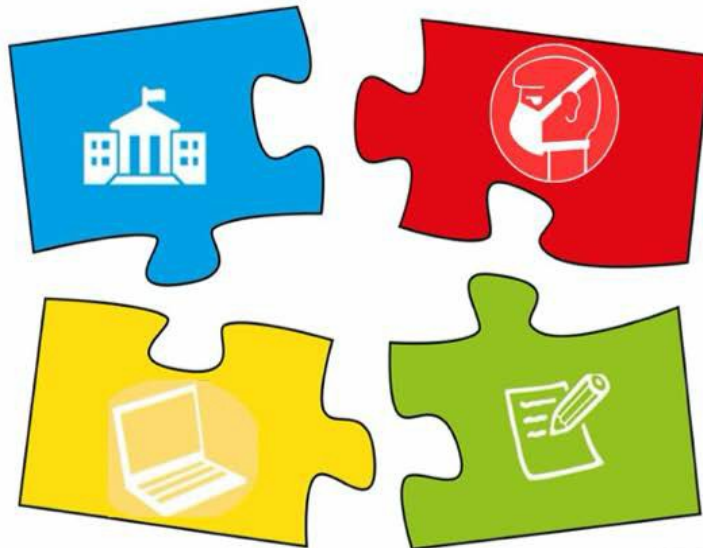




# TCDSB Reopening Action Plan

A Guide to Returning Safely to TCDSB Schools



*Transforming the world through witness, faith, innovation & action*

# Table of Contents

## **1 MESSAGE FROM DIRECTOR OF EDUCATION**

## **2 INTRODUCTION**

Engaging our Stakeholders	3
Learning Models	4
Engaging our Families	6
Meeting the Needs of Staff and Educators	7
Supporting Students with Special Education Needs	8
Professional Support Services	9
Mental Health and Well Being Students	10

## **11 HEALTH AND SAFETY**

## **17 LEARNING AND INSTRUCTION**

Elementary Models	17
Early Years Programs: Child Care, Before- and After-School Programs	19
Secondary Models	19
Adult Learning and Continuing Education	22
Guidelines for Subject Delivery	23
Additional Learning and Instruction Considerations	24
Classroom Setup	24
Lunch & Recess	25
Excursions	26
Large Group Gatherings	26
School Clubs and Extra-Curricular	26
Organized Sports	26

## **27 OPERATIONS**

Transportation	27
Administrative Sites	30
Community Use of Schools	30
Cafeterias	30
Student Nutrition Programs	30
Communications	30

# MESSAGE FROM DIRECTOR OF EDUCATION

As we prepare to return to schools next month, we recognize there may be many questions from families and students alike. The following document is an overview of what to expect – whether your child is learning in-person or remote - and how we will continue to work together to support students and their families. We hope that it will be helpful to you as you plan for your child's return to learning on September 9, 2021.

Our TCDSB Return to School Plan has been developed with the guidance of Toronto Public Health (TPH), the Ministry of Education as well as the province's overall COVID-19 Guidance. The health of every child remains at the center of every guideline, using the best available evidence and advice. Prior to school start, administrative staff and teachers will be trained on updated best practices and protocols to ensure the safety of everyone in a school setting. We know that the return to school will continue to look different again this year, but we remain committed to providing a safe and meaningful learning environment for every student.

While this plan details guidelines and protocols for 2021-2022 school year, it is important to note that protocols may be required to change again as we continue to follow the advice of TPH and the Province. Please also note that these guidelines may be modified to meet the unique needs of individual school settings. Through this ongoing uncertainty, we appreciate your understanding and flexibility to ensure the safety of students, staff, and families.

Thank you for your ongoing support and patience, and we look forward to seeing you in September!



Dr. Brendan Browne  
Director of Education



# INTRODUCTION

The updated plan for the continued safe reopening of schools and administrative buildings will focus heavily on the health and safety of students and staff. Full support in the resumption of in-person learning will be supported through guidance and training.

