in their care.

#### **DEFINITIONS**

- i. Child: For the purpose of the duty to report, a child is a pupil under the age of 16 years unless the pupil is a ward of a child protection agency. If the pupil is a ward of one of the agencies, then a child is a pupil up to the age of 18 years.
- ii. Reasonable grounds - "reasonable grounds" refers to the information that an average person, using normal and honest judgement, would need in order to decide to report.
- iii. Representative of the board (or board representative) - A representative of the board is an adult who is approved by the board, supervisory officer, or principal, to be present and/or assist in a school/facility. This person is not paid a wage or salary by the board, (i.e., volunteers, college students on placement, student teachers).
- iv. Team - The investigating team will consist of a child protection worker and a police officer when necessary, and for members of one of the First Nations communities, a member of the Band Council will be involved. Additional child protection staff and police officers may be required to assist the investigating team when circumstances warrant."
- v. Employee - A board "employee" is any person on the board's payroll (e.g., teacher, principal, vice-principal, care staff, clerical, educational assistant)
- vi. Child protection agency – refers to any of the child and family protection agencies located in the jurisdiction of the Huron-Superior Catholic District School Board, and this list is available as a supplemental form found in "Related Forms" of policy 7000 on the board's web page, entitled, *Child Protection Agencies for Schools of the HSCDSB*.

## LEGAL RESPONSIBILITY

Therefore, every employee and representative of the board who has reasonable grounds to suspect that a child is in need of protection as described in the Child and Family Services Act;

- Has suffered physical harm.
- There is a risk that the child is likely to suffer physical harm.
- Has been sexually molested or sexually exploited, including by child pornography.
- There is a risk that the child is likely to be sexually molested or sexually exploited.
- Has suffered emotional harm.
- There is a risk that the child is likely to suffer emotional harm.
- Has treatment for a condition with held that could seriously impair the child's development.
- Has been abandoned.

***SHALL FORTHWITH REPORT*** the suspicion and information on which it is based to the applicable child protection agency (See Related Forms) and/or the police services (where appropriate), and then to the principal and/or supervisor.

It is important to note that the reporting requirement for professionals (including teachers and counsellors) is a broader requirement than for the general public.

"Despite the provisions of any other Act, a person referred to in subsection (4) who, in the course of his or her professional or official duties, has reasonable grounds to suspect that a child is or may be suffering or may have suffered abuse shall forthwith report the suspicion and the information on which it is based to a society" (Section 68, Child and Family Services Act).

## PROCEDURES FOR REPORTING CHILD ABUSE

Within this guideline there are 2 separate paths to follow when reporting a suspected case of child abuse:

- A. *PROCEDURES FOR REPORTING CHILD ABUSE WHERE THE ALLEGED ABUSER IS NOT AN EMPLOYEE/REPRESENTATIVE OF THE BOARD.*
- B. *PROCEDURES FOR REPORTING CHILD ABUSE WHERE AN EMPLOYEE/REPRESENTATIVE OF THE BOARD IS THE ALLEGED ABUSER.*

**A. PROCEDURES FOR REPORTING CHILD ABUSE WHERE THE ALLEGED ABUSER IS NOT AN EMPLOYEE/REPRESENTATIVE OF THE BOARD.**

1. The employee/representative who has reasonable grounds to suspect abuse has occurred or is occurring shall FORTHWITH REPORT SUCH INCIDENTS:
  - a) If the pupil is under 16 years of age or a ward of the one of the agencies up to 18 years, contact the applicable child protection agency found in related forms: *Child Protection Agencies for Schools of the HSCDSB*.
  - b) If the pupil is 16 years of age and up to 18 years, contact the police.
  - c) If the pupil is 18 years of age or older, the employee/representative of the board, to whom a disclosure is made, is encouraged to support the pupil in reporting the incident/situation to the police services.

Note: From Children's Aid Society (C.A.S.) Protocol "All district school board personnel, volunteers and other professionals working for the board who have reasonable and probable grounds to believe a child is in need of protective services shall immediately report the situation directly to the Children's Aid Society. The onus lies with the person who first hears the information or has concern to immediately make the report to the agencies. School employees who have any information that causes them concern with regard to the potential of, or actually putting a child at risk of harm, must report the matter immediately to the child protection agencies."

2. After calling the applicable child protection agency or police services, the employee/representative **SHALL FORTHWITH**:
  - a) Complete the *Child Abuse Reporting Form* as far as possible.
  - b) Inform the principal/supervisor that a report has been made.
  - c) Obtain the signature of the principal/supervisor on the completed *Child Abuse Reporting Form*.
  - d) Send a copy of the completed *Child Abuse Reporting Form* to the appropriate parties as instructed on the form itself.
  - e) Retain one copy of the completed *Child Abuse Reporting Form* for self.
3. The principal shall file a copy of the completed *Child Abuse Reporting Form* in the in-school file: "Child Abuse Reporting".
4. The principal/supervisor and the person reporting shall keep a written account of any pertinent facts relating to the incident, e.g.,:
  - Person reporting - a written account of incidents as told by the child.
  - Ongoing observations.
  - Additional contacts with the applicable child protection agency/ police services.

These written facts shall be made available, upon request, to the applicable child protection agencies / police services, the director/designate, and legal counsel for the employee/representative and board.

*Note: Legal counsel is provided for the employee/representative of the board, who reports the alleged abuse, if needed, through the school superintendent.*

5. The employee/representative making the report and the principal/supervisor shall cooperate with the investigating agency(ies).
6. The employee/representative who made the report, where possible, shall be kept informed of the proceedings.

*Note: From Children's Aid Society Protocol:*

*The team shall provide to the principal sufficient information, as the investigation progresses to its conclusion, to enable school personnel to support the child and to continue the ongoing relationship between home and school, In particular, the team shall inform the principal as soon as possible:*

- a) *When school personnel may resume contact with one or both parents.*
  - b) *If the child is placed in the care of C.A.S.*
  - c) *Whether or not child protection proceedings will be commenced.*
  - d) *Whether or not criminal charges will be laid.*
  - e) *The existence and terms of any court orders regarding access by the parent(s) to the child.*
  - f) *If the investigation is delayed.*
  - g) *Any other information which the team deems to be advisable.*
7. The director/designate will keep system-wide statistics pertaining to all cases of reporting child abuse.

