



**Return to School Guidance Document
For Parents and Guardians**

Last Updated: September 6, 2020

TABLE OF CONTENTS

0.0 Introduction
0.1 Guiding Principals
1.0 Return to School Plan Overview and Summary
1.1 Conventional Model (Updated 06/09)
1.2 At-Home Learning with enhanced remote delivery (Distant Learning Equity Plan)
1.3 Special Education Considerations
1.4 Mental Health and Well-Being
2.0 PREPARING SCHOOL SITES
2.1 Background Information
2.2 School Signage and Markings
2.3 Playgrounds and Play Structures
2.4 Personal Protective Equipment (PPE) and Exemptions (Updated 06/09)
2.5 One Way Directional Signage
2.6 Hand Sanitizer and Disinfectant Wipes
2.7 Ventilation
2.8 Community Use of Schools
2.9 Outdoor Space for Recess
2.10 Isolation Room/Area
3.0 PREPARING STAFF
3.1 Staff Accommodations
3.2 Team Approach
3.3 Personal Protective Equipment
3.4 Outbreaks and Return to Distance Learning
3.5 Equity Considerations for At-Home Learning
3.6 Hygiene Instruction
3.7 School Board Level Support
3.8 Outdoor and Non-Classroom Space
3.9 Sharing of Resources
3.10 Staff - Health and Safety Guidelines
3.11 Illness
3.12 Racism and Discrimination
3.13 Privacy
3.14 Screening Procedures
3.15 Attendance
3.16 Doors
3.17 Experiential Courses
4.0 PREPARING FOR A RETURN TO SCHOOL

4.1 Communication	
4.2 Students with Health Conditions	
4.3 Curriculum Instruction	
4.4 Students with Self-Regulation Needs	
4.5 Specialized Personal Protective Equipment	
4.6 Student Reminders	
4.7 Water Bottles	
4.8 Lockers and Cubbies	
4.9 International Students	
4.10 System Classes	
4.11 Student Illness and Management of Students with possible or Confirmed COVID-19	
4.12 Sharing of Resources	
5.0 SCHOOL OPERATIONS	
5.1 Alternate Models Considered	
5.2 School Bus options and Public Transportation	
5.3 Sharing of Learning Plans - At-Home Learning	
5.4 School Hallways and Stairways	
5.5 Classroom Setup	
5.6 Kindergarten Classrooms	
5.7 Submitting Assignments	
5.8 Movement of Students Within the School	
5.9 Entry Requirements	
5.10 Dismissal Requirements	
5.11 School Supplies and Learning Support Materials	
5.12 Technology	
5.13 Music	
5.14 Health and Physical Education	
5.15 Student Nutrition Programs	
5.16 Washrooms	
5.17 Classroom Carpets	
5.18 Confirmed Cases of COVID	
5.19 After School Activities	
5.20 Physical Distancing: Teacher assignments, Student Cohorts and Breaches	
5.21 Community Agencies, Visitors, Volunteers and Parent Access	
5.23 Fire Drills	
5.24 Lockdown Drills	
5.25 Attendance During the Initial Phase of Return to School	
5.26 Libraries	
5.27 Curriculum & Assessment	
5.28 Large Group Gatherings and Assemblies	
5.29 Intramurals, Extra-Curriculars and Interscholastic Sports	
5.30 Physical Education, Science, The Arts, and Technology-Based courses	
5.31 Lunch and Cafeterias	

5.32 Field Trips
5.33 Contactless Payments
6.0 HYGIENE AND CLEANING
6.1 Touch Point cleaning
6.2 Hand Dryers and Paper Towels
6.3 Classrooms with Water
6.4 Cleaning Products
6.5 Special Attention & Clean-up of Blood and Body fluids
6.6 Sanitizer
6.7 Water Fountains
6.8 Student Desks, Chairs, and Tables
6.9 Garbage
6.10 Recycling
7.0 COMMUNICATING WITH STAKEHOLDERS

0.0 INTRODUCTION

The NNDSB is committed to providing the best possible experience for students and families. Overall, the purpose of facilitating in school and distance learning during a pandemic is to support students' well-being and learning. NNDSB staff will strive to create a supportive learning environment that provides a sense of belonging for every student. Provincial health authorities and experts have pointed out the need for balance between the risk of exposure to COVID-19 with the effects of continued isolation and the lack of social interaction. While we must address academics in the reality of the current environment, we also want to ensure we support our students' and staff's mental health and well-being.

It is understood that Parents and Guardians will need to have a clear understanding of the enhanced health and safety protocols in place while the children attend school. This document provides a framework for how the Near North District School Board (NNDSB) plans to execute the return to school for staff and students. It is broken down into six categories that are being addressed in order to re-open schools. These categories include:

1. Communicating with Stakeholders
2. Preparing School Sites
3. Preparing Staff
4. Preparing for Students
5. School Operations
6. Hygiene and Cleaning.

0.1 Guiding Principles

The operations outlined in this document are based on the most recent advice from Public Health officials as of August 20th, 2020. The health and safety of students and staff remain the top priority in all decision making. Our plans for a return to school are flexible, recognizing that given the unprecedented nature of this pandemic, they too will need to readily adapt to new information. **The information contained in this document is subject to change based on the guidance provided by the Ministry of Education (MOE); and current and updated information from the North Bay Parry Sound District Health Unit (NBPSDHU).**

It is the expectation of the Near North District School Board that all members of the school community comply with any and all strategies outlined in this policy to help limit the spread of COVID-19 and support the health and safety of the school community. Refusal to comply with these strategies is considered detrimental to the physical and/or mental well-being of other students and staff members within the school.

Duty to Exclude: Under the Education Act, principals have a duty to refuse to admit to the school or classroom any person whose presence in the school or classroom, in the Principal's judgment, would be detrimental to the physical or mental well-being of students in the school. Students refusing to comply with the strategies outlined in this policy will not be admitted to school premises.

1.0 Return to School Plan Overview and Summary

Possible Models

1. Conventional model with enhanced public health protocols **(As per current Ministry of Education direction, the NNDSB is a non-designated school board and all students will be returning to school using the conventional model for September, 2020 except for those families who have chosen At-Home distance learning for their children.)**
2. Adapted model based on cohort grouping (15 students)
 - A. Alternate day delivery
 - B. Alternate week delivery
3. At-HOME distance learning with enhanced remote delivery

NNDSB is taking direction from the Ministry of Education (MOE) and following guidance from the North Bay Parry Sound Health Unit. The NNDSB has also been gathering input from staff, union presidents, and the leadership team. This plan anticipates and considers a variety of critical areas for all three models, including:

- Health and Safety
- Physical Distancing
- Staff and Student Attendance
- Learning Environments & Platforms
- Special Education
- Mental Health and Well-Being

At-a-Glance Protocols by Model

Health and Safety			
Strategies	Conventional model with enhanced public health protocols <i>Current Model for Sept., 2020 Re-entry</i>	Adapted model(s) <i>Not mandated in our region at this time</i>	At-Home Learning <i>Optional based on family choice</i>
Proper and frequent handwashing Time to allow proper hand hygiene will be built into the school day. For example: <ul style="list-style-type: none"> • Upon arrival at school • Before and after nutritional breaks • Before returning to the regular classroom 	✓	✓	

