

GUIDING PRINCIPLES:

HEALTH AND
SAFETY FOR
STUDENTS AND
STAFF



*Prioritizing Health and Safety
for all Staff and Students*

EQUITY AND
ACCESS



*Being aware with the flexibility
to respond to Equity and
Access Needs*

STUDENT
LEARNING:
A COMMUNITY
OF BELIEVERS



*Committing to Continuity of
Student Learning: Healthy
minds, bodies and souls*

ONGOING
COMMUNICATION
AND IMPROVING
PRACTICES



*Listening, Observing and
checking practices and situations to
always improve the response plan*

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RETURN TO SCHOOL STAFF HEALTH

STUDENT/STAFF DAILY SELF-ASSESSMENT

Students/Staff must conduct the [Toronto Public Health COVID-19 self-assessment](#) each day before arriving at a TCDSB facility.

If attending more than one site in a day, the self-assessment must be completed prior to entry at each site.

To be permitted access students and staff must:

- a. Be free of COVID-19 symptoms.
- b. Have not been outside of Canada within the last 14 days from the date of entry to the workplace
- c. Have not cared for or had known contact with an individual who is sick or with confirmed COVID-19 or COVID-19 like symptoms (fever, new cough, difficulty breathing).

If any of the conditions apply, then the student/employee MUST NOT enter any TCDSB facility and follow up will be required through Telehealth.

As an additional measure, students/employees may consider periodic COVID-19 testing through Public Health, even when not presenting with any symptoms, as part of their ongoing monitoring of personal health.






EMPLOYEE WITH POSSIBLE SYMPTOMS OF COVID-19

Employees must continually self-monitor [for COVID-19 Symptoms](#) throughout the workday and **notify their supervisor** if they present with any symptoms. Symptoms can take 2 to 14 days to develop.

BEFORE YOU ENTER THE SCHOOL

You are required to screen your child for COVID-19 symptoms before school each day.

Does your child have any of the following:

			
FEVER	COUGH	DIFFICULTY BREATHING	SORE THROAT, TROUBLE SWALLOWING
			
RUNNY NOSE OR RED EYES	LOSS OF TASTE OR SMELL	NOT FEELING WELL, TIRED OR SORE MUSCLES	NAUSEA, VOMITING, DIARRHEA

Disease symptoms may be different, depending on age. Children and older adults with COVID-19, may also have [non-specific symptoms](#), such as:

- disorientation, confusion
- sleeping more than usual or muscle aches
- dizziness, weakness or falls
- chills, headaches

EMPLOYEE WITH POSSIBLE SYMPTOMS OF COVID-19 - SUPERVISOR RESPONSIBILITY

When an employee presents with COVID-like symptoms, **the Supervisor will:**

1. Advise the symptomatic employee to go home and, if possible, to avoid taking public methods of transportation home. If the employee has not begun their workday, they must remain at home.
2. Email to notify Occupational Health and Safety (contact corrado.maltese@tcdsb.org and marta.radic@tcdsb.org), so that a report can be made to Toronto Public Health. Ensure that you provide the following details:
 - a. Name of school
 - b. Name, role and contact info of person making the report
 - c. First name, last name and contact info of ill staff
 - d. Onset date of symptoms

Last day that the ill staff/student was at school.

3. Advise the employee they should seek medical attention (i.e., call Telehealth or their physician) and must make an appointment or attend an assessment centre for a COVID-19 test within 48 hours. The employee should enter an absence, using code 10, personal illness, into SEMS for an initial 3 days, pending the result of the test. Click here for [Assessment Centres in Toronto](#).
4. If applicable, ensure all students and other employees in the class with the symptomatic employee immediately wash their hands and relocate any staff and/or students temporarily to another area of the school (or outside). Open outside doors and windows where present to increase air circulation in the area.
5. Place an “[area closed for cleaning sign](#)” at the entry points to any rooms that need to be disinfected. Inform the custodian on duty when an area requires enhanced cleaning, following the removal of a symptomatic individual. Refer to [Enhanced Cleaning of Classroom and/or Isolation Room](#) section of this document (p.17).

