



Upper Grand District School Board

School Reopening Plans for September 2021

August 31, 2021



Topics to be Reviewed

- Case Management and Vaccinations
- Ventilation
- School Operations



Background

Guiding Principles for our Return to School

- Keep staff and students safe and healthy.
- Provide for the continuity of learning through in-person or remote learning.
- Focus on staff and student well-being and mental health.
- Address issues of equity and access for our students and families.
- Keep stakeholders informed through regular communication.



Case Management and Vaccinations

Daily Screening Requirements for COVID-19 Symptoms



- Parents will continue to perform a COVID-19 screening assessment on their child(ren) daily before arriving at school.
- COVID-19 screening tool has been revised
- Following daily screening, any staff or student with any signs of illness will stay home.
- WDGPH will continue to provide direction to staff, students, and families about when a return to school can happen

Symptomatic Students, Staff, or Essential Visitors at School



- Any individual who is symptomatic must go home immediately.
- A designated isolation room/area will be used for the temporary placement of an individual who becomes ill during the day.
- Staff who provide care to a symptomatic individual must wear required PPE, maintain a safe distance, avoid contact with the symptomatic person's respiratory secretions and perform hand hygiene.
- Caretaking staff will clean and disinfect the designated room/space
- A 'kit' will be available for use by the ill individual and staff member attending to them (e.g. hand sanitizer, gloves, surgical/procedural masks, eye protection, tissues and a gown).

Case and Contact Management

Confirmed cases of COVID-19



Symptoms, Testing Positive, High-Risk Contacts

WDGPH will continue to investigate and manage reports of cases and contacts of COVID-19. School Protocol Process Maps, Symptoms Chart, Cases and Return to School documents will provide direction for:

- Students/Staff with COVID-19 symptoms
- Students/Staff who test positive for COVID-19
- High-Risk Contacts (HRC) of a confirmed positive case, including guidance for individuals in their household.

High-Risk Contacts of a Confirmed Positive COVID-19 Case



WDGPH will provide guidance to high-risk contacts of a confirmed positive COVID-19 case. Requirements for self-isolation and testing will depend on a number of variables, including the following:

- whether or not the person has COVID-19 symptoms
- the person has tested positive
- they are been partially or fully vaccinated
- they are able to pass the screening tool

Protection of Privacy:

- Staff will follow the directions of WDGPH in terms of what information can be shared.
- Parents, staff and the community will need to understand that not all personal or medical/health information can be shared.

Management of Confirmed Cases and Contacts of COVID-19



- Public Health will inform schools when an individual (staff or student) has tested positive for COVID-19.
- Schools may be asked for individuals or cohorts to be dismissed while waiting for results of an investigation
- This may require one or multiple classes to close and move to a distance learning model
- A Clorox 360 atomizer disinfectant machine will be used to disinfect any area accessed by someone reported as testing positive for COVID19.

COVID-19 Vaccination Clinics

School Focused Vaccination Clinics

- Vaccinations are the responsibility of local public health departments.
- School boards are required to prioritize the use of school space for public health to host vaccination clinics in or nearby schools.
- Schools are responsible for distributing information from public health and providing notice of school focused vaccination clinics to students, parents and guardians.

COVID-19 Immunization Disclosure Policy and Testing Requirements

- Ministry will be introducing an immunization disclosure policy that includes rapid testing requirements for staff who are not immunized against COVID-19.
- School boards will be required to post a percentage of fully vaccinated staff on their website. This does not include individual or school data.

Staff Attestations

- The policy requires school board employees to undertake one of the following:
 - provide proof of full vaccination
 - provide medical documentation for not being vaccinated
 - participate in an educational program and complete regular COVID-19 rapid testing, as directed by the province.

Individuals Covered by Immunization Disclosure Policy

Policy will apply to all school board employees/staff, frequent school visitors and other professionals who deliver services in schools, and interact with students and staff, including third-party contractors.

Subject to Lieutenant Governor in Council (LGIC) approvals, this may include:

- School board trustees;
- Occasional teachers on a supply list;
- Students on practicum placements or work-integrated learning visits (e.g., teacher candidate practicums, nurse, psychologist, behavioural therapist, speech-language pathologist, etc);
- Volunteers;
- Student transportation drivers

Key Dates

By September 7, 2021: Individuals covered by the policy are expected to submit a formal attestation if they are “fully vaccinated” against COVID-19 and provide proof of vaccination (i.e. upload or provide vaccination receipt(s)).