<ul style="list-style-type: none"> From outdoors or other areas in the school 			
Alcohol-based hand sanitizer will be available at school/office and gym entrances classrooms with sinks, and hallways to facilitate hand hygiene when entering and leaving the building.	✓	✓	
Provide Personal Protective Equipment (PPE) to staff.	✓	✓	
Provide resources and training for the proper use of PPE.	✓	✓	
PPE Kit will be available at each school in the event that a student becomes ill during the day. The kit will include: <ul style="list-style-type: none"> Hand sanitizer Gloves Surgical Mask (for student) Eye protection Gown 	✓	✓	
Provide information and guidance to families of students K to Grade 3, if they choose to not have their children wear a mask or face covering at school.	✓	✓	
A custodian will be in the school when students are present. Increased cleaning and sanitizing measures will be in place.	✓	✓	
Physical Distancing			
The number of entrances will be limited. All doors will remain locked in elementary schools. All doors except for the main entrance will be locked in secondary schools.	✓	✓	
Student pick-up and drop-off will take place outside of the school.	✓	✓	
Alternative learning schedules will be in place to respect the limit of 15 students per classroom.		✓	
Classroom set up will be modified to limit the amount of furniture in the class where possible.	✓	✓	
Desks will be assigned to students and will allow for as much distance as possible between each student.	✓	✓	
Nutrition breaks will be staggered.		✓	
Student movement in hallways will be staggered. Students and staff will stay on the			

right-hand side of the hallways, in a single file and respect physical distancing.			
Elevators will be limited to one person at a time. For students with special needs, two people will be allowed (student and staff member).	✓	✓	
Emergency procedures (fire drills, lockdowns) will be modified.	✓	✓	
Limit the number of students using a washroom at the same time.	✓	✓	
Staff will not congregate in common areas such as staff rooms.	✓	✓	
Staff meetings and PD will be virtual where possible.	✓	✓	
Staff and Student Attendance			
Maintain updated entry logs for students and staff in schools and board offices to ensure contact tracing can be provided to the health units, as required.	✓	✓	
Staff, students and visitors must complete a daily self-assessment before entering NNDSB buildings.	✓	✓	✓
All staff and students are required to stay home when ill.	✓	✓	✓
If a staff member becomes ill during the day, they will be required to go home. The Principal is required to inform their Superintendent of Education and the local health unit. See Appendix A for more details.	✓	✓	✓
Family members will not be permitted to enter schools. Exceptional situations as indicated by the school principal notwithstanding.	✓	✓	✓
Limited visitors, such as community agencies, will be permitted in our schools.	✓	✓	✓
Learning Environments			
Learning schedule will be modified.	✓	✓	✓
Elementary and Secondary models will align to ensure siblings attend school on the same days.	✓	✓	
Rotary classes will be reduced or eliminated.	✓	✓	

Additional precautions will be taken for classes such as physical education, music (e.g. physical education classes could take place outdoors, music classes may limit the type of instruments used).	✓	✓	
Field trips, sports, extra-curricular and Community use of schools will be suspended and phased in with consultation of Health Unit, OFSSA, OPHEA, etc.	✓	✓	✓
Students will engage in both in-person and distance learning.		✓	
The Distance Equity Learning Plan will be implemented fully for all students who do not attend schools. The plan will include support for educators and families.	✓	✓	✓
Students in system Special Education Classrooms will have the option to attend school in-person daily, for full days where possible.	✓	✓	
Elementary students will eat lunch in their classroom.	✓	✓	
Principals will decide if lockers and cloakrooms may be in use.	✓	✓	

1.1 Conventional Model with Enhanced Public Health Protocols (updated 06/09)

In this model, students will be required to choose between attending school full-time or full distance learning. Switching between models will be accommodated only where possible.

Summary of Enhanced Public Health Protocols are listed below. Detailed protocols are outlined in sections 2.0 to 6.10.

- Students Grades 4 to 12 will be required to wear masks indoors on school property.
- Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks in indoor spaces.
- School-based staff will be provided with all appropriate personal protective equipment (PPE).
- All staff and students must self-screen every day before attending school.
- Frequent and proper hand washing is the main recommended action to prevent the spread of COVID-19.
- Frequent hand hygiene will take place throughout the day. Students will be required to wash their hands before and after nutritional breaks and when returning from outdoor learning or play.

- Alcohol-based hand sanitizer will be available at all school and gym entrances to promote hand hygiene when entering and leaving the school.
- Respiratory etiquette (coughing and sneezing into one's sleeve) will be respected, and reminders will be placed throughout the school.
- Desks will be assigned to students and will allow for as much distance as possible between each student.
- Items will not be shared between students.
- Personal belongings brought to school should be minimized.
- Students and staff will stay on the right-hand side of the hallways, in a single-file and maintain physical distancing of two-meters.
- Class movement through the school where possible will be staggered to limit the amount of traffic in hallways.
- A custodian will be in the school when students are present. Increased cleaning and sanitizing measures will be in place.
- The local health unit will lead any contact tracing and communication of positive COVID-19 cases.
- All students and staff must complete a self-assessment prior to attending school.
- Any staff or student who exhibits symptoms of COVID-19 must stay home.
- Students and staff who begin to exhibit symptoms during the school day will be isolated and sent home.
- Parent pick-up and drop-off will be outside of the school.
- Visitors to the school will be limited to student service partners, support staff and student nutrition volunteers.
- All visitors will be required to complete a self-assessment before entering the school.
- All visitors will be required to sign in to enter a school or board office and wear a mask.

Elementary

Elementary school students Kindergarten to Grade 8 will attend school five days per week, with 300 minutes of instruction per day, remaining in one cohort for the full day, including recess and lunch. **Cohorted students will stay together and with as few teachers as possible.** Changes in the timing of recesses, lunches and bathroom breaks will be staggered to support cohorting where applicable. Specialized teachers, like French teachers, will still be able to go into classrooms to provide the full breadth of programming for students. Students will also be able to leave their classrooms to receive additional supports but **direct and indirect contacts in schools for students should be limited to approximately 50.**

Secondary

Secondary students will attend school five days per week with a conventional delivery, with enhanced health and safety protocols. All schools will adopt timetabling methods that emphasize cohorting of students as much as possible, to limit the number of direct and indirect student-to-students contacts to approximately 100 students. Secondary schools will adopt a Octomester model to emphasize cohorting of students. In the Octomester model students will take one course at a time.

In this model students will focus on one course each day for the duration of the Octomester Session. A portion of each afternoon may be dedicated to focused work time where students engage in activities assigned from their teacher and receive additional supports as necessary.

Octomester Dates:

Session 1 September 8 – October 9 (24 days)

Session 2 October 13 – November 13 (24 days)

1.2 At-Home Learning with enhanced remote delivery*.

During At-Home Learning, students and parents will be provided with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities.

School boards are expected to provide remote learning devices and Internet connectivity to students who do not otherwise have access to them, and to develop policies on how these resources will be allocated on an equitable basis.

Option 1

Students not attending school will be expected to engage in Synchronous Learning. This is 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. This connectivity will occur through such tools as Office 365, Edsby and Brightspace(LMS, D2L). Scheduled synchronous learning sessions will be communicated to parents and students that align with the following minimum requirements.

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

Daily attendance is expected.

Option 2

For those students are parents who are unable to engage in Option 1, the Synchronous Learning requirements, an exemption can be requested. An exemption form will be provided to parents upon request to obtain written approval. Upon completion of the form and receipt from the student's school, access to meaningful education will be supported through alternative learning approaches. This can include such alternatives as correspondence, print and broadcast media instruction. Students will be provided with a daily schedule or timetable in accordance with the 300-minute instructional day and periodic, ongoing support from an educator to provide daily opportunities for each student to receive meaningful feedback.