On August 3, 2021, the Ministry of Education released ***“COVID-19: Health, safety and operational guidance for schools (2021-2022)”***. This document was based on guidance and information in the July 19, 2021, release from the ***Ontario COVID-19 Science Advisory Table***.

Key Messages from the Ministry of Education based on the Science Brief are as follows:

- In-person learning is essential for the learning and overall well-being of children and youth. Therefore, barring catastrophic circumstances, schools should remain open for in-person learning.
- The level of community COVID-19 burden should inform the degree of school-based measures: the provided framework should be implemented at the regional level by public health units, considering local vaccination coverage rate and metrics of COVID-19 disease severity and to a lesser extent, SARS-CoV-2 transmission rate.
- Permanent measures that support the ongoing operation of schools, irrespective of the COVID-19 pandemic, include vaccination of all eligible individuals, exclusion of sick students and staff, hand hygiene, adequate ventilation, and environmental cleaning.
- Temporary measures (e.g., masking, physical distancing, cohorting) implemented in response to changes in COVID-19 disease burden should take into consideration student age, grade, and vaccination status.
- Re-initiation and maintenance of extracurricular activities (e.g., music, sports, clubs) is an important component of return-to-school plans.

***Other reference documents and resources in support of this plan include:***

[Policy/Program Memorandum No. 164](#)

[Memo B07 – Planning for the 2021-2022 School Year](#)

[Memo B14 – School Ventilation](#)

[TCDSB Transition to Distance Learning Plan](#)

[Reopening Ontario Act](#)

[Operational Guidance for Child Care During COVID-19 Outbreak \(Version 7\)](#)

[Operational Guidance for EarlyON Child and Family Centres \(Version 5\)](#)

[Guidelines for School Boards – Before and After School Program K-6 \(Version 4\)](#)

[School Mental Health Ontario](#)

[Faith and Wellness](#)

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

**The TCDSB Reopening Action Plan: A Guide to Returning Safely to TCDSB Schools has been updated to reflect this accumulated guidance. It is important to note that this document is evolving and may require further changes based on new and ongoing information received from Toronto Public Health, the Ministry of Education, staff, families, stakeholders, or community partners as the school year progresses.**

The TCDSB Reopening Action Plan is centred 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	Identifying and responding with flexibility 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

## ENGAGING OUR STAKEHOLDERS

### 2021-22 Family Learning Model Selection

Communications regarding the selection of in-person or remote learning began in May. Here is an outline of the communication plan:

- **Thursday May 27:** A central communication was shared with families notifying them that from July 16 to August 6 families can select a learning model for their child(ren).
- **Monday, July 12:** A reminder communication was sent to TCDSB families re: the learning model registration beginning Friday, July 16.
- **Friday, July 16 (am):** Families received the elementary and/or secondary communication including detailed information and a link to our Frequently Asked Questions (FAQs) to inform their learning model selection.

- **Friday, July 16 (pm):** Families received learning model registration links via direct email for each child. Families were contacted on the email provided to the school and uploaded into School Messenger. Each email was specific to one child in the family in order to facilitate registration for September.
- **Friday, July 16 to Friday August 6:** Communications staff responded to inquiries from families to support their learning model decision. Communications and Service Desk staff responded to requests from families who said they did not receive a registration link.
- **Thursday, August 5 (11:59 pm):** A communication was sent to TCDSB families to remind them that learning model registration for the 2021-2022 school year closes on August 6 at 11:59 pm. Families who did not submit a response were registered for in-person learning. Please note that families received a confirmation email upon completing registration, which included a link enabling them to change the selected learning model for their child(ren) any time before the August 6 deadline.
- **Friday, August 6:** Learning model registration for 2021-2022 closed.

In the communication to families associated with their choice for learning models, the following reminders were conveyed:

#### ***Elementary - remote learning***

- The child will give up their spot at their current in-person school, be placed at St. Anne's Catholic Academy, and participate in remote learning for the entire 2021-22 school year
- Work would continue with school administration to ensure the child will have a spot for the 2022-23 school year.

#### ***Elementary – in-person learning***

- Families were asked to confirm their understanding that their child will be registered at their in-person school for the entire 2021-22 school year.

