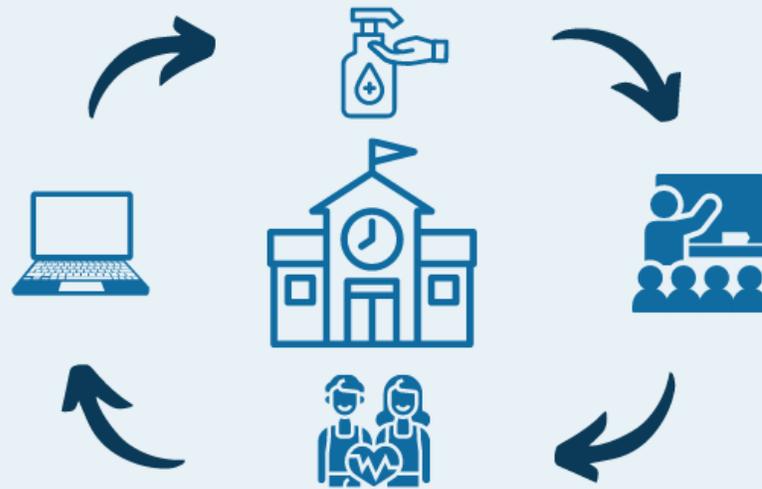


WELCOMING OUR STUDENTS BACK TO LEARNING

UCDSB Plan for Reopening Safe Schools for Fall 2020



July 17, 2020

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UCDSB Schools Reopening Strategy: Executive Summary

General Overview of the UCDSB Reopening Plan:

District Developments: At its meeting of May 27, 2020, UCDSB senior staff updated the Board of Trustees about efforts underway to assemble a comprehensive school operation plan that supports the return of students to schools in September. Launching the internal planning process was the commissioning of an “Anchor Paper” in May 2020 to support the review of key operational areas and to outline planning considerations. This information supported the detailed planning by a Leadership Work Team (consisting of school principals, central department managers, senior administration and specialists such as our Health & Safety officer) who identified adjustments to operational practices and summarized key actions that would assist our district to reopen schools across the district for September 2020. These operational practices are:

1	2	3	4	5	6	7
School Loading & Student Admission	Student Transportation	Remote Learning & Blended Learning	Health & Hygiene Practices at School Sites	Wellness Management	Communications	School & Classroom Routines

Planning Assumptions & Considerations: In engaging the district operational planning process for Fall 2020, *four basic assumptions* about school operations informed our work, as derived from the UCDSB Anchor Paper (May 2020), the provincial [Ontario Framework for Continued Learning \(May 2020\)](#), and the recent distribution of [Operational Guidance During COVID-19 Outbreak: Child Care Re-opening Operations Document \(June 2020\)](#):

- **Assumption 1:** De-intensification of workspaces and classroom spaces where possible and to whatever extent reasonable, such that there are less people present in working and learning settings;
- **Assumption 2:** Intensification of hygiene and cleaning practices where people are present;
- **Assumption 3:** Greater presence of remote learning / distance learning opportunities for all students;

- **Assumption 4:** Continuity of Learning for all students, regardless of circumstances, including capabilities to continue with learning if there is a need to close a classroom or entire school resulting from a direction from public health.

Operational Area	Focus	Operational Practice in UCDSB Schools – Sept. 2020
1.0 School Loading & Student Admission	School loading and admissions must first consider the district’s ability to accommodate students in schools based on several limiting factors and data collection to inform which families will send students to school, and then school-based attendance plans for admitting and tracking students as they come to school.	<ul style="list-style-type: none"> • Compliance with Ministry of Education guidelines (minimum / maximum loading levels and reporting) • Minimalizing level of disruption to student schedules and timetables • Requirements for families to communicate with school if a child is absent.
2.0 Student Transportation	To consider the Board’s recommended stance for all modes of student travel to and from school including: walking (active travel), personal travel, and predominantly busing. The sub-areas of consideration were: commitment to safety, access to service, guidance for parents, communication standards, asking for help, support, and flexibility.	<ul style="list-style-type: none"> • Safety/health standards set by relevant authorities will be upheld • Capacity may not exist to transport all students - changes in walk zones/eligibility criteria may be needed • Broadcast communication needed for any adjusted implementation of transportation services; • Projected limited flexibility in accommodating public health measures & transportation services
3.0 Remote Learning & Blended Learning	<p>All students are engaged in continued learning - in face-to-face, blended or distance learning environments with the flexibility to move between these if / when necessary.</p> <p>In order to do so, staff and students/families have the resources and tools necessary to engage in</p>	<ul style="list-style-type: none"> • Equity: Students have the resources they need to learn in all learning environments (face to face; blended; distance). • Instructional Pedagogy: Educators use Board-supported tools and other resources to provide instruction in blended learning environments

	<p>continued learning as described above. Educators have access to appropriate technical and pedagogical training to provide learning in all environments described.</p>	<ul style="list-style-type: none"> • Communication: All stakeholders understand how to access and participate in learning so to be successful
<p>4.0 Health & Hygiene Practices at School Sites</p>	<p>UCDSB must follow the guidelines of the Ministry of Education and local Public Health authorities surrounding all aspects of proper hygiene to manage the COVID-19 pandemic.</p> <p>*Personal Protective Equipment (PPE): This is equipment and clothing worn by a worker to minimize exposure to hazards and prevent illnesses and infection. PPE is used to protect the wearer and can include such things as surgical/procedure masks and eye protection.</p> <p>PPE should only be used after other controls have been carefully considered and all feasible options implemented¹</p>	<ul style="list-style-type: none"> • Safety/health standards set by relevant authorities will be upheld. • Face coverings (non-medical) prevent wearer from spreading germs. Face coverings are highly recommended in Ontario when physical distancing is not possible. • Hygiene stations in hallways, washrooms; proper hygiene signage. • Install plexiglass barriers in main office areas. • Physical distance signage and floor markings. • Each workplace has a wellness centre where people would be directed if they are ill so they can self-isolate if unable to immediately return home.
<p>5.0 Employee Wellness</p>	<p>Employees receive proactive communication for keeping well, in addition to being advised of protocols for when they are ill, or should they become ill.</p> <p>Workplace planning is a focus to ensure student learning and key business functions continue, even with increased absenteeism.</p>	<ul style="list-style-type: none"> • Safety/ health standards set by relevant authorities will be upheld. • Employees are aware of protocols for when they are ill. • No non-essential visitors to schools or worksite. • Back up plans established for absent employees and adjustments made if there are public health limitations