*more detail to follow as according to PPM 164 Requirements for Remote Learning (August 13, 2020) <http://www.edu.gov.on.ca/extra/eng/ppm/164.html>

1.3 Special Education Considerations

1. Transition to School Programming

- Students identified as having high needs in special education or mental health, will be offered transition opportunities during the last two weeks of summer prior to school opening.
- Key staff identified by the school Principal and who volunteer to provide such transition opportunities will be compensated for working during August, 2020.
- A team of educators, working alongside the Principal of Special Education have created posters, social stories and some short videos to support students in preparing to return to school with a smooth transition to school: understanding COVID 19, handwashing, masking, safe social etiquette.
- Communication and coordination with Transportation Consortium and the Coordinator of Special Education.

2. PPE Considerations

- Accommodating the needs of students who require significant personal support, will require appropriate personal protective equipment (PPE) for teachers, educational assistants.
- Teachers and educational assistants in system special education classes.
- All educational assistants supporting multiple students who may struggle to understand or adhere to physical distancing.
- Itinerant staff who may be moving between classes/schools will require appropriate PPE.

3. Itinerant Special Education Services

- While special education staff are not included in cohort ratios, efforts should be made for students to receive essential special education services with limited mixing of cohorts when providing service.
- Itinerant staff employed by the NNDSB will continue to provide service to individual students following protocols including wearing appropriate PPE. Staff will need to wear appropriate PPE as they will be supporting multiple students.
- Community agencies who provide service/therapy for students can come into schools of the NNDSB. They must wear appropriate PPE for the duration of their visit as they visit multiple students.

- If staff must take their masks off for sessions with a student and they are unable to physically distance, virtual services would be a better option.
- *NNDSB Professional Support Staff to deliver services remotely as appropriate where a student is not attending school due to parental decision to not have child attend school.*

4. Individual Education Plans and Program Considerations

- Consider changes in the school environment and/or remote learning needs when reviewing and updating Individual Education Plans (IEPs).
- Accommodating the needs of students who require significant personal support, will need to include personal protective equipment (PPE) for both staff and students where appropriate.
- Supports and activities should as much as possible be supported on an individual basis or within the same cohort when in person.
- Visual cues to promote physical distancing when in shared spacing.
- Case conferences and IPRCs to be provided through video or teleconference.

5. Spaces and Special Education Equipment

- Special Education classes and spaces to be set up with physical distancing prioritized.
- Spaces for eating, dressing and napping should allow for spreading out.
- Students who require break out spaces or have sensory needs will need to have a specified alternative space in the school only when needs cannot be accommodated within the classroom setting.
- Individual sensory toolboxes should be prioritized so that tools can be accessed within the classroom setting with limited sharing. Items should be labelled with the child's name.
- Sanitization of equipment, devices and toys when items are shared.
- Schools with sensory rooms will require heightened cleaning protocols between student use and consider temporary removal and storage of items that cannot be cleaned between use.
- Electives – special education system classes to consider outdoor, school-based activities within a cohort. Consideration to be given to school based, classroom specific Special Olympics challenges with virtual connections to other programs.
- Life Skills programming in Special Education System Classes will need to be modified to decrease shared contact with food, laundry, cleaning, etc.
- Minimize the number of personal belongings to individual backpacks with required daily hygiene items being labeled at home and kept in the child's designated area.

6. Medically Fragile or Immunocompromised Students

- Safely supporting the return of medically complex or immunocompromised students by consulting with parents and with local public health authorities on options for personal protective equipment (PPE), staff training, and potential continued remote learning where return is not possible.
- Parents should seek medical advice from their medical practitioner when giving consideration to returning to school.

7. Refresher learning

- Planning is taking place to provide transition opportunities for students with special education and mental health needs to help re-familiarize them with the school environment and establish routines
- Special education coordinators and Principal will work with schools to plan for transition experiences to be supported by key staff in schools (school-based approach).
- Students with new SEA funded devices to be provided learning sessions through LearnStyle to enhance independent use of appropriate technology. Sessions will be student specific and provided in a distanced format for this year. Student learning through LearnStyle sessions can be monitored by educators and parents. LearnStyle will provide Professional Learning opportunities for staff as well.

1.4 Mental Health and Well-Being

- Student mental health and well-being should be a core element of the re-entry to school plan. It is foundational in ensuring a return to a welcoming environment that supports learning.
- Supports for student mental health and well-being should consider the following:
- Professional learning for system leaders, educators and mental health professionals to support the approach to school re-entry – webinars currently in design.
- Prior to school starting, School Mental Health Ontario will provide school boards with a professional learning framework and toolkit to support the mental health of all students.
- Professional learning will have a strong focus on building students' social-emotional learning skills so that they can build resilience, manage their stress and build positive relationships. Components expected to include resources for system leaders, school leaders, educator, support staff students and families.
- Professional learning reinforcing a tiered approach for mental health supports that will capture all students and target intensive help to those who have been most affected by the COVID-19 outbreak and health-based anxieties.
- All staff will be made aware of the potential impact of trauma on student learning, behaviour and relationships. During the initial return to school, staff will provide resources from School Mental Health Ontario that acknowledge and recognize students and their families potentially impacted by the pandemic isolation.
- A school-based trauma-informed approach will help students feel safe to learn. Targeted support will continue for those that require additional assistance throughout the year. Counseling support will be available to assist with the mental health needs of students.
- The Social Work team to use a blended approach including virtual counselling using a secure platform (OTN Pilot).
- Continued collaboration with child and youth mental health agencies to support stronger connections and make the best use of mental health resources and supports across the integrated system of care.

2.0 PREPARING SCHOOL SITES

The Plant and Facilities Department have ensured the regular maintenance and inspection of schools during the current pandemic in order to ensure facilities are safe for the return of staff and students in September. The Joint Health and Safety Committee will continue to ensure regular health and safety inspections are completed and inspection items addressed.

2.1 Background Information

COVID-19 is spread through direct contact with droplets spread by coughing and sneezing. Infected droplets on surfaces can be spread by someone through their mouth, nose, or eyes. These droplets may live for up to 72 hours without a host depending on the surface. Cleaning with alcohol (>70%), disinfectants, or soap and water will destroy the virus and eliminate the risk of spread.

In order to address this, the Plant and Facilities Department instituted enhanced cleaning protocols in mid-February to ensure the cleanliness of our facilities and will continue to do so throughout the pandemic.

2.2 School Signage and Markings

Signage on walls and floors will help students maintain social distance from one another. The signage will be posted at entrances to classrooms, school entrances and exits, large spaces such as the Libraries, and meeting spaces such as the main office, Principal or Vice-Principal offices, outside elevators, and in the resource rooms.

Signage will be posted by every sink with instruction on proper hand washing techniques, and near each hand sanitizer bottle/station with instruction on proper hand rubbing techniques.

2.3 Playgrounds and Play Structures

Play structures may be closed unless the following guidance can be met. Outdoor playgrounds and play structures were permitted to reopen in Stage 3 as of July 17th. Physical distancing of at least 2 metres (6 feet) must still be enforced, except between individuals from the same household or social circles. Staff may choose to use pylons or other means to help students maintain a 2 metres (6 feet) distance from one another. Students who use the playground equipment will be required to clean their hands before outdoor play and playground use.