COVID-RELATED ABSENCES – LEAVES

The following chart provides guidance on COVID-related absences including if an employee is diagnosed, is experiencing symptoms or has had close contact with an individual who has a probable or positive case of COVID-19.

CIRCUMSTANCE	NEXT STEPS	WHO TO CONTACT
<p>Employee tests positive with COVID-19</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Notify Supervisor of positive test and absence <input type="checkbox"/> Enter Code 10 (personal illness) in SmartFind Express for the period in which the employee is symptomatic and until medically cleared by Public Health. <input type="checkbox"/> Public Health provides the employee with a clearance date to return to work (14 days from when symptoms started or when the test was done, as long as symptoms are improving). 	<ul style="list-style-type: none"> <input type="checkbox"/> Email to notify Health and Safety (contact corrado.maltese@tcdsb.org and marta.radic@tcdsb.org) <input type="checkbox"/> Employee to contact Sick Leave and Disability Department via MDBenefits@tcdsb.org or by phone at 416-222-8282 ext. 2073 <input type="checkbox"/> Submit the Medical Certificate/Confirmation Form and screenshot of the positive test results to the Sick Leave Department via MDBenefits@tcdsb.org or by fax at 416-512-3435.
<p>Public Health confirmation that the employee has had close contact with ANOTHER EMPLOYEE who <u>tested positive for COVID-19 in the workplace</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Notify Supervisor <input type="checkbox"/> Employee is to enter Code 26 in SmartFind Express for the full self-isolation period as directed by Public Health <input type="checkbox"/> If deemed high contact risk by Public Health, the employee will be self-isolating for 14 days and will return to work when directed by Public Health <input type="checkbox"/> If an employee is not contacted by Public Health, the employee is to continue working and is not required to self-isolate <input type="checkbox"/> The employee must complete a Health and Safety Workplace Hazard Report (see Principal/Supervisor). 	<ul style="list-style-type: none"> <input type="checkbox"/> Email to notify Health and Safety of situation and the use of Code 26 – (Contact corrado.maltese@tcdsb.org and marta.radic@tcdsb.org) <input type="checkbox"/> Employee to contact Sick Leave and Disability Department via MDBenefits@tcdsb.org or by phone at 416-222-8282 ext. 2073 <input type="checkbox"/> Submit the Medical Certificate/Confirmation Form and screenshot of the positive test results to the Sick Leave Department via MDBenefits@tcdsb.org or by fax at 416-512-3435.

<p>Public Health confirmation that the employee has had close contact with AN INDIVIDUAL who <u>tested positive for COVID-19 outside of the workplace</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Notify Supervisor <input type="checkbox"/> Employee to enter Code 26 in SmartFind Express for the full self-isolation period as directed by Public Health <input type="checkbox"/> Employee will self-isolate for 14 days as directed by Public Health <input type="checkbox"/> Employee may be required to provide additional information and necessary documentation, upon request. 	<ul style="list-style-type: none"> <input type="checkbox"/> Email to notify Health and Safety of situation and the use of Code 26 (Contact corrado.maltese@tcdsb.org and marta.radic@tcdsb.org).
<p>Employee shows symptoms related to COVID-19 <u>while at home</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Notify Supervisor, remain at home <input type="checkbox"/> Enter Code 10 (personal illness) in SmartFind Express <input type="checkbox"/> Employee is to book or attend an assessment centre within 48 hours of developing symptoms <input type="checkbox"/> If negative test result, Public Health will advise the employee when they are able to return to work <input type="checkbox"/> If positive test result, follow confirmed positive test result steps <input type="checkbox"/> Employee may be required to provide additional information and necessary documentation, upon request. 	<ul style="list-style-type: none"> <input type="checkbox"/> If less than 5 days and test results are negative email sent to Health and Safety (contact corrado.maltese@tcdsb.org and marta.radic@tcdsb.org) with a screenshot of the negative test results attached <input type="checkbox"/> If absent for five days or more - email sent to MDBenefits@tcdsb.org with a screenshot of the positive test result attached <input type="checkbox"/> If absence is for 5 or more days and the results of test are negative -email sent to MDBenefits@tcdsb.org confirming date of testing and negative results.
<p>Employee has an <u>underlying/high risk condition or is in a high-risk category</u> (age 70 or above) i.e. diabetes, asthma, heart disease, high blood pressure, auto-immune conditions, chronic cancer</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with specialized HR team at covid.employmentmatters@tcdsb.org <input type="checkbox"/> Consult with applicable medical practitioner <input type="checkbox"/> Employee may be required to provide additional information and necessary documentation, upon request. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with specialized HR team at covid.employmentmatters@tcdsb.org <input type="checkbox"/> Specialized HR team may refer to HR Support Services or HR Academic Services or Sick Leave and Disability – reviewed on a case-by-case basis.

