



Return to School Guide for September 2020, Edition 1

UPDATED AUGUST 6, 2020

Principles Used to Develop the Guide:

- That the mental health and well-being, along with the physical and emotional safety of students and staff will be the foundation for all decision making.
- That Human Rights Code-related needs and equitable approaches and outcomes will be considered in all aspects of school reopening planning, decision making and implementation to be responsive to and respectful of individual identities, strengths, needs, experiences and circumstances.
- Accommodating staff and students' disability/medical and other Human Rights Code-related needs.
- That we are committed to fostering an inclusive environment that respects the diverse identities of our school communities and values their input.
- Ongoing communication and engagement with students, families, staff, union/federation partners, Trustees and community members.
- That to meet the needs of rapidly changing contexts, the plan is easily adaptable and to address changing conditions.
- The plan meets the requirements of the Ministry of Education's School Reopening Guidelines and Child Care Reopening Guidelines.
- The plan was informed by recommendations in the reports from partner associations and the medical community about school reopening.
- The measures outlined in the plan have been carefully reviewed and supported by the Durham Region Health Department.
- Student learning for 2020-21 will be available in different forms to meet the needs of students within the context of a pandemic.

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Introduction

The priority of the Durham District School Board (DDSB) is always the safety, well-being and human rights of our students and staff. This is even more important during the COVID-19 pandemic as we work to significantly shift operational protocols. All parties including staff, parents/guardians and students must work together and be vigilant about following the public health and safety protocols in this document to ensure that we continue to stay safe. This requires our full cooperation at work and school, but also in our daily lives and in terms of how we interact with people outside of our families and social bubbles.

Everyone has a shared responsibility to keep each other safe.

Thoughtful planning from a cross-section of DDSB staff and input from students and families has gone into developing this guide for the September re-opening of DDSB schools and facilities. Many daily operations and methods of delivering education are shifting and will require a continuous re-evaluation as the situation continues to unfold. We will also need to think differently about the materials we use in our classrooms and how we engage students in learning.

In addition, we will continue to consider Human Rights Code-related needs and equitable approaches and outcomes in all aspects of school reopening planning, decision making and implementation to be responsive to and respectful of students' and employees' individual identities, needs, experiences and circumstances.

The yearly review of school safety procedures is being augmented with new information and additional training. This includes items such as "keep safe guidelines", infection control practices, and the use and care of personal protective equipment (PPE). To help facilitate and communicate these adjustments, all school-based staff and occasional staff will be provided with this resource and will have access to training modules, specific to their role, that are required to be reviewed in advance of students returning to school in September.

Age appropriate COVID-19 awareness materials and "keep safe guidelines" will also be created for students. This includes information in various forms (i.e. posters, notices, videos, social media messaging, etc.). COVID-19 awareness information will be distributed electronically to all staff, childcare staff and families. Information will be posted at the main entrances and throughout school buildings and the DDSB website will have a dedicated return to school COVID-19 page that will also appear on school websites.

An equally important consideration is the mental health and well-being of all members of the DDSB community, understanding that there are a range of circumstances, needs and emotions during COVID-19. We will have a renewed emphasis on mental health strategies that include everyday habits to encourage belonging, build trust, address potential discrimination and harassment and create the optimal conditions for learning and development.

Through our collective efforts, we will provide a safe working and learning environment for staff and students, while being responsive to the changing COVID-19 situation. On behalf of everyone at the DDSB who has contributed to the development of this return to school guide, we thank you for your attention and commitment to colleagues and students. Together, we will work through this challenging time.

Sincerely,

Norah Marsh
Acting Director of Education

Chris Braney
Chair, Board of Trustees

Human Rights and Equity

The DDSB is committed to providing learning environments, services and workplaces that are welcoming, respectful, safe, inclusive, equitable, accessible and free from discrimination and harassment. We will consider Human Rights Code-related needs and equitable approaches and outcomes in all aspects of reopening planning, decision making and implementation. This includes:

- Prioritizing, promoting and supporting human rights, equity and inclusion when applying all sections of this guide
- Considering diverse student, employee and community voices and perspectives to inform planning, decision making and implementation
- Using flexible approaches and providing supports and resources that are responsive to and respectful of individual identities, needs and circumstances
- Accommodating new, existing or changing human rights related needs short of undue hardship
- Identifying and addressing human rights related barriers
- Taking appropriate action to address discriminatory behaviour
- Supporting inclusive, equitable and culturally relevant and responsive learning

COVID-19 Workplace Checklist

School workplace inspection teams will participate in a start-up inspection prior to the start of the school year with a checklist of required COVID-19 related measures. The checklist will be added to the eBase workplace inspection module and includes:

- Signage - Posters in place providing awareness (hand hygiene, physical distancing, screening, respiratory etiquette, directional, etc.);
- Access to PPE and a routine process in place to monitor supplies;
- Soap and paper towels in classrooms with sinks. Hand sanitizer in classrooms without sinks;
- Physical Distancing measures in place;
- Screening Process – daily self-screening procedures in place;
- Cleaning and Disinfection Process – Custodial duties;
- Hand Hygiene - decals in place in washrooms and classroom sinks;
- Health room equipped with a COVID-19 Kit; and
- First aid kit equipped with additional medical-grade masks and gloves.

Screening

- **All students and staff are required to undergo a daily self-screening** before arriving to school, childcare or work. Every weekday morning, DDSB staff will receive an electronic self-screening form that must be completed before entering the workplace. Each worksite will also have a poster displaying the QR code that can be used to access the electronic self-screening form. It is

important to note that the intent of the electronic tool is not to collect personal data, but rather, it is a tool to help staff self-assess, and outline the steps they must follow if a response is flagged.