By September 10, 2021: School boards are expected to share aggregated, depersonalized attestation statistical information with the ministry in an electronic format and continue doing so on a monthly basis.

By September 15, 2021: School boards are expected to publicly post aggregated, depersonalized attestation statistical information and continue doing so on a monthly basis.

Safety Protocols for School Sites



JHSC Pre-opening COVID-19 Meeting

- Prior to school reopening, a Joint Health and Safety Committee meeting will be held to review UGDSB COVID-19 prevention strategies

Staff Training

- A COVID-19 prevention training module has been developed

Student Prevention Strategies Continued

- Hand hygiene, masking, physical distancing, ventilation, and cleaning

Staff Personal Protective Equipment (PPE)

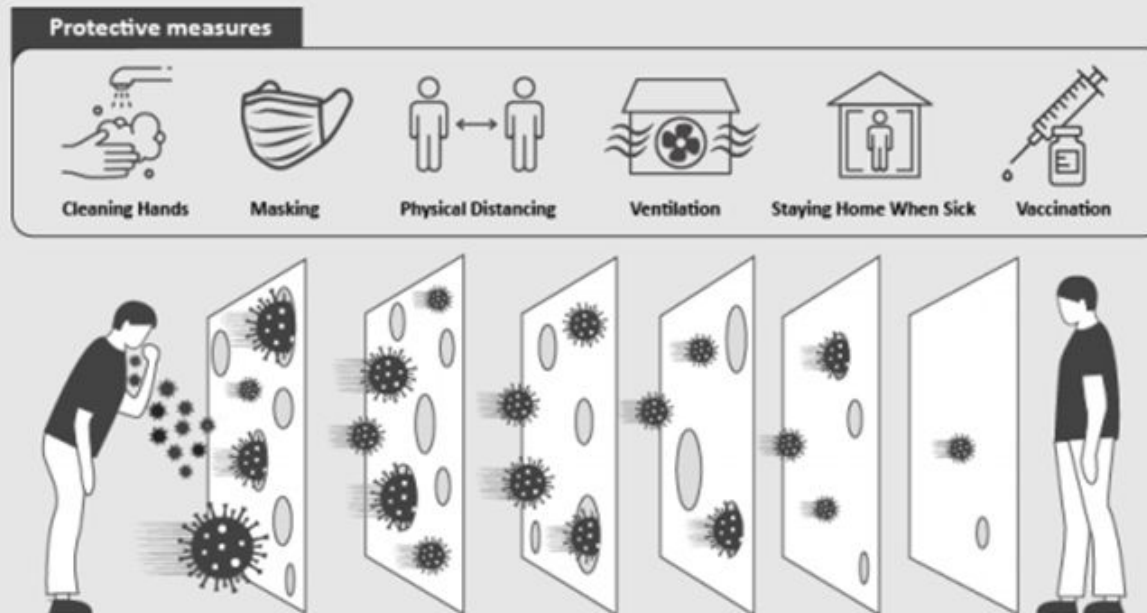
- **Staff are required to wear PPE, including medical masks indoors and eye protection when working in close contact with students who are not wearing masks.**
- **Staff should maintain physical distancing outside if not wearing a mask.**
- **Wearing a mask is advised in situations where close, prolonged contact with an unmasked student or staff member may occur (e.g., attending to an injured child)**



Safety Protocols for School Sites

Layers of protection against COVID-19

Use **multiple layers** of prevention to provide the best protection, especially if you cannot avoid closed spaces, crowded places, and close contact. No single intervention on its own is perfect at preventing COVID-19 spread.



Adapted from: Rockefeller Foundation. Layers of protection against covid-19 - the "Swiss cheese" model [video recording on the Internet]. New York: Rockefeller Foundation; 2021 [cited 2021 Jun 02]. 1:15 min. Available from: <https://www.youtube.com/watch?v=ou88lei-52k>

Hygiene and Cleaning



Cleaning Products

- hospital-grade, green-based cleaning products used where available.
- caretakers are responsible for: cleaning, sanitizing, and disinfecting.

Touch Point Cleaning

Caretakers will focus on cleaning and disinfecting high contact surfaces (e.g., door handles, railings, water fountains, faucets, areas such as washrooms, etc.) at a minimum of twice per day, with other cleaning activities (e.g., dusting, cleaning chalkboard ledges, etc.) being performed at a reduced frequency.

Caretakers will continue to perform water flushing, emergency light checks, fire extinguisher checks, etc., as per the required schedule.

