



Toronto Catholic District School Board

International Education Department

COVID-19 Pre-Arrival, Quarantine and School Entry Informational Guide

Appendix: 1

Welcome to the
**Toronto Catholic District School
Board**

The following guide provides important step-by-step information to make your journey to Toronto as safe and enjoyable as possible

Included are forms necessary for a safe arrival to Toronto and a smooth transition to a successful school year

A MINIMUM OF 2 WEEKS PRIOR TO TRAVEL

Completed: Quarantine/Self-Isolation Plan Document must be received by the TCDSB

If you choose Plan B: TCDSB Quarantine Plan for your 14 day quarantine, please email the International Education Department to finalize details.

International.education@tcdsb.org

Review all documents in this Guideline

BEFORE YOUR ARRIVAL



Ensure that you meet the 'safe to travel' guidelines in your home country and do not have any symptoms.



Communicate with your custodian to share updates on travel information and health concerns.



Connect with your host family to introduce yourself and to get to know them.



Inform the TCDSB of arrive date & time, Flight Number and contact information.

international.education@tcdsb.org

(416) 222-8282 ext. 2135



Contact your Homestay Provider to provide an update on arrival information.



Download the Arrival Canada App on your mobile device. This app will reduce wait time at the airport and limit points of contact by filling your information before you arrive. The app allows you to save your information to submit upon arrival at the airport up to 48 hours ahead of time.

DURING TRAVEL



ARRIVAL

The following documents may be required at Canadian Customs



Valid Passport and Study Visa



Custodianship Documentation, Letter of Invitation and Letter of Acceptance



Host Family Profile with contact information



Health Insurance coverage information from VHIP Insurance Protection Program

AFTER YOUR ARRIVAL



Ensure all baggage and belongings are taken



Observe physical distancing while navigating the airport



Contact your custodian to inform them you have arrived and have completed customs



Contact your Homestay Provider to organize transportation to a designated quarantine location *(see TCDSB approved Homestay Provider information below)*



Download the COVID Alert App and register to receive important information



Contact the TCDSB with confirmation that you have arrived 416 222-8282 ext. 2135
international.education@tcdsb.org

HOMESTAYS

The following Homestay Providers are approved by the TCDSB:

YES Homestay

- 4789 Yonge street, Unit 510, north York, ON M2N 0G3
- (416) 730-9440

Canada Homestay Network

- studentinfo@canadahomestaynetwork.ca
- 1 877 441-9062

MLI Homestay

- 439 University Avenue, Suite 2110, Toronto, ON M5G 1Y8
- (416) 646-5405

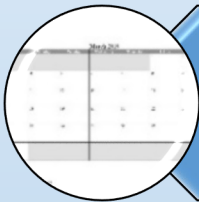
Edu Plus International Education

- 17 Friars Ln, Etobicoke, ON M9A 1T6
- (647) 879-6119 (416) 880-7992

QUARANTINE



Your Homestay Provider will arrange the necessary information regarding location for quarantine, meals, and daily contact



The Quarantine will last for 14 days



You will have the opportunity begin your studies remotely during this period



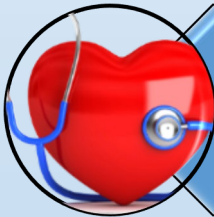
Between days 10-14, students must complete a COVID-19 test at one of the following locations

[COVID-19 Assessment Centre](#)

DURING QUARANTINE



Stay connected to family and friends and check your email for important information

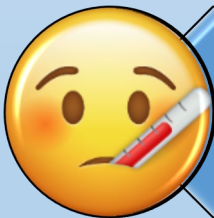


Continually monitor your physical health and maintain an active and healthy lifestyle during the isolation period



Monitor your mental health as traveling to a new country can be challenging especially when needing to self-isolate

TCDSB Student Health Resources



If you develop any COVID-19 symptoms, please contact the onsite supervisor and call Toronto Public Health as soon as possible

(416) 338-7600

Effective October 1st, the provincial Ministry of Health has updated COVID-19 symptom screening for students JK-12.

Screening is now divided into two groups of symptoms:

1. Symptoms



Fever > 37.8°C



Cough



Difficulty breathing



Loss of taste or smell

2. Symptoms



Sore throat, painful swallowing



Stuffy/runny nose



Headache



Nausea, vomiting, diarrhea



Feeling unwell, muscle aches, tired

Daily Self-Screening for Students

Every student must complete a daily self-screening questionnaire before going to school. Students with chronic symptoms due to a medically diagnosed condition other than COVID-19, should look for **new, different or worsening symptoms**.

In most scenarios, students may be excluded from school:

- (A) If the student has been in **close contact** with a person who has COVID-19, the student will need to self-isolate for 14 days, even if they don't have symptoms. If the student has symptoms, their household members will need to stay home and self-isolate until COVID-19 is ruled out.
- (B) If the student has **travelled** outside of Canada they must self-isolate for 14 days. Their household members do not need to self-isolate if they have not travelled, if they don't have symptoms of COVID-19, and if they are not a close contact of a positive case.

Students without symptoms

If a student does not have symptoms of COVID-19, he/she may attend school, if they are not a close contact (A) or have travelled outside of Canada (B).

Students with symptoms

1. If a student has any new or worsening symptoms of [fever, cough, difficulty breathing or loss of taste/smell]: The student must stay home, self-isolate, and get tested or contact their health care provider. The student's household members will have to self-monitor for symptoms. They may go to school or work if they don't have symptoms, and the student is not a close contact of someone with COVID-19 (A).
2. If a student has ONE of the following symptoms of [sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, muscle ache/fatigue]: The student must stay home for 24 hours. If the symptom is improving, they can return to school 24 hours later. Testing is not needed. If the symptom is not improving after 24 hours or is getting worse, the student should stay home, self-isolate and get tested or contact their health care provider.
3. If a student has TWO of the following symptoms of [sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, muscle ache/fatigue]: The student must stay home, self-isolate for 10 days, and get tested or contact their health care provider.

Students with a Laboratory Confirmed Positive COVID-19 Test

- Students they must stay home and self-isolate for 10 days from the day the symptoms first appear. They may return to school after 10 days if they do not have a fever (without use of medication), and their symptoms have been improving for at least 24 hours.
- Students without symptoms must stay home and self-isolate for 10 days, from the day the test was done.
- Family members of the student who test positive should self-isolate and follow public health advice.

Students with Negative Test

Students can go back to school if their symptoms have been improving for 24 hours, and if they are not a close contact of someone with COVID-19 (A) or have travelled outside of Canada (B).

Students who are not tested – Alternative diagnosis

- Students with an alternative diagnosis from a health care provider that is **not** related to COVID-19 can go back to school once their symptoms have been improving for 24 hours. Family members without symptoms, should self-monitor, and can go back to school or work.

Students who are not tested for COVID-19

- If a student is not tested and has any new or worsening symptoms not related to an existing medical condition:
 - **ONE of the following symptoms:** fever, cough, difficulty breathing or loss of taste/smell.
 - **ONE of the following symptoms that does not improve in 24 hours:** sore throat, stuffy/runny nose, headache, nausea/ vomiting/diarrhea, muscle ache/fatigue.
 - **TWO of the following symptoms:** sore throat, stuffy/runny nose, headache, nausea/ vomiting/diarrhea, muscle ache/fatigue].
- The student must self-isolate for **10 days** from the date their symptom(s) first appear. They may return to school after 10 days if they do not have a fever (without taking medication), and their symptoms are improving for 24 hours.

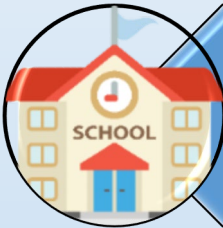
Students who are close contacts of someone with COVID-19

- Students in close contact with a person with COVID-19 must stay home and self-isolate for **14 days** from their last date of exposure.

Back to School Confirmation Form

- Parents can complete a "[Back to School Confirmation Form](#)" to provide to the school to confirm the child is safe to return to school.
- Toronto Public Health is not recommending or requiring medical notes for return to school.

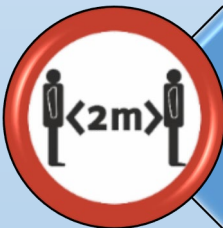
AFTER QUARANTINE



Once you have received a negative COVID-19 test result, please ensure that the attestation form has been completed by your custodian



Provide the completed TPH document indicating that you have received a negative test to your school upon arrival



Continue to practice COVID-19 prevention measures by wearing a mask, washing your hands frequently and socially distancing yourself from those around you

TCDSB CONTACT

TCDSB International Education Department

- TCDSB Catholic Education Centre
- international.education@tcdsb.org
- 416 222-8282 ext. 2135
- Alex Mazzucco -Program Coordinator:
alex.mazzucco@tcdsb.org
- Stefan Barrans – Coordinator:
stefan.barrans@tcdsb.org
- Teresa Chung – Resource/Guidance
Teacher: teresa.chung@tcdsb.org



We hope you have a safe and enriching experience with the Toronto Catholic District School Board!



QUARANTINE / SELF-ISOLATION PLAN

MUST BE COMPLETED PRIOR TO ARRIVAL IN CANADA

Appendix: 2

APPENDIX 2

Student Information

First name	Last name	Date of birth (YY/MM/DD)	
Phone number	Email address		
Home address	City	Province or territory	Country

Primary Contact Information in Canada

First name	Last name	Date of birth (YY/MM/DD)	
Phone number	Relationship(Custodian/Homestay/Relative)	Email address	
Home address	City	Ontario	Postal code

Travel Information

Are there additional travelers in your group? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please fill in chart to the right		Additional Travelers (please list all additional travelers)		
		First name	Last name	Date of birth (YY/MM/DD)
Arrival Date (YY/MM/DD)	Arrival From (City/Country)			
Airline / Flight number				
Arrival Time				

Quarantine / Self-Isolation Plan

A) Do you have accommodation arrangements for your self-isolation period? Yes No (refer to section B)	
If yes, at what address will you be completing the 14-day quarantine / self-isolation period? Address: _____ City: _____ Postal Code: _____ Phone Number: _____	
The following are required to complete the Quarantine Plan. Please initial if the accommodation meets the quarantine requirements. If any of the following requirements are not met, please refer to Section B .	
The accommodation has a private entrance.	Parent/Guardian initials: _____
The accommodation has a private bathroom.	Parent/Guardian initials: _____
The accommodation has a private bedroom.	Parent/Guardian initials: _____
The accommodation has no shared areas.	Parent/Guardian initials: _____
The accommodation will provide food.	Parent/Guardian initials: _____
Will you be staying with anyone during your quarantine? Yes No Parent/Guardian initials: _____ Name the person(s) and relationship to you: Name: _____ Relationship: _____ Name: _____ Relationship: _____ Name: _____ Relationship: _____	
this person(s) must adhere to the quarantine/Self-Isolation requirements.	
Section B) The TCDSB will assist in organizing your Quarantine/Self-Isolation. Please see Appendix 3: TCDSB Quarantine Program - PLAN B	
What form of transportation will you take to your quarantine/self-isolation location? **Public Transportation is prohibited**	
COVID-19 Test Center Locations: COVID-19 Assessment Centre Locations	

****Please note that Orientation Centre appointments will only be scheduled once this document is completed and approved. ****

Certify Declaration

I, _____, certify that all information to be accurate. Date: _____
(Student's Last/First Name)

I, _____, certify that all information to be accurate. Date: _____
(Student's Parent/Guardian Last/First Name)

I, _____, certify that all information to be accurate. Date: _____
(Student's Custodian Last/First Name)

Office Use Only

Received by: _____ Date: _____

Reviewed by: _____ Date: _____

TCDSB staff have communicated with the student within 48 hrs. of arrival to Canada: Date: _____



Toronto Catholic District School Board
International Education Department
416 222-8282 ext 2135
International.education@tcdsb.org



TCDSB Quarantine Program - Plan B

Appendix: 3

The Quarantine program organized by the Toronto Catholic District School board will comprise of the following details to ensure the safety and well-being of the students during the 14 days.

Cost:	\$2500 + HST for 14 days per student.
Arrival date:	students must arrive mid-August for semester 1 or mid-January for semester 2
Transportation:	Commercial transportation will be provided from port of entry to accommodation
Accommodations:	All students will have a private sleeping area and private bathroom
Food:	Three meals a day will be provided for each student
Supervision:	Onsight supervision during the 14-day quarantine
Testing:	Onsight COVID-19 Testing in consultation with Toronto Public Health

"I intend to use the TCDSB Quarantine Program when I arrive to Toronto."

Student Name: _____ Date of Birth: _____

Contact email: _____ Phone Number: _____

Parent/Guardian Name: _____

Custodian Name: _____ Phone Number: _____

*****Service provider will be TCDSB approved*****

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TCDSB Reopening Action Plan

A Guide to Returning Safely to TCDSB Schools



Transforming the world through witness, faith, innovation & action

Last Updated: September 17, 2020

TCDSB REOPENING ACTION PLAN

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MESSAGE FROM DIRECTOR OF EDUCATION

Life during the COVID-19 pandemic has been challenging and uncertain for parents and students alike. The return to school is an important and hopefully welcome step, and you and your children likely have many questions. The following document is an overview of what to expect and how we will continue to work together to support you. We hope that it will be helpful to you as you fill out the Return to School Survey #3 regarding your decision to send your child back to school in September at the Toronto Catholic District School Board.

The development of our TCDSB school reopening plans have been made in concert with Toronto Public Health, the Ministry of Education as well as the Province's overall COVID-19 response. They were also informed by ongoing consultations with our union partners, parents and staff. The health of every child remains at the center of every guideline, using the best available evidence and advice.

In early September, administrative staff and teachers will be trained on best practices and protocols to ensure the safety of everyone in a school setting. We know that the return to school will look different but we remain committed to providing a safe and meaningful learning environment for every student.

While this plan details guidelines and protocols for the safe return to school, it is important to note that the lay of the land may change again or present additional challenges. Through this ongoing uncertainty, we appreciate your understanding and flexibility as we adapt these models as needed, to ensure the safety of students, staff and families. Please also note that these guidelines may be modified to meet the unique needs of individual school settings.