¹ See “Develop your COVID-19 workplace safety plan” at <https://www.ontario.ca/page/develop-your-covid-19-workplace-safety-plan>

		<p>for employees working at multiple sites.</p> <ul style="list-style-type: none"> • Each workplace has a wellness centre where people would be directed if they are ill so they can self isolate if unable to immediately return home.
6.0 Communications	<p>Key actions are to deliver timely and accurate communication regarding the status of school operations and health/safety measures to keep students, families and local agencies informed.</p> <p>This includes guidelines for the frequency and practice/procedures that our board will be following for communicating to staff, students, parents and to our community, using board platforms/channels for these communications, and under what conditions these communications would occur.</p>	<ul style="list-style-type: none"> • Frequent electronic updates on latest school hygiene management practices and operation status • Special communications to parents advising of reported cases of COVID-19 at the school / workplace and status of school / program operations.
7.0 School and Classroom Routines	<p>All schools use the basic information provided by the school board, the Medical Officers of Health, and the provincial government to welcome students safely back to the school environment in the Fall.</p> <p>School administration and staff monitor the implementation of the protocol, practices and routines.</p> <p>The school district responds and aligns with the Ministry of Education directed scenario for school reopening as per their guidance document of June 19, 2020, specifically:</p>	<ul style="list-style-type: none"> • Classrooms arranged to promote physical distancing; • Limited movement of staff and students around the school; • Students to have own set of pencils, crayons, scissors, etc., so to reduce sharing of school supplies among multiple users; • No classroom supplies to transfer between home and school; • Increased supply of hygiene products available in classrooms; • Limited availability of technology devices for use in the classroom; • Resources are not shared between classrooms;

	<p>Scenario 1: a regular school day routine with enhanced public health protocols, or;</p> <p>Scenario 2: an “adapted” or modified school day routine based on smaller class sizes, cohorting and alternative day or week delivery, or;</p> <p>Scenario 3: Distance Learning / at-home learning with ongoing enhanced remote delivery</p>	<ul style="list-style-type: none"> • Some staff working at the school on a daily basis (on a rotating schedule) and assigned to work with cohorts; • Limits placed on deployment of itinerant staff (supply or casual staff) limited to cohorts and / or specific workplaces; • Cohorts of students attend at the same time and on the same schedule; • Basic classroom & school operational protocols and procedures are communicated to staff, students and parents.
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Provincial Developments - Ministry of Education- “Approach to Reopening of Schools” Guidance: On June 19, 2020, the Ministry of Education released a guidance document, Approach to reopening schools for the 2020-2021 school year (www.ontario.ca/page/approach-reopeningschools-2020-2021-school-year).

These guidelines identified a series of directions to protect the health and safety of students and staff related to the reopening of schools such as: outlining the modification of school routines; health and safety protocols; student transportation guidelines, and; the expectation for the availability of remote learning should some parents choose not to send their child back to school in adapted scenarios.

Among the more noteworthy aspects of the Ministry guidelines was how school districts must be prepared to respond to three scenarios for the delivery of learning which is dependent upon prevailing public health conditions: These scenarios are:

Scenario 1: a regular school day routine with enhanced public health protocols;

Scenario 2: an “adapted” or modified school day routine based on smaller class sizes, cohorting and alternative day or week delivery, and;

Scenario 3: Distance Learning / at-home learning with ongoing enhanced remote delivery.

Next Steps in the Implementation of the UCDSB School Reopening Plan – July 2020:

This current UCDSB Reopening Plan addresses the key considerations for all scenarios. ***It is the preference of the Upper Canada District School Board, however, to prepare for a full return of all students to regular classes five days per week, should the prevailing local public health conditions be pronounced as being safe for schools to reopen by the local Chief Medical Officers of Health.***

As well, the provincial government may also introduce regulations that changes the operation of schools - such as a limit to the number of students in each class and / or the number of students in the school at the same time – should it be regarded as being in the best interest of students and their safety.

The information contained in this plan for District-wide operations remains subject to change at any time, based on the guidance provided by the Ministry of Education and/or from the guidance provided by local or provincial Public Health Units.

#1 Operational Area: School Loading and Student Admission

Dependencies & Linkages to Operational Areas: Transportation, Communications, School and Classroom Routines

High Level Description

School loading and admissions must first consider the district's ability to accommodate students in schools based on several limiting factors and data collection to inform which families will send students to school, and then school-based attendance plans for admitting and tracking students as they come to school. Several philosophical questions exist should the need arise to prioritize student admissions.

Core Objectives

- School Capacity Information: Detailed analysis on what UCDSB can safely accommodate in different schools
- Family/Student Data Collection: Gather data about our students and families, to determine the demand for pupil spaces and family needs
- School-Based Attendance Plans: Establishing school-specific information and procedures how students will be selected and accommodated.

1. Active Characteristics & Features

1.1 Capacity Information: Determine which students can come to school safely

- Detailed analysis on what the UCDSB can accommodate and where, including determining possible “bottleneck” factors that limit capacity, such as transportation, supervision, secondary school timetables, and movement through schools.
- Consideration can also be given for how to expand on capacity, such as using non-classroom areas within a school for flex space, space at other board-owned locations and locations within the community, scheduling, timetable and pedagogical possibilities to optimize the percentage of students admitted.
- Consideration should be given to philosophical questions about school loading, including how to determine who can come to school if space does not exist and exceeding the guidelines if space exists in some schools.

1.2 Family/Student Data: In light of statement by the Ministry of Education on June 19, 2020, where “the return to school in the fall of 2020-21 will be voluntary and based

on parent choice and that "...parents who choose not to send their child back to school, will be able to avail of remote education" there will be a necessity to gather data about our students and families, and coordinate with the requirements of other operational areas.

- Participation level: Given the Ministry of Education announcement regarding the "voluntary" return to school in the Fall of 2020, which students will come back to school? When will students come back to school? Note: this may change over time given "on-the-ground" safety, perception, the presence of public health events, and further provincial guidance;
- Family data: What measures need to be in place in the event given family preferences to return to school – in whole or in part?

1.3 School-Based Plans: Protocol for schools to know who is coming to school and how to report and manage attendance.

- Ensuring understanding of procedures for loading and admission and ongoing processes for non-standard school attendance, for families and departments
- Protocol for verifying admission eligibility at the school level
- Determine how attendance/tracking will be done ("PowerSchool" Student Information Management System), including reporting requirements if a student is absent due to illness. Ability to confirm compliance at the school and district levels.