Hygiene and Cleaning



- **Classroom Hand Cleaning: Students** will be provided with opportunities for hand washing or use of hand sanitizer throughout the day.
- **Hand Sanitizer:** will be placed at the front entrance of every school and in every class, where possible, and refilled as needed.
- **Water Fountains:** Will are being used for water-bottle filling only and will be cleaned on a regular basis. Drinking directly from fountains is not permitted.
- **Garbage:** collected and disposed of daily. All garbage pails/bins are lined with plastic bags.
- **Recycling:** Start date for recycling will be a school based decision.



Ventilation

Ventilation

Key messages:

- optimize air quality in classrooms and learning environments through improving ventilation and/or filtration.
- ventilation is one layer of the protective strategies that will be utilized to support healthy and safe learning environments for students and staff.

Full vs Partial Mechanical Ventilation

Full mechanical ventilation: all areas of the school that students would occupy are fully mechanically ventilated.

Partial mechanical ventilation: some areas of the building have mechanical ventilation (e.g. newer parts in a building) whereas other areas in the school do not have mechanical ventilation (e.g. older parts of a building).

The following schools have partial mechanical ventilation:

- Elementary: Eramosa PS, Kenilworth PS, Victory PS
- Secondary: CCVI, GCVI, John F. Ross CVI, Norwell DSS, Orangeville DSS

All other schools in UGDSB have full mechanical ventilation

Full Mechanical Ventilation – Ministry Guidance

- use the highest-grade filters where possible
- frequent filter changes
- operate ventilation systems for two hours or more before and after school occupancy
- calibrate systems to maximize air flow, and increase fresh air intake where possible

Partial Mechanical Ventilation – Ministry Guidance

- placement of standalone High Efficiency Particulate Air (HEPA) filtration units in all classrooms/learning spaces without mechanical ventilation.

The Ministry requires that school boards place standalone HEPA units in:

- All occupied learning environments in schools or parts of schools without mechanical ventilation; and
- Kindergarten classrooms in schools with mechanical ventilation.

Distribution of HEPA Units

As required by the Ministry, units will be placed in rooms with no mechanical ventilation as follows:

- 1 HEPA unit per classroom (including portable)
- 1 HEPA unit per specialized classroom (e.g., music rooms, art rooms, labs, etc.)
- 2 HEPA units per kindergarten room
- 2 HEPA units per childcare room
- 4 HEPA units per gym (based on average size of gym - 2 for a small elementary gym)
- 2 HEPA units per library (based on average size of library)
- 4 HEPA units per cafeteria
- 1 HEPA unit per administrative space (e.g., main office area)

As required by the Ministry, in schools with full mechanical ventilation units will be placed as follows:

- 1 HEPA unit per kindergarten room
- 1 HEPA unit per portable with poor mechanical ventilation

UGDSB Additional Measures

- UGDSB has procured approximately 1,500 HEPA filtration units to date
- Additional units will be deployed as follows:
 - one unit in all Grade 1 to 8 classrooms
 - two units in classrooms that run life skills (Developmentally Delayed) classes (elementary and secondary)
- Ensure that all HVAC units at school sites are assessed prior to the start of classes.

Carbon Dioxide (CO₂) Testing

- CO₂ level in a classroom is an indicator for the amount of fresh air being brought into the classroom by the ventilation system or via natural ventilation.
- Designated staff will be measuring CO₂ levels on a regular basis throughout the upcoming school year.
- Inspecting windows and screens, as well as checking ventilation grills
- Where issues are identified:
 - the board will implement strategies to either address the issue or to implement mitigating measures.
 - additional standalone filtration units will be deployed as necessary.

Standardized Ventilation Measures Report

As identified in the [2021: B14 School Ventilation](#) memo, the ministry is launching a standardized ventilation measures report for the 2021-22 school year.

The report for public posting includes information related to:


1. School Board Ventilation Strategy
2. School Board Ventilation Investments
3. School-Level Ventilation and Filtration Measures

1. School Board Ventilation Strategy

The Standardized Ventilation Measures Report includes information related to:

School Board Ventilation Strategy

School boards are to outline key pieces of the board's strategy to optimize air quality through improved ventilation and filtration in schools.





DSB NAME
SCHOOL BOARD VENTILATION PROFILE

School boards are optimizing air quality in schools through improved ventilation and filtration. Implemented measures are dependent on the type of ventilation and feasibility within the context of school facilities and related building systems.