#### ***Secondary –remote learning***

- Students will be registered at their brick and mortar secondary school.
- Learning will take place through virtual connection to in-person classes.
- St. Anne's (senior) will not be available for the remote learning model choice for the school year

## LEARNING MODELS

During the 2020-21 school year, students were participating in various forms of in-person and remote learning for the entire school year. Several closures of publicly funded school

buildings as part of the plan to control the spread of COVID-19 saw all students learning remotely for extended periods throughout the year.

At the TCDSB, we are planning for a safe return to in-person learning for students and staff for the 2021-22 school year. The Ministry of Education has provided guidance for a full return to in-person learning for elementary students and a modified semester for secondary students. Both Elementary and Secondary Models will operate with enhanced cleaning and health protocols in place until such time as restrictions are eased by the province.

### **Elementary (Junior Kindergarten to Grade 8) Full Return**

All elementary students will attend school 5 days per week, and cohort contacts will be limited. Enhanced cleaning and health and safety protocols will be in place. Some adaptations to program delivery will occur to adhere to Public Health protocols.

### **Secondary (Grade 9 to Grade 12) MODIFIED SEMESTER**

Students will attend school all day, every day, for a total of 300 instructional minutes. Each course that a student takes will be considered a cohort. Students will be members of two cohorts daily, one in the morning and one in the afternoon with two different courses for the following week, for a total of 4 courses per semester. Students will alternate every week between two courses on their timetable. Class sizes will align with our traditional number of students according to our employment agreements.

Student lunch periods will occur during the school day and will last for approximately 40 minutes. Some secondary schools will make local decisions in offering more than one lunch period per day. This decision will be influenced by size of student population, availability of large spaces for eating and other local factors. Other features of lunchtime in TCDSB high schools will include:

- students must eat and stay with class cohort during lunch
- multiple cohorts may occupy large areas during lunch if each cohort remains 2 metres apart
- some students may be required to eat lunch in instructional areas such as classrooms
- if the local school site allows, student may eat their lunches outside on school property
- in compliance with local school policy, students may leave school property for lunch

Students will be responsible for maintaining safety protocols when they have free time on or off the school site.

**For further information about Elementary and Secondary models, refer to the Learning Models section of this document.**

### **Additional Details from Ministry Guidelines:**

- Parents/guardians will have an option to choose remote learning however in-person (in school building) learning is encouraged.
- Cohorting, which is the practice of keeping students together in self-contained groups through the school day, will be used to limit exposure to a wide variety of



people.

- 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 until the province releases these restrictions. 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.
- Parents are to connect with their local school administrator to request a medical exclusion. Documentation will be required as part of the formal process. Further detail can be found in the “Entering, Navigating and Exiting the School” section under Health and Safety
- In secondary schools, students will be assigned individual lockers which cannot be shared.
- Many extracurricular activities can resume in schools subject to available supervision and enhanced safety guidelines provided by the Ministry and Toronto Public Health.
- Most co-curricular activities can take place with enhanced safety guidelines.

### **Cohort/Class Sizes – Elementary and Secondary**

- Information gathered from the July 16th survey to families will provide needed data to guide the creation of classes and cohorts.
- Elementary classes will adhere to class sizes in current Collective Agreements.
- Secondary classes will be in cohorts of regular sizes in accordance with current Collective Agreements.
- Secondary students will belong to two separate class cohorts during the school day.

## **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 and remind 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. These practices are still very important even though students aged 12 and up and adults have had the opportunity to be vaccinated. Students 12 and under are still not eligible for vaccination and the many layers of safety measures will provide additional protection from potential spread of the virus.

The Ministry of Education has provided guidance on school reopening. TCDSB will 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 communicate with families and provide guidance via the TCDSB website. Your school Principal is a key conduit of information throughout this return to school.