## **B. PROCEDURES WHERE AN EMPLOYEE OR A PERSON REPRESENTING THE BOARD IS THE ALLEGED ABUSER.**

In cases where a pupil is alleged to have suffered abuse by an employee, or a person representing the board, the procedures are based on the following position:

- Promoting the best interest, care, protection, and well-being of pupils. (e.g., If the pupil is under the age of 18 years, the investigating team in consultation with the principal will make arrangements for contacting the child's parent about the abuse prior to the child being interviewed.)
- Recognizing where an employee or person representing the board is the alleged offender, this person is entitled to:
  - a) The right to have representation.
  - b) The presumption of innocence.

- c) Confidentiality insofar as it is possible.
  - d) A fair hearing.
  - Complying with the applicable legislation.
  - Applying discipline where appropriate.
1. The employee/representative who has reasonable grounds to suspect that abuse has occurred or is occurring shall FORTHWITH REPORT SUCH INCIDENTS:
    - a) If the pupil is under 16 years of age or a ward of the one of the agencies up to 18 years, contact the applicable child protection agency found in related forms:  
*Child Protection Agencies for Schools of the HSCDSB*
    - b) If the pupil is 16 years of age and up to 18 years, contact the police services.
    - c) If the pupil is 18 years of age or older, the employee/representative of the board, to whom a disclosure is made, is encouraged to support the pupil in reporting the incident/situation to the police services.

Note: From the Children's Aid Society Protocol: School employees who are unsure as to whether the information they have warrants reporting will provide the information they have and consult with the applicable child protection agency
  2. **After calling** the applicable child protection agency or police service, the employee/representative SHALL FORTHWITH:
    - a) Complete the *Child Abuse Reporting Form*, as far as possible (See Related Documents).
    - b) Inform the principal/supervisor that a report has been made.
    - c) Obtain the signature of the principal/supervisor on the completed *Child Abuse Reporting Form*.
    - d) Send a copy of the completed *Child Abuse Reporting Form* to the director of education.
    - e) Retain one copy of the completed *Child Abuse Reporting Form* for self.
  3. The principal shall:
    - a) FORTHWITH CONTACT THE DIRECTOR/DESIGNATE.
    - b) File a copy of completed *Child Abuse Reporting Form* in the in-school file "Child Abuse Reporting".
  4. The principal/supervisor and the person reporting shall keep a written account of any pertinent facts relating to the incident, e.g.,:
    - Person reporting - a written account of incidents as told by the child.
    - Ongoing observations.
    - Contacts with the child protection agency/ police services.

These written facts shall be made available, upon request, to the appropriate child protection agency/ police services, the director/designate, and legal counsel for the employee/representative and board.

*Note: Legal counsel is provided for the employee/representative of the board, who reports the alleged abuse, if needed, through the director/designate.*

5. The employee/representative making the report and the principal/supervisor shall cooperate with the investigating agency(ies).
6. The employee/representative who made the report shall be kept informed, where possible, of the proceedings.
7.
  - a) The director/designate shall, in accordance with the Criminal Code, inform the alleged offender that a report has been made to the child protection agency, or police services. This means that the alleged offender is informed unless the agency or police services indicate that such knowledge would interfere with the investigation. Details or particulars shall NOT be provided to the alleged offender, (i.e.: name of person making the report, or name of child making the disclosure).
  - b) When the director/designate advises the alleged offender of the report, the alleged offender shall be made aware of the right to assistance from the appropriate federation or union.
  - c) The director/designate shall NOT interview the pupil or the alleged offender. The appropriate child protection agency and/or the police services who have the expertise to investigate allegations of abuse will handle the investigation of the incident.
  - d) The principal/supervisor and the employee/representative who made the report may be interviewed by the relevant child protection agency, police services and the staff review panel.  
(See #8 below.)

## **8. STAFF REVIEW**

- a) Upon notification that a report has been made to the applicable child protection agency or police service alleging child abuse by an employee/representative of the board, the director/designate shall liaise with the child protection agency and/or police services.
- b) The director/designate will ensure that the employee's work location is reviewed, and that an appropriate work location is determined in light of the preliminary investigation. Work locations may include:
  - The original work location.
  - Home duty with pay.
  - Alternate work location.

The employee may also be:

- Suspended with pay.
- Suspended without pay.
- Terminated.

Prior to formulating any recommendations or decisions, the director/designate may consult with legal counsel retained by the board, and others as appropriate. Note: For persons acting as representatives of the board, the services of the representative may be suspended from the time of the initial report to the relevant child protection agency or police service.

- c) The director/designate shall NOT interview the alleged offender or the pupil, while/prior to the child protection agency/ police investigative interview.
  - d) The director/designate shall review the findings of the child protection agency / police services as they are made available. These findings are confidential as far as possible. Information may be received from and shared with the agency/ police services.
  - e) If criminal charges are laid, the director/designate shall review the employee's work status and make recommendations to the board, which may include:
    - The original work location.
    - Home duty with pay.
    - Alternate work location.
- The employee may also be:
- Suspended with pay.
  - Suspended without pay.
  - Terminated.
- f) Whether the board employee is found guilty or not guilty of criminal charges, or if the criminal charges are dismissed, the director will make a recommendation to the board regarding continuance of employment, terms of employment and termination of employment.

*Note: A report indicating all allegations of abuse against employees shall be made quarterly to the board, as well as at the first board meeting after which an allegation has been made.*





# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### Record of All Child Abuse Reporting

THIS FORM IS TO BE USED FOR ALL REPORTS OF CHILD ABUSE, as per Policy 7000  
(AFTER CALL IS MADE to child protection agency or police services)

*(Including Alleged Abuse by a Board Employee/Representative)*

School: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
Person Reporting: \_\_\_\_\_ Position: \_\_\_\_\_

#### Information on the Child:

Name of Child: \_\_\_\_\_ Age: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
Date of Report: \_\_\_\_\_ Time: \_\_\_\_\_

#### If the alleged abuser is a non-board individual:

Name of CAS Worker Assigned: \_\_\_\_\_

#### If the alleged abuser is a board employee/representative:

Name of board employee/representative: \_\_\_\_\_  
Name of CAS Supervisor Contacted: \_\_\_\_\_

Signature of Person Reporting: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Principal/Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