Thank you for your ongoing support and patience. We wish you and your families good health and God's blessings.

Sincerely,



Rory McGuckin
Director of Education



INTRODUCTION

The plan for the reopening of schools and administrative buildings will focus heavily on the health and safety of students and staff. Full support throughout this transition to a new learning environment will be provided through guidance and training.

The TCDSB will take every precaution, following the guidance of Toronto Public Health, to ensure the health and safety. Students are entitled to receive an excellent academic experience supporting mental health and well-being and considering the needs of families.

The Ministry of Education announced their plans for reopening of schools on July 30 which provided expectations for school boards around learning model delivery of a full return to school for elementary and a quadmester return for secondary. **The TCDSB Reopening Action Plan: A Guide to Returning Safely to TCDSB Schools has been adapted to reflect this. It is important to note that this document is evolving and may require further changes based on new information received from Toronto Public Health, the Ministry of Education, staff, families, stakeholders or community partners.**

This TCDSB Reopening Action Plan is an evolving document that provides information for families to prepare for school in September. A more fulsome document with specific instructional material will be provided as we approach the first day of school in September.

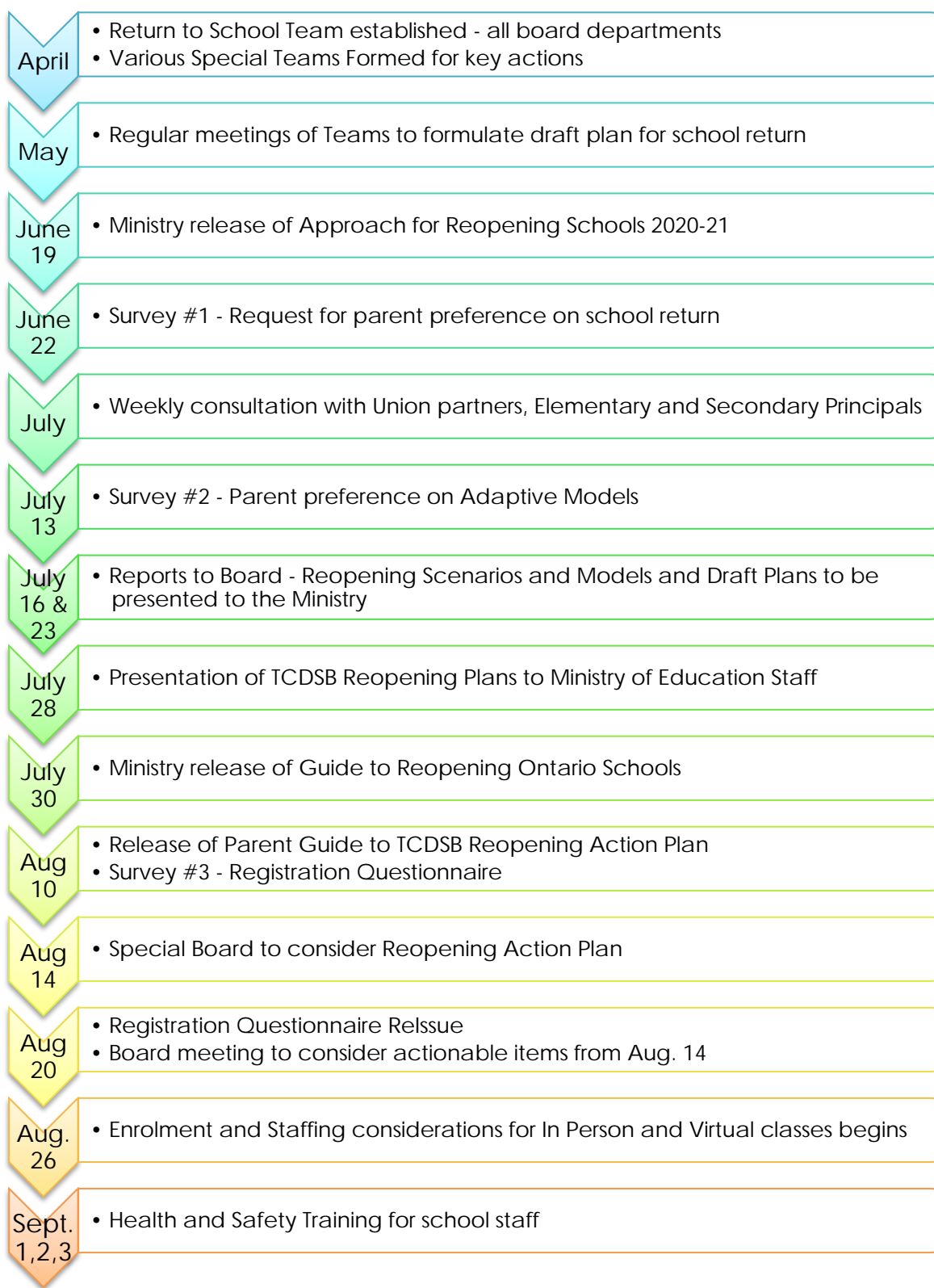
This plan is updated regularly to reflect recent Ministry announcements and Board Motions.

The TCDSB Reopening Action Plan is centered on the following:

OUR GUIDING PRINCIPLES	ACTION
Health and Safety for Students and Staff	Prioritizing Health and Safety for all Staff and Students
Equity and Access	Being aware with the flexibility to respond to Equity and Access Needs
Student Learning: A Faith Community of Believers	Committing to Continuity of Student Learning: Healthy minds, bodies and souls
Ongoing Communications and Improving Practices	Listening, Observing and checking practices and situations to always improve the response plan



TIMELINES



ENGAGING OUR STAKEHOLDERS

SURVEY #1

A survey was issued to parents June 22 to receive input regarding potential models and willingness to attend via school bus support. The following are results:

- A preference for a return to a classroom environment either through full return or partial return.
- Of the responses from families typically eligible for transportation, approximately half would be likely to resume bussing with a quarter of respondents unsure at the time of the survey.
- Parents indicated that they would likely opt for parent drop-off if transportation was not available.

SURVEY #2

A second survey was issued to parents July 13 to determine preference should an Adaptive Model (Scenario 2) be the direction of the Ministry.

- Results indicate that families are split on alternating students between in-class and distance learning bi-weekly and alternating students between in-class and distance learning within the school week.
- For secondary, families are split into thirds for a blended model, continued distance learning and full time return to school

SURVEY #3 – Registration Questionnaire

TCDSB requires confirmation of parents' intent for their children's education. The Ministry of Education, through the release of their plans for reopening, have detailed the return to school models that will be in place at the start of school.

TCDSB issued a pre-registration survey of elementary, secondary and adult students asking families to indicate their intentions regarding attending in-person or distance learning in order to consolidate plans for September. The pre-registration survey was available for one week from Monday, August 10, 2020 to Sunday, August 16, 2020.

Registration Questionnaire Re-Issued

We understand that the previous registration communication may have caused some confusion among families and to ensure optimum responses from families for the Return to School, another registration questionnaire is being issued from August 20 to 26, 2020.

Should families wish to change their choice of delivery model following completion of this questionnaire, the Board passed a motion that will allow students to change between models upon notification to school administrative staff (Principal) within a reasonable amount of time as space allows.

LEARNING MODELS

During the 2019-20 school year, most students were participating in various forms of distance learning from mid-March to the end of June. This was due to the fact that the Province closed all publicly funded school buildings as part of its plan to control the spread of COVID-19.

At the TCDSB, we are planning for a safe return to school for students and staff for the 2020-21 school year. The Ministry of Education required us to plan for three possible scenarios for returning to school: Full Return, Adapted Model, and Distance Learning. Both the Full Return and the Adapted Models operate with enhanced cleaning and health protocols in place.

On July 30, 2020, the Ministry of Education released a guidance document for school boards. The TCDSB models follow the direction of the [Guide for Reopening](#).

In order to support student well-being and safety as they transition back to learning, the Toronto Catholic District School Board will be staggering the re-entry of students over a one week period at the start of the school year beginning on September 14th, 2020.

Elementary: A ¼ of each class would start each day with full attendance achieved on Thursday September 17, 2020.

Secondary: Gr.9 students would attend for the first two days, Grade 10.11 and 12 would start on Wednesday September 16, 2020.

Staff will ensure that siblings who attend the same school will be scheduled on the same days. At this time, we do not have dates selected for individual students as schools are currently in the process of establishing class placements. Parents and guardians will receive confirmation of their child's re-entry schedule from the school as soon as placements have been finalized.

Elementary (Junior Kindergarten to Grade 8) Full Return

All elementary students will attend school 5 days per week, limited to one cohort for the entire day including recess and lunchtime. Enhanced cleaning and health and safety protocols will be in place. Some adaptations to program delivery will occur in order to adhere to Public Health protocols.

Secondary (Grade 9 to Grade 12) Adaptive Return

All regular classes will be cohorted and split into two of approximately 15 students or less. Students will attend every second day and will take two courses at a time through a quadsemester timeline for the school year. Further learning in the two courses will take place through Distance Learning. Students who regularly attend Special Education ISP DD/ME specialized classes will attend every day for the full day. Please note that further information from the Ministry of Education may further impact the details of this model.

An afternoon supervised study hall space will be available for students who wish to remain at school for the afternoon distance learning session. Students who choose distance learning will be taught by teachers outside of the regular school

Additional Details from Ministry Guidelines:

- Parents/guardians will have the option to choose face to face (in school) or distance (at home) learning for their children.
- Cohorting, which is the practice of keeping students together in self-contained groups through the school day, should be used to limit exposure to a wide variety of people.
- Direct and indirect contacts in schools for elementary students should be limited to approximately 50 and for secondary students should be limited to approximately 100.
- School-based staff who are in close regular contact with students will be provided with appropriate personal protective equipment (PPE).
- Students in all grades will be required to wear non-medical or cloth masks/face coverings indoors on school property, including in hallways and in classrooms. Outdoor times like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts.
- Students may wear their own non-medical or cloth masks, and non-medical masks will also be made available for those students that may forget to bring their own. Reasonable exceptions (medical reasons) on the requirement to wear masks will apply.

Cohort/Class Sizes – Elementary and Secondary

- Information gathered from the pre-registration survey to families will provide needed data to guide in the creation of classes and cohorts
- Elementary classes will adhere to class sizes in current Collective Agreements
- Kindergarten cohorts will be considered with opportunities to work in smaller groupings with Dedicated Early Childhood Educators (DECE's), classroom and itinerant staff to further enhance safety and distancing measures
- Secondary classes will be in cohorts of up to 15 students

Cohort and Distancing related Board Motions from August 14, 2020

- Class or cohort sizes be limited to allow for 2 metre distancing, or if this is not feasible given space limitations as much physical distancing as is possible
- A regional approach will be used in the allocation of additional resources
 - First to address schools within high incidence areas with high transmission and high-needs
 - Priority will be directed to kindergarten classes and other grades thereafter to achieve distancing where facilities or TCDSB resources allow, and will then explore options for space outside of TCDSB resources
- An exemption has been sought from the Ministry to allow DECE's to assist with smaller cohorts in kindergarten classes in the event that there is not a sufficient number of teachers available

ENGAGING OUR FAMILIES

Families play a critical role in supporting health and safety in our school communities.

The collaborative efforts of families, community and schools to help mitigate the transmission of COVID-19 is key to our partnership in creating safe and healthy learning environments.

The most important thing families can do is to screen their children daily for any COVID-19 symptoms and keep them home from school if they are sick or have had close contact with anyone diagnosed with COVID-19.

Parents/guardians should also teach their children about health and safety measures put in place to protect them and others around them. These practices include physical distancing, hand washing, and wearing a mask or face covering.

Families will have the option to choose face to face (at school) or distance learning (at home).

The Ministry of Education has provided guidance on school reopening. TCDSB has prepared models to accommodate all potential scenarios as we continue to take direction from the Ministry of Education guided by health experts. Our Guiding Principles, *Health and Safety of Students and Staff, Equity and Access, Student Learning: A Faith Community of Believers, Ongoing Communication and Improving Practices* will provide direction and stability in our school communities as they regather.

We will continue to engage families through communication and guidance on the TCDSB website. Your school Principal is a key conduit of information throughout this transition.

MEETING THE NEEDS OF STAFF AND EDUCATORS

Business and Academic staff are critical to our ability to prepare for a safe and successful reopening in September and beyond. We recognize that everyone is concerned about their own health and safety.

Employee Relations staff will work directly with Principals and Managers to respond to employee needs on a case by case basis. Discussions about approaches to meeting various needs will take place and will consider medical accommodations (e.g. disability, illness, etc.), self-isolation, accommodation for family status needs (e.g., child care, elder care, vulnerable family member at home, etc.), and mental health and well-being needs and support.

Educators are concerned for the safety and well-being of their students and are eager to check-in and connect with students in person. Planning for September and adapting to our new reality will be challenging. For TCDSB implementation plans to succeed, we must work together to solve problems, be flexible and responsive to new information and health data, and be willing to adapt where necessary.

Professional Learning and Capacity Building

Professional learning and capacity building opportunities will be provided to educators to help them to support all students. Learning will focus on:

- Health and Safety protocols related to COVID-19
- Focus on school re-entry
- Remote learning strategies & developing digital competencies
- Mental health and well-being
- Anti-racism Anti-discrimination training
- Implementation of the new Ontario math curriculum
- Providing support for students with Special Education Needs
- P. A. Days professional learning and training (September 1, 2, and 3)

Collaboration with our Employee Groups

We continue to meet regularly with our employees and union partners to support the planning and implementation of return to school models. Working in partnership, we are exploring solutions to issues that may impact some collective agreement parameters.

SUPPORTING OUR STUDENTS WITH SPECIAL EDUCATION NEEDS

The TCDSB will continue to focus on the support of students with special education needs as schools reopen. Transition plans are being established to facilitate a smooth transition back to school.