## 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. For revised TCDSB implementation plans to succeed, we must work together to overcome obstacles, 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 and Gr. 9 de-streaming
- Providing support for students with Special Education Needs
- P. A. Days professional learning and training (September 2, 7, and 8)

## Collaboration with our Employee Groups

We continue to meet with our employees to refine the implementation of return to school practices with heightened attention to personal and community safety. Staff will build on their existing capacity to develop effective practices to meet evolving student needs. Ongoing dialogue and consultation with our union partners will continue to inform our work as we manage unique operational challenges associated with this pandemic.

## 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. Professional staff continued to conduct student assessments and support student mental health and well-being during the summer months. Plans are being established to facilitate a smooth transition back to school. A dedicated Transition Day for special education students is being offered in late August in all of our schools.

### Special Education programming

- 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 have their programming and special services support consistent with their Individual Education Plans (IEPs) in both learning models.
- School Based Support Team Staff (Assessment and Programming Teachers, Programming and Assessment Teachers, Social Workers, Psychologists and Speech and Language Pathologists) will provide service to schools to support both in-person and distance learning special education student needs. Services will be available both in-person and remotely. Appropriate PPE will be worn by special services staff working directly with students. Services will take place in well-ventilated spaces.
- Schools will follow the requirements for the development, implementation, and monitoring of student 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, School Based Support Learning Team (SBSLT), and Identification, Placement and Review Committee (IPRC) meetings will continue to

be scheduled to support student needs.

- 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 like all students to attend face-to-face. Staff working with the students will be provided with appropriate PPE. Where return to school is not possible, a virtual option 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.
- Elementary and Secondary students in Intensive Support Programs (ISPs) will attend school daily according to their ISP cohort. In response to programming goals documented in student IEPs, integration will take place. Planning for student integration into other cohorts will be consistent with health and safety guidelines.
- Secondary School students in ISP classes who have opted for remote learning will be taught by the in-person school staff as per the 2021-2022 secondary learning model.
- Congregation of students from a variety of schools for programming has not been planned for the 2021-2022 school year. The one-day-a-week Gifted withdrawal program will be offered remotely with student engagement from home with appropriate parent-arranged supervision. Kindergarten Language Program (KLP), and Program to Assist Social Thinking (PAST) will be provided through itinerant programming. These delivery models will be reviewed at the end of term one.
- Congregated Gifted and Empower programming is offered in-person.

## PROFESSIONAL SUPPORT SERVICES

- Students will continue to be able to receive support from TCDSB Psychologists, Social Workers, Mental Health Professional workers, Speech and Language Pathologists, and Board-Certified Behaviour Analysts. 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

Student mental health and well-being is a priority as students return to school in both in-person and distance learning models. All planning will incorporate an emphasis on creating spaces, situations and learning opportunities that are welcoming, supportive, hopeful, and sensitive to individual student needs.

- 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 in-person or distance learning.
- All staff have a role to play in supporting students' mental health and well-being. A September Re-engagement Toolkit prepared by our board mental health and well-being team will be available for local staff use at the beginning of the school year. Before students return to school, staff will be provided professional development focused on student 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, Child and Youth Workers. Secondary Guidance Teachers and Chaplains will also provide student support.
- Staff are aware that some students and families have been disproportionately impacted by the pandemic. The mental health team continues to engage in appropriate professional development and engagement with community partners to ensure all students have access to the best supports.
- In-person and distance learners will have full access to all mental health supports. Services can be provided in-person and remotely.
- Transition supports will be provided for students in a variety of return-to-learn contexts.

## 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 continue in order to reduce the spread of the virus – including physical distancing, good hand hygiene and respiratory etiquette, wearing of face coverings, contact tracing and daily screening.

Further information will be provided closer to the start of school regarding the daily screening procedure of schools as guided by Toronto Public Health and the Ministry of Health and the Ministry of Education.

### Entering, Navigating 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 a critical 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.

The goal is to maintain physical distancing whenever possible. To reduce the potential for larger gatherings of students, we will be limiting occupancy levels in common areas such as hallways, stairwells, and libraries. Schools will determine local protocols including identifying entry/exit doors and parent pick up/drop off protocols.