<p>Employee has close contact with a <u>household member who has developed COVID-19 related symptoms</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Notify Supervisor <input type="checkbox"/> Employee to enter Code 26 in SmartFind Express for 3 days pending COVID test results <input type="checkbox"/> Employee to book a test or attend an assessment centre within 48 hours <input type="checkbox"/> If employee tests positive and/or develops symptoms, follow up with the Sick Leave & Disability Department <input type="checkbox"/> If negative test result, Public Health will advise the employee when they are able to return to work <input type="checkbox"/> If household member tests positive, Public Health will advise the employee when they are able to return to work <input type="checkbox"/> Employee may be required to provide additional information and necessary documentation, upon request. 	<ul style="list-style-type: none"> <input type="checkbox"/> Email to notify Health and Safety (contact corrado.maltese@tcdsb.org and marta.radic@tcdsb.org) of situation and the use of Code 26 <input type="checkbox"/> Email must be sent to Sick Leave and Disability at MDBenefits@tcdsb.org with a screenshot of the positive test result attached.
<p>An employee encounters the onset of <u>COVID 19 symptoms during the workday</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Notify Supervisor <input type="checkbox"/> Employee to enter Code 10 (personal illness) in SmartFind Express for 3 days pending COVID test results and employee is to leave the workplace <input type="checkbox"/> Employee is to book a test or attend an assessment centre within 48 hours of symptoms for testing <input type="checkbox"/> If negative test result, Public Health will advise the employee when they are able to return to work <input type="checkbox"/> If positive test, Public Health will contact Manager of Employee Health and Wellness and advise of next step <input type="checkbox"/> Employee may be required to provide additional information and necessary documentation, upon request. 	<ul style="list-style-type: none"> <input type="checkbox"/> Email to notify Health and Safety (contact corrado.maltese@tcdsb.org and marta.radic@tcdsb.org) <input type="checkbox"/> Email must be sent to Sick Leave and Disability at MDBenefits@tcdsb.org with a screenshot of the positive test result attached.

COVID-RELATED ABSENCES - DAILY ABSENCES

Questions regarding the type of leave related to COVID-19 or regarding reasonable accommodations should be directed to a specialized Human Resources team at covid.employmentmatters@tcdsb.org