This is a key element in the multiple protective strategies being employed to reduce the risk of COVID-19 transmission and support healthier and safe learning environments for students and staff.

MEASURES TO HELP REDUCE TRANSMISSION RISK IN INDOOR SETTINGS

 <p>Ventilation: Increasing the flow of outdoor/fresh air for diluting the concentration of any infectious particles.</p>	 <p>Filtration: Involves the use of different types of fibrous media designed to remove particles from the airstream.</p>
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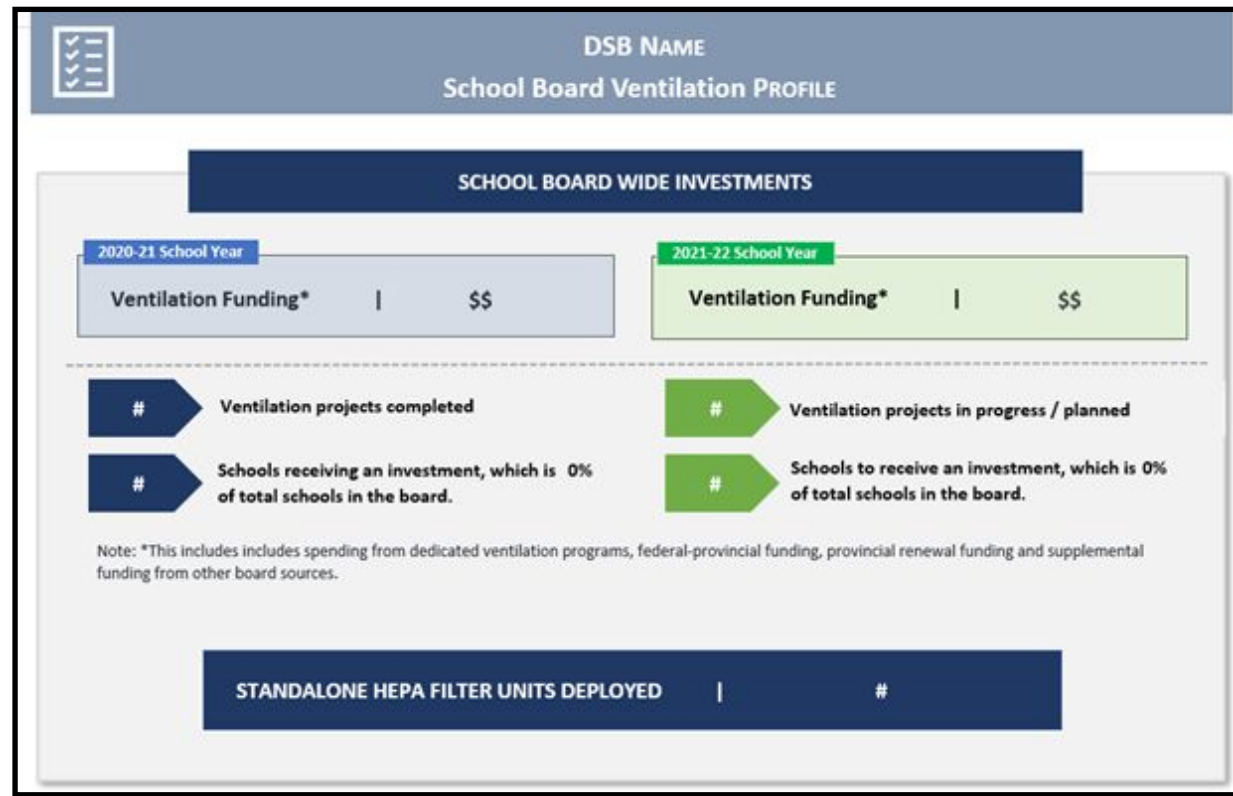
SCHOOL BOARD VENTILATION STRATEGY

- > Comment 1
- > Comment 2
- > Comment 3
- > Comment 4

2. School Board Ventilation Funding and Project Overview


School boards are to highlight:

- Ventilation funding allocated, projects and associated investments for the 2020-21 and 2021-22 school years
- Total number of standalone high efficiency particulate air (HEPA) filter units deployed in schools



3. School-level Ventilation and Filtration Measures

School boards are to identify ventilation and filtration measures being utilized in each school, including the number of standalone HEPA filter units deployed.