- Parents of school-age children must ensure that they conduct the DDSB screening for their child(ren) every day before sending them to a DDSB school.
- **Staff and students must not come to school if they have symptoms, are feeling ill, or if someone they have come in close contact with is positive with COVID-19 in the past 14 days.** If staff fail the self-screening assessment, they will need to follow the process outlined by Human Resource Services and the Durham Region Health Department.
- For students enrolled in childcare, childcare professionals must follow Ministry of Education and Public Health guidelines for screening and assessment before entering school buildings.

Self-Screening Questions	
<p>1. Do you have any of the following symptoms:</p> <ul style="list-style-type: none"> • New or worsening cough • Shortness of breath/difficulty breathing • Fever over 38 degrees Celsius • Sore throat • Difficulty swallowing • Changes to sense of taste or smell • Nausea/vomiting, diarrhea, abdominal pain • Runny nose, or nasal congestion (not caused by seasonal allergies) 	<p>If you answer NO to all three questions, proceed with reporting to work.</p> <p>If you answer YES to any of the 3 questions, individual must contact their primary health care provider, local public health, or Telehealth to discuss their symptoms and/or exposure and seek advice on testing. Employees will contact their Supervisor and Abilities Management if they are required to self-isolate and/or receive a recommendation for testing. In addition, employees are to follow standard absentee reporting process in a timely manner.</p>
<p>2. Have you travelled outside of Canada within the last 14 days from the date of entry to the building;</p>	
<p>3. Do you care for or have you been in close contact with an individual with confirmed COVID-19 or COVID-19 like symptoms within the last 14 days (fever, new cough, runny nose, difficulty breathing)</p>	

Attendance Recording and Contact Tracing

- **Daily records of attendance of all persons within the school building will be kept up-to-date and available to Durham Region Health Department** to facilitate contact tracing in the event of a confirmed COVID-19 case or outbreak.
- All occasional staff, itinerant staff, and contractors must report to the main office so their time at the school can be tracked.
- At the end of each day, the sign in sheet will be scanned electronically so that the information can be obtained quickly after hours by administration staff if needed for contact tracing.
- Please ensure that staff and student contact information, as well as their emergency contact person information is current.

- **Non-employees of the DDSB** wishing to access a school or central office must call the school or central office to schedule an appointment before appearing on site. Unscheduled visitors and family members of child(ren) may not be able to enter the location. Wherever possible, telephone meetings with parents/guardians, vendors and outside agencies will be held.

Student and Staff Mental Health & Wellbeing

Our primary consideration is the mental health, well-being and human rights of all members of DDSB community. Planning for a mentally healthy return to school needs to consider that circumstances have varied for students, families and staff during the period of distance learning that occurred over the Spring 2020. Students and staff will be approaching the transition from a range of vantage points, needs and experiences.

In order to support a mentally healthy return to school, Educators will have opportunities to focus on mental health literacy where they will learn about mental health and to teach in ways that encourage belonging and that support student mental health.

Educators will also be given resources that support the implementation of everyday strategies that foster strong positive and inclusive classroom practises that in turn lead to a mentally healthy classroom. *THE FOUNDATIONS OF A MENTALLY HEALTHY CLASSROOM: The First 20 Days (and Beyond) of Creating Connection and Well-Being Guide* will provide Educators the opportunity to setting the conditions for a classroom culture of trusting, respectful and safe relationships where purposeful moments of connection become the vital ingredients for enhancing a young person's mental health and creating the optimal conditions for learning and development.

A helpful framework to consider when planning for a mentally healthy return to school is to "Think in Tiers". Using a tiered approach to achieve a mentally healthy return to school ensures planning occurs for students, families and staff across a continuum of needs.

- **For ALL** - Universal Supports (Tier 1) - all students and staff will need a chance to debrief, to build relationships, to feel a sense of belonging, and to re-engage with school life. General school guidelines to support transitions back to school for all will be developed.
- **For SOME** - Additional Supports for those more impacted by COVID-19 (Tier 2) - Some students, families and staff will need an extra chance to settle in and to re-establish school relationship. These students and staff may need access to additional mental health supports via Inclusive Student Services (Psychological Services, Social Work) and EFAP, respectively.
- **For FEW** - Specialized Supports for those with significant needs and who have been the most vulnerable or affected by the COVID-19 crisis (Tier 3) – Services pathways will need to be available for those requiring more intensive mental health support during the transition back to school. For more information on the pathways available for students, consultation can occur with Social Worker or Psychological Services Staff; for more information on the pathways available for staff, contact with HR and/or the EFAP provider will be required.

Special Education

The Inclusive Student Services team is working to review all aspects of COVID-19 that may impact the safety of staff and students.

- Guidance related to the BMS is currently being reviewed provincially.
- Clinical spaces will be identified by Facilities Services in order to provide confidential mental health supports for students (e.g. for use by clinical services/professional services staff). A plexiglass barrier or use of a face shield and mask may be required if physical distancing is not possible, these options are under consideration. Touch point cleaning and disinfection within this space will need to occur in between uses.

Regular Class Placements

- The regular class is considered the most inclusive of placements. The majority of students with special education needs access programming in a regular class program.
- Individualized programming accommodations that meet the student's needs and maximize dignity, integration and full participation will be supported within the three scenarios for school programming.