#### Distribution: Send copies of this form to:

- a) For alleged abuse by **non-board individual(s)**
  - School Superintendent
  - Special Education Coordinator
  - Child Protection Agency
- b) For alleged abuse by **board employee/representative:**
  - Director of Education
  - Child Protection Agency

**CAS Sault Ste. Marie:**

191 Northern Ave. East  
Sault Ste. Marie, ON  
P6B 4H8  
Toll Free: 1-888-414-3571  
Telephone: 1-705-949-0162  
Fax: 1-705-949-4747

**CAS of the Districts of  
Sudbury and Manitoulin**

319 Lasalle Boulevard, Unit 3  
Sudbury, ON  
P3A 1W7  
Toll Free: 1-877-272-4334  
Telephone: 1-705-566-3113  
Fax: 1-705-521-7372

**Dilico Anishinabek Family Care**

Main Office  
200 Anemki Place  
Fort William First Nation,  
Thunder Bay, ON  
P7J 1L6  
Toll Free: 1-855-626-7999  
Telephone: 1-807-623-8511  
Fax: 1-855-626-7999

**Kina Gdezhgomi Child &  
Family Services**

98 Pottawatomi Ave  
Wikwemikong, ON  
POP 2J0  
Toll Free: 1-800-268-1899  
Telephone: 1-705-370-2100  
Fax: 1-705-859-2195

**Kunuwanimano Child and  
Family Services**

401 Cedar St. S.  
Timmins, ON  
P4N 2H7  
Toll Free: 1-800-461-1293  
Telephone: 1-705-268-9033  
Fax: 1-705-268-9272

**Nogdawindamin**

210 B Gran Street,  
Batchewana First Nation, ON  
P6A 0C4  
Toll Free: 1-800-465-0999  
Phone: 1-705-946-3700  
Fax: 1-705-946-3717



***Child Protection Agencies for Schools of the HSCDSB***

<p><a href="#">The Children's Aid Society of the Districts of Sudbury and Manitoulin</a> / La Société d'aide à l'enfance des districts de Sudbury et du Manitoulin</p>	<p>1-705-566-3113</p>	<p>Sudbury</p>	<p>Assignack, Baldwin, Barrie Island, Billings, Burpee and Mills, Capreol, Central Manitoulin, Chapleau, Cockburn Island, Espanola, French River, Gordon, Gore Bay, Hanmer, Killarney, Markstay-Warren, Massey, Nairn and Hyman, Nickel Centre, Northeastern Manitoulin and The Islands, Onaping Falls, Rayside-Balfour, Sables-Spanish Rivers, St. Charles, Sudbury, Tehkkummah, Valley East, Walden, Webbwood</p>
<p><a href="#">Children's Aid Society of Algoma</a> / <a href="#">Société de l'aide à l'enfance d'Algoma</a></p>	<p>1-888-414-3571</p>	<p>Sault Ste Marie</p>	<p>Blind River, Bruce Mines, Dubreuilville, Elliot Lake, Hilton, Hilton Beach, Hornepayne, Huron Shores, Iron Bridge, Jocelyn, Johnson, Laird, Macdonald, Meredith and Aberdeen Add'l, Michipicoten (township), Plummer Additional, Prince, Sault Ste. Marie, Shedden, St. Joseph, Tarbutt and Tarbutt Additional, The North Shore, Thessalon, White River</p>
<p><a href="#">Dilico Anishinabek Family Care</a></p>	<p>855-623-8511</p>	<p>Thunder Bay</p>	<p>Beardmore (Native population), Conmee (Native population), Dorion (Native population), Fort Albany First Nation, Fort William First Nation, Geraldton (Native population), Ginoogaming First Nation, Gull Bay First Nation, Lake Nipigon First Nation, Long Lake #58 First Nation, Manitouwadge, Marathon (Native population), Michipicoten First Nation, Nakina (Native population), Neebing (native population), Nipigon (native population), O'Connor (native population), Oliver Paipoonge (native population), Pays Plat First Nation, Pic Mobert First Nation, Pic River First Nation, Red Rock First Nation, Rocky Bay First Nation, Sand Point First Nation, Schreiber (native population), Shuniah (native population), Terrace Bay (native population), Thunder Bay (native population), White Sand First Nation</p>

<a href="#">Kina Gbezhgomi Child &amp; Family Services</a>	800-268-1899	Wikwemikong	Aundeck Omni Kaning First Nation, M'Chigeeng First Nation, Sheguiandah First Nation, Sheshegwaning First Nation, Whitefish River First Nation, Sudbury, Wikwemikong, Zhiibaahaasing First Nation
<a href="#">Kunuwanimano Child &amp; Family Services</a>	705-268-9033	Timmins	Beaverhouse First Nations, Brunswick House First Nations, Chapleau Cree First Nations, Chapleau Ojibwe First Nations, Constance Lake First Nations, Hornepayne First Nations, Matachewan First Nations, Mattagami First Nations, Missanabie Cree First Nations, Wahgoshig First Nations, Taykwa Tagamou Nation
<a href="#">Nogdawindamin Family and Community Services</a>	800-465-0999	Batchewana First Nation	Batchewana First Nation, Garden River First Nation, Thessalon First Nation, Mississauga First Nation, Serpent River First Nation, Sagamok Anishnawbek, Atikameksheng Anishnawbek

Source: Ontario Association of Children's Aid Societies <http://www.oacas.org/>



# Reporting Child Abuse and Neglect: It's Your Duty

Your responsibilities under  
the Child, Youth and Family  
Services Act, 2017

The Child, Youth and Family Services Act, 2017 (CYFSA) recognizes that each of us has a responsibility for the welfare of children.

## Introduction

We all share a responsibility to protect children from harm. This includes situations where children are abused or neglected in their own homes. Ontario's Child, Youth and Family Services Act, 2017 (CYFSA) provides for protection for these children.

Section 125 of the CYFSA states that the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a children's aid society (society). The CYFSA defines the phrase "child in need of protection" and explains what must be reported to a society. It includes physical, sexual and emotional abuse, neglect, and risk of harm.

This brochure explains the "duty to report" section of the CYFSA and answers common questions about your reporting responsibilities. It also includes relevant portions of Section 125 for your reference. It does not provide specific legal advice. Please consult a lawyer or a society about any specific situation.

## Who is a "child in need of protection"?

The CYFSA defines a child in need of protection and clearly specifies how you can identify these children in Section 125 (1). (See pages 8-11). [CYFSA s.125 (1)] This includes a child who is or may be suffering from abuse or neglect.