- All program delivery guidelines are created in consultation with TPH.
- All aspects of our plan prioritize our special education students (programming, cohort placement, transportation, support models).
- All students with special education needs will continue to be supported by Homeroom Teachers, Special Education Teachers, and Resource and School-Based Education Support Staff, as per their Individual Education Plans (IEPs).
- Full utilization of all Special Services providers (APT, Social Work, Psychology, etc.) to provide service to both face to face and distance learning needs for all of their students.
- Schools will follow the requirements to provide students with their IEPs in collaboration with parents/guardians. Changes in the school environments and/or distance learning needs will be considered when creating and updating the IEPs.
- Case Conferences (CC), School Based Support Learning Team (SBSLT), and Identification, Placement and Review Committee (IPRC) meetings will continue to take place.

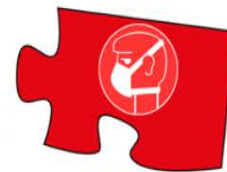
- Student Safety and Behaviour Plans will continue to be in place, as required. Appropriate Personal Protective Equipment (PPE) will be provided to staff who are responsible for Crisis Prevention and Intervention (CPI).
- Students will continue to access Special Equipment Amount (SEA) equipment/assistive technology and staff will continue to be supported with SEA equipment training to enhance student access to learning.
- Students with complex medical needs will have the option to attend face-to-face. Staff working with the students will be provided with appropriate PPE. Where return to school is not possible, Distance Learning will be available. Schools will collaborate with families and health care providers, according to the established referral process with community partners, to ensure that there is appropriate support to meet the needs of the students.
- All students with special education needs, who opt to engage in Distance Learning, will have timetabled synchronous learning opportunities included within the program.
- Elementary students with special education needs, engaged in face-to-face learning in non-Special Education classes, will attend school daily according to their assigned cohort.
- Secondary students with special education needs, engaged in face-to-face learning in non-Special Education classes, will follow the adaptive model, and attend school according to their assigned cohort.
- Elementary and Secondary students in Intensive Support Programs (ISPs) will attend school daily according to their ISP cohort, with consideration given to integration opportunities, as appropriate, in response to IEP program goals.

PROFESSIONAL SUPPORT SERVICES

- Students will continue to be able to receive support from TCDSB providers for Psychology, Social Work, Speech and Language Pathology, and Board Certified Behaviour Analyst services. Referrals to community supports for Occupational Therapy and Physiotherapy will continue according to established practices.
- Within each professional discipline of the Special Services Department, measures are being engaged to promote the health and safety of students and families while meeting face-to-face. Established supports for connecting with students and families in the virtual environment will be maintained.

MENTAL HEALTH AND WELL BEING: STUDENTS

- As students return to school after many months away, time and support to address the social and emotional needs of students will be required. This may include re-establishing school routines, nurturing peer relationships, and supporting students to manage stress and anxiety that they may be experiencing as they return to Face-to-Face or Distance Learning.
- All staff have a role to play in supporting students' mental health and well-being. Building relationships and connections to create a network of support will continue to be important to this process.
- Building capacity of school-based staff will help to ease the transition back to school and meet the needs of students. Special Services staff, who will be supporting students and schools, include Psychologists, Social Workers, Mental Health Professional Workers, Guidance Teachers and Child and Youth Workers.
- Students will be provided with a blended model of support, including both in-person and virtual supports. Supports will include both individual and group interventions, as appropriate.
- Transition supports will be provided for students in a variety of return-to-learn contexts.
- Students with special education needs will have attendance options which may include daily in school attendance or distance learning and will have access to a Resource Teacher as per their IEP.



HEALTH AND SAFETY

The health and safety of students and staff is always a priority. Based on guidance from Toronto Public Health and the Ministry of Education, enhanced measures will be implemented to reduce the spread of the virus – including physical distancing, good hand hygiene and respiratory etiquette, wearing face coverings, contact tracing and screening.

The Board and Ministry approved a staggered entry plan over the first week of school for elementary and secondary schools to address stakeholder concerns on space, transportation, health & safety compliance and monitoring, special education needs, class-size, sanitation, social distancing, traffic flow, and overcrowding. A request has been made to the Minister of Education and approval has been obtained by way of a Ministry Memorandum dated August 18, 2020. Further details are forthcoming with respect to the implementation of the staggered start.

Entering, Moving throughout and Exiting School

Before coming to school, all staff and students are expected to conduct a self-assessment for COVID-19 symptoms. Once they arrive at school, a second screening will be conducted to ensure no one exhibiting any symptoms comes into the school. This is the most important defence against transmission of COVID-19.

Students and staff will practice physical distancing and remain 2 metres apart to the maximum extent possible. Classrooms will be organized to encourage the maximum space between students. Floors will be marked with decals to designate a one-way traffic flow and identifying 2 metre distances in key areas. Signage will be placed throughout the building to reinforce safety protocols. Where physical distancing is not possible in school offices and public reception areas, we will review alternative methods of separation such as plexiglass barriers.

Three-sided plexiglass desk shields for students and teachers in classes of over 15 students will be considered with a focused prioritization of installation in schools in high incidence areas of highest needs (as identified by Toronto Public Health) coordinated with school administrative staff at the local level.

Our goal is to maintain physical distancing whenever possible. In order to reduce the potential for larger gatherings of students, we will be limiting occupancy levels in common areas such as hallways, stairwells and libraries. Lockers will not be used by students at this time.

Schools will determine local protocols including identifying entry/exit doors and parent pick up/drop off protocols.



Physical distancing directional decals at Cranville HS

According to Toronto Public Health, hand washing is one of the most effective ways to minimize the risk of transmission of COVID-19. Signage about hand washing and proper respiratory etiquette will be prominent in schools/administration centres. For schools, hand washing time will also be built into daily routines, including after washroom use, recess and lunch breaks. Alcohol-based sanitizers will also be available throughout the school and at designated entry and exit points.

The Ministry of Education in their document entitled *along with Board approved motion* requires that masks be worn indoors for all students, staff, and visitors, with appropriate medical exemptions. If a student through information provided by the parent has a medical condition that makes him/her unable to wear a mask, then the student must wear a face shield. In the case where there is further information related to a medical condition that does not allow for the wearing of either a mask or face shield, parents must complete the TCDSB Prevalent Medical Conditions Form. This document requires physician verification and is a legislated requirement for the confidential purposes for the school to be aware of important medical conditions of students. Upon completion of the TCDSB Prevalent Medical Conditions Form, the school will accommodate the student with respect to his/her health needs. This process takes place in partnership between parents and the school principal.

Water fountains will be unavailable. Each student will be required to bring their own drink bottle that is labeled, filled at home, and kept with them during the day and not shared. Water bottle filling stations will be available in schools where they currently exist. There is an effort to increase the number of those filling stations in schools that currently do not have them.

A funding request has been made to the Minister of Education for the installation of water bottle filling stations to a ratio of one per every student washroom in schools.

Personal Protective Equipment (PPE)

All staff members will be provided with the appropriate PPE (medical masks, face shields, gloves and gowns where necessary) to safely interact with each other and with students. Additional PPE will be provided to staff who require it during their normal day to day responsibilities. All students will be required to wear a face mask or reusable cloth masks, which will be provided by the TCDSB. Reasonable exceptions regarding the requirement to wear masks/face coverings. Clear masks (or expression masks) will be readily available to Deaf and Hard of Hearing (DHH) students and any staff member with DHH students.

Training

All staff have been provided with a full day of Health and Safety training prior to the start of the school year. This included training on COVID-19 19 Awareness, Screening/Signs/Symptoms, donning/doffing PPE, and other safety protocols related to the return to work. We will consult with our Union/Federation partners and the Joint Occupational Health and Safety Committee on the training. Training will be delivered using a combination of webinars and videos. Training on COVID-19 awareness, masks/face coverings and safety protocols will also be made available to parents/students.

Cleaning and Other Additional Measures

Caretaking staff will perform routine cleaning of general facilities through the day and will conduct enhanced cleaning of high touch surfaces such as light switches, handrails, door

handles, etc. twice daily. Washrooms will be cleaned frequently throughout the day with a special attendance to high touch surfaces. Shared items will be used minimally and will be disinfected between users.

School Ventilation and Windows

Ventilation is the most essential element of any HVAC system. It influences air quality and energy efficiency, and proper ventilation helps controls odors, dilutes gases (such as carbon dioxide), and inhibits the spread of respiratory diseases. Submitted by schools, Environmental Support Services (ESS) has a proactive Preventative Maintenance (PM) program in place to service HVAC, air handlers and related equipment. These units are serviced on a regular basis throughout the year.

The Maintenance Department will proceed with modification of vertical sliding windows as needed to increase the opening from 4 inches to 12 inches. As this is a time-consuming process, priority will be given to schools in high COVID risk areas with no mechanical ventilation. For one window in each classroom, the spring mechanism will be inspected and repaired if necessary to ensure that the window can be opened to 12 inches without risk of falling. Once this is confirmed, the restrictors will be raised to allow an opening of 12 inches. If possible, this modification will be to the window directly opposite the classroom door to further facilitate air circulation.

In addition to the PM program, ESS has developed an action plan to improve school ventilation including the following steps:

1. Air Handling Unit's (AHU's) filters will be changed four (4) times per year, throughout the entire system which represents one additional filter change per year. These filters are HEPA quality
2. Increase in the Free Cooling procedure which involves opening the AHU's outside dampers to increase the fresh airflow intake and distribute throughout the system.
3. Increase the Preventative Maintenance program for the AHU's and exhaust fans during the summer to make sure all the systems are ready to handle the schools opening in September.
4. Raise the priority of the ventilations work-orders deficiencies to complete in a timely manner.
5. For older schools without mechanical ventilation and only exhaust fans, the operating schedule for these fans will be increased. This will generate an additional increase to the negative pressure created which draws the old air from inside the building and enhances the use of natural ventilation through open windows and doors.

Staff, in consultation with Building Sciences experts, are also developing a review of school air quality, window design and construction, and ventilation systems. As a result, contractors may carry out testing in September of CO₂ (carbon dioxide) levels at samples of schools with various types of ventilation systems and windows, as CO₂ level is a good indication of how well respiration is removed from the air. It's necessary this testing is completed when the buildings are occupied, as it is the people in a room that produce CO₂. Following this review and testing, recommendations for improvements will be made for action by TCDSB staff.

Health Screening for COVID-19 Symptoms

Before entering a school, students, staff and visitors (limited to only those necessary) must first do a self- assessment for COVID-19 symptoms. If staff or students feel unwell or have symptoms of COVID-19, they should not attend school and should go to a primary care provider or assessment centre for testing.

Each school will have a designated entrance(s) for staff and students with a screening station that has:

- Signage requiring all people entering to conduct a COVID-19 self-assessment.
- Signage and visual cues to remind people to practice to physical distancing while in the school.
- Exterior markings to reinforce physical distancing when entering the school.
- Alcohol-based sanitizer to disinfect hands prior to further entry into the building.
- A log book or alternative method of recording any visitors/itinerant staff for the purpose of contact tracing.
- A process for recording staff attendance for the purpose of contact tracing.

Suspected Cases of COVID-19

If a staff member or student has COVID-19 symptoms, they are to go to an assessment center and get tested.

As per direction of Toronto Public Health, if the test is negative, individuals can return to work/school 24 hours after symptoms go away, as long as they are not self-isolating for other reasons. Individuals with a confirmed case of COVID-19, can return to work 14 days after their symptoms first appear, as long as symptoms are mostly gone. No tests or clearance letter is required for return to work or school.

If a student develops COVID-19 symptoms while in school, they will immediately be separated from others in an isolation room until picked up. The student will be accompanied to the room by a staff member who will supervise them until they are picked up by family members. Both the staff member and the student will be required to wear a mask and other required PPE. To assist with this requirement, the room will be equipped with a PPE kit that includes masks, gloves, gown, face shield and tissues. The room will be disinfected once the individual leaves.

If a staff member becomes ill while they are at school, they are to go home, get tested for COVID-19 and self- isolate pending results. If they are unable to get home safely, they will be directed to wait in the isolation room until such time as a family member can pick them up. They will be required to follow all of the steps laid out for sick students in the isolation room.

Confirmed Case of COVID-19

The TCDSB will track student attendance and alert Toronto Public Health about unusual increases in absenteeism due to illness. Confirmed cases of COVID-19 are reported by the testing laboratory to Toronto Public Health who will help the school community through contact tracing.

Confirmed Case of COVID-19: Process

The following steps must be taken when there is a confirmed case of COVID-19 (student or staff):

- Supervisor/Principal to notify Manager/Superintendent, Health and Safety department and Communications.
- Supervisor/Principal to determine if employee/student was in the building 48 hours prior to and including the day of onset of symptoms OR 48 hours prior to positive specimen collection if asymptomatic at the time of specimen collection.
- If yes, Supervisor/Principal to inform all employees who have been in the building on those days of a confirmed case of COVID-19 (do not share personal information/name of infected person).
- Supervisor/Principal records this information including attendance, contact information and visitor sign-in logs for possible Toronto Public Health contact tracing purposes.
- Occupational Health & Safety Department reports name of employee/student to TPH. Also, the appropriate Union/Federation member will be notified (if an employee).
- Students and employees who test positive for COVID-19 will self-isolate for 14 days in accordance with TPH protocol.
- TPH will contact positive cases directly and provide a letter directly to the other staff/students identified to have a high risk of exposure. Communications Department to work with TPH on letters to school or community, as determined by TPH.
- TPH will collaborate with the Supervisor/Principal to obtain contact information for those individuals with a high risk of exposure.
- TPH will follow up with the Employer through the Occupational Health & Safety Department, if needed.
- Supervisor/Principal to discuss any enhanced cleaning protocols that may need to be performed with the Facility Team Leader. These area(s) will be closed until this enhanced cleaning is completed.
- Additional direction will be taken from TPH and is based on Ministry of Education and Ministry of Health guidance in the workplace.

Attendance and Absenteeism Reporting

TCDSB will track student attendance and alert Toronto Public Health about unusual increases in absenteeism due to illness. Confirmed cases of COVID-19 are reported by the lab to Toronto Public Health who will help the school community through contact tracing.