Special Education Programs

- Specialized class types that meet the needs of students with specific learning profiles have clearly defined outcomes of student success.
- Students accessing programming, with a program foundation in modified curriculum and/or alternative curriculum, within special education classes of less than 15, will be offered everyday timetabling.
- Program type specific documents, that will remain fluid and co-constructed with program staff input, will be used to support health and learning. Programming considerations include, but are not limited to, care of specialized SEA equipment, food purchase and life skills programming and supports for student self-care.
- Families of students accessing programming through one of the DDSB specialized class types will receive information specific to how programming is being adapted for current health and safety protocols.

Student Services in Schools, Clinical Supports, and Community Partnerships

- Inclusive Student Services team members greatly value how our services are embedded within the overall support to students, staff and families.
- To ensure adherence to health protocols and clinical professional standards, many adaptations to our service model are being made to ensure safety for all with partners including, but not limited to: Grandview Children's Centre, Community Partners in Nursing, our Grove agency partners and many others.
- These protocols will be communicated directly to impacted schools and the families of children receiving these services.

Team Meetings

- To keep focus of practitioner time in schools on providing direct support to students, and as possible, connect with classroom educators, team meetings will be occurring virtually until otherwise communicated.
- Inclusive Student Staff licences for the Adracare platform (to support IEP and IRPC) have been secured for 2020-2021 and team members may serve as hosts for these important connections.
- Communication with families/caregivers will be, as much as possible, facilitated through the same means until any change is communicated to that protocol.

DDSB Clinical Services

Includes: Psychological Services, Speech and Language, Social Work, Audiology.

- Priorities will be general considerations for all students, and transition support for students with specific developmental and mental health needs. Consideration will be given to students who can be supported through virtual services rather than in-person.

With respect to the Health and Safety Considerations for ISS Staff, there will be a need to consider Health and Safety precautions when Inclusive Student Services staff are on site:

1. ISS staff are included in the count of staff/student on site
2. ISS staff are organized in terms of schedule of visits and access to school spaces.
3. Clinical spaces will be set up according to guidelines set out by Health and Safety, along with Facilities Services. These spaces are designated for prioritization of clinical purposes 1) ISS team members; and 2) School Based Rehabilitative Services. Team members will be responsible for the coordination of access. School level responsibility is to ensure that spaces are not repurposed.
4. Clinicians will be following protocols, such as those developed for assessment materials, to support the health of students and team members.
5. Note: special considerations will need to be given for travel between schools and minimizing exposure and contact.

Protocols: SEA and BMS

- In working with students with challenging behaviors, there is a necessity to consider Human Rights Code-related needs and accommodations and maintain key BMS procedural guidelines as they are structured to ensure staff and student safety.
- Practices will be supplemented by use of PPEs, as directed by Health and Safety according to level of student need for proximity, (e.g., face shields, masks, gloves, standard PPE), etc.
- Planning at the school level, should have focus on tiers of response and staff responsibilities which have staff regularly assigned (e.g. permanent and LTO) to the school engaged in Behaviour Safety Plan program implementation/support to students presenting with risk of injury behaviours and supply staff assigned to other students.

Provision of face shields will be made for staff who support students in the Deaf and Hard of Hearing community.

Alternative Learning Environments

- Many students access Alternative Learning Environments such as sensory and calming rooms. Ongoing communication between educators and Facilities Services/Custodial team members is essential in the access and cleaning of these spaces.
- When these designated spaces are within a special education class setting, they are considered part of the program space and can be accessed by any student within the cohort with class-based cleaning protocols implemented (e.g, student specific materials brought in/out with individual student).
- When these designated spaces are accessed from a hallway, deeper cleaning between student/staff access is required as students/staff will be from a variety of cohorts within the school.

Challenge/Consideration	Variables/Factors to Consider	Possible Strategies/Solutions
Calming Rooms	Multiple students accessing same space	-Schedule times within a cohort of students -Each student could have an individual bin of items for sole use -Cleaning protocol of surfaces between students' use
Sensory Equipment	Many of these items go into a child's mouth	-Students will need sole access to the preferred items -Items should be disinfected. EAs and educators could clean sensory tools as per existing procedure

Academic Programs Guide

An Academic Programs Guide is currently in development and will cover items such as academic considerations, libraries and classes such as gym, art, drama, music, etc.

Cohorting and Staffing

- **Classes will be grouped into cohorts** to the greatest extent possible. This will involve students remaining in contact with only their classmates, teacher, and other educational support staff assigned to the classroom for as much as the school day as possible. The same teacher will remain with the class, or if different teachers or educational support staff are required, those staff will come to the classroom so students will not need to change rooms.
- While close contact may be unavoidable between members of a cohort, general infection control practices and (for older students) physical distancing, should still be maintained where possible.
- **Student entry/exit into the school will be staggered** to provide for physical distancing and less congestion in hallways and corridors. Schools will need to establish a supervision plan for safe entry and hall/recess supervision.
- Before entry into the building, elementary students will be required to line up with their class (cohort), maintaining 2 metres between cohorts and any other individual outside of the cohort.

- Child Care providers will take all children outside 10-15 minutes prior to bell time to allow for students to line up and enter school with their cohort.
- Plans for transitioning during inclement weather days should be planned between the school principal and child care supervisor to ensure traffic flow and distancing can occur.
- **Secondary students are to enter the school at their designated doors** and proceed directly to class to avoid congregating. **Student lockers will not be available until further notice.** Students are to keep belongings with them at their desks. During hallway transitions, students are required to maintain social distancing requirements.