EMPLOYMENT STANDARDS ACT (ESA) LEAVES	NEXT STEPS	WHO TO CONTACT
<p>Employee is required to provide care and support for their spouse/partner, parent or child who is at high risk and resides with them (e.g., in treatment for cancer or immunocompromised conditions)**</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Employee may need to take a leave of absence as per the ESA Infectious Disease Emergency Leave (IDEL). <input type="checkbox"/> Employee should investigate other ESA leave options <input type="checkbox"/> Not a disability management case <input type="checkbox"/> Consider Family Status Accommodation Requirements (Section 12 of the Ontario Human Rights Code) <input type="checkbox"/> Employee may be required to provide additional information and necessary documentation, upon request. <input type="checkbox"/> Explore accommodation options (i.e. work from home if available) <input type="checkbox"/> If employee chooses not to RTW, advise employee of other leave options available within the Board (i.e. unpaid leave of absence or other forms of leave) 	<ul style="list-style-type: none"> <input type="checkbox"/> Contact a member of the specialized HR team at covid.employmentmatters@tcdsb.org
<p>Employee is required to provide care and support for an individual (NOT their spouse/partner, parent or child) who is at high risk and resides with them (e.g., in treatment for cancer or immunocompromised conditions)**</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not a disability management case <input type="checkbox"/> Employee may be required to provide additional information and necessary documentation, upon request. <input type="checkbox"/> Although the duty to accommodate is not triggered, explain options that could possibly be provided to help the employee feel safe at work (which transfers to keeping the household member safe – i.e. work from home if available) 	<ul style="list-style-type: none"> <input type="checkbox"/> Contact a member of the specialized HR team at covid.employmentmatters@tcdsb.org

	<ul style="list-style-type: none"> <input type="checkbox"/> Employee may need to take a leave of absence as per ESA (Employment Standards Act) Infectious Disease Emergency Leave (IDEL). Employee should investigate other ESA leave options. <input type="checkbox"/> If the employee chooses not to RTW, advise the employee of other leave options (i.e. unpaid leave of absence or other forms of leave) 	
<p>Unable to return to work or continue working due to the following reason(s)**:</p> <p>Employee unwilling to attend the workplace due to fear of contracting COVID 19 (above scenarios NOT present)</p> <p>Employee has returned from travel - refer to local Public Health travel restrictions/self-isolation requirements (note language referenced in TCDSB correspondence sent to all employees regarding prudent planning for non-urgent travel)</p> <p>Employee has a spouse/family member, living in the same household, who travels into the United States regularly for qualifying work</p> <p>Employee is scheduled for surgery and has been advised to self-isolate for two weeks prior to their surgery (no other restrictions preventing them from working)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Refer to Reopening School documents for information about what controls are in place <input type="checkbox"/> If you require a leave not related to your own personal medical condition, please review the ESA leaves <input type="checkbox"/> Employee may be required to provide additional information and necessary documentation, upon request. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contact a member of the specialized HR team at covid.employmentmatters@tcdsb.org

OUTBREAK PROTOCOL FOR A SUSPECTED OR CONFIRMED CASE OF COVID - EMPLOYEE

Specific details on responding to a suspected or confirmed case are outlined in the Province of Ontario’s [“Operational guidance: Covid-19 Management in Schools”](#)

HEALTH AND SAFETY – GENERAL

CLEANING OF SCHOOL FACILITIES

The following section will outline training, cleaning protocols, safety precautions and Personal Protective Equipment provided by the board to promote the Health and Safety of students/staff.

CUSTODIAL WORKLOAD SCHEDULE (MINIMAL CLEANING TASK & FREQUENCY)

CAFETERIA, SERVERY, KITCHEN	
DAILY TASKS	WEEKLY OR MORE
<ul style="list-style-type: none"> <input type="checkbox"/> Disinfect all cafeteria tables daily and between lunches where necessary <input type="checkbox"/> Dust mop or push broom as necessary the entire floor <input type="checkbox"/> Spot mop floors with disinfectant daily <input type="checkbox"/> Mop and disinfect entire floor in kitchen and servery use degreasing cleaner <input type="checkbox"/> Empty garbage, recycling, and organics liner and wash with disinfectant soap <input type="checkbox"/> Spot clean glass <input type="checkbox"/> Disinfect all contact surfaces (door knobs, railings, dispensers, handles, light switches, panic bars) 	<ul style="list-style-type: none"> <input type="checkbox"/> Wash entire floor with Auto-Scrubber 3x per week <input type="checkbox"/> Spray/hand wipe all glass, both sides <input type="checkbox"/> Clean doors and door jams <input type="checkbox"/> Dust/clean all horizontal building surfaces <input type="checkbox"/> Spot wash walls <input type="checkbox"/> Spray clean soft-drink or other vending machines <input type="checkbox"/> Wash and disinfect waste containers as necessary