## Who is responsible for reporting a child in need of protection?

Anyone who has reasonable grounds to suspect that a child is or may be in need of protection must promptly report the suspicion and the information upon which it is based to a society. Section 125 (1) describes the specific circumstances that must be reported (See pages 8-11). [CYFSA s.125 (1)]

## What are "reasonable grounds" to suspect child abuse or neglect?

It is not necessary for you to be certain a child is or may be in need of protection to make a report to a society. "Reasonable grounds" refers to the information that an average person, using normal and honest judgment, would need in order to decide to report.

## What is the age of the children to whom the "duty to report" applies?

The duty to report applies to any child who is, or appears to be, under the age of 16 years.

On January 1, 2018, Ontario raised the age of protection from 16 to 18. A professional, or member of the public, who is concerned that a 16-or 17-year-old is or may be in need of protection may, but is not required to, make a report to a society and the society is required to assess the reported information. [CYFSA, s. 125(4)]

## What does an “ongoing duty to report” child abuse or neglect mean?

Even if you know a report has already been made about a child who is under 16, you must make a further report to the society if there are additional reasonable grounds to suspect that the child is or may be in need of protection. [CYFSA s.125 (2)]

## Can I rely on someone else to report?

No. You have to report directly to a society. You must not rely on anyone else to report on your behalf. [CYFSA s.125 (3)]

## Do professionals and officials have any special responsibilities to report?

Professionals and officials have the same duty as the rest of the public to report their suspicion that a child is or may be in need of protection. However, the CYFSA recognizes that people working closely with children have a special awareness of the signs of child abuse and neglect, and a particular responsibility to report their suspicions. Any professional or official who fails to report a suspicion is liable on conviction to a fine of up to \$5,000, if they obtained the information in the course of their professional or official duties. Reporting is not mandatory in the case of 16- and 17- year-olds and the offence/penalty provisions don't apply. [CYFSA s.125 (5), (8), (9)]

## Who does the CYFSA consider a person who performs professional or official duties?

- health care professionals, including physicians, nurses, dentists, pharmacists and psychologists
- teachers and school principals
- social workers and family counsellors
- religious officials
- operators or employees of a child care centre or home child care agency
- youth and recreation workers (not volunteers)
- peace officers and coroners
- child and youth service providers and employees of these service providers
- any other person who performs professional or official duties with respect to a child

In addition to the professionals and officials outlined above, directors, officers or employees of a corporation also have a legislated duty to report if they have knowledge that a child who is under 16 is or may be in need of protection. [CYFSA s. 125 (8)]

These are examples only. If you are unsure whether you fall into any of these categories, ask your local society, or the legal counsel for your professional association, regulatory body, or organization. [CYFSA s.125 (6)]

## What about professional confidentiality?

A professional must report that a child is or may be in need of protection, even when the information is otherwise confidential or privileged. This duty overrides any other provincial statutes, including the Personal Health Information Protection Act, 2004, and specifically overrides any provisions that would otherwise prohibit someone from making a disclosure. Only lawyers may not divulge “privileged” information about their clients. [CYFSA s.125 (10), (11)]

## Will I be protected from liability if I make a report?

The CYFSA provides that no action for making the report will be instituted against a person who makes a report unless the person acts maliciously or without reasonable grounds for the suspicion. [CYFSA s.125 (10)]

## What happens when I call a society?

The society will investigate the information. The society has the responsibility and authority to investigate allegations and to protect children. The society may involve the police and other community agencies. All societies provide emergency service 24 hours a day, seven days a week.

Consistent with the best interests, protection and well-being of children, services from a society will take the following into consideration:

- respect for a child's need for continuity of care and for stable relationships within a family and cultural environment,

- the physical, emotional, spiritual, mental and developmental needs and differences among children,
- a child's race, ancestry, place of origin, colour, ethnic origin, citizenship, family diversity, disability, creed, sex, sexual orientation, gender identity and gender expression,
- a child's cultural and linguistic needs,
- the goal of achieving permanent plans for children in accordance with their best interests, and
- the participation of a child, the child's parents and relatives and the members of the child's extended family and community, where appropriate. [CYFSA s.1 (2)]

## How do I contact a society or get more information?

You can find your local society in your local telephone listings or, where available, by dialing 411. In some communities, the society is known as “family and children's services” or “child and family services”.

You can also find information about all of Ontario's societies at [www.oacas.org](http://www.oacas.org), the web site of the Ontario Association of Children's Aid Societies.

Anyone who has a reasonable suspicion that a child is or may be in need of protection must contact a society immediately.

If you think the matter is urgent and you cannot reach the society, call your local police.



## Section 125 (1) of the Child, Youth and Family Services Act, 2017

Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall immediately report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
  - i. failure to adequately care for, provide for, supervise or protect the child, or
  - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
  - i. failure to adequately care for, provide for, supervise or protect the child, or
  - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually abused or sexually exploited by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual abuse or sexual exploitation and fails to protect the child.

4. There is a risk that the child is likely to be sexually abused or sexually exploited as described in paragraph 3.
5. The child requires treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or, where the child is incapable of consenting to the treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, the treatment on the child's behalf.
6. The child has suffered emotional harm, demonstrated by serious,
  - i. anxiety
  - ii. depression
  - iii. withdrawal
  - iv. self-destructive or aggressive behaviour, or
  - v. delayed development,
 and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
7. The child has suffered emotional harm of the kind described in subparagraph 6 i, ii, iii, iv or v and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the harm.

8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 6 i, ii, iii, iv or v resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
  9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 6 i, ii, iii, iv or v and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, treatment to prevent the harm.
  10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or where the child is incapable of consenting to the treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
  11. The child's parent has died or is unavailable to exercise custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
  12. The child is younger than 12 and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to treatment.
  13. The child is younger than 12 and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.
- 

If someone has reasonable grounds to suspect that a child under 16 is or may be in need of protection, they must make a report directly to a society. A report may be made regarding 16- and 17- year-olds if you are concerned that they are, or may be, in need of protection.