Hand Hygiene and Respiratory Etiquette

- Hand hygiene supplies will be available in all classrooms and offices, and restocking will occur as required on a regular basis.
- Hand sanitizer will be placed at the entrance to each school and all persons entering the school will be required to sanitize their hands upon arrival.
- Soap and paper towels will be provided in every classroom with a hand washing sink.
- Classrooms without a handwashing sink will be provided with alcohol-based hand sanitizer. If hand sanitizer is used on children, they must be supervised.
- **A schedule to regularly clean hands will be incorporated into the daily routine.**
- If hands are visibly soiled, soap and water must be used.
- Students will continue to be educated on proper cough and sneeze etiquette and to avoid touching eyes, nose and mouth with unwashed hands.
- Handwashing decals from the DRHD have been printed and supplied to schools. These have been posted above all sinks used for handwashing.

Enhanced Cleaning and Disinfection - Facilities

- **Enhanced cleaning and disinfection protocols** will be followed in all schools and work locations.
- The Durham Region Health Department has reviewed and supports the DDSB's enhanced cleaning protocols.
- High touch point areas will be cleaned and disinfected at least twice a day throughout the building. Counters, tables and desk tops and touch points on chairs will be cleaned and disinfected daily with the board's approved disinfectant.
- Only Board approved cleaning product can be used. Staff are reminded of the importance of not bringing in their own cleaning materials.
- Custodial staff can provide Board approved cleaning materials to staff for classroom use if requested.
- High touch point surfaces include:
 - Washrooms (including class washrooms, health rooms, change rooms, staff & barrier free): Door knobs/handles, light switches, push plates, accessibility bars, faucet handles and buttons, flush handles, stall latches, hand dryer buttons, product dispensers, paper towel dispensers, and accessibility buttons.
 - Rooms (including classrooms, portables, library, staff rooms, gym, cafeteria): Door knobs/handles, light switches, push plates, faucet handles, water bottle

refill stations, shared phones (wipe only), photocopier buttons, and pencil sharpeners.

- Common Areas (including hallways, entrances, stairwells, main office): Door knobs/handles, light switches, push plates, hand rails, water bottle refill stations, alarm keypad and accessibility buttons.

Classroom Setup

- Schools will be set up over the summer months to provide physical distancing in classrooms, school offices, specialty rooms.
- Every effort will be made to keep classrooms clutter free in order to facilitate enhanced cleaning at the end of each school day.
- Educators should avoid bringing personal materials from home, unless the learning is dependent upon those materials.
- Class pets/animals are not to be brought back into the school, however service animals will continue to be accommodated based on Service Animal policy and student needs, and subject to health and safety requirements.
- Items that cannot be cleaned by custodial staff will be boxed up, clearly labeled and removed from the classroom or boxed up and stacked in the room.
- Custodial staff will tape plastic over shelves (and not remove items) to prevent access to these materials.
- Loose items left on tops of counters and tables will be boxed, labelled and left in the classroom.
- Excess furniture will be stacked in the classroom along the wall.
- All soft surface items such as area rugs will be removed.
- Desks will be spaced apart where possible.
- Schools may consider the use of individualized storage containers to hold educational materials at school.

Shared Spaces

- Shared space child care classrooms require core day and extended day educators to work collaboratively. Minimal furniture and equipment will be in the room in order to enable cleaning between programs.
- Gyms may be used to gather student cohorts after school and before the child care space is cleaned for use.
- Library protocols are being established and will be included in the program document.

Adjustments to Movement Throughout the School

- Schools will have directional signage and markers (i.e. one-way traffic) to regulate traffic flow and minimize student/staff encounters in the building.
- Physical distancing signage (DRHD poster) has been printed and will be distributed to all schools.
- Staircases will need to be evaluated to determine if two-way traffic can be achieved while still maintaining a 2-metre distance. Schools may have to develop traffic plans to support one-way traffic in the stairwell. Schools may designate staircases as “up only” or “down only” to facilitate traffic flow.

- Traffic flow through corridors will be assessed to determine if 2 metre distances can be achieved. In most cases, hallways are wide enough to allow for division of direction. A visual reminder may need to be placed to assist students with this.

Main Offices

- The daily flow of traffic through the main office must be minimal.
- Non-essential visitors to the school will be limited. Wherever possible, telephone meetings with parents/guardians, vendors and outside agencies will be held.
- Facilities Services has reviewed all main offices and will be implementing measures if space is limited.
- Physical distancing markers can be placed on the floor to facilitate a safe distance between visiting staff/students and office staff. Stanchions/pylons can also be used to restrict traffic into the office space. If space is limited and a 2-metre physical distance cannot be obtained, then a plexiglass barrier may be installed. However, wherever possible restricting the movement into the office is preferred.
- Sign in sheets for occasional staff and the visitor log will be placed on a surface that is a 2 metre distance from the office staff. Hand sanitizer will be placed next to the sign in sheets.

Students Late Entry

- Elementary students needing to obtain a late slip will receive one through the use of a late slip printer that is placed at least 2 metres from the office staff.
- Secondary students will not report to the office to obtain a late slip. They will report directly to their classroom and the classroom teacher will record the late entry on the school's late entry tracking form.

Shared Equipment and Materials:

- A user procedure will be posted in photocopy areas, and hand sanitizer will be placed in those locations. Staff will need to clean their hands before and after each use. The photocopier can be wiped down with our general disinfectant as part of the touch point protocol.
- Shared materials such as art supplies, toys, games, physical education equipment should be limited when possible, otherwise these items will need to have a plan in place to disinfect between cohort use. This is not included as custodial duties.
- The Durham Region Health Department advises that playground equipment must be cleaned and sanitized between groups of children. Given that this may be a challenge to do so, the use of playgrounds is to be discouraged.

Technology Devices

- Devices can be cleaned with 70% isopropyl alcohol or by using the Board approved disinfectant sprayed on a microfibre cloth and wiped. Do not spray directly on technology devices or saturate the devices as that will damage them.