Physical distancing directional decals 25 cm x 110 cm

According to Toronto Public Health, hand washing remains an important way 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 guidance requires that masks be worn indoors for all students, staff, and visitors, with appropriate medical exemptions. The TCDSB has mandated non-medical mask wearing indoors for all students K-12. If a student through information provided by the parent has a medical condition that makes him/her unable to wear a mask, 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.

### **Personal Protective Equipment (PPE)**

All staff members will continue to 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 available to staff who require it during their normal day-to-day responsibilities. All students will be required to wear a non-medical face mask or reusable cloth mask. Reasonable exceptions can be made for medical reasons regarding the requirement to wear masks/face coverings. (These are described in the previous section). 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 will be provided with a half day of Health and Safety refresher training prior to the start of the school year. This included training on COVID-19 Awareness, Screening/Signs/Symptoms, donning/doffing PPE, and other safety protocols related to the return to work. Training on COVID-19 awareness, masks/face coverings and safety protocols will also be made available to students.

### **Cleaning and Other Additional Measures**

Caretaking staff will perform routine cleaning of general facilities throughout 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.

## 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 control odours, 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.

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 out the old air from inside the building and enhances the use of natural ventilation through open windows and doors. Internal staff are servicing all exhaust fans and the department continues to monitor all HVAC/Ventilation calls as the highest priority.
6. To improve the air quality and increase the ventilation at schools, HVAC systems have been scheduled to operate continuously for three (3) days before schools open. Systems will also operate for two hours prior to school morning start and two hours after the school day ends.

---

## 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 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 logbook 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. Parents also have the option of obtaining an alternative diagnosis for the child's symptoms from a health care provider.

As per direction of Toronto Public Health, if the test is negative, individuals can return to work/school 24 hours after symptoms go away if they are not self-isolating for other reasons. Individuals with a confirmed case of COVID-19, can return to work 10 days after their symptoms first appear if 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 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.
- Supervisor/Principal reports name of employee/student to TPH.
- Students and employees who test positive for COVID-19 will self-isolate for 10 days in accordance with TPH protocol.
- TPH will contact positive cases directly and provide a letter for 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.

---

# LEARNING AND INSTRUCTION



## STUDENT DEVICES AND INTERNET FOR REMOTE LEARNING NEEDS

As of July 15, 2021, there are approximately 14,400 Chromebooks and 4,800 iPads currently with students for remote learning. Out of the 4,800 iPads, approximately 2,000 are equipped with Internet access to support students who require connectivity for remote learning. These devices remain with students until the pandemic conditions and remote learning needs are re-assessed. There are approximately 5,500 Chromebooks and 560 iPads available for new orders going into the 2021-2022 school year.

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

## ELEMENTARY MODELS

Continuity of learning is the main goal in our schools for both in-person and remote 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 in-person and distance learning if necessary.

**First Day of School – Thursday September 9, 2021**  
**Opening PA Days - September 2, 7 and 8, 2021**

### **Full Return In-person (at brick and mortar 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 remain 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 pending further guidance from TPH and the Ministry of Education.

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 this model. Students will also be able to leave their classrooms to receive additional support and maintain limited groupings.

Educators will maintain an online platform (Brightspace or Google Classroom) 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 (from home through St. Anne) - Elementary**

As per the Ministry Guidance document on reopening schools, parents have been provided with a one-time option of selecting in-person (in school) learning or distance (at home) learning for their children for the 2021-2022 school year.

### **PRELIMINARY GUIDELINES FOR ELEMENTARY DISTANCE LEARNING:**

- Students will receive 300 minutes of learning daily
- Students will be assigned to a virtual classroom for distance learning, in a manner similar to in-person learning
- Educators will maintain an online platform (Brightspace or Google Classroom) for all students in the class and ensure that students are able to log in and know how to navigate the space.
- Distance learning will include a combination of synchronous and asynchronous opportunities.
- Teachers will record daily attendance.
- Teachers will support students through large and small group instruction.
- Staff will engage in ongoing and regular synchronous Check & Connect sessions with students.
- Asynchronous independent work will be available in Google Classroom/Brightspace
- Itinerant staff and administrators will have access to the Brightspace or Google Classroom for each class, in order to support and monitor learning.
- Students will be provided a daily schedule/timetable all classes.
- 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.