To order by phone:

1-800-668-9938

TTY: 1-800-268-7095

Or visit

[www.serviceontario.ca/publications](http://www.serviceontario.ca/publications)

Publication #026517

Learn more:

[www.ontario.ca/children](http://www.ontario.ca/children)

Ce document est également disponible en français



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE:** PEDICULOSIS / HEAD LICE IN SCHOOLS      **Approved:** Sept. 22, 2021

**POLICY NO:** 7021      **Page:** 1 of 1

### **POLICY**

As part of its mission, the Huron-Superior Catholic District School Board (the “board”) affirms the sacredness of life and the dignity of each person. The board’s respect for all humans as children of God is evident in its commitment to protect the health and wellness of all of its students and employees. The board recognizes that individual health practices, as well as the physical environment, are important factors that contribute to each student’s and employee’s personal success and positive contribution to the board’s mission.

**ADOPTED** Regular Meeting September 22, 2021–  
Motion B –

**DISTRIBUTION**  
i) Trustees  
ii) Administration  
iii) Principals  
iv) Teaching Personnel  
v) Non-Teaching Personnel



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PEDICULOSIS (HEAD LICE) IN SCHOOLS PROCEDURAL GUIDELINE

#### 1. TERMS AND DEFINITIONS

a) *PEDICULOSIS / HEAD LICE*

Pediculosis / head lice are tiny bugs that live only on the scalp of human beings. They do not have wings, so they cannot fly or jump, and they are not found on cats, dogs, or any other household pet. The bites from head lice cause itching and scratching. Scratching may cause sores, which may get infected.

b) *NITS*

Nits are the eggs that head lice lay. Live eggs can range in colour from off-white to dark brown, and can also be the colour of the hair they are on. Nits are typically half the size of a pin head but they can be smaller or larger. They stick to the hair and do not fall off if touched. After the eggs are hatched, the shells are white. These empty shells stay on the hair as the hair grows.

#### 2. PROCEDURAL GUIDELINE

- a) Every attempt will be made to respect the student's privacy and self-esteem, which are of the utmost importance.
- b) Each school will have an action plan in place to respond to cases of head lice, which includes the following:
  - i) An annual regular procedure for informing parents about pediculosis, using information from the Public Health Unit for insertion in such items as newsletters or student agendas.
  - ii) A process for pediculosis screening and informing parents about the exclusion process.
  - iii) A clear re-admission procedure, requiring that the student is lice free and nit-free.
  - iv) Parent assurance that reporting head lice is encouraged and confidentiality will be maintained.
  - v) Communication throughout the year reminding parents to check their child's hair regularly for lice and nits.

- c) Staff members who suspect head lice will report this immediately to the school principal or designate.
- d) When a student is identified as having pediculosis or nits, the principal or designate will attempt to contact the parent/guardian and request that the pupil be treated as soon as possible. The parent/guardian should pick up the child immediately and begin treatment. If this is not feasible, the child will be removed from the classroom to an environment that is sensitive to the feelings of the child. Close contact with others must be avoided and the child will be sent home at the end of the day.
- e) Verbal and/or written instructions for treatment will be given to the family of each identified student. The instructions will include a suggestion that the parent/guardian of the student contact a local pharmacist or professional who can assist.
- f) The principal or designate will also make arrangements for the examination of all children in the same classroom with an identified active case and handle the situation accordingly.
- g) Students with lice or nits will be excluded from the school and not be re-admitted to school until the appropriate form has been completed and provided to the principal or designate.
- h) The principal or designate will also have the discretion to send the Public Health Fact Sheet and Letter of Attention home to all parents in classes where there are siblings if the child is infected.
- i) The principal may request assistance from an outside professional. Parents and Catholic School Councils may offer to provide financial assistance to assist with costs.

### **3. RELATED FORMS**

- Letter to Parents
- Withdrawal Notice for Head Line
- Return to School Notice
- Public Health Unit Fact Sheets



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### APPENDIX A LETTER TO PARENTS

#### HEAD LICE

(SCHOOL)

(DATE)

Dear Parent/Guardian:

This is to notify you that a few cases of head lice have been identified in the school. Please check your own child's hair immediately. If you find evidence of head lice, do not be alarmed or embarrassed, as it can happen to anyone.

Although head lice do not pose any major health hazards, they can be unpleasant and certainly are a nuisance. They can be easily spread by shared use of combs and clothing and through close physical contact, i.e. play.

Head lice can be handled easily and effectively with the use of an appropriate medicated product. **This treatment should be repeated in one week.** Nits must be removed from the child's hair to reduce the possibility of re-infesting the child.

It is very important to check all family members if one child has lice, and treat all persons found to be infested.

The attached information is to help you deal with this problem in the quickest and most effective manner.

Sincerely,

Principal

Attachment



# Huron-Superior Catholic

DISTRICT SCHOOL BOARD

**APPENDIX B**  
**WITHDRAWAL NOTICE FOR HEAD LICE**

(Date)

Withdrawal Notice for Head Lice

Name: \_\_\_\_\_

School: \_\_\_\_\_

To Parent/Guardian:

An inspection of the above-named child’s hair today shows that he/she appears to have head lice. Before he/she is allowed to return, a head lice treatment will be required. A product specific to killing head lice can be purchased from any drug store. If your child has skin problems or allergies, contact your doctor before treatment.

For your reference, I have attached information on head lice from Algoma Public Health.

After treatment is complete (this includes the removal of the eggs), please complete and sign the attached “Return Notice”. Your child is to report to the principal with this notice.

Your cooperation in this matter is greatly appreciated.

Sincerely,

Principal

Attachment





# Huron-Superior Catholic

DISTRICT SCHOOL BOARD

**APPENDIX C**  
**RETURN TO SCHOOL NOTICE**

Child's Name: \_\_\_\_\_

School: \_\_\_\_\_

I have applied \_\_\_\_\_ to the above-named child's hair,  
(Name of Treatment)

according to instructions received with this product. I have also removed the nits (eggs)

from the hair.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Parent/Guardian)

## APPENDIX D

### PUBLIC HEALTH UNIT FACT SHEETS



*Algom11*  
PUBLIC HEALTH  
Santé publique Algoma

## HEAD LICE

Don't be alarmed. Anyone can get head lice no matter how clean and careful they are. If your child has head lice, there is no cause for alarm or embarrassment-head lice are a nuisance, but do not transmit disease, nor do they indicate poor hygiene or lack of cleanliness.