Large Gatherings/Assemblies

- Large gatherings and assemblies will not occur until provincial direction is given.

Outdoor Activities

- Physical distancing protocols should also be maintained when students are outside the school building

Lunch Breaks and Food Safety

- **Cafeterias / auditoriums will not be open for use.**
- **Water drinking fountains will be closed and taped off.**
- Staff and students will perform proper hand hygiene before and after eating.
- All empty food containers are to be taken back home with the student and staff.
- Students and staff are to bring their own utensils and water bottles.
- Water bottle refill stations will be available.
- It is encouraged that staff and students bring their own lunch from home.
- Food sharing will not be permitted.

Clinical Rooms to be Assigned

- Clinical rooms have been identified by Facilities Services for use of confidential support for students (e.g. for use by clinical services/professional services staff). A schedule will be created so that a maximum of two assessments (one in the morning and one in the afternoon) will be done daily. Touch point cleaning and wipe down of surfaces within this space will occur in between uses.

Physical Infrastructure

The following strategies will be utilized to improve the air quality within each facility by increasing ventilation and increase filter efficiency. The main focus at this time is to increase the fresh air that is circulated throughout each facility.

Air-Conditioned Spaces:

- An increase in the air exchange throughout the day when the AC is operating.
- A full air exchange when the building is unoccupied.

Non Air-Conditioned Spaces:

- An increase in the air exchange throughout the day.
- A full air exchange when the building is unoccupied.
- Opening of windows, where possible, to further increase fresh air into a building.

Storage

- Schools may need to isolate classrooms/non-used areas for storage of school purchased and child care furniture and materials that have been temporarily removed from classrooms.

Signage

- Physical distancing signage (DRHD poster) has been printed and will be distributed to all schools. (See Signage Section)

- Physical distancing wall and floor decals will be provided for hallways and outside the main office.
- Handwashing decals from the DRHD have been printed. These will be posted above all sinks used for handwashing.
- Respiratory etiquette (cough, sneeze, etc.) will be printed and provided to all schools.
- One-way / directional signage and markers will assist with hallway and stairwell traffic.
- Self-Assessment sign for visitors has been created and posted on all main entryways.

Transportation

The DDSB continues to work with Durham Student Transportation Services (DSTS) and the Durham Catholic District School Board (DCDSB) to develop a unified transportation plan with an increased emphasis of staff and student safety. The following protocols will be required.

Enhanced Cleaning on Buses

- Bus operators will clean their buses twice per day, wiping down all high touch surfaces such as seats; hand railings; floors; interior windows and wall section below passenger windows.

Self Assessment Required for Bus Drivers

- Daily self-screening is required for all bus drivers before work. Bus drivers are not to report to work if they are symptomatic, or ill, or if someone they have come in close contact with, including within their household is ill with suspected or positive COVID-19 in the past 14 days.
- DSTS will work with both school boards and the Durham Region Health Department to implement contact tracing procedures and extend those to all school bus drivers and operators.

Safety and Personal Protective Equipment on Buses

- All bus drivers will be required to wear a mask and face shield.
- Additional PPE may be required for drivers who are transporting students with special needs. This may include gloves and some cases gown, face mask and shield.
- DSTS will work with Inclusive Student Services to determine the PPE needs that are required.

Expectation of Students Riding the Bus

- Students will be assigned a seat on the bus and will be required to stay in their seat until they can exit the bus at the appropriate stop.
- Information about rider expectations will be provided to all students that are eligible for transportation and posted in buses.
- Physical distancing on a school bus may not be possible. The use of non-medical masks for all students riding the bus will be required. Exceptions will be made for students with medical conditions or special needs that prevent masking.
- Students must sanitize their hands before boarding the bus.

School Zones, Student Drop-Off and Traffic

- **Bell times will shift** and additional traffic around school sites is predicted.
- Due to the limited capacity on school buses, there is the potential for an increase of buses at most school sites.
- DSTS will be tiering buses and timing will be imperative between routes.

Schools with School Buses

- To avoid an increase in the congregation of students during drop-off and pick-up times and queuing of vehicles on the street:
 - School parking lots and kiss'n rides will be closed off with pylons to all non-bus traffic during the arrival and departure of buses.
 - A.M. Drop-off: Non-bus traffic will have access to the site before and after buses.
 - P.M. Pick-up: Non-bus traffic will have access to the site after buses.
 - It is strongly recommended that any non-bused students walk to and from school and not be driven to school, where possible.

If there is a need to drive students, vehicles should be parked off site in a safe location and the student should be walked to the school.

School without School Buses

- To avoid an increase in the congregation of students during drop-off and pick-up times and queuing of vehicles on the street, it is strongly recommended that students walk to and from school.
 - If there is a need to drive students, vehicles should be parked off site in a safe location and the student should be walked to the school.
- Staff supervision will take place to block the traffic until the buses have cleared the site. This will also enhance pedestrian safety around school sites. Parents who decide to drive their child(ren) to school during bus arrival and departure will have to find a safe drop off location beyond the school site.

Use of Non-Medical Masks for Students

Students in Grades 4 to 12 will be required to wear non-medical or cloth masks indoors in school, including in hallways and during classes. Outdoor times like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts.

Students in Kindergarten to Grade 3 will be strongly encouraged but not required to wear masks in indoor spaces.

Students may wear their own non-medical masks, and non-medical masks will also be made available for students. Reasonable exceptions on the requirement to wear masks will apply.