Play structures should be used by only one cohort at a time and cleaned between use. This cleaning standard will likely mean that in most schools play structures will be closed. Play structures must be closed if there are confirmed cases of COVID-19 in a school.

2.4 Personal Protective Equipment (PPE) (Updated 06/09)

School-based staff will be provided with all appropriate personal protective equipment (PPE). PPE will be provided to staff based on their roles. The Ontario government will provide PPE and cleaning products to school boards and will work closely with boards to facilitate appropriate supply and delivery.

Medical masks (Level 1) need to be worn by staff that is supervising a student who is symptomatic pending pick up. The staff or student who is symptomatic also needs to be wearing a level 1 mask. Surgical/procedure masks (Level 1) should also be worn when cleaning up a spill of blood or body fluid and there is a risk of splashes.

Students in Kindergarten to Grade 3 will be encouraged to wear masks in indoor spaces. Students aged 5 and up will be required to wear face coverings in school vehicles (NBPSHU). Students in Grades 4 to 12 will be required to wear masks indoors on school property. Students may wear their own non-medical masks, and non-medical masks will also be made available for students. Reasonable exceptions on the requirement to wear masks will apply.

Students with documented breathing difficulties, medical conditions, and/or relevant special education needs may be exempted from this requirement by the school principal in consultation with the appropriate superintendent. Such exemptions would be determined on a case-by-case basis.

Masks should be changed when they are damp, dirty or damaged. More information about masks is available on the NBPSDHU's Face Coverings website.

Gloves should be worn by staff who are involved in personal care of a student or cleaning up spills of blood or body fluid. Wearing gloves is not a substitute to hand hygiene.

Gowns need to be available to be worn by a staff member when supervising a student that is symptomatic and is awaiting to be picked up. Level 1 gowns are acceptable. If a staff member feels like they are in a situation where their clothing is at risk of being contaminated by blood or body fluid, a gown is to be available to them to wear (for example, toileting accidents, educating students with certain special needs).

2.5 One Way Directional Signage

Where practical, separation markers will be placed to signal one-way direction within the school. This will assist in maintaining a distance for everyone in the school.

2.6 Hand Sanitizer and Disinfectant Wipes

Hand sanitizer and disinfectant wipes will be provided to each school. Hand sanitizer will be placed throughout the school and be replenished by the Plant and Facilities Department as required.

The sharing of educational items and equipment is discouraged; however, where these articles must be used by more than one student, disinfectant wipes will be made available.

2.7 Ventilation

When possible, cleaning and disinfecting will take place during mornings and evenings, prior to and after students are in schools. The Plant and Facilities Department will maintain the serviceability of HVAC and air handling units in order to ensure the circulation of fresh air though out school sites.

2.8 Community Use of Schools

Indoor permits will continue to be on hold. Non-essential visitors to the school will be limited. Where the use of non-classroom space is allowed, the use should be staggered to provide the time necessary to clean and disinfect between bookings.

2.9 Outdoor Space for Recess

Recess may be staggered based on the size of the outdoor space and the availability of student supervision. Where possible, areas will be designated outdoors for each cohort to minimize contact with other students from outside of their instructional cohort. Principals will develop a schedule and routine that allows for students to maintain appropriate physical distancing while still having an opportunity for fresh air and physical activity.

2.10 Isolation Room/Area

Each school will designate an isolation room/area. This room/area will be used for the temporary placement of any student that becomes ill during the day. An isolation kit containing staff/student PPE for illnesses will be provided to each school and contain disposable gloves; face mask for staff member, face shield or safety goggles; box of tissues; hand sanitizer; disposable gowns/lab coat; NNDSB approved disinfectant wipes and an IR thermometer.

3.0 PREPARING STAFF

3.1 Staff Accommodations

If possible and appropriate, teachers with medical conditions preventing them from regular class instruction will be assigned to daily at-home instruction and assessment with students.

3.2 Team Approach

School-based solutions will be needed to support the many staff and student family and health challenges. Students will each be assigned to their “regular” classroom teacher. If we are required to move to an adapted or distance learning environment, students will be supported by a team of staff and the classroom teacher who will assign them weekly learning activities.

3.3 Personal Protective Equipment

Medical masks and eye protection (i.e. face shield) will be provided for all teachers and other staff of school boards. All school-based staff will be required to wear masks, with reasonable exceptions for medical conditions. Please note that wearing a face covering is not a replacement for physical distancing.

See Section 2.4 for a complete discussion of PPE requirement for students and staff.

3.4 Outbreaks and Return to Distance Learning

There is always the possibility of a return to distance learning. In preparation for continuity of learning, all staff will be advised are trained on available resources that may be used for distance learning. NNDSB plans remain fluid and adaptable.

3.5 Equity considerations for At Home Learning

The NNDSB will endeavor to provide the necessary resources to each student to assist them in reaching their potential. A continuation of the NNDSB Distance Equity Learning Program will be the cornerstone of our approach. There is a need for a board-wide approach to understanding and supporting solutions to address the disproportionate impact of distance learning on some groups in the school.

Where known, the Principal will inform staff of challenges for distance learning for students where home support is not always possible. Staff will spend time preparing for differentiated supports for students with special needs and learners that may require additional support.

3.6 Hygiene Instruction

Upon return to in-person classes, hygiene routines will be reinforced regularly. Everyone will be provided information to reinforce the importance of hand washing, avoiding the touching of the

face/eyes/nose/mouth, and the importance of coughing and sneezing into the sleeve if a tissue is not available.

The need to hand wash is based on actions, not a number. Moments where hands need to be washed at the beginning of the day, before and after eating, before and after gym, after using the washroom, after coughing and sneezing into hands or using a tissue and after outdoor time. **Staff and students will likely be washing their hands at least hourly if not more, based on their activities during the day.** A recommendation from SickKids is to have regularly scheduled hand washing breaks above the regular moments for hand washing. As this may increase traffic in the washrooms, it is recommended that handwashing should be done in the classroom, if possible, at available sinks or using alcohol-based hand rub (ABHR).

To minimize traffic in the washroom, hand hygiene should be completed in other areas if possible, for example, classroom sinks, classroom 70-90% alcohol-based hand rub (ABHR), and/or school entry ABHR.

It is not necessary for each student to have their own box, one box per class is acceptable. Hand hygiene needs to be done after using a tissue.

3.7 School and Board Level Support

In the at home learning model each principal will arrange for additional support for students that require special education or mental health supports as usual. Staff will continue to support students and families that would benefit from their support. Parents/guardians will be informed of the process for requesting support for their children.

3.8 Outdoor and Non-Classroom Space

Staff will be encouraged to take advantage of outdoor space for instruction where feasible. Use of outdoor spaces must be coordinated in order to ensure their use with minimized interactions between other classes or cohorts during travel times and to ensure that students maintain social distance when outdoors.

3.9 Sharing of Resources

Staff will limit student sharing of materials and resources in class. Adequate items for instruction should be provided to each student, and where it is not practical to give each student their own resources, then the shared equipment should be cleaned or disinfected between use.

3.10 Health and Safety Guidelines

During the PD days before the start of the school year, staff will review advice from NBPSDHU and direction from the Ministry of Education on the proper use and care of PPE and hygiene that staff should follow when working in schools during the pandemic. Additional guidance will be provided to staff that work in multiple facilities, such as Plant and Facilities staff and itinerant staff.