2. Operational Requirements & Next Steps:

- Finalize detailed capacity analysis and know exactly how many students (actual and percentage) each school can safely take at maximum based on floor plans, modelling, and principal consultation.
- Coordinate with other operational areas, build a database, and put a family information and preference survey into the field.
- Consider and be able to respond to questions regarding school loading in anticipating of ministry guidance.
- Recommend consistent district-wide approach for loading prior to evolving towards more localized flexibility.
- School capacity data validation through consulting with principals;
- School-based plans and procedures, revised loading of classrooms, school routines, directional flow and signage
- Determine base scenario – provide principals with base considerations and materials for opening

3. Key Resources & Materials:

- District Intelligence, school capacity data and enrolment (UCDSB building floor plans, enrolment data, modeling exercise)
- [Ministry of Education: Approach to reopening schools for the 2020-2021 school year – June 19, 2020.](#)
- Ontario's Framework for Continued Learning (2020)
- [UCDSB – Anchor Paper: School Reopening Considerations for the UCDSB Following the COVID-19 Pandemic \(Shavrnock, May 14, 2020\)](#)

#2 Operational Area: Transportation

Dependencies & Linkages to Operational Areas: School Loading, Communication

High Level Description

The scope of the transportation work group’s efforts was to consider the Board’s recommended stance for all modes of student travel to and from school including walking (active travel), personal travel, and predominantly busing. The sub-areas of consideration were: commitment to safety, access to service, guidance for parents, communication standards, asking for help and support, and flexibility. Feasibility for the better and best levels has not been taken into consideration at this time.

Core Objectives

	Good	Better	Best
Safety	All applicable standards are upheld. Most onus is on schools, students, bus drivers/STEO, and parents to prepare students.	All applicable standards upheld. Enhanced parent support measures are provided in leadup, protective equipment is provided Some additional supervision on buses, which could include a combination of cameras, paid staff, and volunteers. Some mechanism for tracking ridership (attendance) for the purposes of contact tracing should there be a positive case.	All applicable standards are upheld, additional supervision (paid and trained staff) is arranged on buses, in loading zones, and for walkers
Access to Transportation Services	There may be significantly less capacity in regular and special transportation, necessitating uniform policy changes to reduce load, such as increasing walk distances.	There may be significantly less capacity in regular and special transportation, but this is managed by focusing on those with highest need and providing voluntary opt out process. Additional measures like enhanced walking buses may be introduced	All students who are currently eligible for transportation will continue to receive it.
Guidance for Parents	Parents will be provided general supporting documentation on how to prepare their children for safe transportation to and from school.	Parents are provided with enhanced communication like video and personalized information to help their children get to and from school safely.	Parents are in some measures enlisted to provide volunteer support in some appropriate stages of transportation to ensure the safety of students.

Communication standards	Communication is general, broadcast in focus and what is minimally necessary to communicate to parents the operational stance they will be facing. Communication (timing/messaging) is coordinated with coterminous board.	Communication plan begins with a data gathering exercise to harvest information about parent preferences and intentions. Ongoing communication is personalized to a greater extent and involves channels for parents to seek answers and avenues to request changes.	Communication is broadly focused on a range of objectives from operational implementation to growing reassurance and confidence. There are multiple avenues for parents to seek information and processes in place to respond to changing conditions.
Asking for Help and Support	Self Service through Web resources and FAQ primarily.	There are multiple channels available for parents to seek support, both with technology and without.	Parents may seek guidance from live attendant with maximum 24 hour wait time.

1. Active Characteristics & Features

1.1 Safety: The safety and sanitation guidelines set by the health units and relevant authorities will be planned for and operationalized. These standards will be communicated to bus drivers/companies/STEO, staff, students and families. Supervision will be accomplished primarily by bus drivers.

1.2 Access: Owing to social distancing guidelines, the effective capacity of school buses and the rate of driver return may be less than normal, resulting in a lower capacity to transport students daily. This may necessitate measures to reduce the number of eligible students riding buses, including changes to walk distances in some cases or alternative measures.

1.3 Communication: As a result of short timelines, the communication to families regarding pandemic transportation may be of a general broadcast (not personalized) nature. There may not be time to conduct detailed data gathering needed for personalization of communication or service.

1.4 Guidance for Parents: Parents are equipped with guidance necessary to prepare their children daily for appropriate hygiene and safety practices for their trip to school. This may involve general communication and tools like checklists

1.5 Asking for Help and Support: Parents have access to predominantly online tools for self service in order to get answers to questions.

2. Operational Requirements & Next Steps:

- Need to await further guidelines/orders from the Ministry of Education before we can plan further.

- Data Gathering: Need to determine in greater detail which parents intend to send children to school and which parents are able/willing to use alternatives to the bus for transportation.
- Capacity Determination: Need to determine max capacity of existing bus fleet for each school to see where we have excess load issues.
- Driver Rate of Return: Need to determine expected rate of return considering pandemic constraints (e.g. drivers with health conditions and those who cannot accommodate significant routing changes due to location, scheduling conflicts and safety concerns related to changing ridership).
- Alternatives to Bus Transportation: Need to determine where potential capacity issues exist, if more capacity can be generated or what acceptable alternatives might be to offload capacity (e.g. more walking, etc.), consider implications to school facilities/student safety of increased parent rides (opportunities to offset with Walk a Block initiative, etc.)
- Determination of Operational Needs for Bus Routing – in the event that bell times need to change or bus routes need to change significantly
- Processes – Clarity required for what actual hygiene and safety standards must be in place, what the operational impact will be (staff, supplies etc.), and how stakeholders will be ‘trained’ in new models
- Communication – Need to develop multi-channel communication plan tailored to the respective roles of individual ‘actors’ in the processes (student, bus driver, parent, teacher, daycare providers) and ensure each actor knows what is needed of them
- Synchronization – Need to ensure synchronization of policy and process with STEO and CDSBEO
- Special Transportation – Need to explore the potential for specialized requirements and enhanced constraints associated with Spec Ed transportation (e.g. capacity limitations of smaller vehicles, additional supervision to support social distancing and safe behaviours on the vehicle and in the loading zone).
- PPE – Need to determine requirement to supply, what supplies are required, ability to procure sufficient amounts.