School Visitors

Schools will significantly limit visitors, including parents/guardians. Any essential visitors to a school will be required to conduct a COVID-19 health screening at the designated school entrance/screening station and will be required to wear a medical mask while on school property and sanitize hands upon entry.

Saliva Based Testing

The Board has recommended that a saliva based testing option be actively considered as a pilot project that can be scaled as needed and used in homes and schools. Toronto Public Health indicated that effective testing strategies can greatly assist in rendering schools safer with the aim of avoiding the shutdown of classes. Saliva testing kits for schools and homes will be explored further with TPH.



LEARNING AND INSTRUCTION

Students Requiring Technology

Starting in April the TCDSB has issued approximate 10,500 devices to students which included 6,100 Chromebooks and 4,400 iPads. Of these devices approximate 1,250 were to students who self-identified as needing internet access at home. To support these students, we have provided them LTE data enabled iPads. We plan to provide similar services to new students in September on request basis.

ELEMENTARY MODELS

Continuity of learning continues to be the goal in our schools for both face-to-face and distance learning models. Teachers will deliver programming based on the Ontario Curriculum and Ontario Kindergarten Program. Teachers will use effective instructional and assessment strategies that best meet the needs of their students and focus on student achievement and well-being. Ongoing professional learning opportunities for staff will prepare them to seamlessly transition between face to face and distance learning if necessary.

We acknowledge the need to ensure equity informs all aspects of our learning and instructional practices.

Full Return Face to Face (at school) - Elementary

Elementary school students in Kindergarten through Grade 8 will attend school five days per week, with 300 minutes of instruction per day, remaining in one cohort for the full day. Enhanced health and safety protocols will be in place in all schools. All students in Kindergarten to Grade 12 will be required to wear non-medical or cloth masks indoors on school property, including in hallways and in classrooms.

Cohorted classes will stay together and with one teacher (one teacher and one DECE in kindergarten), where possible. Flexibility in scheduling of recesses, lunches, and washroom breaks will be implemented. Itinerant teachers will safely provide instruction to classes in the full return model. Students will also be able to leave their classrooms to receive additional support and maintain limited groupings ([*Ministry of Education Guide to Reopening*](#)).

Educators will maintain an online platform (Google or Brightspace) for all students in the class and ensure that students are able to log in and know how to navigate the space. Professional learning and support will be provided to all staff to build capacity in using online learning resources.

Distance Learning (at home) - Elementary

As per the Ministry Guidance document on reopening schools, parents have the option of selecting face to face (in school) learning or distance (at home) learning for their children.

Please note that we are currently working on the creation of a TCDSB Virtual School. More information will be available to families in the days ahead.

The guidelines provided below is a preliminary outline of Distance Learning in the TCDSB for elementary students.

STRUCTURE OF DISTANCE LEARNING DAY

- Students will be assigned to virtual classrooms for distance learning.
- Teachers will record daily attendance.
- Students will receive 300 minutes of learning daily with a combination of synchronous and asynchronous opportunities.
- Teachers will support students in large and small group instruction.
- Staff will engage in ongoing and regular synchronous Check & Connect with students.
- Asynchronous independent work available in Google Classroom/Brightspace
- All teachers to maintain a robust Google or other approved platform for learning resources.
- Access to platform for relevant assigned itinerant staff and administrators to support and monitor learning.
- Students will receive timetables outlining weekly schedules for all classes.
- Central staff will provide resources on board website to enhance learning in all subject areas to enhance learning platforms.
- Roles and responsibilities of Mental health team to provide enhanced resources to support students and families.

CURRICULUM OVERVIEW

- Elementary program is based on the Overall Expectations of the Ontario Curriculum and the Kindergarten Program.
- Small group learning to follow up on students demonstrating their learning through play and inquiry (Early Years), literacy and numeracy, and other curriculum areas.
- Teachers will focus on core curriculum delivery and other subjects including Religion, Core French, Music, Visual Arts, Drama & Dance and Physical Education & Health.
- Synchronous and asynchronous learning supported by Google Classroom/Brightspace platforms.

DISTANCE LEARNING BY GRADE***Kindergarten***

- Daily synchronous instruction opportunities based on Kindergarten program
- Asynchronous activities/resources on classroom platform
- Whole Group Instruction (Synchronous and Asynchronous)
- Guided Small Group Instruction (Synchronous)
- Synchronous Check & Connect

Grades 1 – 3

- Daily synchronous instruction opportunities in Numeracy, literacy, religion
- Asynchronous activities/resources on classroom platform
- Whole Group Instruction
- Guided Instruction (Synchronous) & Independent Work
- Synchronous Check & Connect

Grades 4 – 6

- Daily synchronous instruction opportunities in Numeracy, literacy, religion, science
- Whole Group Instruction
- Guided Instruction (Synchronous) & Independent Work
- Synchronous Check & Connect
- Asynchronous activities/resources on classroom platform

Grades 7 – 8

- Daily synchronous instruction opportunities/Whole Group Instruction: Numeracy, literacy, religion, science, geography, history
- Guided Instruction (Synchronous) & Independent Work
- Synchronous Check & Connect
- Asynchronous activities/resources on classroom platform

EARLY YEARS PROGRAMS

Before- and After-School Programs (Extended Day Program, Authorized Recreation and Licensed Child Care) Before- and after-school programs (BASP) provide important care for families and their children outside of instructional hours and days. The TCDSB is committed to supporting the operation of these programs in schools in September, with the health and safety of children, families, and staff of utmost importance. The Ministry of Education recently announced revised [Operational Guidelines](#) for licensed child care operators to support the safe reopening of programs across the province. Updates are also being made to the *Before and After School Kindergarten to Grade 6 Policies and Guideline* to provide COVID-19-related operational guidance.

At this time, the Ministry has confirmed authorized recreation provider-operated after school programs and Extended Day Programs will be required to follow standard ratios and maximum group sizes set out in the *Before and After School Kindergarten to Grade 6 Policies and Guidelines*. Additionally, licensed child cares are required to develop infection prevention and control policies and procedures as per the [Toronto Public Health COVID-19 Guidance for Child Care Settings](#).

In September, school boards are expected to support cohorting of students to the greatest extent possible. While this can be challenging for students attending BASP, schools and BASP operators will collaborate to ensure that student lists and information are maintained and readily available to be provided to Toronto Public Health for contact tracing purposes. To support enhanced cleaning requirements in schools, TCDSB staff will work with BASP operators to facilitate the required cleaning before and after BASP students access program space.

While the full return to school supports the continued implementation of BASPs in TCDSB schools during the 2020-21 school year, the decision to operate and determine operating capacities for licensed BASP and authorized recreation programs will be made by organizations and individual program operators.

SECONDARY MODELS

Secondary Learning and Instruction - Adapted In-School and Remote Learning

All models in secondary use a quadmester calendar as suggested below:

QUAD	1	2	3	4
Start Day	September 14			
Last Day	November 18			
Start Day		November 19		
Last Day		February 5		
QUAD	1	2	3	4
Start Day			February 8	
Last Day			April 23	
Start Day				April 26
Last Day				June 29

PA Days: September 1, 2 and 3, 2020, November 20 (or 13), 2020
February 12, 2021, June 28 and 29, 2021

At the beginning of each quad, students/parents choose between Model 1 and Model 2 (below) and must indicate their choice two weeks prior to the start of quad. Most students are expected to complete two courses/quad. No switching is permitted during quads. Parent will need to notify the school in advance of the quad to ensure that appropriate programming will be able to take place.

Model 1: Adapted In-School Day Model (Cohorts)

Model 2: 100% Remote Learning

Adapted In-School Day (Cohorts) - Secondary

Unless there is further direction from the Ministry, the Adapted In-School Day model, learning will take place in-person at school in the morning and learning will continue at home. In school, there will be one teacher responsible per course and **classes will be divided into two halves (cohorts)** to ensure that there are approximately 15 students. Students will be positioned physically distant from each other in class in order to mitigate risk.

Consideration in planning student timetables and school models will also need to ensure that there are less than 100 indirect contacts between students. Local schools will do their best to re-locate larger classes in larger classroom spaces.

Classes will also utilize a recognized Learning Platform (Brightspace or Google Classroom) to facilitate the Distance Learning component of each class.

Distance Learning occurs when a student is demonstrating learning outcomes in communication with his/her teacher when they are not in the typical in-person classroom environment. Distance learning can be synchronous or asynchronous.

Synchronous Learning occurs when the teacher interacts with a student or group of students in real-time either online or through other means in relation to the course content, lessons or assessment tools. Learning platforms such as Brightspace and Google classroom can be used to support this approach.

Asynchronous Learning does not occur in-real time. Students respond to course content, lessons or assessments typically through accessing the learning platform where the teacher has placed these activities. Although this can seem to look like independent work, ideas, response and feedback can still occur. The feedback does not happen simultaneously with the teacher.

SECONDARY SCHEDULE: Adaptive Secondary Alternating Week Cycle

The example shown is with an 8:30 a.m. start. The start time of your secondary school will remain the same as last year.

Students typically take two courses per quad and will attend school every second day from 8:30 - 11:00 a.m.

- 8:30 a.m. - 11:00 a.m.:**
 - One half of the class will attend school for in-class learning (alternating cohorts of the same class during the week)
 - The other half of the same class will participate in asynchronous learning in the morning
- *11:00 a.m. - 12:20 p.m.:** - Lunch for staff and exit for students
- 12:20 p.m. - 2:50 p.m.:**
 - Learning in the other course will occur through synchronous learning Course 1 or Course 2 Synchronous Learning (both cohorts together) - prescribed by week
















The next week, the course that was taught in-person becomes the course taught through synchronous learning and the course that was taught through synchronous means is taught in-person at the school. This is the two-week cycle.











*At 11:00 a.m. students may remain at school and participate in the synchronous component of learning by attending a supervised study hall in the afternoon. Students must follow all protocols related to COVID-19 risk reduction and mitigation. There will be no cafeteria services offered. Students who remain will need to bring a lunch in the morning and cannot leave the building and re-enter, as contacts must be minimized among students throughout the day.

Student Timetables for Students Returning to Regular Secondary School
















Students will receive notifications of their first day, opening period and room number during the week of September 8. Once they are participating in in-class learning, timetables will be re-distributed.











(Week 1 of 2)

Morning	Day 1	Day 2	Day 1	Day 2	Day 1/2
BLOCK A 8:30 am - 9:45 am In-class learning	Cohort A Class 1 	Cohort B Class 1 	Cohort A Class 1 	Cohort B Class 1 	Cohort A/B Class 1 
BLOCK B 9:45 am – 11:00 am In-class learning	Cohort A Class 1 	Cohort B Class 1 	Cohort A Class 1 	Cohort B Class 1 	Cohort A/B Class 1 
BLOCK A/B 8:30 am - 11:00 am Asynchronous learning	Cohort B Class 1 	Cohort A Class 1 	Cohort B Class 1 	Cohort A Class 1 	Cohort B/A Class 1 

Afternoon	Day 1	Day 2	Day 1	Day 2	Day 1/2
BLOCK C 12:20 pm - 1:35 pm Synchronous Distance Learning	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 
BLOCK D 1:35 pm - 2:50 Synchronous Distance Learning	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 

(Week 2 of 2)

	Day 3	Day 4	Day 3	Day 4	Day 3/4
Morning					
BLOCK A 8:30 am - 11:00 am In-class learning	Cohort C Class 2 	Cohort D Class 2 	Cohort C Class 2 	Cohort D Class 2 	Cohort C/D Class 2 
BLOCK B 9:45 am – 11:00 am In-class learning OR	Cohort C Class 2 	Cohort D Class 2 	Cohort C Class 2 	Cohort D Class 2 	Cohort C/D Class 2 
BLOCK A/B 8:30 am - 11:00 am Asynchronous learning	Cohort D Class 2 	Cohort C Class 2 	Cohort D Class 2 	Cohort C Class 2 	Cohort D/C Class 2 

	Day 1	Day 2	Day 1	Day 2	Day 1/2
Afternoon					
BLOCK C 12:20 pm - 1:35 pm Synchronous Distance Learning	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 
BLOCK D 1:35 pm - 2:50 pm Synchronous Distance Learning	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 

Fully Remote Learning - Secondary

Some students may opt to not return to school and continue their learning at home. Below, please find the tentative model for Distance Learning in secondary with our board.

Students will have a daily schedule as outlined below. A minimum of 90 minutes/course/day must be synchronous through BrightSpace or Google Classroom.

Course 1: 9:00 a.m. - 11:30 a.m.

Course 2: 12:30 p.m. - 3:00 p.m.

Teachers will use BrightSpace or Google Classroom for course shells and content.

Considerations as this model is offered:

- Number of students who opt for the fully remote model
- Cohorts of students will be assigned to a teacher (not necessarily from their school)
- Remote Learning differs from the TCDSB e-Learning Day School Program
- Available staff expertise that will be available to provide course offerings

Alternative Ed. - Monsignor Fraser and Credit-bearing Adult Day School

Msgr. Fraser College Alternative Programming normally operates using quadmestered programming. The format of the programming will be augmented to ensure health and safety under the Adaptive Model. There are four TCDSB locations that offer alternative programs (for students age 16-18, 18-20) and/or adult programs (for students over the age of 21). All locations offer quadmestered courses. At the beginning of each quadmester, students may choose one of the following options (no switching during quadmasters):

A. Take up to two courses at the school

B. Take up to two courses on-line at the beginning of each quadmester

Registration forms and information are available online on the Monsignor Fraser College page of the TCDSB website.

ADULT LEARNING AND CONTINUING EDUCATION

The TCDSB is preparing a return to school plan for both the Adult Learning and the Continuing Education Departments that provides a safe learning environment for learners and instructors, allowing appropriate time for enhanced cleaning of school sites for daytime learning, eliminating student travel during peak times, and mitigating against the spread of the coronavirus. Each program area will deliver an effective online Distance Learning model that includes both synchronous and asynchronous instruction in the fall.