A training program has been created regarding COVID-19 with focus on awareness and prevention. The training also contains various step-by-step videos on the donning (putting on) and doffing (taking

off) of all types of PPE to be provided. This training module will be assigned through Safe Schools as mandatory training for all staff to complete.

3.11 Illness

Staff must complete self-assessment/pre-screening prior to heading to the worksite. Staff who fail the self-assessment or have any signs of illness will stay home. Staff who have been in contact with someone who has tested positive with COVID-19 must follow the NBPSDHU directions.

Staff must submit an incident/injury report online through eBASE. Their supervisor will follow-up and investigate the report, and Human Resources will submit a WSIB claim (if required). These reports will be captured in the quarterly incident/injury reports provided to the JHSC.

The NNDSB will continue to take direction and guidance from the NBPSDHU for matters related to COVID-19 and contact tracing.

3.12 Racism and Discrimination

Staff have a responsibility to prevent discrimination against all students and families. At all times, staff will actively monitor any derogatory comments based in face to face and online learning environments.

3.13 Privacy

Staff will follow the directions from NBPSDHU in terms of what medical/health information related to co-workers, students or their families that can be shared. In most cases, medical/health information will be handled directly by the NBPSHU along with contact tracing and contact to any impacted staff.

3.14 Screening Procedures

It is not staff's responsibility to screen students for illness; however, if a staff member is concerned that a student is exhibiting signs of illness, this will be reported to the school administration. If a student voluntarily shares that they or a member of their family has COVID-19 symptoms or a positive test, this will also be shared with the school administrator.

Parents and Guardians are required to screen their child daily for any symptoms of cold, flu, or other symptoms associated with COVID-19 prior to coming to school. Parents and Guardians will be informed that health care professionals are not located within our schools, so staff will not be screening students; however, if staff observe a child that is ill, parents/guardians will be called to pick up their child.

The North Bay Parry Sound Health Unit will be contacted by the principal of the school for further guidance.

3.15 Attendance

Student attendance will be taken for all students that arrive in school, and a record will be maintained when students are in areas other than their classroom. This will assist NBPSDHU for contact tracing

should a positive case of COVID-19 be determined. Online attendance will be recorded separately from in-class attendance. Students will not be penalized academically should they choose not to attend in-person sessions but will be responsible to participate in at home learning and assessment.

3.16 Doors

Where possible, and safe to do so, classroom and office doors should be left open during the day to minimize the number of students or staff that need to open the door physically. A balance must be struck between the fire code to keep certain doors closed and open doors to minimize contact in high traffic areas. Exterior doors will be locked.

3.17 Experiential Courses

Some courses will require greater modifications than others given the goal of maintaining physical distance from one another and the need to clean and disinfect any shared equipment. The Health and Safety team are developing guidelines to assist staff in modifying activities such as science labs, computer and technology courses, music, physical education, hospitality courses, etc. Where safety cannot be addressed with in-person activities, alternative online activities will be recommended.

4.0 PREPARING FOR A RETURN TO SCHOOL

4.1 Communication

Parents, Guardians, and Students will be excited and anxious about returning to school. To assist in the transition from distance learning to a return to in-person school, the Information/Communication Officer and Principals will send communication explaining what school will look like in September as soon as possible. Early Years partners at each school will be included in the communication.

4.2 Students with Health Conditions (see 1.4)

Some students will not be able to take part in the in-person component of returning to school due to their chronic health conditions. For this group of students, distance learning solutions will continue.

Parents/guardians are asked to keep their child home if they exhibit any signs of illness. Parents/guardians who have access to a thermometer will be asked to check their children for fever each morning and keep them home if they display any signs of illness.

What is the Health Unit's advice for sporting staff/students who are medically fragile (with certain medical conditions)?

Some staff and students may be at a higher risk of adverse outcomes from COVID-19 (e.g., those with underlying medical conditions). These individuals may attend school as per usual, however they should work with their healthcare provider to make an informed decision.

Parents of children who have medical and/or behavior complexities can choose to not send their children to school based on the risk to the child's health. In this case, they would learn remotely with virtual learning opportunities. Alternately, if the parents choose to send their child, they may also choose to have their child to wear a face covering or mask. This choice needs to be supported.

Provide smaller class sizes, other environmental supports and classroom supports (e.g. Educational Assistants) who may need assistance with toileting, hand hygiene and respiratory etiquette. The school would also be supporting the medically fragile students by being diligent about communicating to the school community about screening students daily and staying home when they exhibit any symptoms that are related to COVID-19.

Also, immediately isolating symptomatic children when they become sick at school further protects the students with underlying health conditions that may choose to attend school in person. All the other control measures in place also help to protect the students.

4.3 Curriculum Instruction

We know that class composition will have students with different levels of pre-existing knowledge in each class/grade. Educators will spend time determining areas of academic need for each student,

and they will differentiate the instruction to support each student both for in-person and for At-Home Learning.

4.4 Students with Special Needs and/or Self-Regulation Needs

Individual plans and solutions will be needed for students that have a challenge with self-regulation. Special Education staff may be consulted to assist in developing strategies for such plans when there is a concern for safety. The personal protective equipment for staff who work with students who will find it challenging to maintain physical distancing will be assessed.

4.5 Specialized Personal Protective Equipment (see 1.4)

Students that require visual cues for communication will be identified by Special Education Department, and specialized PPE will be provided for staff that support these students. This may include providing staff with see-through masks that will assist during communication when available.

4.6 Student Reminders

Regular reminders about proper hygiene will be provided to students. Students will be asked to wash their hands before and after eating, and when returning from outside, and before and after using the washroom. Families that cannot provide a mask to their child may request support from the school Principal, and where available, a mask will be provided. Students receiving a mask will be taught the proper use of a mask. Any logo or design on a mask will be subject to normal school dress code policies. Student belongings should be taken home each day to be cleaned as needed.

4.7 Water Bottles

Students will be encouraged to bring their own water bottles to school each day. Water fountains can be used to refill water bottles. Drinking directly from water fountains during COVID-19 will not be permitted.

4.8 Lockers and Cubbies

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

In some situations, students may not have access to lockers or cubbies during COVID19, so that all materials will stay with them in the classroom. All bags, shoes, boots, coats, etc. will remain at the student's personal space. School principals may adapt this as necessary to create the best possible spacing for social distancing. This will be revisited as the winter months approach.

4.9 International Students

All international students returning to Canada from another country must self-isolate for 14 days before being allowed to attend NNDSB schools.

4.10 System Classes (see 1.4)

4.11 Student and Staff illness and Management of Students with possible COVID-19

When should a student or staff be isolated and sent home?

What about those with seasonal allergies or chronic conditions with symptoms that are on the self-assessment?

Children often exhibit mild or atypical symptoms of COVID-19 or they may be asymptomatic. It is important if a staff or student has symptoms included on Ontario's self-assessment tool that they immediately put on a medical grade mask, isolate in an area as designated, and go home and arranged to be tested for COVID. Best judgement should be taken for those with seasonal allergies or symptoms that may be caused by another pre-determined reason.

What is the recommendation for isolation rooms/areas for students waiting to be picked up?

A surgical/procedure mask (Level 1) needs to be worn by staff that is supervising students who are symptomatic pending pick up. Staff or students who are symptomatic also need to be wearing a surgical/procedure mask. If there are students from different cohorts, all can be in the same area in masks, pending pickup. It is preferred if this area was a separate room but understanding that in some schools this is difficult. Choose a space that is near the entrance or exit, can be disinfected easily, and is away from heavier traffic. Kits of PPE for the isolation room and staff that may require them should be created with a gown, gloves, eye protection and mask.