3. Key Resources & Materials:

- [Federal Guidance for School Bus Operations During the COVID-19 Pandemic](#)
- [Operational Guidance During COVID-19 Outbreak - Childcare Re-Opening](#)

#3 Operational Areas: Remote Learning & Blended Learning

Dependencies & Linkages to Operational Areas: School Loading and Student Admission, Wellness Management; Communications; Classroom Routines and Practices

High Level Description

- All students are engaged in continued learning - in face-to-face, blended or distance learning environments with the flexibility to move between these if/when necessary.
- Staff and students/families have the resources and tools necessary to engage in continued learning as described above.
- Educators have appropriate technical and pedagogical training to provide learning in all environments described.

Core Objectives

Equitable Access to Resources: Students and staff have the resources and supports needed to engage in teaching and learning face-to-face and from a distance (devices; connectivity; non-digital; human resources).

Instruction: Educators use Board-approved tools and other resources to provide daily instruction to students learning face-to-face at school and at home.

Communication: All stakeholders understand their responsibilities for success in learning and can access learning face-to-face or from a distance.

Wellness: Considerations for the well-being of all stakeholders are a lens for planning, implementing, communicating and supporting in face-to-face, blended and distance learning.

1. Active Characteristics & Features

1.1 Technology strategy with the intent of ensuring that students have adequate access to devices/technology in school and at home.

1.2 Appropriate access to connectivity for staff and students required to work/learn from home.

1.3 Student access to non-digital resources and teacher-led instruction where necessary/appropriate.

1.4 Individualized planning for students with identified special education needs at each school site.

1.5 Continued provision of training opportunities and resources for staff use of Board-approved digital tools and pedagogical considerations for blended learning.

1.6 Communication to students/families:

- › Student Manual for Blended/Distance Learning
- › Structure of the school day and expectations for engagement in learning from home and/or face-to-face.

1.7 Communication to staff/employee groups:

- › Staff Manual for Blended/Distance Learning
- › Structure of the school day and expectations for student engagement in learning from home and/or face-to-face.
- › Role and function of all employee groups in facilitating face-to-face and distance learning simultaneously.

1.8 Integration of wellness strategies as part of the system, school and classroom approach to learning face-to-face and from home.

2. Operational Requirements & Next Steps

IT Department – Mobilization of a deployment and connectivity strategy that will be informed by a more detailed understanding of which students may require access to distance learning and who will learn face-to-face and in consideration of the technology needs within schools.

Distance Learning Team/Teaching and Learning – Establish and grow a baseline of practice by creating and implementing short-term (June 2020 – September 2020) and long term (September 2020 – June 2021) training and support plans to develop staff and student capacity to engage in blended and distance learning. As part of this work establish clear communications around best practices in blended and distance learning.

Distance Learning Team/Teaching and Learning – Develop and implement school-based model for teacher-led, non-digital blended/distance learning for students who require this. Identify students who require this in light of the school loading restrictions and parental choice regarding school attendance.

Special Education – Develop system and school-based process to identify and plan for the students with identified special education needs in consideration of school loading restrictions. Prioritize where possible the face-to-face school attendance of students with identified special education needs. Ensure effective instructional programs are available to all students whether learning face-to-face or from a distance.

Communication – Develop communications as described above when more clarity exists around school loading and the requirement for distance learning strategies.

Wellness – To review and highlight the existing wellness tools and resources, provide direction on how to access these and support stakeholders to integrate these into learning environments.

3. Key Resources & Materials:

- [Ministry of Education: Approach to reopening schools for the 2020-2021 school year.](#)
- Local Public Health Units [directives for social distancing.](#)
- Dedicated personnel for training and support (staff and students).
- UCDSB Distance Learning Staff Portal

#4 Operational Area: Health & Hygiene Practices at School

Dependencies & Linkages to Operational Areas: Employee Wellness, Transportation, Communications, School and Classroom Routines

High Level Description

UCDSB must follow the guidelines of the Ministry of Education and local public health authorities surrounding all aspects of proper hygiene to manage the COVID-19 pandemic.

Core Objectives

- To provide students and staff with a sanitized space/environment;
- To provide students and staff with materials necessary for frequent hand hygiene throughout the day;
- To provide students and staff with the resources/instructions/signage necessary to practice hygienic actions/behaviour within groups;
- To be able to respond to health emergencies/realities connected with COVID-19 in an effective, safe manner;
- To be able to track and monitor COVID-19 health-related issues within the school effectively and efficiently and report required information to local health units (electronic database tool)

1. Active Characteristics & Features

1.1 Personal Hygiene

- frequent hand washing is required for staff and students as per provincial guidelines
- to determine if there is a need for cleaning of student backpacks, lockers, etc. on a regular basis
- to determine how to monitor adherence to hygiene guidelines
- visual cues for proper respiratory etiquette
- classroom routines and learning experiences will be planned in order to reduce the risk of spread (potentially having teachers move)
- monitoring student supplied hand sanitizer

1.2 Environmental Characteristics & Features:

- to prepare for re-entry
 - desk/table spacing, additional markings, different age groups will require different styles of messaging
 - hand hygiene stations (quantity and location)
 - plexiglass – determine what workspaces need installation

- to install increased signage
 - hand-washing etiquette
 - proper respiratory etiquette slows the spread of COVID-19
 - maintain a safe physical distance of at least 2M
 - during flu season additional signage noting the differences between COVID vs Flu vs Common Cold vs Allergies
- to assess the possible need for increased custodial support
 - consider ongoing ordering practices to ensure a sufficient supply of all cleaning products
 - determine what areas will need more frequent cleaning: interior/exterior doors, gym equipment, playground equipment, washrooms, etc.
- designate a wellness room
 - students and staff who experience symptoms will be isolated until a plan for their return home is established

1.3 Considerations for the provision and / or use of Personal Protective Equipment (PPE) at school:

1.3.1 Regarding Students:

- This guidance is subject to further review and direction from the local Public Health Unit;
- Guidance provided by a recent report from the Hospital for Sick Children advises that “Non-medical and medical face masks are not required or recommended for children returning to school”.
- It is recognized that some parents and children may choose to wear masks. Again, guidance from the Hospital for Sick Children advises that “This is a personal choice and should not be discouraged”.²

1.3.2 Regarding Adults:

- This guidance is subject to further review and direction from the local Public Health Unit;
- This is equipment and clothing worn by a worker to minimize exposure to hazards and prevent illnesses and infection. PPE is used to protect the wearer and can include such things as surgical/procedure masks and eye protection.
- PPE should only be used after other controls have been carefully considered and all feasible options implemented.³

² See “[Hospital for Sick Children / Sick Kids “Recommendations for School Reopening”- June 17, 2020 , p. 5](#)”

³ See “Develop your COVID-19 workplace safety plan” at <https://www.ontario.ca/page/develop-your-covid-19-workplace-safety-plan>

- Where PPE is deemed a requirement within a specific workplace setting or work assignment, the district will need to determine the requirement for ordering supplies and training of staff for use of equipment prior to operational re-start.