TCDSB Adult Education Programs: Federally funded LINC, provincially funded adult Non-credit ESL/FSL and Literacy and Basic Skill Programs

Adult Education Programs will be delivered in the 2020/2021 school year through a variety of modalities: from fully online, to a combination of face to face and online. Two different learning management systems and a wide selection of online resources have been compiled to meet the needs of diverse groups of adult learners. Instructor capacity to deliver the program through different modalities will continue to be enhanced through ongoing professional development. Care for Newcomer children will be offered in small group settings at the existing sites.

A managed, remote and small group face to face intake will be implemented in September to ensure a safe return to the classrooms for staff and adult learners.

All adult instructional sites and spaces will be receiving personal protective equipment, safety signs and additional cleaning to comply with all the Government of Ontario and Toronto Public Health guidelines for social distancing and health hygiene.

Elementary International Languages (Integrated Day School Hours)

- Day school classes will continue to be offered at the designated elementary schools integrated within the regular school day.
- After IL programs will be offered through an online platform. This includes both after school and weekend IL programs.
- Instructors will continue to be provided with professional development opportunities.

Elementary and Secondary Literacy and Numeracy Courses

- Program offerings are determined in collaboration with elementary and secondary schools.
- These courses will be delivered online through a Distance Learning model that includes both synchronous and asynchronous instruction.

Secondary Night School and Saturday International Language Credit Courses

- First semester for Night School will be delivered online through a Distance Learning model that includes both synchronous and asynchronous instruction.
- Saturday International Language credit courses will be delivered online through a Distance Learning model that includes both synchronous and asynchronous instruction.

GUIDELINES FOR SUBJECT DELIVERY - ELEMENTARY AND SECONDARY

Adaptations to some program delivery models may be necessary in order to adhere to enhanced safety protocols and Toronto Public Health guidance. Some programs that may be impacted include:

- Cooperative Education
- Health and Physical Education
- The Arts- dance, drama, music
- Technology programs and Excursions

OTHER CONSIDERATIONS TO LEARNING ENVIRONMENTS

Classroom Setup

In order to encourage physical distance, classrooms will be organized and set up in ways to encourage the maximum space between students.

“However, while physical distancing and its role in the prevention of infection transmission should be discussed with students of all ages, it is likely not practical to enforce strict physical distancing in elementary school children, especially during periods of play. Cohorting (discussed in Item #5) is an additional strategy that can be used to facilitate close interactions, while minimizing the number of potential exposures. Interaction, such as playing and socializing, is central to child development and should not be discouraged.”

(COVID-19: Guidance for School Reopening, p9)

Lunch & Recess

Planning and decisions about outside recess and play will be locally developed, based on Public Health direction and school context, including factors such as number of students, available space, etc. Lunch and recess will be staggered to allow for physical distancing and students will eat in classrooms and bring their own food (no sharing).

The following outlines expectations for Lunch at each grade level:

KINDERGARTEN STUDENTS

- Some children can be assigned to “picnic” spaces for eating lunch and snacks that would be designated around the room.
- When unmasked they are not at the same table. This could involve personal seating mats provided by the teacher.
- If student desks have plexiglass (classes over 15 students), those spaces will be used to create distancing during lunch.

ELEMENTARY STUDENTS

- Students will remain in their cohorts when they eat their lunch in the classroom.
- Students are encouraged to avoid conversations while seated during lunch.
- No food utensils or other food related materials are to be shared during lunch.
- Placement of waste in the garbage during lunch is coordinated so that students can dispose of their own waste and maintain proper social distancing.
- Students will wash their hands both before and after lunch.
- Elementary students may only leave the school building for lunch with a parent/guardian, following established visitor protocols.

SECONDARY STUDENTS

- If students are remaining at school for lunch then they are to remain in the school and bring their own lunch.
- There will be no cafeteria service in the school.
- Students will eat lunch in the room they had their previous class and will clean up their own waste.
- Students are encouraged to avoid conversations while seated during lunch.
- Students cannot exchange food or other items during this time.
- Students will wash their hands before and after lunch.

Excursions

Field trips and other activities that require group transportation will not be planned at this time.

Large Group Gatherings

Large in-person school gatherings such as assemblies, masses, concerts or dances) will not occur. Virtual options may be provided as an alternative.

School Clubs and Extra-Curricular

Schools can offer if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use.

Organized Sports

The Ministry Guide to Reopening indicates that schools can offer clubs and organized sports if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use. TCDSB will suspend participation for all interscholastic sports until the board receives explicit direction from the Ontario Medical Officer of Health (MOH) with respect to the resumption of activity. Once there is some easing of restrictions that enable certain activities to open within the orders of the MOH, plans for resumption can be tabled. This is not a return to normal, but rather to a “new normal” which will require everyone to modify their behaviour, stay informed, apply protective measures and follow public health advice and individual sport associations’ recommendations.



OPERATIONS

TRANSPORTATION

Transportation staff have been meeting regularly with bus operators over the summer to prepare for a safe return to school. It is important to note that approximately 20 percent of the driver pool is over sixty years of age, and it is anticipated that 100% service levels will not be achievable immediately. Bus operators have been encouraged to recruit drivers over and above their normal summer recruitment numbers to mitigate this anticipated shortage.

At a recent meeting between the Toronto Student Transportation Group (TSTG), which provides bus services for the Toronto District School Board (TDSB) and the Toronto Catholic District School Board (TCDSB), a motion was approved to move forward with a phased start for student transportation to ensure that students with special education needs are prioritized and receive bus service beginning the first week of school.

- During Week 1 of the school year (**September 14**) only students with special education needs will be provided with student transportation.
- Beginning **September 21** (week 2 of the school year), all other eligible students will be provided with student transportation, unless there is a significant driver shortage or other unforeseen issues related to COVID-19.

Given continued school bus driver shortages across the province, this staggered approach provides TSTG additional time to identify and address any potential start-up issues related to the driver shortage, and to ensure when full transportation services are in place, they are running as smoothly as possible.

The following considerations must be part of any successful and safe start up (sources include federal guidelines found at: www2.tc.gc.ca/en/services/road/federal-guidance-school-bus-operations-during-covid-19-pandemic.html and the Ontario Ministry of Education's *Guide to Reopening Ontario's Schools*).

1. **Reducing exposure:** Before every trip, bus drivers, students, parents and staff must self-assess for any COVID-19 symptoms and not board a bus if any symptoms are present. All students and drivers who experience symptoms need to self-isolate and stay home. If another member of a child's or driver's household develops symptoms, it is recommended that the child or driver stay home and self-isolate.

A child who develops symptoms while at school should not be permitted to return home on a school bus and should be picked up by a parent/guardian or provided a safe alternate means of transportation.

2. **Engineering controls:** Signage will be displayed on the buses to reinforce the importance of wearing masks, staying six feet apart where possible (e.g. lining up for the bus, boarding and disembarking), using good hand hygiene and not going into the aisles or congregating near the driver.

3. **Administrative controls:** Signage will be displayed prominently on buses and bus operators will continue their accelerated cleaning programs (increase the frequency of cleaning) in the buses (e.g. seats, inside hand railing, interior windows and walls, etc.). It is expected that the steering wheel and immediate driver area, as well as the tops of seats and hand railing will be wiped down between runs, which may result in some delay. All other enhanced cleaning will be performed either before or after the shift.

In addition to regular disinfecting of school bus interiors, to the extent possible, it is recommended that operators reduce the number of drivers who use a vehicle and ensure that the same drivers use the same vehicle and keep the same work schedules in order to limit contacts as much as possible. Some limits to busing may need to be imposed to start the school year dependent on driver availability and planning time required.

Where possible, the seat directly behind the school bus driver should remain empty to maintain physical distancing. Windows should be opened when feasible to increase ventilation.

4. **Safe work and hygiene practices:** Signage and messaging will be available encouraging people to stay home if they are ill. A self-assessment will be required before entry and a list of signs of illness to look for will be prominently displayed.

A meeting will take place with bus operators to ensure that they prepare professional development, to support school bus drivers.

Students should be reminded by parents/guardians and teachers to wash their hands with soap and water for 20 seconds before they leave home to take the bus, when they arrive at school, when they are leaving school prior to taking the bus, and when they get home.

Bus drivers should wash their hands often, including before and after completing trips and have sanitizer available for in-trip. Sanitizer should have at least 60% alcohol and should be used after assisting a child to their seat (if applicable), touching wheelchairs or other assistive devices, or having other direct contact with children, as needed throughout a trip and where other PPE such as gloves are not able to be used. Sanitizer should be properly labeled and stored in accordance with its material safety data sheet. Sanitizer should be stored outside the reach of children.

5. **Personal protective equipment:** Medical masks and eye protection (e.g. face shields) will be provided for school bus drivers. Eye protection for drivers should not interfere with the safe operation of vehicles and is intended to protect drivers during close contact with students, not while driving. Operators will follow Ministry of Transportation requirements as well as the guidance of Transport Canada's [Personal Protective Equipment and their uses by Commercial Vehicle Drivers](#). Drivers will also use gloves when cleaning or touching surfaces and safely dispose of them.

The choice of PPE for drivers should not interfere with their ability to access vehicle controls, or hinder or distort the driver's view – directly or through mirrors - of the road, students around the bus or of passengers.

As bus rides range from 5 minutes to over 60 minutes, and physical distancing is not always possible based on bus load capacity, PPE solutions for students will need to be implemented. Masks for students who can safely wear them will be the first line of

defence. To the extent that physical distancing may not be possible, the use of non-medical masks for all students will be required on school vehicles. Exceptions should be made for students with medical conditions or special needs that prevent masking. For those students unable to secure their own masks, some will be made available by the Board, along with a process to receive the masks through the school.

Another administrative control will be assigned seating for students. Students should be assigned seats and a record of the seating plan should be kept to assist with contact tracing in the case of a student or driver contracting COVID-19. Students who live in the same household or are in the same classroom cohort should be seated together. This will have the benefit of reducing exposure as well as assisting in reaching out to students most at risk should an exposure occur.

6. **Students with Special Education Needs:** Special care and attention will be given to ensuring adequate drivers for students with special education needs. It is understood that some children may not be able to use masks or may have medical or other special circumstances that may require accommodations. It is important to make the principal and transportation dept and/or bus operator aware of any accommodation requirements as soon as possible.
7. **Active and Safe Travel:** TSTG, in conjunction with TCDSB, provides pointers on active and safe travel (AST), including safety tips and maps including stop lights, crosswalks, etc. For more information on AST, please visit the TSTG website at www.torontoschoolbus.org/activetransport.
8. **Communication:** TCDSB initially reached out to families to determine their intention to send their children on the bus in September by way of a survey. Following a Board approved motion, the Registration Questionnaire will be re-issued from August 20-26.

TSTG has issued two recent communications to families (July 24 and August 14) and will continue to send out messages through the student transportation portal, and post to the website, to provide additional information on how to ensure a safe start up, including a video to reinforce safe habits prior to leaving the house (pre-screening, hand hygiene), arriving at the bus stop (physical distancing), on the bus (remaining in the seat, wearing a mask and not touching their face or others) and disembarking the bus (physical distancing, patience and washing hands at arrival to school), along with supporting information.

Parents/guardians or staff with questions may contact the transportation office at 416-394-4BUS (416- 394-4287) (starting July 27, please use the temporary start-up number at 647-790-3829) or by emailing transportation@torontoschoolbus.org.

ADMINISTRATIVE SITES

With the city of Toronto moving to stage 3 on July 31, we have been able to begin reopening our administrative sites. protocols have been in place since mid-July to allow staff who request it, limited access to work in office spaces. Occupancy is expected for the beginning of September, which is in line with other school boards and large public sector organizations.

COVID-19 signage, PPE and floor decals have been placed at TCDSB sites to indicate direction of travel, two metre distancing points in key areas and occupancy limits for elevators, meeting spaces and staff washrooms.

Each employee must conduct the COVID -19 self-assessment prior to entering the building, must sanitize their hands, record their entry/exit into the building and follow all physical distancing requirements.

Department Leads are responsible for managing occupancy levels, employee schedules and tracking mechanisms for contact tracing until a full return is implemented. Where workstations are closer than 1 metre distancing physical barriers may be considered. Administrative staff will be required to wear face coverings in areas where physical distancing is a challenge.

Staff from the Occupational Health and Safety Department will provide guidance and assistance on issues related to physical distancing and other safety measures.

COMMUNITY USE OF SCHOOLS

City Day Camps, Child Care, Field permits and some religious groups continue to operate at a number of schools currently.

The use of school facilities for community use will be limited in order to maintain disinfection of buildings and provide sufficient time to perform enhanced cleaning required for child care and regular school use.

Allowing outside permitting of school buildings would require these spaces to be cleaned prior to and after use by the outside group(s). Many permits have multiple cohorts of students/group members which could require cleaning during the permit as well. Sufficient caretaking resources do not currently exist to do this work.

Permits for the fall will be restricted to those programs that TCDSB is obligated to provide such as Before and After School Programs and programs operated by lease holders as part of their Lease.

CAFETERIAS

Until further notice, school cafeterias will be closed and food services will not be provided. This will prevent student gathering in these areas. Lunch rooms in elementary schools should not be used as such but rather additional instructional space if required. Students in elementary schools will be required to eat lunch in their classroom to maintain cohorting.

STUDENT NUTRITION PROGRAMS

Staff are looking into the options to support and continue student nutrition programs in the fall. Discussions around the use of pre-packaged and served using a “grab-and-go” approach are being explored. There are ongoing discussions on what the final delivery approach will look like and additional support that can be provided to students.

COVID-19 FUNDING

The Ministry of Education has announced the following provincial funding:

Provincial Funding Description	Amount (\$M)
Remote Learning	17.6
Ventilation in Classrooms	50.0
Additional Teacher Staffing	30.0
Additional Custodial Staffing	50.0
Health and Safety Training	10.0
Additional Supports for Special Education	10.0
Mental Health Supports	10.0
Additional Mental Health Support	10.0
Masks and Personal Protection Equipment (PPE)	60.0
Cleaning Supplies, Additional Staffing & PPEs for Student Bussing	40.0

Cleaning Supplies for Schools	25.0
Additional Public Health Nurses	50.0
Increased Lab Testing Capacity	23.6
Technology	15.0
Enhanced Cleaning	4.0

COMMUNICATIONS

We remain committed to sharing information as it becomes available and by communicating with TCDSB families and staff in a timely manner.