DSB NAME

SCHOOL BOARD VENTILATION PROFILE

Select your school here

School Name	School Name <input type="text"/>
Ventilation System	Non-Mechanical Ventilation (Natural Ventilation / Exhaust Only)
School Ventilation and Filtration Measures*	
Ventilation assessed	✓
Running ventilation systems longer	
Higher grade filters installed	Not Applicable
Increased frequency of filter changes	Not Applicable
Increased fresh air intake (windows and/or mechanical ventilation systems)	✓
Standalone HEPA** filter units deployed in portables, as needed	✓
Standalone HEPA filter units in place	10

*Some measures may not be feasible within the context of a school facility/site and related building systems.
 **High-Efficiency Particulate Air (HEPA)



Transportation



Transportation

Safety Protocols for School Purpose Vehicles

- Safety Protocols that were in place last year will continue for this school year
- Safety Protocols are applicable for all School Purpose Vehicles, including large buses, special purpose buses and minivans.
- Enhanced cleaning protocol including additional cleaning for frequently touched surfaces.
- Seating plans will be developed to support contact tracing – this will require cooperation from riders
- Drivers will be supplied required Personal Protective Equipment (PPE)
- Student riders will be required to wear face coverings as per face covering guidelines in schools
- Courtesy transportation will continue to be on hold and this service will be reviewed



Transportation

Safety Protocols for School Purpose Vehicles (continued)

- Consistent with school protocols, students who have COVID symptoms are not to go to the bus stop, ride the bus or attend school.
- Students who develop symptoms while on a school purpose vehicle will be referred to school staff upon arrival at the school at which time school protocols will be followed.
- Students who develop symptoms while at school will not be permitted to return home on a School Purpose Vehicle and will need to be picked up by a parent or guardian.



Transportation

Parent/Guardian Responsibilities

- Parents/guardians of students should self-assess each day for symptoms and follow Public Health directives regarding attending school or isolating
- Safe distancing practices should be observed at bus stops
- Parents/Guardians are to provide student riders with face coverings for use while in the school purpose vehicle
- Parent/Guardians are encouraged to sign up for the notification system to monitor for disruption in services and to monitor STWDSTS and school board websites for transportation updates



School Day Operations

What's new?

What's the same?



Measures that will continue....

- Schools will employ multiple protective strategies to support healthier and safer environments for students and staff.
- Masking requirements will continue to apply to all grades (JK-12+)
- All staff and students must screen for COVID-19 daily before leaving for school.



Measures that will continue....

- Schools will continue to follow school arrival and departure procedures that support physical distancing where possible.
- To start the school year, only essential visitors will be permitted in UGDSB schools.
- Protocols around proper hand hygiene will remain in place.

Measures that will continue ...

- Schools will continue to promote as much physical distancing between students, between students and staff, and between staff members.
- Enhanced cleaning, which includes twice daily cleaning and disinfecting of high touch surfaces, will continue.
- The management of COVID-19 cases in schools will continue to be done by Wellington-Dufferin-Guelph Public Health, and the board will continue to follow the direction and guidance of WDGPH.

New this year.....



- **Outdoor time can be used as a break from masking, provided physical distancing is strongly encouraged**
- **If students are outdoors and within cohorts, a mask is not required; if mixing among cohorts, masks are recommended for students.**
- Different classes will be able to use shared spaces this year, such as technology labs, learning commons and cafeterias, following restrictions around scheduling use and distancing.

New this year.....



- **Clubs & Extracurriculars:** activities will be permitted to run this year, as long as health and safety requirements can be maintained, such as clubs and extra-curricular activities. Schools will communicate with families directly on available activities, as the year progresses.
- **Field Trips:** In the initial stages of reopening, field trips will not be permitted.
- **Large Group Gatherings and Assemblies:** In the early stages of return, all large gatherings and assemblies will be held virtually or postponed until later this fall.

Reopening Model -Elementary



Students Who Elect for Online Learning:

- Students will be registered at their home school
- Students will be assigned to “central” classrooms
 - Classes may be composed of students from different schools, depending on numbers
 - Central class sizes will adhere to ministry requirements
- Staff who are unable to attend work at school sites will be assigned to remote classes.
 - Remote teachers may not be the same as if the student were in the school
 - Supports such as IEPs and other resources will continue to be provided



Elementary Remote School

1053 students registered in June.

Some families have opted to move from remote to in person learning

Families wishing to move to remote learning may work with their home school principal to be placed on a waitlist for the Elementary remote school.

Currently, there is not a formal process in place for all families opt to move to remote learning. Individual cases will be evaluated on a case by case basis via the home school office.