1.4 Considerations for the provision and / or use of Face Coverings in schools:

1.4.1 Regarding Students⁴:

- This guidance is subject to further review and direction from the local Public Health Unit;
- Guidance provided by a recent report from the Hospital for Sick Children advises that “Non-medical and medical face masks are not required or recommended for children returning to school”;
- It is recognized that some parents and children may choose to wear masks. Again, guidance from the Hospital for Sick Children advises that “This is a personal choice and should not be discouraged.”

1.4.2 Regarding Adults:

- This guidance is subject to further review and direction from the local Public Health Unit;
- Public health recommends that people use a face covering (for example, non-medical mask, cloth mask) in public to reduce the risk of spreading COVID-19 to other people when physical distancing may be a challenge or not possible.
- Face coverings are not PPE and are not an appropriate substitute when PPE is required.
- Face coverings will not protect the people wearing them from being exposed to or getting COVID-19. Encouraging customers and other visitors to your workplace to wear face coverings can help to protect your workers. If workers choose to wear their own face coverings, this will not reduce the need for physical distancing.⁵

2.0 Additional Practices

- to determine contact tracking and tracing obligations (is there a need to develop new processes/tracking sheets – bus/classroom attendance)
- to plan for how school activities may need to be adjusted if a student, staff or family member contracts (or may have) COVID-19

⁴ See “[Hospital for Sick Children / Sick Kids “Recommendations for School Reopening”- June 17, 2020](#)”, p. 5

⁵ See “Develop your COVID-19 workplace safety plan” at <https://www.ontario.ca/page/develop-your-covid-19-workplace-safety-plan>

- communication system in place for reporting health concerns respectfully, efficiently, effectively (i.e. student is reporting ill upon arrival, or during class) and appropriate follow-up

3. Operational Requirements & Next Steps:

- Inventory of schools to determine supplies, furniture (table/desk consideration), equipment status that promotes physical distancing
- Source suppliers and begin determining needs
- Determine process for assessing school re-entry
- Building process for contact tracing and tracking in response to possible requests from public health

4. Key Resources & Materials:

- [UCDSB – Anchor Paper: School Reopening Considerations for the UCDSB Following the COVID-19 Pandemic \(Shavrnock, May 14, 2020\)](#)
- [Ministry of Education: Approach to reopening schools for the 2020-2021 school year – June 19, 2020.](#)
- [Hospital for Sick Children / Sick Kids “Recommendations for School Reopening”- June 17, 2020](#)
- [Public health principles for a phased re-opening during COVID-19: Guidance for governors. John Hopkins Bloomberg School of Public Health.](#)
- [Current information](#) and [documentation](#) from local Public Health Units
- [2020 Summer Day Camps Guidance – Version 1 \(June 1, 2020\)](#)
- [Child Care Re-opening – Version 1 \(June 2020\)](#)

#5 Operational Area: Employee Wellness

Dependencies & Linkages to Operational Areas: All except Transportation – rationale is all other areas will have a staff wellness and communication overlap component.

High Level Description

Employees receive proactive communication for keeping well, in addition to being advised of protocols for when they are ill, or should they become ill. Workplace planning is a focus to ensure student learning and key business functions continue, even with increased absenteeism.

Core Objectives

- Mandatory training established for employees and communication protocols visible in each site.
- Hiring additional occasional staff so that we can limit interaction at multiple sites and manage backfilling employees due to increased absenteeism.
- Minimizing the presence of non-essential visitors to any workplace setting.

1. Active Characteristics & Features

- Training module (added to the District's in-house "Safe Schools" learning management system) highlighting the requirements for employees aligned with new workplace expectations for the workplace resulting from COVID-19. Utilizing content which has been established by the Health Unit and build upon that with UCDSB specific requirements. Outlining frequency and who requires the training.
- To the greatest extent possible interviews and other business meetings or interactions are conducted through virtual means to reduce personal contact.
- Designated wellness centre in each workplace setting.
- Occasional staffing compliment increased, so there are sufficient numbers of occasional employees to backfill employee absences.
- Site based HR practices may need to be adjusted in the event that an outbreak occurs and Public Health orders impose limits on the deployment of itinerant staff. This could include possible restriction for staff assignments to multiple workplaces and / or assignments to multiple locations at one site.

2. Operational Requirements & Next Steps:

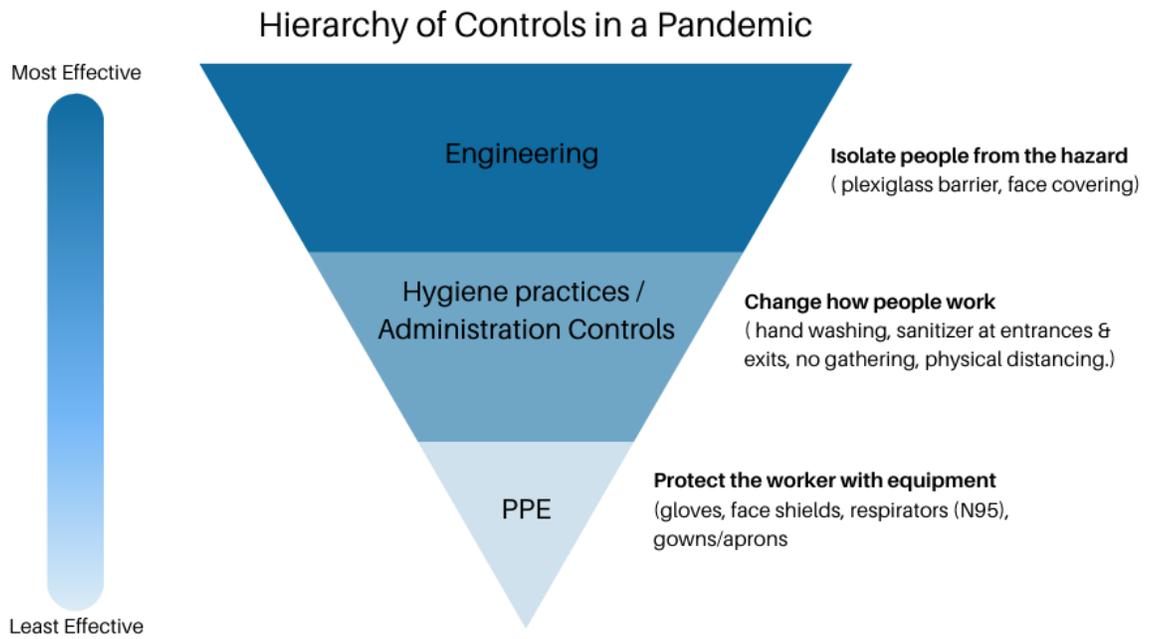
- Identify and confirm suitable training materials related to a COVID-19 workplace. Develop the training module for employee use, prior to the restart of the operational year.
- Identify and prepare suitable locations for wellness centres in each workplace.