### **What to look for:**

These tiny, flat insects have no wings, cannot jump or fly, but crawl very quickly. Head lice live and breed on the scalp. They are only 1-2 mm long, grayish-brown in colour, and hard to see. Adult female lice produce many nits which may be easier to find than the actual bug.

Nits are very tiny eggs, half the size of a pinhead, oval in shape and gray to brown in colour. After the eggs hatch, the nits casing are left behind and these are white in colour. Nits look like dandruff but they are firmly glued to the hair and can't be flicked off. Inspect several hairs in different areas along the ears and hairline. Nits can hatch 7-10 days after being laid.

In most cases, the first sign of a problem is itching and scratching of the scalp, particularly around the ears and the back of the head. Sometimes there are no symptoms at all. Because other scalp conditions also cause itching, the best way to check for lice is to look for nits. Act quickly if you find them.

### **How lice are spread:**

Head lice are spread by direct head-to-head contact. Heat produced by the body is required for head lice to survive and their eggs to hatch. Lice cannot survive away from the body for more than 48 hours.

### **Treat lice and nits:**

- Read the product label very carefully.
- Timing is important. If the product is rinsed off too soon, lice and nits may not be killed. If left on too long, you're causing unneeded exposure to the lice-killing chemicals.
- Rinsing a child's hair under the tap (instead of a shower) will limit skin exposure and prevent the child from swallowing some of the product.
- These products should not be used near the eyes, nose or mouth. A towel held tightly over the eyes protects them during treatment.
- When treating another person, wear plastic or rubber gloves to avoid unnecessary exposure to the product.

**About the product(s):**

All products are toxic and do not prevent head lice or nits. Used for treatment purposes only.

Obtain a head lice shampoo, cream rinse or lotion from your drugstore. You don't need a prescription. Ask your pharmacist if you have any questions. (Head lice products do not prevent lice. Use them only when lice or nits are present).

If you are pregnant or breastfeeding and need treatment for lice, before choosing a product consult your physician or telephone the Motherisk Program at the Hospital for Sick Children in Toronto at (416) 813-6780. If you are treating other people, wear plastic or rubber gloves.

**CONSULT YOUR DOCTOR BEFORE CHOOSING A PRODUCT:**

- For children under age 2.
- For persons with seizure disorder.
- For persons who are pregnant or breastfeeding.
- If lice are discovered on eyebrows, eyelashes, or beard.
- If the skin of the scalp is broken or infected.
- If the person being treated has allergies to product ingredients.

When choosing a product, read the list of contents and the directions very carefully. Don't use a product if the person being treated is allergic to any of the ingredients. In Ontario, the most common head lice products contain pyrethrins and permethrin.

- **Pyrethrins** (e.g. R & C shampoo/conditioner) should not be used for anyone with a known allergy to ragweed, chrysanthemums, pyrethin or synthetic pyrethroids.
- **Permethrin** (e.g. NIX Creme Rinse) should not be used for persons with a known allergy to chrysanthemums, synthetic pyrethroids, or pyrethrins. Do not use on children under age 2 unless directed by a physician.
- **Isopropyl myristate** 50% (Resultz) is an alternative treatment for use in individuals four years and older.
- **Suffocants** (oil based products) this is an alternative treatment based on a recommendation by the Hospital for Sick Children in Toronto. It can be used when two treatments with the above products are not effective, but not at the same time as the above products. Call Algoma Public Health for more details or see recipe on our website [www.algomapublichealth.com](http://www.algomapublichealth.com).
- Sometimes head lice resist one product. If live lice are found 24 hours after the first treatment, try another product and follow instructions on the product label. If lice infestation persists, consult your doctor.
- Store unused head lice products away from the reach of young children.
- Wash your hands well, immediately after using a head lice product.
- Treatment usually does not kill all nits. Removing the nits after treatment in bright, natural light makes it easier to see any new infestations.
- Usually a second treatment in 7-10 days is needed to kill any newly-hatched lice before they can lay eggs or transfer to a new head. Follow the directions on the product label or check with a pharmacist.
- Comb the hair to remove snarls, then take hold of a lock of hair. Use your thumbnail



## Head Lice Position

It is the position of Algoma Public Health that Head lice (Pediculosis) are a common nuisance experienced by families and individuals within our community. Head lice is no longer a funded mandatory program. However, the agency believes that it is necessary to continue to advocate and educate individuals in the treatment and control of head lice.

### **POLICY:**

Algoma Public Health supports the education of the community regarding head lice in the following ways:

Algoma Public Health accepts phone calls from concerned citizens and provides education from the following resources:

- Head Lice Fact Sheet
- Algoma Public Health Website
- Refer to Telehealth Ontario

Algoma Public Health staff can provide information on the following:

- What to look for
- How lice are spread
- Treatment options for lice and nits/alternative treatments
- Define close contacts
- Cleaning of personal items
- Recommendations for school/daycares

### **For More Information Contact Your Local Public Health Unit at:**

#### **Algoma Public Health Unit 1-866-892-0172**

**[www.algomapublichealth.com](http://www.algomapublichealth.com)**

- ▶ Sault Ste. Marie: 1-705-942-4646
- ▶ Blind River: 1-888-356-2551
- ▶ Elliot Lake: 1-888-211-6749
- ▶ Wawa 1-888-211-807 4
- ▶ White River 1-866-892-0172

#### **Sudbury District Health Unit 1-866-522-9200**

**[www.sdhu.com](http://www.sdhu.com)**

- ▶ Espanola/Massey 1-705-222-9202
- ▶ Chapleau 1-705-860-9200

#### **Porcupine Health Unit 1-800-461-1818**

**[www.porcupinehu.on.ca](http://www.porcupinehu.on.ca)**

- ▶ Hornepayne 1-807-868-2091



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

**POLICY TITLE:** TOILETING EMERGENCIES OF PRIMARY STUDENTS      **Approved:** Sept. 22/21

**POLICY NO:** 7022      **Page:** 1 of 1

### **POLICY**

As part of its mission, the Huron-Superior Catholic District School Board (the “board”) affirms the sacredness of life and the dignity of each person. The board’s respect for all humans as children of God is evident in its commitment to protect the health and wellness of all of its students and employees. The board recognizes that individual health and hygiene practices, as well as the physical environment, are important factors that contribute to the personal success and dignity of each student and employee.

This policy and accompanying procedural guidelines are intended to provide direction to employees who work in primary classrooms where educational assistant support has not been assigned.