OFFICE	
DAILY TASKS	WEEKLY OR MORE
<p>The following cleaning schedule for “OFFICE” applies to the main office, private offices, guidance, chaplaincy, meeting, work staff, health or seminar rooms, etc.</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Dust mop and spot wet mop the floor with disinfectant soap <input type="checkbox"/> Disinfect all contact surfaces (door knobs, panic bars, railings, dispensers, light switches, desk tops, phones, hand dryers, toilets, toilet seats, mirrors) <input type="checkbox"/> Vacuum carpet (traffic areas only) <input type="checkbox"/> Empty garbage, recycling, and organics liner and wash with disinfectant soap <input type="checkbox"/> Remove recycling 	<ul style="list-style-type: none"> <input type="checkbox"/> Wet mop the entire floor <input type="checkbox"/> Vacuum the entire carpet <input type="checkbox"/> Dust all horizontal surfaces such as windowsills, shelves, desks, tables, etc. <input type="checkbox"/> Dust pictures and other wall hangings <input type="checkbox"/> Dust floor or desk lamps and computers <input type="checkbox"/> Clean and disinfect telephone <input type="checkbox"/> Vacuum upholstered chairs or sofa <input type="checkbox"/> Dust hard surface chairs <input type="checkbox"/> Clean surface of appliances, etc.
STORAGE, BOILER, MECHANICAL	
<ul style="list-style-type: none"> <input type="checkbox"/> Sweep the entire floor using a dust mop, push broom or corn broom as appropriate <input type="checkbox"/> Spot wash or mop the entire floor as necessary <input type="checkbox"/> Clean any utility sinks weekly <input type="checkbox"/> Dust equipment or other horizontal surfaces monthly <input type="checkbox"/> Wash doors and door jams as necessary, weekly on corridor side 	
CARETAKER SINK ROOM	
<ul style="list-style-type: none"> <input type="checkbox"/> Sweep or dust the floor daily/nightly <input type="checkbox"/> Wash and disinfect the floor daily/nightly <input type="checkbox"/> Wash the service sink daily/nightly <input type="checkbox"/> Wash and hang drying wet mops daily/nightly <input type="checkbox"/> Vacuum dust mops daily <input type="checkbox"/> Dust horizontal surfaces, spot wash walls and doors as required 	