## 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.

Authorized recreation provider-operated after school programs and Extended Day Programs will continue 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 continue to follow 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, 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 – Modified Semester

All models in secondary use a modified semester calendar as suggested below for the first semester of the school year. A decision will be made later in the school year regarding the model(s) available for semester two.

Students will alternate between daily schedules of period 1 and 2 (week one) and period 3 and 4 (week two).

**First Day of School Semester 1 – Thursday September 9, 2021**

**First Day of School Semester 2 – Monday January 31, 2022**

**Opening PA Days: September 2, 7 and 8, 2021**

### Secondary Learning Model Offerings for 2021-22:

**Model 1: Modified Semester In-person Day Model (Cohorts)**

**Model 2: Remote Learning** (offered through the in-person school)

## Modified Semester In-School Day (Cohorts) - Secondary

The Modified Semester In-person Day Model will take place for daily in-person learning at school with two courses per day alternating by week. Students will receive the required 300 minutes of in-class instruction daily. Students will be required to follow safety protocols including remaining in a maximum of two cohorts daily.

Classes will also utilize a TCDSB supported learning platform (Brightspace or Google Classroom) for all students regardless of whether in-person (Model 1) or remote learning (Model 2). The learning platform will also be utilized should a class or student need to be self-isolated.

---

### Remote learning

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

### Synchronous learning

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

### Asynchronous learning

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

## SECONDARY SCHEDULE: Modified Semester Secondary Alternating Week Cycle

The example shown is with an 8:30 a.m. start. The start time of specific schools will be decided locally and will appear on the student's timetable.

Students typically take two courses per day, alternating to two different classes weekly for a total of four classes per semester.











<b>8:30 am - 11:00 am:</b>	- Class A – 150 minutes
<b>11:00 am - 11:45 am</b>	- Lunch and Transition
<b>11:45 am – 2:15 pm</b>	- Class B – 150 minutes

As the table below suggests, lunch is part of the second period of the day to ensure that students eat lunch with the same cohort. This also provides local school flexibility to offer additional lunch periods within Class B, in order to divide students among the lunches.













**Modified Semester Model – TCDSB Secondary School Model for 2021-22**  
**School Year – Daily In-person Attendance**  
**(Daily start times will vary by community)**

**(Week 1 of 2)**

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am - 11:00 am In-class learning (150 minutes)	Period 1 	Period 1 	Period 1 	Period 1 	Period 1 
11:00 am – 2:15 pm In-class learning (150 minutes) Lunch and transition (45 minutes)	L 	U 	N 	C 	H 

**(Week 2 of 2)**

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am - 11:00 am In-class learning (150 minutes)	Period 3 	Period 3 	Period 3 	Period 3 	Period 3 
11:00 am – 2:15 pm In-class learning (150 minutes) Lunch and transition (45 minutes)	L 	U 	N 	C 	H 

## Remote Learning - Secondary

This remote model will be used:

- throughout the year for students who selected remote learning,
- for students who must self-isolate AND
- for all students and staff should the Ministry or local health authorities (Toronto Public Health) make a decision that specific schools or school boards need to close their schools.

Guidelines for Remote Learning for the 2021-22 school year are consistent with Policy/Program Memorandum No. 164. This remote learning model is the choice for families who chose remote learning. As well, this model will be used by all students and staff should the Ministry or local health authorities (Toronto Public Health) decide that specific schools or school boards need to close their schools.

### Features of the Secondary Remote Learning Model:

- Secondary students will be connected virtually to in-person classes occurring at their ‘brick and mortar’ school
- Students will receive 300 minutes of instruction each day, of which 225 minutes will be delivered synchronously.

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

Monsignor Fraser College Alternative Programming will continue to operate the quadmestered model. There are four TCDSB locations that offer alternative programs (for students aged 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):

- Take up to two courses at the “brick and mortar” school
- Take up to two courses online at the beginning of each quadmester

## 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 2021/2022 school year through a variety of modalities: from fully online, to a combination of in-person 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 in-person 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 school IL programs will be offered through an online platform. This includes both after school and weekend IL programs.