Use of Personal Protective Equipment (PPE)

- Medical masks and eye protection (i.e. face shield) will be provided for all teachers and other staff of school boards. All school-based staff will be required to wear masks, with reasonable exceptions for medical conditions.
- School-based staff who are regularly in close contact with students will be provided with all appropriate personal protective equipment (PPE).
- Personal protective equipment (PPE) is used to protect the wearer and can include such things as surgical/procedure masks and eye protection.

- PPE should only be used after other controls have been carefully considered and all feasible options implemented. This is in addition to any PPE that are to be worn as per individual student safety plans.

Employee Group	Task/Duty	PPE (if unable to maintain a physical distance)
Educational Assistants Other staff supporting students with special needs	Close proximity for support Potential exposure to bodily fluids	Surgical/Procedure Face Mask Eye Protection (face shield or goggles) Disposable Gloves (if required – assisting with personal care) Gown (if required - behavioural situations) Assess the situation and follow Routine Practices Must also use PPE in accordance with product SDS (use of general disinfectant requires gloves)
Custodians/ Maintenance	Cleaning of Potentially Contaminated Areas (COVID-19 positive confirmed) Cleaning of Blood/Bodily Fluid Spills	Surgical/Procedure Face Mask Eye Protection (goggles) or Face Shield Disposable Gloves Gown (if required - blood and bodily fluid spill) Assess the situation and follow Routine Practices Follow SOP for Blood and Bodily Fluid Spills Must also use PPE in accordance with product SDS (use of general disinfectant requires gloves)
P/VP Main Office Staff	Close proximity for support	Surgical/Procedure Face Mask Eye Protection (goggles) or Face Shield Assess the situation and follow Routine Practices Must also use PPE in accordance with product SDS (use of general disinfectant requires gloves)

Teachers, ECE and other support staff	Close proximity for support/instruction	Surgical/Procedure Face Mask Eye Protection (goggles) or Face Shield Assess the situation and follow Routine Practices Must also use PPE in accordance with product SDS (use of general disinfectant requires gloves)
For Staff Involved with a First Aid Response		Surgical/Procedure Face Mask Eye Protection (goggles) or Face Shield Disposable Gloves (if required- blood and bodily fluids) Disposable Gown (if required- blood and bodily fluids)
For Staff Involved with Sick Supervision (isolation of student or staff with suspected symptoms)		Surgical/Procedure Face Mask Eye Protection (goggles) or Face Shield Disposable Gloves Disposable Gown

See COVID-19 Kit for instructions on removing gloves, gowns, masks and how to dispose.

- For the return to school, schools will be initially provided with a one-month supply of PPE.
- Schools are to regularly monitor their PPE supplies. An inventory of PPE supplies will be housed at Central Maintenance.
- Schools can request PPE supplies through a work order. The inventory will be monitored on eBase through the Purchasing Department. The Board will maintain a minimum two-month stockpile of PPE supplies at Central Maintenance.
- PPE must be kept in a secured locked place at schools with one person responsible for inventory management and distributed to individuals for work-use as required.
- Child Care will be responsible for supplying their own PPE and following directions for use by the Ministry of Education and Public Health.

Suspected COVID-19 Case

ENSURE PRIVACY IS MAINTAINED IN THESE SITUATIONS.

- Each work location must identify one temporary sick room that will be used solely for the purpose of isolating individuals who become ill.
- For schools with a larger student population, they may want to consider designating two rooms.

- **A COVID-19 Kit** shall be used when a student, staff member, or visitor displays any signs or symptoms of COVID-19. The kit is to be stored in the school's designated sick room and supplies for the kit should be replenished as needed.
- The sick room should contain minimal items for easy cleaning (e.g. chair or mat that can be wiped down, garbage pail).
- **If a staff member begins to experience symptoms while at the school**, they will report this immediately to administration and be sent home. If they are not well enough to provide their own transportation, their emergency contact person will be notified, and they will remain in the sick room until their emergency contact person arrives. Staff will need to seek assessment via [Ontario Self Assessment](#) or Healthcare provider and/or testing at a [COVID-19 Assessment Centre](#).
- **If a student begins to experience symptoms of COVID-19 while attending school**, they will be situated in the designated sick room.
- Ill students will always be directly supervised by a staff member.
- PPE will be worn by the supervising staff member.
- Parents/guardians or emergency contacts for the child will be required to immediately pick up the child.
- **The school is required to contact the Durham Region Health Department if COVID-19 is suspected in a student or staff member.** If COVID-19 is ruled out by a health care provider, the child may return to school 24 hours after symptom resolution. Staff are to follow procedures outlined by Ability Management for clearance to return to work.
- The identified sick room will be used for child care before and after school programs with a member of their staff team providing supervision. Clear communication protocols regarding illness reporting need to be established between child care supervisors and school administrators.

Confirmed COVID-19 Case

ENSURE PRIVACY IS MAINTAINED IN THESE SITUATIONS.

- If a COVID-19 positive case is identified in a school, a COVID-19 outbreak will be declared by the Durham Region Health Department (DRHD).
- DRHD will take the lead and provide all further direction on who else in the school may need testing and/or monitoring/isolation at that time.
- Staff/ children with a confirmed diagnosis of COVID-19 must follow instructions from public health to determine when to return to school.
- Individuals who have tested positive for COVID-19 will be contacted by DRHD and provided with information about their requirements to self-isolate and identify potential contacts.
- If a person was at a school/worksite while infectious, DRHD staff will determine if they posed any additional risk to the workplace.
- Public Health will consult with the DDSB or Child Care operator if additional information is needed related to the individual (e.g., to confirm their close contacts) or if any other measures need to be taken by the workplace or staff to reduce the risk of transmission.

What is a close contact?