If a person in the school community (staff or student) tests positive for COVID-19, they will be isolated from school for a minimum of 14 days beginning from their symptom start date or test date, depending if they are symptomatic or asymptomatic. A written notice will not be provided.

The student must be isolated for 14 days, or 48 hours after symptoms subside, or until a negative test and 72 hours after symptoms subside. If the student is not tested, then they must self-isolate for 14 days from the first day of symptoms, or, until 24 hours after respiratory symptoms subside, or 48 hours after gastro symptoms subside, whichever is longer.

Areas used by the student who is ill should be closed off and the area should not be used before cleaning and disinfecting can take place.

When a student or staff member has been diagnosed as positive for the COVID-19 virus, the school will follow the directions of Public Health. **The Principal must notify the Health Unit immediately.** Parents should be aware that this may require one or multiple classes to move to a distance learning model and/or may require the school to be closed to in-person instruction for a length of time necessary, based on the time recommended by the local health unit.

4.12 Sharing of Resources

Principals will consult with their department heads to review specific safety precautions required for classes that traditionally involve the sharing of resources between students (e.g. construction, auto shops, hospitality, science, arts, physical education etc.). Plans must be established for specialized protective equipment that cannot be sanitized between use (e.g. Welding gloves, chaps, coat, coveralls, aprons, oven mitts, lab coats etc.).

5.0 SCHOOL OPERATIONS

5.1 Alternate Models Considered

The Ministry has asked school boards to plan for three possible reopening scenarios in September.

1. Conventional model with enhanced public health protocols **(As per current Ministry of Education direction, the NNDSB is a non-designated school board and all students will be returning to school using the conventional model for September, 2020 except for those families who have chosen At-Home distance learning for their children.)**
2. Adapted model based on cohorting (15 students) Alternate day delivery/Alternate week schedule
3. At-HOME distance learning with enhanced remote delivery

Detailed discussion of these models and their attributes can be found beginning on pg. 9 of this document.

5.2 School Bus options and Public Transportation

Students should use active transportation to get to school wherever possible. Parents/guardians are requested to drive their child to school, if possible, to limit the number of students on a bus. During August registration, parents of students eligible for bus transportation must confirm their intent to send their student on the bus. Limits on numbers of students to be transported and bus scheduling to be determined by the NPSSTS. Students over the age of 5 will be required to wear a mask on the bus.

5.3 Sharing of Learning Plans – At-Home Learning

At the beginning of each week, the staff will endeavor to outline the learning activities for the week. Parents/guardians/students will access this information from online resources provided by the NNDSB. When students are not in school for face to face instruction, they can still access an educator throughout the day for support. Students in class and students out of class will be working on the same learning activities, and there will be opportunities for mixed cohort group work through distance learning platforms.

5.4 School Hallways and Stairways

Depending on school design, the option of designating traffic flow one way, or allowing for spacing should be considered a separation technique. School principals will be responsible for determining the best situation/layout for their schools.

5.5 Classroom Setup

Students will remain in the same consistent seat in the class as much as possible. This area becomes their personal space and should be as far away from the nearest student as practical. In the adaptive model elementary students will remain with the same teacher while in class.

Classroom design will vary from teacher to teacher, but the same goal remains to support physical distancing. Physical barriers such as unused desks, or visual markings, can be used to assist with the separation. All student belongings are kept in their personal area. Desks and tables should not be removed from the classroom; however, the same desk/table should be used by the student each day.

When children are in the classroom, efforts should be made to arrange the classroom furniture to leave as much space as possible between students. However, physical distancing is not always expected within a cohort. If weather permits, consideration could be given to having classes outside.

5.6 Kindergarten Classrooms

Physical distancing may not be as practical for four and five-year-old students, the rule of no physical touching should be reinforced. Activities will be designed for small groups. Furniture and playing areas should be used to help maintain physical separation.

Recognizing that physical distancing can be challenging with younger students, additional suggestions include planning activities that do not involve sharing objects or toys, whenever possible, move activities outside to allow for more space and avoid singing activities indoors.

Plush toys and all soft surface resources will be temporarily stored during the pandemic. Toys and manipulatives will be reduced where possible while still providing a wide variety of play-based learning. Toys and equipment provided should be made of materials that can be cleaned and disinfected, at a minimum between cohorts. Shared spaces and structures that cannot be cleaned and disinfected between cohorts should be removed/off limits from use during the pandemic.

If sensory materials (e.g., playdough, water, sand, etc.) are offered, they should be provided for single use (i.e., available to the child for the day) and labelled with the child's name. Students will require individual, labelled resources (e.g., Ziploc bag with crayons, pencils, glue sticks etc.) as table sharing of resources cannot be permitted.

Additional guidelines based on the success of childcare operations will be reviewed for Kindergarten classes <http://www.edu.gov.on.ca/childcare/child-care-re-opening-operational-guidance.pdf>. To reserve their space in the classroom it is important that parents/guardians register their child for Kindergarten even if they are not yet prepared to have their child attend five days per week.

5.7 Submitting Assignments

Where possible, assignments will be submitted electronically. For physical assignments that must be submitted, it is recommended that a location be established in the class to leave assignments rather than directly approaching the educator. It is recommended that all assignments that are returned are placed in an area for a minimum of 24 hours before being assessed by the teacher. Where this is not possible, educators are reminded to wash their hands after handling materials submitted by students.

5.8 Movement of Students within the School

Movement within the school needs to be done in a way that permits physical distancing between cohorts. Staggering recess times, and times when classes are accessing outdoors or other parts of the school. Have class changes in larger areas, instead of in the hall. Time should be scheduled to allow for disinfection of gym equipment between cohorts, this would cut down on cross traffic entering and exiting the gym. For example, if a class is waiting to go outside, have the class go outside while the first class is still there, the two classes need to be under control and able to physical distance from each other in the larger space to allow for the first class to leave.

Consideration will be given to having grade levels access to hallways at different times to minimize hallway traffic throughout the day. Schools are encouraged to eliminate bells that signal all students into the hallways at once. Rotations will be based on schedules developed by school staff.

5.9 Entry Requirements

Students will be required to hand wash with soap and water or hand rub with hand sanitizer as they enter the school. Hand sanitizer bottles will be stationed at the entry way of each classroom for students to conduct hand sanitizing prior to entry.

5.10 Dismissal Requirements

Multiple exit doors will be used to allow for physical distancing to occur. Traffic flow will be determined for each school by the principal based on school layout.

5.11 School Supplies and Learning Support Materials

Students should have their own school supplies, and the sharing of school supplies should be avoided. If a device such as a laptop is being scheduled for alternative use, it must be wiped down with a sanitizer wipe before changing users. Disinfecting wipes and/or an isopropyl alcohol solution will work on electronic devices. Other learning material to be shared by students must also be cleaned by students in this way. Educators should maintain a table of essential items to be cleaned, and these should be wiped off the following morning when returning to class (using provided disinfectant wipes).

Is it ok for kids to handle strong disinfectants if they need to disinfect?

The manufacturer's instructions for use for disinfectants need to be followed and understood. If a student can understand and follow the directions properly, household strength disinfectants can be used by them. If the student cannot understand and follow the directions, they should not be given access to disinfectants. Also, if the manufacturer's instructions include wearing PPE while using the disinfectant, that PPE needs to be provided to the student.