Communications and Health & Safety Departments are working together to produce a Return to School safety video, infographics and social media content to generate awareness around safety protocols for return to school including classroom hygiene, safety, physical distancing and handwashing. These products will continue to be developed and modified where appropriate. The TCDSB also continues to share transportation related information and updates with families.

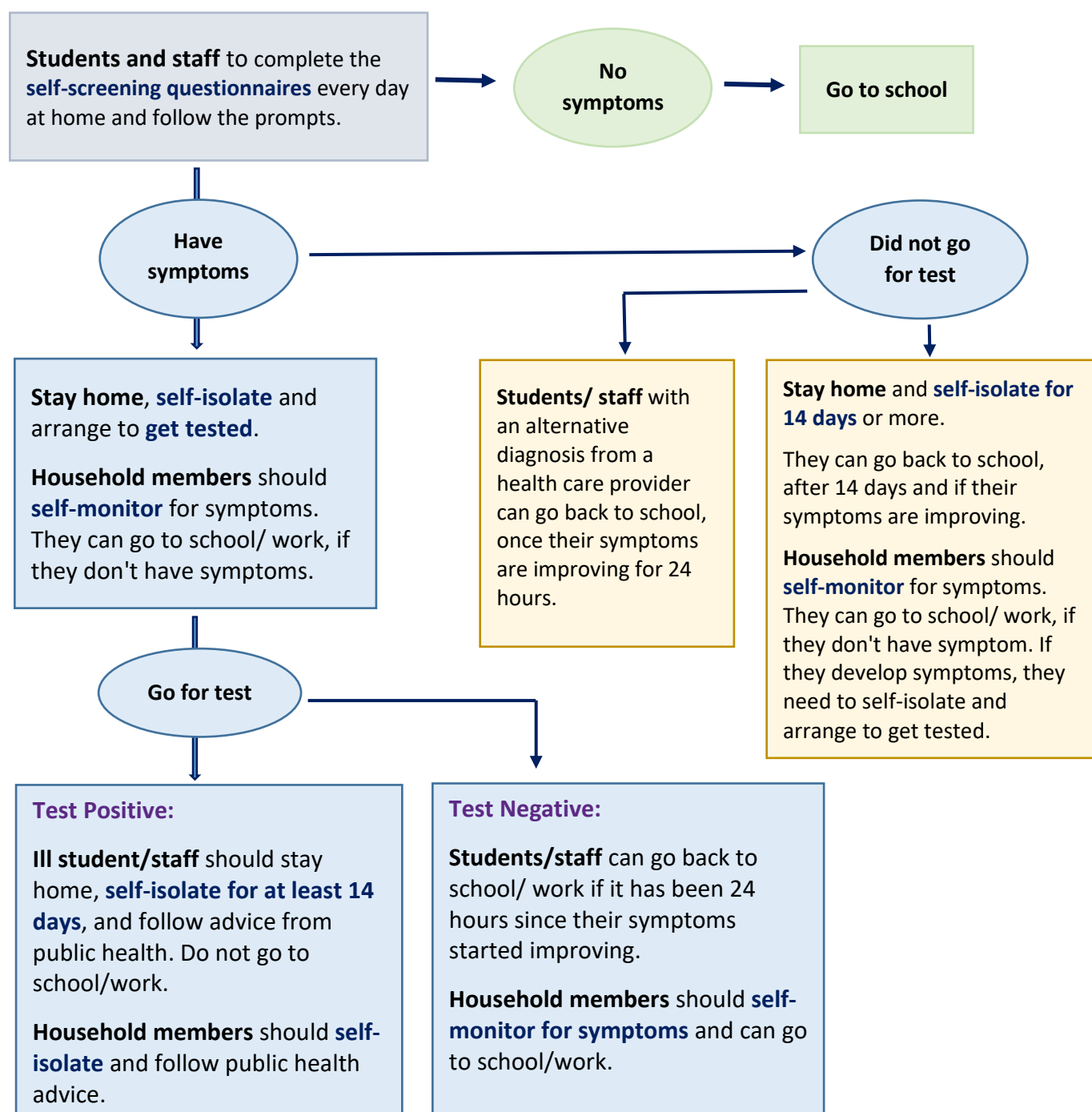
Important information related to the return to school plan will be provided through a variety of channels, including school messenger, the TCDSB website, exchange emails and social media.

COVID-19 School Decision Guide

Updated September 24, 2020

For all situations listed in the flow chart below:

- If the student or staff has symptoms and has been in close contact with a person who has COVID-19, the ill student/staff will need to self-isolate for 14 days. Their household members will need to stay home and self-isolate until COVID-19 is ruled out.
- Anyone who has travelled outside of Canada is required to self-isolate for 14 days. Their household members do not need to self-isolate if they have not travelled, if they don't have symptoms and they are not a close contact of a positive case.



SCHOOL REPORTING PROTOCOL FOR POSITIVE CASES OF COVID-19 STUDENTS AND STAFF

STEP 1 Principal will:

- ☐ Notify TCDSB OHS Department and Area Superintendent:

Email Corrado Maltese, corrado.maltese@tcdsb.org CELL 416-574-8389

Email Marta Radic, marta.radic@tcdsb.org CELL 647-227-3584

OHS Department will notify:

- Emergency Operations Center (EOC)
- Communications (Shazia Vlahos)
- Facilities Operations (Marty Farrell)
- TPH Liaison, Angela Pisan, Registered Nurse, angela.pisan@toronto.ca
- Ministry of Education, Donna Randall, Education Officer, donna.randall@ontario.ca
- Ministry of Labor, 1-877-202-0008

STEP 2 Principal will:

- ☐ Notify Toronto Public Health by submitting the following information to the TPH intake email address: CovidSchools@toronto.ca

- Name of School, address
- Name of school contact, phone number
- Name of ill student / staff
- Contact information for student / staff (parent name if student is under age 14, phone number, address and if possible, date of birth)
- Onset of symptoms
- Last day at school
- Who reported the case to the school
- Any other ill staff or student reports

STEP 3 Principal will:

- ☐ Report the positive case on the Ministry of Education's Online COVID Reporting Tool (GO-Secure site)

STEP 4

- ☐ TPH will investigate and prepare a communication for the school community. Share this draft with TCDSB Communications Department (Shazia Vlahos) before sending to your school community. Once approved by Shazia, forward this communication to all staff and parents. Please do not report the case to staff and parents until TPH has completed their investigation and has provided you with their letter. OHS Department will provide a copy of the TPH letter to the JHSCs and Unions.

STEP 5

- ☐ TCDSB Communications will post the relevant information on the COVID-19 Advisory section found on the [TCDSB web site](#) and on your school's page.

Back to School Confirmation Form

Please complete this form to confirm that your child is healthy and able to return to school. Check only one box. By adding your signature, you are verifying that the information is true. Return the completed form to your child's school principal.

Child's Name: _____

My child was absent from school because of a suspected illness:

- ☐ My child's health care provider has confirmed that my child does not have COVID-19, and their symptoms have been improving for more than 24 hours.
- ☐ My child had ONE of the following symptoms: sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, or muscle ache/fatigue. His/her symptom has improved for 24 hours.

Note: If your child's symptom has not improved in 24 hours or if your child had more than one symptom, they need to be tested for COVID-19 or stay home and self-isolate for 10 days.

- ☐ My child tested negative for COVID-19 and their symptoms have improved for more than 24 hours.
- ☐ My child had COVID-19 symptom(s), did not go for testing, and has completed 10 days of self-isolation from when the symptoms started. They do not have fever (without the use of medication) and their symptoms have been improving for at least 24 hours.
- ☐ My child tested positive for COVID-19 and has completed 10 days of self-isolation from when the symptom(s) started (or the test was done). My child was not hospitalized. My child does not have a fever (without the use of medication), and his/her symptoms are improving.

My child was identified as a close contact of someone who tested positive for COVID-19:

- ☐ My child tested negative for COVID-19 and has completed 14 days of self-isolation.
- ☐ My child tested positive for COVID-19 and has completed 10 days of self-isolation from when the symptoms started (or the test was done). My child was not hospitalized. My child does not have a fever (without the use of medication), and his/her symptoms are improving.
- ☐ I did not take my child for a COVID-19 test, but my child has completed 14 days of self-isolation and is well with no symptoms.

Date of COVID-19 test (if applicable): _____ (day/ month/ year)

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

Parent/Guardian Name: _____

Signature: _____ Date: _____ (day/ month/ year)



Supporting Student Mental Health During A Pandemic (COVID-19)

During a pandemic, like all of us, students may experience a range of emotions. You may observe that students appear anxious, preoccupied, or tired, and/or you may notice a range of physical complaints.

Reactions will vary according to:

- students' development stage
- level of awareness about the pandemic
- exposure to accurate information about the pandemic
- physical or emotional proximity to the outbreak
- health status of student and/or loved ones
- mental health status of student and/or loved ones
- prior experience with traumatic circumstances

Common student reactions

Anxiety

Worry about self or loved ones

Difficulty focusing on school

Preoccupation with illness

Need for reassurance

Fatigue

Stomach aches, headaches, etc.

During a pandemic, anxious reactions are common. As caring adults in a student's life, we can help young people by being a steady calming influence, providing developmentally-appropriate and factual information about the local situation, and helping students to feel some level of control. For example, students can help to prevent the spread of the illness through frequent and thorough hand-washing, good coughing and sneezing etiquette, and practicing self-care (e.g., healthy eating and sleep).

And, in times of crisis, there are opportunities. Model for students the importance of compassion, caring, and collective responsibility for the wellness of those around us. As educators, we can also hold up the power of the human spirit and highlight the courage of those impacted by the illness, and the many helpers who are selflessly and competently tending to them.

As a caring helper in students' lives, you can:

1. maintain a calm classroom environment
2. support students as they work through feelings of pandemic worry, in the course of daily school life
3. anticipate and notice that a student might be struggling and may require additional support
4. offer classroom accommodations to students experiencing social emotional concerns
5. assist students who are struggling, and their families, to access more intensive support

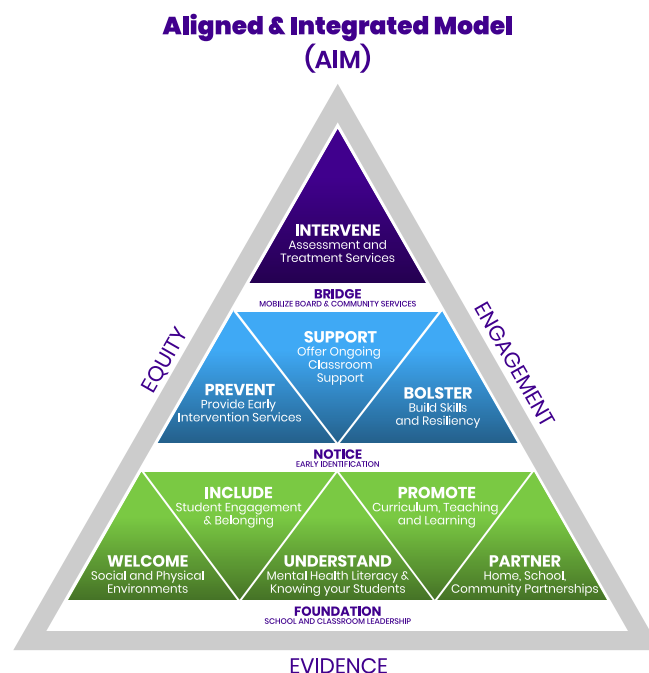


Note – All of us are affected to some degree by the pandemic, and depending on our personal circumstances there may be more or less cause for concern. In any case, remember to pause, and take the time you need and deserve to rest and relax, to be with family and friends, and to do the things that help you to stay well.

1. SUPPORT FOR ALL –

Maintain a calm classroom environment

- ☐ Set a calm pace for learning, relaxing deadlines as needed.
- ☐ Maintain normal, predictable routines as much as possible.
- ☐ Remind students about good hygiene and looking out for one another.
- ☐ Use learning activities that allow you to float and check-in with students.
- ☐ Create quiet spaces for student reflection and dialogue within the classroom.
- ☐ Encourage students to take breaks from news and social media.



2. SUPPORT FOR ALL –

Support students as they work through feelings of pandemic worry

- ☐ Keep explanations of the pandemic and related updates age-appropriate and factual.
- ☐ Listen well, and notice how your students are viewing the situation.
- ☐ Calm worries and reinforce hygiene procedures as something students can do to help.
- ☐ Validate feelings of anxiety and let students know that you have heard their concerns.
- ☐ Encourage students to draw on their faith, culture, natural supports, and coping skills.
- ☐ Maintain close communication with parents/guardians, reassuring them about school practices.
- ☐ Model compassion, positive coping and self-care skills.
- ☐ Help students to notice opportunities, quiet heroes and signs of hope.



3. SUPPORT FOR SOME – Anticipate and notice when a student might be struggling

- ☐ Consider whether there are students in the class who may be feeling more vulnerable
 - For example, students with: a personal connection to someone with the illness, a personal connection to those in or travelling through a widely affected region, a pre-existing medical condition (self or a family member), a pre-existing mental health problem, etc.
- ☐ Monitor these students more closely, checking in with them each day.
- ☐ Be mindful that students without an obvious link or vulnerability may also experience difficulty.
- ☐ Watch for changes in behavior or emotions that might signal that a student is struggling.
- ☐ If you have concerns, connect with parents/guardians to discuss your observations.
- ☐ Discuss your concerns with the student in a compassionate and age-appropriate manner.

4. SUPPORT FOR SOME – Offer classroom accommodations





- ☐ Welcome students who may be struggling, in a calm, caring, and intentional way each day.
- ☐ Let these students know about available school supports and how to access them.
- ☐ Create opportunities for quiet check-ins and dialogue.
- ☐ Maintain academic expectations, but soften these if a student seems overwhelmed.
- ☐ Help students to complete tasks by chunking assignments, pairing them with a partner, etc.
- ☐ Offer more time for test and assignment completion, as needed.
- ☐ Allow students to cue you if they need to connect, or take a break from a task.