### **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 to adhere to enhanced safety protocols and Toronto Public Health guidance. The following guidelines may evolve based on continued input from the Ministry of Health and Toronto Public Health. Some programs that may be impacted include:

### **Cooperative Education**

- Cooperative Education is an important component of a student's secondary school journey. This form of experiential learning is often transformative in helping students in their discernment of educational and job-related pathways. In person Co-op placements will be offered to students based on local school programming and placement abilities in accordance with the Reopening Ontario Act and the requirements of Cooperative Education Curriculum. Virtual placements may be available in some circumstances.

### Health and Physical Education

- In both elementary and secondary panels, the use of typical Physical Education spaces (i.e., Gyms, weight rooms) are allowed. As well, the sharing of equipment for sports is considered low risk. Furthermore, there are no restrictions of the type of indoor sports and activities (low contact or high contact) to be a part of the health and physical education curriculum.
- Certainly, other layers of risk mitigation need to be followed:
  - Masks should be worn indoors when students are not directly participating in the activity
  - Participating in indoor physical activities within standard class cohorts will predominate
  - Other safety practices such as hand washing and appropriate distancing are still to be practiced
  - When appropriate, hold physical education classes outdoors

### The Arts - Dance, Drama, Music

- Pending further guidance from Toronto Public Health, the rationale behind the allowance of various sports indoors with proper risk mitigation can be used to guide activities in the areas of **dance** and **drama**.
- **Music**  
Singing and the use of wind instruments are allowed in areas of adequate ventilation as part of the school's music program based on the following:
  - The use of wind instruments is allowable indoors if a minimum distance of 2 metres is kept between students within the same cohort
  - The use of wind instruments in mixed cohorts is permissible outdoors with distancing encouraged
  - Students can share wind instruments only if proper sanitation occurs between use
  - Singing is allowable indoors within a cohort and as much distancing as possible
  - Singing is allowable indoors with mixed cohorts in a large space only if a minimum distance of 2 metres can be maintained between students who belong in different cohorts
  - Wearing a mask while singing will be encouraged

### Technology Programs

Given what we have learned about COVID-19 and risks associated transmission with shared objects, technology classes can use their equipment (i.e., computers, construction tech equipment) more freely among all students participating in the program. The focus of risk mitigation should continue to be placed on proper and regular hand hygiene and proper respiratory etiquette. Equipment will be properly cleaned as appropriate.

## ADDITIONAL LEARNING and INSTRUCTION CONSIDERATIONS

### Classroom Setup

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

Physical distancing is one layer of many Public Health measures that include screening, hand hygiene, cohorting, enhanced cleaning and masking.

Schools have removed unnecessary furniture and have located desks in classrooms with as

much space as possible, facing forward in the same direction.

Local steps are in place to control and limit student movement and congregation in the hallways.

## **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 may be staggered to allow for physical distancing and students will eat in classrooms and/or other safe assigned spaces and bring their own food (no sharing). If students are no longer eating during the time of lunch, they should be wearing a non-medical mask while they are indoors. The use of shared microwave ovens is permitted.

### **LUNCH**

The following outlines expectations for Lunch at each grade level:

#### **KINDERGARTEN STUDENTS**

- Kindergarten children will eat lunch and snacks in classroom spaces as designated by their teacher and DECE.
- While unmasked for snacks and lunch, a layered approach of distancing, designated seating, and cohorting will be implemented.
- Hepa filters have also been implemented in all kindergarten classes.

#### **ELEMENTARY STUDENTS**

- Students will remain in their cohorts when they eat their lunch. 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, they are to bring their own lunch.
- There is no cafeteria service planned to be offered in the school for the start of the school year.
- Students will eat lunch in their daily second period classroom or larger school space as assigned by the school administration
- as per usual, students will clean up their own waste.
- Students may eat together outside without distancing if there is assigned outdoor eating spaces
- Pursuant to local school policies, students may leave school property to eat lunch
- Students cannot exchange food or other items during this time.
- Students will wash their hands before and after lunch.