- Develop a framework to review current business practices at the department and school level, which will reduce unnecessary in-person interactions with others. Alter and revise operating procedures in response to this framework.
- Inform visitors about limitations to accessing schools and other workplace sites during regular school and work hours.
- Develop a framework to manage and reduce non-essential travel for employees to other workplaces and contact with other (e.g.: professional conferences, representation at career fairs, etc.)
- Consulting with unions to review itinerant staff travelling to multiple sites and minimizing multiple interactions (e.g.: occasional employees, permanent staff that support multiple sites).

3. Key Resources & Materials:

- [Ministry of Education: Approach to reopening schools for the 2020-2021 school year – June 19, 2020](#)
- [Operational Guidance During COVID-19 Childcare Re-opening.](#)
- SafeSchools Training System
- [Current Information](#) and [documentation](#) from local Public Health Units
- Communications Department support with posters (linked to Health & Hygiene for students)
- [Ontario's Develop your COVID-19 workplace safety plan.](#)

[Reference: [Public health principles for a phased re-opening during COVID-19: Guidance for governors. John Hopkins Bloomberg School of Public Health, pp 9-10](#)]



#6 Operational Area: Communications

Dependencies & Linkages to Operational Area #'s: All operational areas

High Level Description

Key actions to deliver timely and accurate communication regarding school health information that advises the status of school operations that keeps students, families and local agencies informed. This includes guidelines for the frequency and practice/procedures that our board will be following for communicating to staff, students, parents and to our community, using board platforms/channels for these communications, and under what conditions these communications would occur.

Core Objectives

- Ongoing, timely and frequent communication of status of schools to inform staff, students, parents, daycare centre operators, transportation operators, public health units and the Ministry of Education.
- Clear communication within our system of who is communicating, what is being communicated and who it is being communicated to (parents, staff, students, community) when incidents occur
- Clarifying the specific platforms and channels to be used for communicating (ie. MIR 3, My Family Room, Social Media)
- Encourage parents to remain actively engaged in communication throughout the summer.

2. Active Characteristics & Features

2.1 Identify the types of operational communications that will be required and flow of information:

- Communication about school operations and wellness practices to those internal (staff and students) and external to the school (parents, community partners); and,
- Communication about incidents to those internal and external to the school.

2.2 Update families, public health units and Ministry of Education when suspected incidents occur, as needed.

2.3 Consider a standard code (red/school closed, green/school open) to easily update staff, students and community on school status.

2.4 Common messaging and images to communicate to public regarding operations or incidents at schools.

3. Operational Requirements & Next Steps:

- Work with our current “inclement weather day” practices (notification by 6:15 a.m.) to develop a common internal process for all schools/administrative centres to follow for any COVID-19 related school/building closure or class interruption.
- Create a flow chart for when COVID-19 is suspected in a school or workplace to outline next steps. Flow chart will outline who is responsible for what modes of communication and to whom.
- Create common information for schools to use in their monthly parent/guardian newsletters pertaining to school district practices/protocols/activities.
- Create template letters for schools to use regarding operations/school status/incidents.
- Principals/VP to connect with families who are not currently registered with My Family Room to sign up and assist with sign up as needed.
- Request emergency information/contact information is up to date for all students through collection and timely processing of Student Verification Forms.
- Develop a searchable FAQ and post on UCDSB website for easy access
- Creation and distribution of parent/student handbook strictly related to COVID-19 resources.
- Create section on UCDSB website for cataloguing resources.

4. Key Resources & Materials:

- UCDSB website, Social Media Platforms, and *My Family Room* application
- Current information and [documentation](#) from local Public Health Units
- [Ministry of Education: Approach to re-opening of schools for the 2020-2021 school year – June 19, 2020](#)

- [Hospital for Sick Children / Sick Kids “Recommendations for School Reopening”- June 17, 2020](#)

Sample Imagery / Branding FOR Social Media Communication:

<h2 style="text-align: center;">REMOTE & BLENDED LEARNING</h2> <p style="text-align: center;">FOR SOCIAL MEDIA AND WEBSITE USE - SHORT KEY MESSAGE CAN GO HERE WHEN BEING USED CENTRALLY OR VERSION WITHOUT KEY MESSAGE CAN BE USED BY SCHOOLS</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<h2 style="text-align: center;">HEALTH & HYGIENE</h2> <p style="text-align: center;">FOR SOCIAL MEDIA AND WEBSITE USE - SHORT KEY MESSAGE CAN GO HERE WHEN BEING USED CENTRALLY OR VERSION WITHOUT KEY MESSAGE CAN BE USED BY SCHOOLS</p> <div style="display: flex; justify-content: center; align-items: center;">   </div>
<h2 style="text-align: center;">SCHOOL BUILDING CLOSED</h2> <p style="text-align: center;">FOR SOCIAL MEDIA AND WEBSITE USE - SHORT KEY MESSAGE CAN GO HERE WHEN BEING USED CENTRALLY OR VERSION WITHOUT KEY MESSAGE CAN BE USED BY SCHOOLS</p> <div style="display: flex; justify-content: center; align-items: center;">   </div>	<h2 style="text-align: center;">SCHOOL BUILDING OPEN</h2> <p style="text-align: center;">FOR SOCIAL MEDIA AND WEBSITE USE - SHORT KEY MESSAGE CAN GO HERE WHEN BEING USED CENTRALLY OR VERSION WITHOUT KEY MESSAGE CAN BE USED BY SCHOOLS</p> <div style="display: flex; justify-content: center; align-items: center;">   </div>

#7 Operational Area: School and Classroom Routines

Dependencies & Linkages to Operational Areas: School Loading and Student Admission, Health & Hygiene Practices at School, Wellness Management; Communications.