5. SUPPORT FOR FEW – Assist students and their families to access support





- ☐ Know about available supports and pathways at the school, board, and community level.
- ☐ Continue to provide classroom accommodations to students struggling with pandemic worry.
- ☐ Remind students to use anxiety management strategies like deep breathing, relaxation techniques, stretching/exercise, social media breaks, challenging negative thoughts, etc.
- ☐ Use classroom strategies recommended by the parent/guardian and support providers.



Student/Parent/Guardian Mental Health Resources During School Board Closure

Site Name	Site Address	Site Description
	https://kidshelpphone.ca/ 1-800-668-6868	Youth in need of health support have access to trained counsellors 24/7 by phone or online. Additional resources also available.
	psychologyfoundation.org/Public/Parents/Content/Parents/Parents.aspx?hkey=eba1572a-bff7-41fc-b74a-dca79be49c2b	Psychology Foundation of Canada - Parent Resources The Psychology Foundation of Canada (PFC) is a registered charity with a 40+ year history of nurturing resilience in children.
	https://smho-smso.ca/blog/how-to-support-student-mental-health-during-the-covid-19-pandemic/	Provides information to support youth mental health during COVID-19.
	https://www.sickkidscmh.ca/ABC/Parent-Resource/Welcome	The Resources include ideas for promoting the mental health of children and adolescents, information about how children change as they get older, descriptions of behaviours that might indicate a problem, and practical suggestions for steps to take.

	http://teenmentalhealth.org/product/tips-for-routine-during-covid-19/	<p>This resource provides tips and coping strategies for youth that may be helpful during COVID-19.</p>
	https://www.we.org/en-CA/get-doin/g/activities-and-resources/wellbeing/covid-19-toolkit	<p>WE Well-Being has curated downloadable, mental health resources to inform and support you and your family during this uncertain time.</p>
	https://www.anxietycanada.com/	<p>Anxiety Canada provides information and resources to support youth and adults manage anxiety. The Mindshift app can be accessed here.</p>
	https://www.calm.com/	<p>This is an app designed to help people with sleep, meditation and relaxation.</p>
	http://gersteincentre.org/ 416-929-5200	<p>Gerstein Crisis Centre provides crisis intervention, wellness and recovery activities, as well as training and education. Please note that during COVID-19 closures, interventions will be by telephone only.</p>

	https://www.torontodistresscentre.com/ 416-408-4357	Distress Centres of Greater Toronto provides 24-hour support, 7 days a week, 365 days a year to individuals in the community at risk and their most vulnerable. Please note that during COVID-19 closures, interventions will be by telephone only.
	https://www.connexontario.ca/treatment-information-service-call 1-866-531-2600	ConnexOntario provides free and confidential health services information 24/7, for people experiencing problems with alcohol and drugs, mental illness and/or gambling. They are funded by the Government of Ontario. Please note that during COVID-19 closures, interventions will be by telephone only.
	camh.ca/en/health-info/mental-health-and-covid-19	CAMH mental health website of resources
	https://jack.org/Resources/COVID-19-Your-Mental-Health-Resource-Hub	A hub of resources to help you take care of yourself and look out for the people you love during this challenging time.

Anxiety at School

Anxiety is a common experience - everyone feels anxious from time to time. Usually, these feelings are quite adaptive and keep us safe and performing well. However, when feelings of fear and worry persist over long periods, are exaggerated, or occur in the absence of actual threat, anxiety can be considered problematic. Educators have an important role in helping students to maintain a healthy level of anxiety.

Creating Supportive Classroom Environments

Inclusive and calm classroom environments facilitate academic learning and social-emotional well-being, and help students to regulate feelings of anxiety.

WELCOME, INCLUDE AND PARTNER

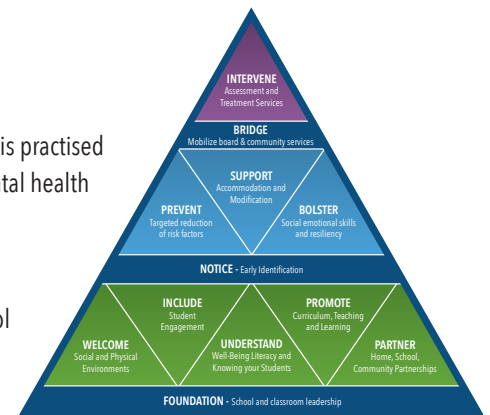
- ☐ Review general classroom-level strategies for creating welcoming and inclusive environments
- ☐ Greet each student individually by name daily
- ☐ Build relationships and develop rapport and trust with students
- ☐ Practice inclusion in your words, examples, actions, and visual displays in the classroom
- ☐ Create a learning environment that facilitates risk-taking and participation, where a growth mindset is practised
- ☐ Set a positive tone in interactions with parents and families, being open to conversations about mental health

UNDERSTAND

- ☐ Know your students; take time to get to know their unique stories and strengths
- ☐ Participate in professional learning opportunities to enhance your knowledge about anxiety at school
- ☐ Learn more about anxiety in [Supporting Minds](#), [ABCs of Mental Health](#), [aboutkidshealth](#), and other high-quality sources
- ☐ Know your school's referral process and pathways to service within the school and board.

PROMOTE

- ☐ Maintain a calm patient tone when speaking with students, especially with those who become anxious easily
- ☐ Normalize the experience of anxiety, and work to reduce potential sources of stress at school
- ☐ Have predictable routines in the classroom and announce changes in advance
- ☐ Reinforce social-emotional well-being skills, like problem-solving, decision-making, and conflict resolution
- ☐ Reinforce cognitive well-being skills, such as time management, study skills, and stress reduction techniques
- ☐ Build in time for mindfulness/contemplation, self-regulation, and/or stress reduction techniques



Noticing Signs of Anxiety Problems

Although most students are resilient and their anxiety is short-lived, if feelings of stress or worry become intense, out of proportion, and/or persistent over long periods of time this may interfere with a student's well-being and ability to learn. Educators are well-positioned to notice when a student is struggling with anxiety at school.

Although different signs occur at different ages, in general, the most prominent signs include:

Elementary Age Students	Secondary Age Students
<ul style="list-style-type: none"> ✓ Attendance concerns ✓ Separation issues ✓ Social issues – extreme shyness around peers ✓ Difficulty speaking in groups or in class ✓ Refusal and avoidance 	<ul style="list-style-type: none"> ✓ Performance on tests not matching ability ✓ Social and relational concerns ✓ Recurring physical symptoms without medical explanation ✓ Difficulty speaking in groups or in class ✓ Withdrawal and avoidance

If these signs of difficulty appear to be severe, prolonged, significantly interfere with day-to-day functioning, or if the child's family is expressing concerns, a discussion with your school administrator is important. In some situations, a referral to professional mental health support within the school board and/or community may be needed, and the school can offer support to the students and his/her family through the process.

Supporting Students with Signs of Anxiety Problems

Educators are not mental health professionals and are not expected to provide assessment or counseling support to students who are exhibiting signs of anxiety problems. Educators are, however, able to observe, document and work collaboratively as part of a team to provide caring support at school.

Some Helpful Classroom Strategies for Students who Need Extra Support to Manage Anxiety Include:

When you observe...	Some strategies include...
Difficulty separating from caregivers	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Provide consistent and predictable arrival routines ✓ Provide positive reinforcement for brave behaviour and refrain from commenting on fears <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Develop a plan for the student's arrival at school ✓ Arrange for a buddy to greet the child and help with the transition into the classroom ✓ Maintain regular communication with the parent/guardian and encourage their participation in classroom activities, as appropriate ✓ Work with the parent/guardian to identify positive ways to reward non-anxious behaviour (e.g., allow the student to take home a special book or toy when they are brave at school)
An exaggerated need to be perfect	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Model a growth mindset-mistakes are a part of learning and can be seen as opportunities! ✓ Encourage the use of brainstorming and rough drafts ✓ Use rubrics to outline realistic performance expectations <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Acknowledge the student for finishing tasks on time without continual revising ✓ Work with families and the support team to find strategies that help the student to understand expectations and to complete assigned work within the required time frame
Worries about tests and exams	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Provide instruction about effective test-taking strategies (e.g., doing easy questions first) ✓ Encourage the use of breathing exercises to keep calm <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Avoid 'pop' quizzes; some students need advance notice ✓ Provide a separate environment for test-taking ✓ Allow additional time, if needed
Anxiety about completing tasks in time	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Provide advance notice of tests, assignments and time-limited tasks ✓ Use checklists and visual reminders of tasks and upcoming events ✓ Help students to chunk tasks into manageable units, using a calendar or schedule <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Provide feedback and encouragement for each section of the task completed ✓ Allow additional time, if needed
Fear of social situations at school, including public speaking	<p>GOOD FOR ALL</p> <ul style="list-style-type: none"> ✓ Work to develop an atmosphere of acceptance and kindness throughout the classroom ✓ Reassure students that everyone feels nervous about speaking in front of a class ✓ Gradually work up to class presentations by having students practice in pairs/small groups <p>NECESSARY FOR SOME</p> <ul style="list-style-type: none"> ✓ Resist the tendency to allow the student to avoid social interactions – it is important that they are exposed to these situations and experience overcoming the fear ✓ If a student is worried about responding to questions in class, consider having the student answer yes/no questions first (instead of open-ended), rehearsing questions and answers before class, and/or developing a cue that tells you that the student is ready to respond

Adapted from Manassis, K (2012). Generalized Anxiety Disorder in the classroom. In J.Q. Bostic & A.L. Bagnell (Eds), Evidence-based School Psychiatry, Child and Adolescent Psychiatric Clinics of North America, 21 (1).

Questions? Contact us at kshort@smh-assist.ca.



COVID-19: A Guide for International Students in Canada Arriving from Abroad



NOTE:

Below is a document to put in place a consolidated set of guidelines to support the return of international students and outline the roles and responsibilities of Designated Learning Institutions, Provinces and Territories, and the Government of Canada.

This document is aligned with advice published by the Public Health Agency of Canada and complementary to that advice, with each Department / Agency responsible for its own advice, with cross-references to the other. PHAC advice pertains to public health measures, whereas Immigration, Refugees and Citizenship Canada advice focuses on the roles and responsibilities of stakeholders in the international education sector with respect to managing public health risks associated with COVID-19.

Section 1: Introduction

The following document provides information on the COVID-19 pandemic, and outlines the roles and responsibilities of Designated Learning Institutions (DLIs), Provinces and Territories (PTs), and the Government of Canada with respect to the safe arrival and stay of international students in Canada.

The information and guidance provided here are meant to supplement protocols and plans in place or being established at the PT and/or institutional levels (see Part 4 – roles and responsibilities). A general principle is provided to promote racial equality, diversity, inclusion and respect (see Part 5 - Fundamental Values for Race, Cultural Diversity and Inclusion).

This guidance should be read alongside the Public Health Agency of Canada's (PHAC's) institution readiness requirements, which support PTs in confirming that DLIs have appropriate measures in place to ensure international students can meet the obligations under the Quarantine Act and are ready to safely welcome international students. These guidance documents entitled: [Guidance for Post-secondary institutions during the coronavirus \(COVID-19\) pandemic](#) and [Guidance for Schools Kindergarten to Grade 12, outline the recommended public health measures applicable to all students in a Kindergarten to Grade 12 \(K-12\)](#) and post-secondary setting in Canada, as well as relevant guidance from provincial/territorial health authorities.

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Section 2: What is COVID-19 (coronavirus)

COVID-19 is a viral infectious disease that can vary in severity, with some individuals having very mild, or no symptoms, others may develop a respiratory illness, such as pneumonia, and some may develop severe and life threatening multi-system disease. COVID-19 has been declared a pandemic by the World Health Organization (WHO), meaning it is circulating globally, and there is little to no population immunity to the disease. Most people who are infected with COVID-19 will have a mild illness and will recover on their own. Some people who have more severe cases of COVID-19 will require care from a health care provider or hospitalization. COVID-19 may be diagnosed by a health care provider based on signs and symptoms, and/or confirmed through laboratory tests.

For more information about COVID-19 and its signs and symptoms, consult the Government of Canada's website at www.canada.ca/coronavirus.

Section 3: What you need to know before leaving your country

Any international student and accompanying immediate family members with symptoms that could be associated with COVID-19 will not be allowed to board their flight to Canada. If symptoms possibly associated with COVID-19 are present upon arrival in Canada, a health assessment will be performed by a PHAC quarantine or screening officer and the individual(s) may not be allowed to enter Canada, or if necessary, the individual(s) may be transported to a hospital for a medical examination.

Currently, international students may enter Canada for the purposes of pursuing primary or secondary school curriculum or a program of post-secondary study that has been confirmed by a province or territory as ready to safely host international students subject to conditions set out in the Quarantine Act, and Emergency Orders: *Minimizing the Risk of Exposure to COVID-19 in Canada Order (Mandatory Isolation)* and *Minimizing the Risk of Exposure to COVID-19 in Canada Order (Prohibition of Entry into Canada from the United States)*. The list of provincial or territorial approved institutions will be published on the [IRCC website](https://www.ircc.gc.ca) and international students are encouraged to verify that their institutions are on that list prior to travelling to Canada¹.

International students are required to hold a study permit or study permit approval, noting that a study permit alone is not a travel authorization and the international student must attend a DLI that a province or territory has determined as having appropriate measures in place to ensure students can meet the obligation under the Quarantine Act with respect to mandatory isolation or quarantine. IRCC will communicate with international students once travel authorization has been granted and remind them that this authorization may be cancelled if the circumstances in their destined DLI or PT changes (e.g. an outbreak). Among other requirements to be granted entry to Canada, an international student will be required to demonstrate to a border services officer that they are entering Canada for non-discretionary purposes and that they are studying at a [listed DLI](#). If these requirements are not demonstrated by an international student upon arrival, they may be refused entry.