- Health Canada defines a “close contact” as a person who:
 - Provided care for the individual, including healthcare workers, family members or other caregivers, or who had other similar close physical contact without consistent and appropriate use of personal protective equipment;
 - Lived with or otherwise had close prolonged contact (within 2 metres) with the person while they were infectious;
 - Had direct contact with infectious bodily fluids of the person (e.g. was coughed or sneezed on) while not wearing recommended personal protective equipment.
- **If staff have questions or are concerned that they may have had an exposure they can contact the Durham Health Connection Line at 905-668-2020.**

Supply and Casual Staff Plan

A *School Re-Opening – Staff Replacement Plan 2020* is currently under development and will be shared with staff.

Childcare

- Ministry of Education direction on child care reopening plans will be implemented in the summer months and monitored throughout. Child care has been incorporated throughout this plan to stress the importance of communication between school administrators and child care supervisors to ensure a consistent and clear approach to school safety and well-being.

Community Use Permits

- **Community Use Permits will not be issued until further notice.**
- Note that child care operations are a school board requirement under the Education Act and as such, are not included in the Community Use of Schools permit process.

Emergency Procedures

Schools will continue to be required to meet the regulatory standard for frequency of conducting emergency drills including Lockdown/Hold and Secure/Shelter in place, Bomb threat evacuation and fire drills.

Fire Drills (6 Drills a year – 3 in Fall/Winter 3- Spring)

- Fire drills should continue to be held as normal.
- School teams must review and if necessary, update your fire safety plans and ensure any changes to fire escape routes (due to hallway traffic directional concerns) and collection areas and are clearly identified and communicated in order to ensure proper physical distancing measures are in place (2 m spacing) during any drill.
- During the reduced occupancy period you must:
 - carry out weekly checks of alarms systems, call points and emergency lighting
 - carry out regular hazard spotting to identify escape route obstructions

- check that all fire doors are operational

Lockdown (minimum 1 per year)

- A lockdown is called when there is a major incident or threat of school violence within the school. Considerations need to be in place concerning social distancing during any drill.
- During a drill any movement of students away from windows or doors needs to be done in such a way that physical distancing (2 meters) is maintained.
- The plan should also consider the use of safe collection areas in the event of a lockdown for the movement of students from outside or non-secured areas.
- **Note:** in the event of a real lockdown student and staff safety is paramount and physical distancing safeguards can be waived to ensure immediate safety.

Hold and Secure (minimum 1 per year)

- A hold and secure is called when it is necessary to secure the school due to an ongoing situation outside and not related to the school (e.g., if a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.
- Plans should be reviewed regarding the use of any collection areas for students who may not be in a secured area at the time of a hold and secure in order to maintain physical distancing guidelines.

Shelter in Place (very similar to Hold and Secure so optional but 1 per year recommended)

- When an environmental or weather-related situation occurs, and it is necessary to keep all occupants within the school to protect them from an external hazardous situation at or near the school. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.
- Plans should be reviewed regarding the use of any collection areas for students who may not be in a secured area at the time of a hold and secure in order to maintain physical distancing guidelines.

Localized Safety Protocol (as required-optional)

- This protocol is to be used for any situation where a portion of the school is either evacuated or areas are cleared, and students are secured (i.e. classroom doors locked) for a safety response involving student behaviour that puts others at risk.
- Any localized protocol which involves the movement of students for safety reasons will need to ensure appropriate physical distancing guidelines are maintained.

Bomb Threat – (Full or Partial Evacuation 1 per year)

- When the threat of a bomb or explosive device (including suspicious packages) occurs.
- Plans should be reviewed regarding the use of evacuation routes and collection areas for students in order to maintain physical distancing guidelines.

Medical Emergency/First Aid Response

- Depending on the nature of a medical emergency it may be impossible to maintain socially distancing to tend to the emergency. It is important to consider the following in such an event where first aid may be required.

- Wear appropriate personal protective equipment when attending to a situation that requires first aid. Additional masks, gloves, disposable gown and a face shield should be placed with all first aid kits. As a minimum, gloves a mask and face shield will be worn when performing first aid. If there is a potential for exposure to blood or bodily fluid, a disposable gown will also be worn.
- Follow Public Health Guidelines around hand hygiene following any first aid interaction.
- Dispose of any waste in a safe fashion.

C.P.R. During COVID-19 (Canadian Red Cross and the Heart & Stroke Foundation of Canada)

- While there is currently no specific data on COVID-19 transmission while performing CPR or giving first aid, it is reasonable to conclude that chest compressions have the potential to generate respiratory droplets or aerosols and close contact needed for some aspects of first aid may have risk of transmission.
- There are modifications to the usual hands-only CPR to be used during the COVID-19 pandemic. They apply to both adults and children. The following measures are recommended and may be associated with a decreased risk of transmitting the virus:
 - When assessing for normal breathing, it is recommended that the CPR/first aider look for signs of breathing but does not place their cheek near their mouth to listen or feel for the victim's breathing, as this will minimize potential exposure.
 - CPR with breaths is recommended for people who have been trained in CPR, but this is at the discretion of the individual. As an alternative or when COVID-19 is suspected, hands-only CPR can be performed until help arrives.
 - If the First Aider is delivering rescue breaths or has concerns the person may have COVID-19, they can perform hands-only CPR. They should first call 9-1-1, lay a cloth, a towel, or clothing over the person's mouth and nose to prevent any potential spread of the virus through contaminated air or saliva, and then push hard and fast in the centre of the person's chest until advanced help arrives. If available, use an Automated External Defibrillator (AED).
 - If the First Aider believes the person may have COVID-19, they should state their concerns to the emergency response telecommunicator so everyone who responds can be aware of the potential for COVID-19 transmission.