New and returning families to the board are eligible to enter either learning model.

Reopening Model – Secondary



- Students will attend school full time per Ministry direction (300 mins per day)
- **Quadmester:**
 - In this model, the four courses a student traditionally takes over a semester will be divided into two terms and each student will only focus on two courses at a time.
 - All students will take 2 courses at the same time for a period of 10 weeks. They then repeat for the next two courses for the following 10 weeks to complete the full semester.
 - Students will receive 150 minutes per day each with both their Period 1 and Period 2 classes.
- All secondary schools will begin at 9:00am and end at 3:00pm
- Students must eat lunch with their morning cohort - they may leave school campus at lunch
- We are planning in preparation for a return of extra-curricular activities, including inter-school sports. Ministry and Public Health guidelines will be followed.
- Lockers will be available for student use.

Secondary Remote School



- Currently 505 students have chosen remote learning for the entire semester.
- Families who wish to move their student to remote learning can work with their Home School Principal to be added to the waitlist
- There is a growing waiting list (currently 20 students growing at approximately 10 students per day)
- The Remote School schedule will mirror the Bricks and Mortar in-person schedule.
- Students who have chosen remote learning are eligible to participate in extra-curricular activities and have access to supports from their home school.



Student Support and Program Services

Start Up Key Messages

Developing mentally healthy and equitable classrooms

We want our students to be excited to return to school this September

We want our educators to reflect on the following questions

- How has/does my practice foster a learning environment that gives all students a sense of safety and belonging so that they are empowered to take risks, explore new ideas, and take responsibility for their learning?
- In what ways are the voices, stories, cultures, and histories of all the students in the classroom, their families and the greater community included in learning (learning materials, resources, groupings, displays, messaging)?
- What steps have you taken/will you take, questions have you asked/will you ask, and resources have you accessed/will you access to ensure that your practice is being presented from an anti-racist and anti-oppressive stance?

Ready for the School Year

Professional Development on August 31st, September 1st and 2nd will focus on the following educational priorities:

- health and safety protocols
- mental health and well-being
- learning recovery and intervention strategies
- mathematics, including the elementary math curriculum and Grade 9 de-streamed math course
- anti-racism, anti-discrimination training
- anti-sex trafficking and anti-bullying, including cyber-bullying

Mental Health and Well Being

Designing Learning Through a Mentally Healthy Classroom Lens (First 10 days and beyond)

We will prioritize mental health and well-being as a key condition for students to learn and flourish.

We will lead with compassion and empathy and take action to address equity within mental health and well-being.

We will protect and promote student mental health with caring learning environments.

We do have strong mental health foundations to recognize and build on the learning and experiences of the pandemic.

We will make our way together; schools are part of a wider circle of support.

Mentally Healthy Classrooms is the foundation from which all learning grows.

Mental Health and Well Being

Wellness Works....Building on the Umbrella Project

Launch of monthly wellness themes and the new and re-imagined Umbrella project throughout September...

NEW! content with a focus on an equity stance

NEW! reflective practice section for educators

NEW! website to support utilization and implementation

NEW! explicit alignment with system work

**Mentally Healthy Classrooms is the foundation
from which all learning grows.**

Curriculum Focus: High Yield Strategies and Assessment Practices

- Continue to align our best practices with equity, special education and curriculum so that our classrooms continue to be student focused.
- Start the year getting to know your students using strategies and assessments to guide your work:
 - Develop a mentally healthy classroom that is safe, welcoming and inclusive
 - Assessment that drives program (diagnostics) to identify where students are in the curriculum
 - Return to school (First 10 days)
 - Setting up the learning environment so students will thrive

Special Education



- The Upper Grand District School Board is committed to supporting our students who require special education and/or mental health supports in order to successfully engage in learning.
- A wide range of transitional supports are available and can be utilized to varying degrees based on the needs of individual students
- Students with special education needs will continue to be supported, regardless of the modality of learning.
- Student IEPs will be developed so that they will be appropriate for the in-school setting as well as distance learning
- IPRCs will continue to be scheduled using a virtual format.
- Students Safety plans/Behaviour support plans will be refined reflecting the PPE required to support each student where social distancing will prove to be challenging.
- Board Special Education staff, in collaboration with the boards H&S department will determine when enhanced PPE would be used by staff, through a Risk Assessment & Needs Analysis for students with complex needs, where social distancing with staff will not be able to be maintained.

Questions