NOTE: this amendment replaces the previous exemption where the Government of Canada introduced exemptions from the travel ban for international students who currently hold a valid Canadian study permit or have been approved for a study permit when the travel restrictions took effect on March 18, 2020

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Accompanying immediate family members may also be allowed to enter Canada to accompany international students. This could include a student's spouse or dependent child(ren), or in the case of a minor who is coming to study in Canada, a parent or legal guardian who will provide care during the quarantine period and/or remainder of stay in Canada. They must show that their reasons for travel are non-discretionary/non-optional, for instance, helping the student get established in Canada.

In accordance with the requirements set out in the Emergency Order under the Quarantine Act, all travellers entering Canada are required to undergo the necessary health checks, **must** wear a non-medical mask or face covering during travel, including to their place of quarantine, and they **must** [quarantine](#) (if asymptomatic) or isolate (if symptomatic) for 14 days upon arrival in Canada, in accordance with the requirements set out in the Emergency Order. Upon arrival, international students **must** be able to demonstrate that they have a plan in place to support their initial 14-day mandatory quarantine or isolation period in Canada as well as submit the required contact and address information.

International students should remember that it is a requirement to enter Canada with a **plan** for quarantining for at least 14 days in advance of their first day of their program of study or primary or secondary school curriculum in order to be in compliance with the existing Emergency Order under the Quarantine Act, requiring mandatory 14-day quarantine upon arrival. It is the student's responsibility to respect the following guidelines and that there are appropriate arrangements in place during their quarantine, which includes:

- ensuring they have individual accommodations, monitoring for symptoms,

- avoiding public and shared spaces, arranging to have access to basic necessities (e.g., food and medicines),
- physical distancing from others, and
- avoiding contact with people who are at higher risk for severe illness (i.e., older adults, individuals who have underlying medical conditions or are immunocompromised).

As such, hostels and residences with shared living accommodations are not acceptable for quarantine or isolation. International students living with a homestay provider, host family or a custodian will need to self-isolate from other members in the accommodation or home, which would involve having a separate bedroom and washroom (if possible), physical distancing from all household members, and frequently disinfecting high-touch surfaces.

Minors are not exempt from mandatory quarantine requirements. The parents or guardians of a minor travelling alone to Canada must also ensure that the appropriate arrangements have been made before departing from their home country and that the minor will be able to care for and support themselves during the 14-day mandatory quarantine period while living with a homestay provider, custodian, host family, hotel or in other accommodations.

Before arrival, the parent or guardian must understand Canada's protocols to safely quarantine (self-isolate) or isolate for the required period. This means that their child must quarantine in a place that meets public health requirements, and that their child is well-equipped with the necessities (food, medication, medical access) to quarantine while in Canada in the care of a custodian and/or homestay provider, or another family member.

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International students should confirm their eligibility for health-care coverage in Canada and, if not covered, they should make arrangements to purchase comprehensive private health insurance that includes COVID-19 coverage, before departure.

All students are responsible for following the requirements of federal quarantine, and other COVID-19 [guidelines and advice](#) as issued by the Government of Canada, the province or territory, the municipality where the student will reside, or issued by the institution where the student will study.

Failure to comply with this Order is an offense under the Quarantine Act. Any international student and/or family member who are found to be in violation of the mandatory 14-day quarantine period may be penalized under Canadian law. Maximum penalties include a fine of up to \$750,000 and/or imprisonment up to six months. Further, a person who causes a risk of imminent death or serious bodily harm to another person while willfully or recklessly contravening the Quarantine Act or the regulations could be liable for a fine of up to \$1,000,000 or to imprisonment of up to three years, or to both. Spot checks will be conducted by the Government of Canada to verify compliance. We note that in addition to the offences under the Quarantine Act, international students and their family members may face consequences under the *Immigration and Refugee Protection Act*, including prohibition of entry to Canada, loss of status and possible removal from Canada. These rules apply to international students who are minors as well. PT public health authorities and local officials also have the ability to enforce their own quarantine requirements.

Upon arrival, border services officers will assess the circumstances surrounding the student's travel. Students are strongly encouraged to make use of the ArriveCan App ([iOS](#), [Android](#) or [web format](#)), which makes it easier to provide

mandatory information upon entering Canada, reduces processing times and points of contact at the border, and provides the Government of Canada with voluntary updates on the student's quarantine compliance and the development of any symptoms during the 14-day quarantine.

During their stay in Canada, all international students and accompanying immediate family members must continue to comply with the federal, provincial and territorial laws and regulations, as well as the guidelines established by local authorities and their respective institutions.

Section 4: Roles and Responsibilities

Designated Learning Institutions

Learning institutions are designated to host international students under the authority of the province or territory in which they operate. A DLI may host international students and issue letters of acceptance (LOAs) to applicants destined to a Canadian primary or secondary school or a post-secondary education program. Upon receipt of an LOA from a DLI in Canada, a student abroad is eligible to apply for a study permit from IRCC.

Under the current COVID-19 circumstances, as long as the institution is published on [IRCC's list](#) of PT approved DLIs re-opening to students arriving from abroad, the institution is providing the student with assurance that it can welcome them into their program of study or primary or secondary school curriculum because they have the appropriate measures in place to ensure students can meet obligations under the Quarantine Act. Students can apply for a study permit with an LOA from an institution not currently on the list of DLIs re-opening to students arriving from abroad and commence online studies at the DLI, provided that this option is available to them. For these students, travel to Canada to study in person will be delayed until the DLI has the appropriate

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measures in place to be on IRCC's list of PT approved DLIs re-opening to students arriving from abroad.

In the context of COVID-19, DLIs are expected to have specific plans in place to manage their operations that align with PT business resumption plans related to managing the risks associated with COVID-19 and guidance issued by the Government of Canada and the local public health authority. DLIs are expected to abide by the public health protocols, orders, and guidance that are in effect, and are subject to PT oversight of their institutional plans. Any changes within the institutions should be communicated to the province or territory to ensure that the institution can remain on or should be removed from IRCC's list of PT approved DLIs re-opening to students arriving from abroad.

DLIs are expected to have plans in place to provide necessary information and support to international students destined to their institution in order to help them understand and manage current health restrictions and guidance. This guidance should be available to, and applicable for, international students and accompanying immediate family members, whether living on-campus or off-campus, including living with homestay or custodian.

DLIs are expected to recognize that a student who is new to Canada, or the specific community where they will be living and studying, may not be familiar with the resources available to them. International students should be provided with support resources and orientation information that not only helps them familiarize themselves with their new community, but also provides information on how to comply with current public health requirements, including expectations while in the 14-day mandatory quarantine period upon their arrival. Any information is expected to be provided to international students prior to their departure from their home countries, and upon arrival, as appropriate. Resources or information provided should include:

- [Information](#) related to legal requirements of the 14-day **mandatory quarantine** period after arrival in Canada, as well as respecting jurisdictional COVID-19 protocols;
- Assistance in developing **quarantine plans** in advance of their arrival to Canada, including providing options for transportation to their place of quarantine; confirming agreements and assisting students with hotels, homestay, custodian or other accommodations; and communicating that only individuals who lived together in the same household (e.g., family members) in the country of origin will be permitted to quarantine together in the chosen accommodation in Canada;
- Provision of transportation or information regarding transportation requirements from the airport, or initial point of arrival in the local community, to their place of quarantine (e.g., hotel, residence, or other commercial housing, homestay provider, dormitory or custodian);
- Assistance acquiring the necessities required for the 14-day mandatory quarantine period (e.g., food and/or meals, medications, personal hygiene items, and locating a doctor for medical services), or identify an individual or organization who can perform this function so that new and returning students, as well as those living on-campus or off-campus or those living with a homestay provider or custodian are able to safely observe the 14-day mandatory quarantine period;
- Assistance acquiring provincial health care coverage, or identifying providers that will offer comprehensive health insurance that will cover outpatient and inpatient treatments and include consultations, medical tests and hospital stays during COVID-19; and
- Provision of information on physical and mental health supports, and other supports available to international students.

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- Education and resources to ensure they understand Canada's guidance on public health measures and that they follow these recommendations during and after their 14-day quarantine period. Students should receive information about:
 - Monitoring for symptoms before, during, and after their arrival in Canada
 - Staying home/avoiding travel if ill
 - Physical distancing
 - Frequent hand hygiene
 - Respiratory etiquette
 - Environmental cleaning
 - Non-medical masks/face coverings
 - Avoiding contact with populations at high-risk for severe COVID-19 disease and outcomes (e.g. older adults, individuals who are immunocompromised and/or with underlying medical conditions).
- provider or host family responsible for the care and support of a minor, and safely transporting the symptomatic/exposed international student if requiring hospitalization;
- Ensuring plans are in place should a student in quarantine require medical care for an issue not related to COVID-19 (e.g., a physical injury or emotional distress);
- After the 14-day mandatory quarantine period, ongoing monitoring of the health and safety of students, outreach to international students to ensure they are familiar with Canadian public health expectations and practices, as well as protocols for infection prevention or control and management in the event of an outbreak, or if a student requires medical attention; and,
- Developing contingency plans, in collaboration with local and provincial/territorial authorities to safely house international students in the event of an outbreak, or if it is determined that an institution's plans are not sufficient to meet federal, provincial, territorial or local public health requirements.

Aligned with the business resumption plans and public health requirements in their jurisdictions, DLIs are expected to have identified plans in place for the safe operation of their institutions, and the continued monitoring of potential COVID-19 outbreaks. This would include measures such as:

- Implementing protocols during the 14-day mandatory quarantine period to monitor the health and well-being of international students (e.g., periodic check-ins) and reporting potential violations to the relevant public health authorities;
- Ensuring plans are in place should a student become symptomatic or is suspected of having been in contact with someone with COVID-19, including notifying the jurisdictional and local health authorities and education ministries, custodian, homestay

Provinces and Territories

Recognizing the jurisdiction that PTs have over education and their responsibilities with respect to public health, each jurisdiction is expected to have collaborated with its DLIs and local public health authorities to ensure that each institution has developed appropriate business resumption plans and strategies to ensure the health and safety of Canadians and its residents. The Government of Canada does not have jurisdiction over DLIs, and therefore it is incumbent on the PTs to work closely with local public health authorities and institutions to ensure the health and safety of international students and Canadians. The public health readiness

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requirements provided by PHAC will support PTs in confirming that the DLIs in their jurisdictions are ready to safely welcome international students.

PTs also have the responsibility to monitor compliance and enforce their own public health orders with respect to international students and DLIs.

It will be important for PTs, working with the DLIs and local public health authorities in their jurisdictions, to recognize the unique needs of international students, particularly those who are entering Canada or living abroad for the first time. This includes ensuring that plans are in place to support the arrival of students, notably to ensure that they have the necessary orientation and supports to live safely in their new communities, both during their initial arrival when they are observing the mandatory 14-day quarantine period as well as the remainder of their stay in Canada.

Recognizing PT roles in health, all jurisdictions will be responsible to ensure that protocols are in place around infection prevention, reporting and mitigation in the event that any future outbreak of the virus occurs and informing PHAC and IRCC to remove these institutions from IRCC's published list of DLIs re-opening to students arriving from abroad as they are no longer deemed equipped by the province or territory to accept international students.

PTs are to confirm readiness of DLIs to operate in the context of COVID-19 and specifically to host international students, including by identifying a list of institutions within the jurisdiction that can be considered to have been approved for this purpose in accordance with public health requirements and business resumption plans.

Government of Canada

The Government of Canada is responsible for the issuance of study permits (IRCC) to international students who have a valid letter of acceptance from a DLI and meet all eligibility and admissibility requirements, and for their admission to Canada.

IRCC will inform the international student through push notifications of their ability to travel based on whether a designated learning institutions has been confirmed by the province or territory as ready to host international students. International students (foreign nationals) who hold written notification from IRCC confirming the approval of their study permit application to be issued a study permit, and a letter of acceptance issued by a DLI approved by the province or territory as being ready to welcome the safe arrival of international students at the post-secondary or primary or secondary level, will be permitted to travel to Canada by air carriers (Transport Canada authority). Upon arrival at the Canadian port of entry (typically an airport for non-US travellers), these international students may be permitted entry to Canada and be issued their study permit following an examination by Canada Border Services Agency as long as they satisfy the Border Services Officer that they have met entry requirements.

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The Government of Canada is also responsible for the imposition of the mandatory 14-day quarantine/quarantine period established under *Emergency Orders* made pursuant to the *Quarantine Act* (see Section 2), as well as compliance monitoring and enforcement. A border services officer or PHAC quarantine or screening officer will assess every traveller entering Canada and ensure that they have a suitable plan for quarantine, and will follow up with individual travellers as required.

International students permitted to enter Canada are considered temporary residents under the *Immigration and Refugee Protection Regulation*. The Government of Canada is responsible for the enforcement of the mandatory immigration conditions that all temporary residents and persons temporarily authorized to enter must comply with under any order or regulation made pursuant to the *Quarantine Act*. As such, the Canada Border Services Agency, is responsible for seeking removal orders for international students who fail to comply with the above mandatory conditions.

The Government of Canada will coordinate information sharing internally within federal Departments and be responsible for managing and updating IRCC's list of DLIs re-opening to students arriving from abroad with institutions that are ready to receive international students and those that should be removed. The Government of Canada will also ensure that information sharing with PTs continues, through fora such as the Federal-Provincial Consultative Committee on Education-Related International Activities, regarding the International Student Program and to support the arrival of international students to Canada.

As part of information-sharing, the Government of Canada will solicit from PTs periodic reports on the performance of DLIs with the public health and student safety requirements set out in this guidance document. This will allow for adjustments to guidance and policies as necessary and ensure international students are updated about their status in returning for studies at a confirmed DLI on a PT-approved list.

Section 5: Fundamental Values for Race, Cultural Diversity and Inclusion

PTs, and the DLIs within their jurisdiction are expected to recognize their roles with respect to advancing racial equality, respect, cultural diversity and inclusion on post-secondary campuses and primary and secondary schools that will host international students who are minors.

This should include building into business resumption plans, strategies that protect the international student population from discrimination and harassment. PTs and DLIs should perform ongoing monitoring to ensure that local communities and campuses are safe and welcome places for international students, free of any biases or racism that may be associated with COVID-19.