High Level Description:

Protocols, processes and routines are established to ensure a safe return to the school environment.

Core Objectives

Key Driver	Good	Better	Best
Physical Spaces	<ul style="list-style-type: none"> Limited number of classrooms open for use Classrooms arranged to promote physical distancing Limited movement of staff and students around the school No shared spaces 	<ul style="list-style-type: none"> Larger number of classrooms open for use Some common areas available for use by individual classes (e.g., gym) 	<ul style="list-style-type: none"> All classrooms open for use All common areas open for use
Resources	<ul style="list-style-type: none"> Limited resources available for use in the classroom Students to have own supply of pencils, crayons, scissors, etc. No use of agendas by students No items travelling between home and school Increased supply of hygiene products available in the classroom 	<ul style="list-style-type: none"> Some items available for common use (e.g., books, mathematics manipulatives,) Students permitted to use technology in the classroom on a rotating basis (only a few students per day) with cleaning of items between days of usage 	<ul style="list-style-type: none"> Technology devices available for use in the classroom with cleaning practices in place Students (particularly older students) able to engage in the cleaning of resources (e.g., disinfecting wipes)

	<ul style="list-style-type: none"> • Technology devices not available for use in the classroom • Resources are not shared between classrooms 		
Human Resources	<p>Some staff working at the school on a daily basis (on a rotating schedule)</p> <ul style="list-style-type: none"> • Staff assigned to work with cohorts • Supply staff assignments may be limited by public health orders. 	<ul style="list-style-type: none"> • Larger number of staff working in the school on a daily basis • Itinerant staff permitted to work with few or no limits imposed by public health orders. 	<ul style="list-style-type: none"> • All staff working in the school on a daily basis • Itinerant staff permitted to follow regular schedule • Volunteers to support student nutrition and student learning permitted to work in the school
Students	<ul style="list-style-type: none"> • Small number of students in face-to-face sessions on alternating schedule • Cohorts of students attend at the same time and on the same schedule 	<ul style="list-style-type: none"> • Incremental increase of numbers of students based on health monitoring on alternating schedule 	<ul style="list-style-type: none"> • All students attending school every day
Communication	<ul style="list-style-type: none"> • Basic protocols and procedures are communicated to staff, students and parents 	<ul style="list-style-type: none"> • General information about protocols, procedures and routines are communicated centrally to staff, students and parents. • Training sessions occur with staff • Schools share information via social media platforms with parents to reinforce protocols, procedures and routines 	<ul style="list-style-type: none"> • Information communicated centrally to stakeholders. • Videos prepared and broadcast well in advance of the first day of school to promote new procedures, protocols and practices • Training videos prepared for students • Staff trained and engage in daily training of students within the first few weeks of the school year

Scheduling	<ul style="list-style-type: none"> • Small percentage of students permitted to attend school at a time • Staggered entry and dismissal times • Educational Assistants remain in the same classroom for the day, if possible • Teachers remain in the classroom all day with the same group of students • Recess staggered with one or two classes permitted at recess at the same time 	<ul style="list-style-type: none"> • Groupings of students permitted to attend recess at the same time • Teachers move between two groups of students • Educational Assistants able to support in two classrooms • Lunch scheduling permits grouping of two classes 	<ul style="list-style-type: none"> • Regular schedules implemented with strict monitoring practices in place for health and hygiene
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2. Active Characteristics & Features:

We await further direction from the Ministry of Education and Medical Officers of Health. (e.g. Requirements for hard surface cleaning, limitations on singing / musical instruments, and Physical Education activities, group activities, seating assignments, volunteer access to schools)

2.1 Physical spaces: Practices and routines for health and hygiene as established by local Medical Officers of Health and the province will be fully implemented in schools. Spaces will be clearly marked to promote physical distance and safety of staff and students. Classrooms will have limited amount of furniture and materials and spaces will be clearly marked. Common areas will be closed, including the staff room. Frequent cleaning will occur throughout the day.

2.2 Resources: Resources will not travel between home and school. Students will not share resources. Communication will be done electronically (agendas will not be sent home, paper copies will not be distributed to staff or students). PPE will be made available, as per requirements of the Medical Officers of Health, Ministry of Education and provincial guidelines.

2.3 Human Resources: Additional staff will be required to support requirements for staggered recesses and lunch-time arrangements. Additional support for students with special education needs may be necessary to teach skills needed for health

and hygiene practices. Additional custodial support will be needed for increased cleaning requirements. No non-essential visitors to schools or worksite.

2.4 Sporting Events & Other Extra Curricular Events: In accordance with the Ministry of Education's direction on School Reopening (June 2020), sports and extracurricular activities would resume when they can safely continue based on input from local medical officers of health.

2.5 Scheduling in response to Provincial Direction for School reopening (June 19, 2020):

On June 19, 2020, the Ministry of Education directed all school boards to prepare for a 3-fold scenarios for "back-to-school" that the province directed all boards to address, in their [provincial reopening strategy](#) released on 19 June 2020. These scenarios are:

- **Scenario 1:** normal school day routine with enhanced public health protocols;
- **Scenario 2:** an "adapted" or modified school day routine based on smaller class sizes, cohorting and alternative day or week delivery, and;
- **Scenario 3:** Distance Learning / at-home learning with ongoing enhanced remote delivery.

This current UCDSB reopening plan aligns well to address the key considerations and requirements for supporting Scenario 1 (full reopening with enhanced public health protocols) and Scenario 3 (distance learning).

2.6 Scenario 2 planning (an adapted School Day Schedule / partial return to school): is a more complex approach for program delivery. If prevailing public health conditions does not permit the School District to have all students at school five days per week, then the school district would need to resort to an adapted rotation that involves three days at school for one week, followed by two days at school the next week. Students will be able to connect with educators for distance learning whenever they cannot attend school in-person. As well, Special Education Self - Contained Classes (Designated Class placements operated by the school district, such as: Power Up 2 / PUP 2 Classes; Care and/or Treatment, Custody and Corrections Facilities (CCTC or "Section 23") would continue to take place each day.