## **RECESS**

For Elementary school recess, local safe hallway student movement to exterior doors will be practiced. Pending further input from Toronto Public Health, students do not have to remain in their cohorts during recess, but appropriate social distancing still must occur. Students are not required to wear masks while outdoors.

Students may share appropriate play equipment during recess keeping in mind proper hand hygiene and respiratory etiquette.

In Secondary schools, students will be assigned individual lockers. In conjunction with local school policy, lockers cannot be shared.

Overall school arrival and departure protocols for lining up outside of the building and rules regarding hallway flow will remain the same for the school year.

## **Excursions**

Field trips and limited overnight excursions may be approved by the appropriate school administration subject to Reopening Ontario Act and the Board's Excursion Policy

## **Large Group Gatherings**

Large in-person school gatherings such as assemblies, masses, concerts, or dances) can occur with multiple cohorts following capacity limits for indoor and outdoor gatherings and maintaining 2 metres between cohorts. Outdoor gatherings are encouraged as much as possible. Virtual options may be provided as an alternative.

## **School Clubs and Extra-Curricular**

Clubs, activities, sports teams, bands (without wind instruments) and extra curriculars are permitted. Cohorts may interact outdoors with physical distancing or indoor with masking and physical distancing maintained.

## **Organized Sports**

Measures for inter-school sport activities follow the guidelines expressed in the physical education section of this document. Under the direction of the Chief Medical Officer of Health, both low contact and high contact sports from different school cohorts can take place. Masking will continue to be encouraged – especially in sports where a minimum distance of 2 metres cannot be kept. Although there is risk associated with these activities, it is felt that the opportunities for social and mental health benefits are important to develop in our schools while ensuring other layers of risk mitigation are kept. Specific direction from Toronto Public Health and organized school sport associations will further provide more details regarding the operation of these activities.

Examples of low and high contact sports:

Basketball	High
Hockey	High
Soccer	High
Volleyball	Low
Track and Field	Low

# OPERATIONS



## TRANSPORTATION

Transportation staff have been meeting regularly with bus operators over the summer to prepare for a safe return to school. Bus operators have been encouraged to recruit drivers over and above their normal summer recruitment numbers to mitigate this anticipated shortage however a staggered start to student transportation for the 2021-22 school year is unavoidable.

### Phased Start to Student Transportation

- TSTG, which provides bus services for the TDSB and the TCDSB, will be moving 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 9-14) only students with special education needs will be provided with student transportation.**
- **Beginning September 15th, 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.**
- Students with special needs include those on mini-buses, mini-vans, taxis, and WC accessible vehicles.
- This information has been sent to parents/guardians through school messenger and the transportation portal and has been posted on the TSTG website and social media accounts.
- Parents will receive a phone call from TSTG the week before school starts confirming their start date (September 9<sup>th</sup> or September 15<sup>th</sup>).
- As always, [active transportation](#) is recommended when 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](http://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



4. 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 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.

5. **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.

6. **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.

7. **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 department and/or bus operator aware of any accommodation requirements as soon as possible.
8. **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](http://www.torontoschoolbus.org/activetransport).
9. **Communication:** TSTG 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](mailto:transportation@torontoschoolbus.org).

---

## ADMINISTRATIVE SITES

All Administrative Sites are open and staffed. 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.

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 have operated throughout the summer at a number of schools currently.

The use of school facilities for community use will be offered in accordance with Ministry and local public health guidelines and restrictions in place at the time of the permit. The Community Use of Schools will provide updates on their web page as restrictions change.

## CAFETERIAS

As schools enter the start of the school year, third party cafeteria service will not be provided. School cafeterias will be used as eating spaces for staff and students. Common microwave ovens can be shared.

## STUDENT NUTRITION PROGRAMS

It is expected that Student Nutrition Programs and other non-instructional food events can take place as long as those who handle the food do so exercising proper food handling and safety practices. Student Nutrition programs and other food events will follow the further advice and guidance issued by Toronto Public Health.

## COMMUNICATIONS

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

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.