GYMNASIUM or MULTI-PURPOSE ROOM	
DAILY TASKS	WEEKLY OR MORE
<ul style="list-style-type: none"> <input type="checkbox"/> Dust mop the entire floor daily using a 48” dust mop <input type="checkbox"/> Dust the stage floor <input type="checkbox"/> Empty garbage, recycling, and organics liner and wash with disinfectant soap <input type="checkbox"/> Disinfect all contact surfaces (door knobs, panic bars, railings, dispensers, light switches, desk tops, phones, hand dryers, toilets, toilet seats, mirrors) 	<ul style="list-style-type: none"> <input type="checkbox"/> Wet mop with disinfectant soap all corners and baseboards 3x/wk. <input type="checkbox"/> Wash the entire floor with Auto-Scrubber 3x/wk. using disinfectant soap <input type="checkbox"/> Spot wash walls, doors, weekly <input type="checkbox"/> Clean door jams, glass, vents, etc. <input type="checkbox"/> Dust or clean any other room apparatus?
CHANGE ROOMS	
DAILY TASKS	WEEKLY OR MORE
<ul style="list-style-type: none"> <input type="checkbox"/> Dust mop the entire floor daily <input type="checkbox"/> Wet mop the entire floor daily with Disinfectant Soap <input type="checkbox"/> Empty garbage, recycling, and organics liner and wash with disinfectant soap <input type="checkbox"/> Disinfect all contact surfaces (door knobs, panic bars, railings, dispensers, light switches, desk tops, phones, hand dryers, toilets, toilet seats, mirrors) 	<ul style="list-style-type: none"> <input type="checkbox"/> Spray wash with Disinfectant Soap the entire shower stall <input type="checkbox"/> Disinfect the shower curtain <input type="checkbox"/> Spot wash all ceramic tile or painted surfaces with disinfectant soap <input type="checkbox"/> Wash benches, door jams, doors/handles <input type="checkbox"/> Dust cubbies and/or shelving <input type="checkbox"/> Dust air vents or emergency lighting
THEATRE or AUDITORIUM SPACE	
DAILY TASKS	WEEKLY OR MORE
<ul style="list-style-type: none"> <input type="checkbox"/> Dust mop the stage and all hard surface flooring daily <input type="checkbox"/> Spot wash floor where necessary with disinfectant soap <input type="checkbox"/> Vacuum traffic areas daily <input type="checkbox"/> Empty garbage, recycling, and organics liner and wash with disinfectant soap 	<ul style="list-style-type: none"> <input type="checkbox"/> Dust mop the floor under fixed seating weekly <input type="checkbox"/> Vacuum all carpet weekly <input type="checkbox"/> Wash the entire floor weekly <input type="checkbox"/> Spot wash walls, glass, doors, door jams and any other surface weekly

A NOTE ON RECYCLING/ORGANICS

- Removal of recycling (particularly juice/pop, etc.) and organics must be done daily from each room and placed in designated areas as per the Head Caretaker. This is to prevent odour and infestation.
- Schools have been encouraged to implement recycling and organics programs.

CLASSROOMS

DAILY TASKS	WEEKLY OR MORE
<ul style="list-style-type: none"> <input type="checkbox"/> Dust mop the entire floor <input type="checkbox"/> Empty garbage, recycling, and organics liner and wash with disinfectant soap <input type="checkbox"/> Spot wash floor with disinfectant soap <input type="checkbox"/> Vacuum all area rugs or traffic areas <input type="checkbox"/> Ensure all windows are secure <input type="checkbox"/> Shut-off all lights <input type="checkbox"/> Disinfect all contact surfaces (door knobs, panic bars, railings, dispensers, light switches, desk tops, phones, hand dryers, toilets, toilet seats, mirrors). Damp wipe the blackboard/whiteboard and ledge (secondary) 	<ul style="list-style-type: none"> <input type="checkbox"/> Wash the floor wall to wall using General Purpose Cleaner <input type="checkbox"/> Vacuum the entire carpeted area <input type="checkbox"/> Dust or wash as necessary horizontal building surfaces (window sills, shelves, etc.) <input type="checkbox"/> Spot wash walls, doors, door jams with disinfectant soap <input type="checkbox"/> Clean door or side-light glass in and out <input type="checkbox"/> Clean desks and other small furniture <input type="checkbox"/> Vacuum teachers' chair (if cloth) with disinfectant soap <input type="checkbox"/> Note maintenance issues for Head Caretaker or Maintenance attention

KINDERGARTENS AND M.E./SPECIAL NEEDS

All items listed above in CLASSROOMS with the following changes:

1. All desks or tables are washed fully DAILY with disinfectant Soap
2. All floors are wet mopped using Disinfectant Cleaner DAILY
3. All carpets are vacuumed DAILY

PORTABLE CLASSROOMS & PORTAPAKS

All items listed above in CLASSROOMS with the following changes:

1. Floor fully mopped in inclement weather
2. Daily vacuuming of all floor mats

COMPUTER LABS/SCIENCE LABS

All items listed above in CLASSROOMS with the following changes:

1. All computers dusted 3 x per week
2. All sinks spray washed 3 x per week or as required

LIBRARY OR OTHER RESOURCE ROOMS

All items listed above in CLASSROOMS with the following changes:

1. All computers dusted 3 x per week
2. All library bookshelves and furniture dusted weekly
3. Telephones or other office equipment washed/dusted weekly
4. Wall pictures or cubbies or any proprietary furniture or objects dusted weekly

SHOPS, ART ROOMS, ETC.