**ADOPTED** Regular Meeting – September 22, 2021  
Motion B –

**DISTRIBUTION**

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) Non-Teaching Personnel



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### PROCEDURAL GUIDELINES TOILETING EMERGENCIES OF PRIMARY STUDENTS

These procedural guidelines are intended to provide direction to employees who work in primary classrooms where educational assistant support has not been assigned.

Students in the primary division, especially kindergarten, may have toileting emergencies / accidents from time to time and may require assistance from an adult. These guidelines are in place for those occasional emergencies / accidents. In an effort to protect the dignity of children who might wet or soil themselves, the following guidelines have been established.

- Each September or as required, kindergarten / primary teachers will request that parents bring a change of clothes for their children and advise them of the procedures that will be followed should their children wet or soil themselves. At the same time, parents will be asked to provide the teacher with any special instructions (e.g., their preference to be called before assistance is provided).
- When an accident occurs, although it is preferable that two adults are present, an adult in the classroom can volunteer to provide assistance to the child. Co-op or placement students will not be permitted to assist in this task. In those situations where there is no volunteer to assist the child, the principal/vice- principal will be contacted immediately to make arrangements.
- The following procedure will be followed:
  - Without drawing attention to the situation and in a calm manner, the adult(s) will escort the child to the nearest washroom.
  - In accordance with universal precautions, protective gloves must be worn at all times when providing assistance with toileting and/or changing or handling of soiled or wet clothes.
  - The washroom door is to remain open or partially open, keeping in mind the dignity of the child.
  - The adult(s) will assist the child in changing soiled/wet clothes and direct or guide the child verbally in using wet wipes or toilet paper to clean him/herself.
  - If the child is unable to do this by him/herself, the adult may assist using hand-over-hand, but it is recommended that a second adult be present.

- The soiled items are to be placed in a plastic bag, which will be returned to the parent.
- The adult will ensure both they and the child wash their hands with soap and water after handling soiled items.
- The adult will escort the child back to the classroom.
- The parent will be contacted by the teacher or designate as soon as possible after the incident.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

### REPORT TO THE BOARD OF TRUSTEES UPDATE ON MULTI-YEAR ACCESSIBILITY PLAN

Date: September 22, 2021

Submitted by:  
Rose Burton Spohn  
Director of Education

---

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates to utilizing our resources responsibly, justly, responsively, and wisely.

#### **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 <https://www.hscdsb.on.ca/wp-content/uploads/2020/12/Multi-Year-Accessibility-Plan-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 2020-21 school year. More detail about improvement in these three areas follows.

### **Customer Service**

The board's accessibility plan indicates that, during the 2020-21 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 2021-22 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 2020-21 school year, the board would:

- **Review Accessibility Policies and Procedures** – During the summer of 2021, the senior team reviewed Policy 6005: Accessibility Standards to ensure that all facets of it were complete and updated. This policy and its associated procedural guidelines and appendixes were presented to the Policy Committee on September 8, 2021. An updated version of the procedural guidelines and appendixes was posted on the board's website shortly thereafter.
- **Review Capacity of School Libraries** – Last year, an appendix was added to Policy 6005: Accessibility Standards related to accessible and/or conversion-ready resources. This appendix, created by the board's Special Education Department, allows teachers from across the board to request access to accessible materials for their students as they are needed. In addition, students have access to a number of other accessible resources, including, but not limited to, audio books, ebooks, and Google Read and Write.

- **Review Accessibility Features of Board and School Websites** – As was shared in our board meetings last spring, the board updated and migrated its website to a new platform early in 2021. Our new board and school websites meet WCAG, 2.0, Level AA standards. Our board’s Communications and Information Technology Departments took the lead on this important work.

For the 2021-22 school year, the board will continue to:

- 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**

Although the board’s accessibility plan indicated that upgrades would be done at Our Lady of Fatima in Chapleau and Holy Name of Jesus in Hornepayne during the 2020-21 school year, the board made the decision last fall to delay construction at these schools so that physical / architectural upgrades could instead occur at:

- **Our Lady of Fatima, Elliot Lake** – During the spring and summer of 2021, the board made substantial improvements to this school. Accessibility upgrades included installing a new central washroom core for students and adding a universal washroom. In addition, upgrades completed on the school’s exterior have led to both the school’s front and rear entrances being accessible.
- **Our Lady of Lourdes, Elliot Lake** – The board also made substantial improvements to this school during the spring and summer of 2021. The accessibility upgrades at Our Lady of Lourdes included the installation of a new kindergarten area with barrier-free washrooms. The doors into and out of the classroom were also upgraded to provide wider door access. The main staff parking area, student drop-off areas, and bus bay were also updated this summer, providing smoother and safer access to all.

- **Sacred Heart, Espanola** – Construction on this long-awaited new school finished in the late spring / early summer of 2021. The new building, which is now open to students and staff, is outfitted with many accessibility features, including barrier-free washrooms.
- **St. Mary's Catholic Elementary School, Blind River** – During the spring and summer of 2021, the school's parking lot was extended and a second barrier-free spot was added.

Although the board's multi-year plan indicates that accessibility features will be installed at Our Lady of Lourdes and St. Paul in Sault Ste. Marie during the 2021-22 school year, it is likely that these upgrades will be postponed. Instead, accessibility upgrades will likely continue to occur at one or both schools in Elliot Lake. In addition, accessibility upgrades at Our Lady of Fatima in Chapleau and St. Basil's in White River (e.g., full universal washrooms) will be prioritized to align with other proposed capital projects (e.g., ventilation upgrades). The board's Plant Services Department will continue to take the lead on all physical / architectural work.



**Re: St. Mary's College School Activity Report**  
**September 2021**

*September 22, 2021*

*Submitted by:*  
*Adam Morgenstern*  
*Jenna Viotto*  
*Student Trustees*  
*St. Mary's College*

---

Faith:

- We are looking forward to an exciting year where students will be able to be engaged in some new opportunities to grow in their faith.
- As a reminder of this year's theme for Catholic Education a bulletin board (see image below) has been created outside the Chapel. It will be added as part of the Opening Prayer service later this month.
- Some opportunities that we hope to offer to students this year include the following:
  - During quadmester 1, all grade nine and ten students will attend a "One Block Retreat" run by Miss Parniak. This retreat will focus on building a relationship with Jesus and will include time for meditation in the Chapel. This provides an opportunity for students to become familiar with the Chaplaincy services and the Chapel.
  - We are hoping to once again offer monthly Mass in the Chapel for one class at a time, which is dependent upon priest availability.
  - We are also hoping to offer a retreat for our Grade 12 students at St. Kateri and an Indigenous Spirituality experience for all grade 11 students.