5.12 Technology

Students that do not have access to a device at home will be loaned required equipment. Students are encouraged to bring a fully charged device to school each day that they are taking part in in-person instruction at school. As part of our commitment to equity, the NNDSB will prioritize assisting families that need assistance with Internet connectivity.

5.13 Music

The safety of students and staff will require additional procedures for music classes and bands, including the disinfection of instruments and classroom layout considerations. In most cases, students should be assigned their own instruments. Full precautions will be followed based on the Ontario Educators' Association - Framework for the Return to Music Classes. At this time, wind instruments are not permitted, given the possibility of transmitting the virus over great distances. Singing is also currently discouraged during COVID-19.

5.14 Health and Physical Education

Physical fitness has been shown to have a positive impact on well-being, both physical and mental. Schools that wish to allow the use of their facilities must ensure that proper cleaning procedures are in place for all equipment that is used. Shared equipment should be disinfected regularly, and students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.

In elementary and applicable secondary Health and Physical Education courses, efforts should be made to address the overall expectations of the Active Living and Movement Competence strands outside, whenever possible. Gymnasiums should only be used where physical distancing measures can be followed. Capacity in change rooms should be limited.

Teachers should plan physical activities that support physical distancing while also limiting the use of shared equipment. Refer to [Physical & Health Education \(PHE\) Canada's resource](#) or the [Ontario Physical and Health Education Association \(Ophea\)](#) website for suggestions on teaching physical education in line with current public health recommendations.

5.15 Student Nutrition Programs

Food must be prepared in an inspected kitchen in the school, with staff/volunteers wearing face coverings.

Physical distancing of students needs to occur when accessing food. All food should be pre-packaged or served using serving utensils to students by a staff member/volunteer wearing a face covering and physically distancing from students. It would be ideal to have the SNP delivered within classrooms if the food was able to be served safely to allow for easier physical distancing between students and less potentially mixing of cohorts.

Alternately, individual portions can be packaged and set out for students to grab. This should be monitored by a staff or volunteer for hand hygiene and physical distancing.

If coolers are to be used for keeping food cold in the classroom, ice packs are to be used for the food to keep it cold, if required. Potentially hazardous foods should be kept on ice packs in a cooler for a maximum of 2 hours, not the whole school day. Having the cooler would allow for the food to be in the class for a maximum of 2 hours, until the staff member was able to return the bin to the congregate

fridge. The insides of bins/coolers need to be cleaned and sanitized as normal, after use. The outside of the bin should be sanitized twice daily during continuous use and when it is emptied, before re-use. Students should have access to handwashing or hand sanitizer before eating. Whatever scenario is used for delivery of the SNP, keep in mind the main controls that are in place for COVID-19 (physical distancing, hand hygiene, cleaning and disinfecting) and the need to keep food safe.

Whole fruit stored in classrooms needs to be cleaned before it is offered to students. Students are to be reminded about washing their hands before accessing the fruit bowl.

5.16 Washrooms

Washrooms will be marked off to ensure physical distancing when multiple students are in the washroom at the same time. Signage will be placed inside the washroom, reminding students of both physical distancing and proper hygiene. Washrooms will be cleaned throughout the school day and again each evening. Principals and Teachers will implement a shared tracking system for staff to record the time and location of student access to washrooms. This will assist with contact tracing if needed.

Mixing of cohorts needs to be limited as much as possible. Educate students on the need to physical distance from those in different cohorts. Numbers should be limited in each washroom with a sign indicating the numbers of people permitted in the washroom at one time, based on the size of washroom and number of stalls. There is no need to wash hands before, but it is important that hands are washed afterwards. Increased cleaning and disinfection of the washroom is necessary. Washrooms need to be cleaned and disinfected at least twice a day.

5.17 Classroom Carpets

Full groups should not be gathering on shared carpet areas. Carpets can remain where they are used for regular foot traffic; however, students should not be sitting on carpets unless they are able to maintain the same location on the carpet and can do so while being 2 metres away from the next student. Where possible, carpets that had been used for students to sit on during full group instruction will be rolled up and temporarily set aside during the pandemic.

5.18 Confirmed Cases of COVID

The Principal must notify the Health Unit immediately of confirmed cases of staff or Students. Parents should be aware that this may require one or multiple classes to move to a distance learning model and/or may require the school to be closed to in-person instruction for a length of time necessary, based on the time recommended by the local health unit. See section 4.13 for further detail

5.19 After School Activities

There will be no large gatherings until we receive direction from the province that these activities can resume. Students can collaborate online for clubs and after school activities.

5.20 Physical Distancing: Teacher Assignments, Student Cohorts and Breaches

A teacher or practitioner can interact with more than one cohort/class however PPE needs to be worn to protect the staff and the cohort if physical distancing cannot occur. PPE in this instance would be a surgical/procedure mask.

Can teachers be scheduled to rotate to different schools or cohorts? Yes, staff can move from one school to another, with precautions in place. This would also be applicable for supply staff. Staff would need to wear a surgical/procedure mask in the class when physical distancing is not practical.

It is not recommended that cohorts mix, however, cohorts can share a space if physical distancing is respected between the cohorts. SickKids recommends that curriculum options should not be altered because of the need to cohort.

Maintaining physical distance will at times will be challenging. Staff and students will sometimes forget this important safety measure or will unintentionally enter someone else's space. It is important to recognize that we are aiming for the best efforts and not perfection. A friendly reminder will be provided when someone is failing to keep the required distance apart, or when friends are seen in physical proximity to one another.

5.21 Community Agencies Visitors, Volunteers and Parent Access

Visitors, parents/guardians will not be permitted on school property during the pandemic. Parents/guardians may not enter the school, with the exception of a Principal approved appointment or to pick up their child where the child cannot exit independently or with the help of a staff member.

Community agencies would be allowed to come into the school. They must wear a surgical/procedure mask for the duration of their visit, as they visit multiple students/cohorts. If they must take their mask off for the session with a student, then virtual services would a better option.

5.23 Fire Drills

Practice drills will continue. Classes will move throughout the building while maintaining physical distance between students in the classroom, hallway and at all exits. Each Principal will review with staff where to go in case there is a real emergency, and the school needs to be evacuated. Locations on the school playground or field should be identified that would allow for a 2 meters distance between students to be maintained.

5.24 Lockdown Drills

Physical lockdown drills will take place during COVID-19 should social distancing be possible. Principals may modify drills as necessary. The modified practice drill must adhere to physical distance requirements. As a minimum, lockdown procedures must be reviewed with students and staff.

5.25 Attendance During the Initial Phase of Return to School

Teachers will continue to take attendance for the in-class component of instruction for the fall. Students participating in distance learning will be marked as present for each day that they are scheduled for distance learning from home.

5.26 Libraries

The Libraries may still be open to students; however, a procedure must be put in place for the handling and return of books. For an added precaution, it is recommended that all books that are returned are placed in an area for 72 hours before being returned to display areas. Students may access Libraries to borrow books.

5.27 Curriculum and Assessment

Educators will follow PPM 155 and Growing Success to inform their professional judgment as they focus on key areas of the curriculum rather than try to teach all items in the curriculum guidelines. The wide variety of educational resources, including those rich digital resources created or accessed during the first phase of distance learning will be critically assessed. Assessment practices will take into account the pandemic conditions and allow both flexibility and multiple opportunities for students to demonstrate their understanding and application of key concepts.