NOTE: It is understood that the adapted model is not a preferred model for working families and it can lead to confusion that comes with children not having the routine of regular school. The Ministry of Education is, however, requiring all school boards to build out this scenario given the continuing uncertainties about the community public health situation (which could change at anytime, thereby changing the capacity at which schools can operate).

2.6.1 Scenario 2 – Elementary School – Adapted Model: As noted above an adapted rotation that involves three days for one group of students (eg: Cohort 1) at school for

one week, followed by two days at school the next week. Students will be able to connect with educators for distance learning whenever they are not in attendance at school, in-person. The timetable for this scenario would resemble the following, Subject to review and approval from public health and the Ministry of Education:

ELEMENTARY – ADAPTED MODEL
WEEK 1
 (DRAFT – FOR DISCUSSION PURPOSES ONLY - JULY 2, 2020)

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 1 @ School	Cohort 1 @ School	Cohort 1 @ School	Cohort 2@ School	Cohort 2 @ School
Special Ed Self- Contained Class Cohort*				
Cohort 2 Distance Learning	Cohort 2 Distance Learning	Cohort 2 Distance Learning	Cohort 1 Distance Learning	Cohort 1 Distance Learning

**Note: Special Ed Self- Contained Class Cohort refers to Designated Class placements operated by the school district, such as: Power Up 2 / PUP 2 Classes; Care and/or Treatment, Custody and Corrections Facilities (CCTC or "Section 23").*

ELEMENTARY – ADAPTED MODEL WEEK 2

(DRAFT – FOR DISCUSSION PURPOSES ONLY - JULY 2, 2020)

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 2 @ School	Cohort 2 @ School	Cohort 2 @ School	Cohort 1@ School	Cohort 1 @ School
Special Ed Self- Contained Class Cohort*				
Cohort 1 Distance Learning	Cohort 1 Distance Learning	Cohort 1 Distance Learning	Cohort 2 Distance Learning	Cohort 2 Distance Learning

**Note: Special Ed Self- Contained Class Cohort refers to Designated Class placements operated by the school district, such as: Power Up 2 / PUP 2 Classes; Care and/or Treatment, Custody and Corrections Facilities (CCTC or “Section 23”).*

As well, Special Education “Self – Contained” Classes (Designated Class placements operated by the school district, such as Power Up 2 / PUP 2 Classes Care and/or Treatment, Custody and Corrections Facilities (CCTC or “Section 23”), would continue to take place each day.

2.6.2 Scenario 2 – Secondary School – Adapted Model:

Secondary school students in the UCDSB usually have 4 courses as part of their regular course load each semester. Subject to review and approval from public health and the Ministry of Education, the UCDSB proposes the following adapted model for implementation should the prevailing health conditions not allow for all students to be present in school five days per week.

UCDSB students would continue to engage in a full course load (4 courses). Instruction would be facilitated via a combination of distance learning online and a regular rotation of face-to-face classes where the teacher will provide instruction to students to extend and consolidate learning that is ongoing in the online portion of the course. In this adapted model, students will attend 105 minutes of face-to-face instruction in each course in a four-day cycle by attending alternate days between the hours of 8:00 – 12:00. This half day model will also allow classroom teachers to engage in daily synchronous online support during each afternoon. In addition, the half day schedule

facilitates coordinated bell times and transportation with our co-terminus board and this is an important consideration given our rural context.

Secondary School Adapted Schedule – Schedule “A” – Sorting of Class Lists by Cohorts / Small Clusters: - Students assigned to continue full course load by maintaining the Ministry of Education class-loading requirements of creating “cohorts” (or clusters) of students, with up to 15 students in a typical classroom at one time.

PERIOD	1	2	3	4
COHORT A (A-J)	1A	2A	3A	4A
COHORT B (K-Z)	1B	2B	3B	4B

Secondary School Adapted Schedule – Schedule “B” – Proposed Schedule of Cohorts

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	1A & 2A	1B & 2B	3A & 4A	3B & 4B	1A & 2A
2	1B & 2B	3A & 4A	3B & 4B	1A & 2A	1B & 2B
3	3A & 4A	3B & 4B	1A & 2A	1B & 2B	3A & 4A
4	3B & 4B	1A & 2A	1B & 2B	3A & 4A	3B & 4B

Secondary School Adapted Schedule – Schedule “C” – Daily Schedule:

SECONDARY SCHOOL ADAPTED MODEL: DAILY SCHEDULE (DRAFT – FOR DISCUSSION PURPOSES ONLY – JULY 17, 2020)	
	Schedule
8:00 – 9:45 AM Instructional Block 1	Face to face instructional block - cohort.
9:45 – 10:00 AM	BREAK (site-based Public Health measures in place, such as social distancing)
10:00 – 11:45 AM Instructional Block 2	Face to face instructional block by cohort.
11:45 – 12:00	Dismissal of Students and Bus Loading (site-based Public Health measures in place, such as social distancing)
11:50 – 12:30	Teacher lunch break
12:30 – 2:10	Synchronous learning and support/ preparation time

This model also respects the applicable collective agreements which guide the working conditions of our employees.

As well, Special Education “Self – Contained” Classes (Designated Class placements operated by the school district, such as Care and/or Treatment, Custody and Corrections Facilities (CCTC or “Section 23”), would continue to take place each day.

2.7 Communication: Protocols, routines and procedures are shared with parents, staff and students from the central level.

3. Operational Requirements & Next Steps:

- Obtain further direction from the province and from local medical officers of health regarding the operational scenario,
- Work with employees and employee unions to facilitate clear understanding of roles and responsibilities during re-opening process, including the need to communicate preparations during the summer months.

- Prepare protocols for employees and replacements for staff who are not able to come to work because of illness, immune system issues, or family members who are compromised.
- Obtain sufficient supplies (PPE, cleaning supplies, markings, signage, etc.) for each school.
- Prepare initial communications to parents regarding how information will be shared during the summer related to school re-opening.
- Ensure schools have sufficient consumable supplies for all students and staff to have their own materials and resources.

4. Key Resources & Materials:

- [Ministry of Education: Approach to reopening schools for the 2020-2021 school year – June 19, 2020](#)
- [Hospital for Sick Children / Sick Kids “Recommendations for School Reopening”- June 17, 2020](#)
- Current Information and documentation from local Public Health Units
- [Ministry of Education Operational Guidance During COVID-29 Outbreak – Child Care Re-opening](#)
- [Ministry of Health COVID-19 Guidance: Emergency Child Care Centres](#)