Sports:

- Junior and Senior Girls Basketball tryouts began August 30 and continued throughout the week. Both teams were finalized by the end of the week as well. The basketball season will start September 22.
- Junior and Senior Football teams began practicing on August 30. Seniors practiced once a day while the Juniors practiced twice a day. The season kicked off on the weekend of September 11. See attached football schedule for your reference.
- Cross-Country Running began the first week of school for all interested athletes.

#### Student Council:

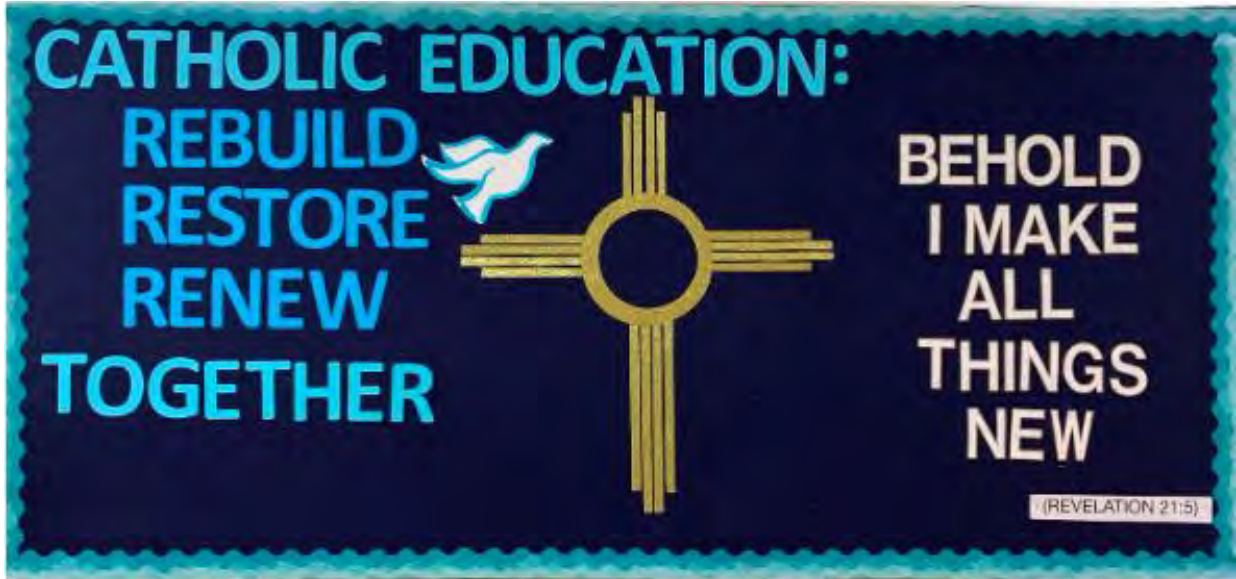
- SMC Student Council has been hard at work over the summer, planning our welcome month to kick off the school year and welcome back all students from grades 9-12, as well as staff! This welcome month consists of activities such as what would you do for a freezie, musical chairs, and song dedications. These activities will all be performed while following COVID protocols.
- Our Student Trustee Adam Morgenstern designed our Student Council hoodie and crewneck. (see photos attached)
- Our Tech Convenors (Zach Lacelle and Sophie Bernardo), alongside our first ever Arts Convenor (Mahaz Syed) designed our student body spiritwear (see photos attached). They are black t-shirts with our SMC Knight on the front. These will be sold throughout the month of September to the student body as well as any staff members that wish to purchase one.
- During the summer, Student Council filmed our yearly Spirit video to show to students and staff for them to recognize us and know who we are. Our theme was TV shows that students would recognize! This was filmed and edited by our tech convenors Sophie Bernardo and Zach Lacelle. See the link for the video: <https://youtu.be/wQi1h7IOHA>

#### Student Senate:

- The Student Senate applications were revised early september, and set to be released on Monday September 13. The applications are due on Wednesday September 22. The first Student Senate meeting is scheduled for Monday October 4. In this meeting we will begin planning for the year ahead of us.

#### OSTA-AECO:

- Over the summer, there was an OSTA-AECO (Ontario Student Trustees Association) Transitional Conference for new members of the Executive Council. The Executive Council is a group of 12 Student Trustees whose main goal is to advocate for students across Ontario. My (Adam) role is as Media Design Coordinator. I am in charge of all media releases (Instagram/Twitter/Facebook posts, statements, website updates etc.) as well as photography at all conferences.
- We did role transitions, team building activities, and professional development. There were a total of 21 people in attendance. This number includes the incoming Executive Council, some members of the outgoing Executive Council, as well as board members. It took place in the Marriott Hotel in downtown Toronto. It was an amazing learning experience!





# KNIGHTS FOOTBALL

## 2021



### JUNIOR SCHEDULE

<b>SATURDAY</b>	<b>SEP. 11</b>	
10:00 a.m.		
<b>THURSDAY</b>	<b>SEP. 16</b>	
6:00 p.m.		
<b>FRIDAY</b>	<b>SEP. 24</b>	
4:45 p.m.		
<b>FRIDAY</b>	<b>OCT. 1</b>	
4:45 p.m.		
<b>THURSDAY</b>	<b>OCT. 7</b>	
6:00 p.m.		
<b>FRIDAY</b>	<b>OCT. 15</b>	
4:45 p.m.		

### SENIOR SCHEDULE

<b>SATURDAY</b>	<b>SEP. 11</b>	
1:00 p.m.		
<b>FRIDAY</b>	<b>SEP. 24</b>	
7:30 p.m.		
<b>FRIDAY</b>	<b>OCT. 1</b>	
7:30 p.m.		
<b>FRIDAY</b>	<b>OCT. 15</b>	
7:30 p.m.		

Semifinals - October 21 & 22  
 Junior City Final - October 28 - 6:00 p.m.  
 Senior City Final - October 29 - 7:30 p.m.

All regular season and playoff games at Superior Heights