AED Application & Use

- No studies to date have shown that defibrillation generates respiratory droplets or aerosols, and it is known that prompt use of AEDs save the lives of cardiac arrest victims. AEDs are safe and easy to use. Once the defibrillator pads are secured, the current application of automatic external defibrillation using hands-free methods via adhesive pads that allow performance without direct contact with the victim.
- If an AED is available, it should be applied and used consistently with the manufacturer's guidelines while waiting for emergency personnel to arrive.
- If gloves are available, they should be worn.
- The AED device should be cleaned with disinfectant after use.

Allergic Reaction-Anaphylaxis Event

- In the event of a life-threatening allergic reaction assisting the student to remain calm and possibly supporting the student in administering the use of an epi-pen may be

required as a life preserving precaution. Staff are advised to act quickly and wear appropriate Personal Protective gear while supporting the student and waiting for medical assistance.

APPENDIX A: RESOURCES

[Guide for Reopening Schools for the 2020-21 School Year](#)

[COVID-19 Pandemic Return to School Canadian Physical and Health Education Guidelines](#)

[EDU Ontario Online Continuity of Learning Plan](#)

[Factsheet COVID 19 Mask Use for Non-Healthcare Workers](#)

[Ontario Music-Framework for the Return to Music Classes 2020/21](#)

[WHO-Considerations for School-related Public Health Measures](#)

[WHO-Cleaning and disinfection of Environmental Surfaces in the context of COVID-19](#)

[COVID-19: Guidance for School Reopening – SickKids](#)

<https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf>

[Federal-guidance-school-bus-operations-during-covid-19-pandemic.html](#)

[PSHSA: Health-and-safety-guidance-during-covid-19-for-elementary-school-employers](#)

[PSHSA: Health-and-safety-guidance-during-covid-19-for-secondary-school-employers](#)

[PSHSA: Health-and-safety-guidance-during-covid-19-for-student-transportation-employer](#)

[OSSTF Safe Return for All](#)

[Fact Sheet COVID-19 Environmental Cleaning](#)

[ETFO 2020 School Reopening](#)

*Link currently to One-Drive – will need drive to store on.

COVID-19 Kit

Purpose and Application

The COVID-19 Kit shall be used when a student, staff member, or visitor displays any signs or symptoms of COVID-19. The kit is to be stored in the school's designated isolation room and supplies for the kit should be replenished as needed. The isolation room should contain minimal items for easy cleaning (e.g. chair or mat that can be wiped down, garbage pail).

COVID-19 Kit Contents

The COVID-19 kit shall contain the following items: disposable gloves, disposable gown, medical mask (adult), medical mask (child size), face shield, paper towels, disinfectant, alcohol-based hand sanitizer (AHS), and garbage bags.

Procedure

In the event of an individual showing COVID-19 symptoms the following steps should be taken:

- Immediately provide a mask to the individual (if they are able to wear one) as well as the escort
- Isolate the individual from other building occupants by moving them to the designated isolation room while maintaining a physical distance of 2 meters.
- Contact parent/guardian/emergency contact to inform them that they are required to pick up the individual as soon as possible.
- Clean hands with AHS. Put on the required PPE: Gown, Medical Mask, Face Shield, Gloves.
- Provide supervision/support / monitoring the individual's symptoms while maintaining physical distance (2 meters). Individual should not be left unattended
- If the individual's symptoms worsen (i.e breathing problems) call 911
- Once the individual is picked up, remove and discard the PPE in the following sequence:
 1. Remove gloves
 2. Remove gown
 3. Clean hands with AHS
 4. Remove face shield
 5. Remove mask
 6. Clean hands with AHS
- Tie to seal the garbage bag containing the waste. Clean hands with AHS
- Contact custodial staff for cleaning, disinfection and removal of waste from of the isolation room.
- Place sign on the isolation room door "DO NOT ENTER - Room Requires Cleaning & Disinfection"

REOPENING CLASSROOM SETUP

Classroom items to be stored as follows:

- Area rugs/removable carpets are to be rolled up and tagged with room number, store items on stage.
- Rooms are to be designed for a max of 15 students and 1 teacher
- Maintain access to a sink for hand washing
- Maintain egress routes in and out of the room
- Provide walkways, social distancing for teaching space on main white board wall or designated teaching area
- Extra furniture, store in room whenever possible stacked along the exterior walls. Overflow to stage or any other storage if available, consult with principal and supervisor. Any furniture removed from the room should be labelled accordingly.
- All loose items in rooms should be placed inside cabinets, in cupboards, on shelves or if necessary in cardboard boxes. Boxes should be available in the main office or can be ordered through your supervisor if required. All boxes are to be labelled with the room number and stored inside the room whenever possible. Overflow to the designated storage space.
- All counters, cabinets and shelving tops should be clear of all items.
- Ensure items are stored safely to avoid items falling, blocking sprinkler devices or creating trip hazards
- All shelves containing stored items are to be covered with large garbage bags using masking tape, **Do Not Use** red tack tape due to glue residue issues and furniture damage. Garbage bags can be ordered from Swish.
- If a room has sinks, one sink designated a handwashing station will be provided with soap and paper towel indefinitely, additional supplies or budget will be provided to schools.
- For issues related to clutter, please contact your Custodial Supervisor.

Please use the recommended boxes on the right to pack all items not required in the classroom to minimize clutter and make cleaning easier.



ROOM SETUP EXAMPLES

KINDERGARTEN Classroom



ELEMENTARY Classroom



SECONDARY Classroom