5.28 Large Group Gatherings and Assemblies

Large group gatherings and assemblies are discouraged. NBPSDHU and/or the province will provide details of the size of permitted gatherings, currently limited to 50 individuals indoors, and 100 outside during Phase 3.

5.29 Intramurals, Extra-Curriculars and Interscholastic Sports

Intramurals and interscholastic games continue to be “on hold” until the province, OFFSA etc. indicate that it is safe for the activity to resume.

5.30 Physical Education, Science, The Arts, and Technology-Based courses

These courses may continue with the educator putting in place curriculum modifications to ensure that physical distancing is maintained. The sharing of equipment should be avoided if possible. Where equipment is needed for different classes, the equipment must be sanitized before use. Grade level physical education activities that can be introduced while maintaining 2 metres distance will continue.

5.31 Lunch and Cafeterias

Students will be allowed to eat their lunch in their classroom with their cohort to decrease the contact that would have occurred in a cafeteria setting. Students will be asked to wash their hands before eating. A policy of not sharing food will be enforced. During COVID-19, microwaves will not be available for student use. Students should be permitted to leave the school where age appropriate. It would be important to emphasize physical distancing and encourage wearing a face covering when

interacting with peers outside their family, social circle or cohort. Also, students should be reminded about mandatory face coverings when entering public buildings such as restaurants.

Food items from restaurants or other third-party delivery services may not be delivered into schools as non-essential visitors are not permitted in the school during this time.

Food items that are prepared by student technology and experiential learning programs may continue to supply food to staff and students provided each class is considered a cohort and are trained in proper safe food handling. If more than one cohort or partial cohorts are combining to complete these tasks, each cohort must maintain physical distancing from one another.

5.32 Field Trips

School staff will plan virtual field trip experiences only until the province has indicated that larger gatherings can take place. This will be reviewed regularly.

5.33 Contactless Payments

To reduce the handling of cash, schools will be required to promote the use of online payment or payment through purchase order to approved vendors. Point of Sale (POS) terminals are recommended for each high schools. POS machines will be wiped down between each use by the person managing the POS.

6.0 HYGIENE AND CLEANING

The Plant and Facilities Department instituted enhanced cleaning protocols in mid-February to ensure the cleanliness of our facilities and will continue to do so throughout the pandemic. They will continue to provide direction and training, as required, to staff on the instruction of any cleaning requirements. Staff will be responsible for ensuring the cleaning and sanitization of their own workstation/PC/desk.

6.1 Touch Point Cleaning

Students' desks/tabletops are considered high touch surfaces, they should be cleaned twice daily and between each cohort, if applicable. Other high touch surfaces that should be cleaned at least twice a day and between cohorts, if applicable, include doorknobs, water fountain knobs, light switches, toilet and faucet handles, electronic devices, students' chairs.

6.2 Hand Dryers and Paper Towels

NBPSDHU has advised that hand dryers can be used in school settings. For those that do not wish to use washroom hand dryers, a supply of paper towels will also be available.

6.3 Classrooms with Water

Classrooms that have a water supply will be provided with hand soap and paper towels. Signage will be posted by every sink with instruction on proper hand washing techniques.

6.4 Cleaning Products

The NNDSB will continue to use approved cleaning products. Scent-free products continue to be recommended for cleaning.

Viper and Oxivir have the same active ingredient in them. They are both considered Accelerated Hydrogen Peroxide (AHP) products that have a DIN number and are approved for use. If a surface disinfectant has a DIN number, it is acceptable to be used as it has been approved by Health Canada. There are many product names that are the same type of chemical. A list of disinfectants that have DIN numbers and are approved by Health Canada can be viewed on the [Health Canada website](#). It is important to read the manufacturer's instructions for use to determine what surfaces it is compatible with and the contact time that needs to be followed. [PHO Factsheet Cleaning and Disinfecting for Public Settings](#).

Disinfectant is best used in classrooms, especially surfaces where food is going to be consumed are food safe disinfectants that are typically used in inspected kitchens. Disinfectants that are not considered to be food safe, and used outside the inspected kitchen, can be wiped off with a clean damp cloth (with water) after the contact time for the disinfection is achieved.

6.5 Special Attention & Clean-up of Blood and Body Fluids

The staff should be wearing appropriate PPE when cleaning up bodily fluid spills. If it is a small spill, gloves would be recommended. If it was a spill where the staff could get sprayed, then a gown, gloves, mask and eye protection and possibly shoe covers would be recommended. Immediately cover spillage with dry disposable paper towels. Ensure surfaces contaminated by feces or vomit are immediately cleaned with soap and water to remove organic material and then disinfected with a suitable disinfectant (e.g. Accelerated hydrogen peroxide ensure to follow manufacturer's guidelines for contact times).

Custodial staff will continue to utilize an enhanced cleaning schedule at each school and will focus on high touch surfaces, including door handles, railings, water fountains, faucets, and areas such as bathrooms, cafeterias and kitchen areas. Special attention will also be focused on classrooms and the isolation room when anyone is sent home for exhibiting any signs of illness.

6.6 Sanitizer

The hand sanitizer will be placed at stations located through every school and at the entrance of each classroom along with signage detailing proper hand rubbing techniques. They will be refilled upon request and as supplies are available.

6.7 Water Fountains

Students should be encouraged to fill and bring refillable water bottles from home. Water fountains can be used for refilling personal water bottles but should be marked that they should only be used for this purpose and not for taking a drink at this time.

6.8 Student Desks, Chairs, and Tables

Classroom cleaning should focus on frequently touched surfaces such as door handles and light switches. Student desks, chairs, and tables should be cleaned regularly and cohort changes.

6.9 Garbage

Classroom garbage will be collected and disposed of daily. All garbage pails/bins should be lined with plastic bags.

6.10 Recycling

The mixing of cohorts is discouraged during the pandemic. For this reason, students will be asked to bring home all containers and recycle in their own home rather than at school. Schools can continue to recycle items such as cardboard boxes from school-based deliveries.

7.0 COMMUNICATING WITH STAKEHOLDERS

The NNDSB's Information/Communication Officer and Principals will continue to communicate regularly with Parents, Guardians, and Students as we get closer to the anticipated return to school in September. The NNDSB website will be updated regularly with the most recent information.

Our many education partners have been part of the process of creating viable operational solutions. Flexibility and innovation are required to come up with unique solutions as we work together through the pandemic. Communication to our stakeholders will include our education and community partners.

Parents and Guardians considering registering their child can be reassured that we will be flexible in terms of options for the fall, including in-person, distance learning, or hybrid models based on the current direction and recommendations from the MOE and the NBPSDHU.

The health and safety of all staff and students are at the center point in which all decisions will be made. It is understood that there remain many unresolved questions from union and association partners. Existing collective agreements were not created for pandemic conditions, so we will all need to work together in order to find solutions that will have minimal impact to school operations so that we can best serve our students.

Our Parents and Guardians may have many unique family situations and work commitments that they need to resolve. This plan will not be able to meet every individual situation. We will continue to work in order to find solutions that will allow us to help address as many families' needs as possible.

It is also understood that some of our students with special needs will continue to face challenges and obstacles to learning during this pandemic, given the realities of physical/social distance requirements. We will work with each family to try and find the best solution that both meets the needs of their child and keeping them and others at the school safe.