All items listed above in CLASSROOMS with the following changes:

1. Use push broom or corn broom as necessary
2. Floor and sinks to be monitored for more than once per week cleaning.

CORRIDORS, HALLS, ATRIUMS OR FORUMS	
DAILY TASKS	WEEKLY OR MORE
<ul style="list-style-type: none"> <input type="checkbox"/> Dust mop the entire floor with a 48" mop <input type="checkbox"/> Wash entire floor with disinfectant soap using an Auto-Scrubber if available <input type="checkbox"/> Twice Daily - Disinfect all contact surfaces (door knobs, panic bars, railings, dispensers, light switches, desk tops, phones, hand dryers, toilets, toilet seats, mirrors). Damp wipe the blackboard/whiteboard and ledge (secondary) <input type="checkbox"/> Empty garbage, recycling, and organics liner and wash with disinfectant soap <input type="checkbox"/> Remove graffiti 	<ul style="list-style-type: none"> <input type="checkbox"/> Clean all glass <input type="checkbox"/> Spot wash all walls or lockers and remove graffiti <input type="checkbox"/> Spot clean doors <input type="checkbox"/> Clean all door glass <input type="checkbox"/> Clean glass on fire hose cabinets if applicable and dust the cabinet <input type="checkbox"/> Dust and clean glass for any trophy cases <input type="checkbox"/> Dust any Crucifixes, statues or picture frames, etc.
STAIRS & STAIRWELLS	
<p>All items listed above in CORRIDORS, ETC., except:</p> <ol style="list-style-type: none"> 1. Sweep stairs with corn broom and mop daily or more as necessary 2. Mop landings 3. Sweep with corn broom and vacuum floor mats daily 	

WASHROOMS

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Dust mop, wet mop and the entire floor using Disinfectant Cleaner <input type="checkbox"/> Twice Daily - Clean and disinfect all toilets including the bowl, seats, back and sides, under the rim and flush handle, mirrors, dispensers and hand dryers and light switches <input type="checkbox"/> Empty sanitary napkin containers <input type="checkbox"/> Check toilet tissue <input type="checkbox"/> Check soap <input type="checkbox"/> Remove garbage and any graffiti | <ul style="list-style-type: none"> <input type="checkbox"/> Disinfect sanitary napkin containers 2x <input type="checkbox"/> Spot wash ceramic tile or painted walls 1x <input type="checkbox"/> Hand scour 180 or 360 stainless or masonry Bradley sink 2x <input type="checkbox"/> Descale toilets and urinals as trained using the appropriate Bowl Cleaner 1x <input type="checkbox"/> Dust window ledges, grills or other horizontal building surfaces 1x <input type="checkbox"/> Wash doors, door jams, and the garbage container 1x |
|---|---|

A NOTE ON AIR VENTS AND LIGHT PACKS

1. In most schools, particularly newer schools, there are fresh air vents. These vents can become laden with dust and no matter the room; accessible vents or grills are to be dusted weekly.
2. Emergency lighting and exit lighting in corridors, classrooms, etc., which are wall or ceiling mounted and have horizontal surfaces which collect dust are to be dusted weekly during the rooms cyclical cleaning schedule. Time has been allocated in the Custodial Workload Schedule for this activity to occur in every space.

CUSTODIAL WORKLOAD SCHEDULE - (ADDITIONAL CLEANING TASK & FREQUENCY)**PANDEMIC/INFLUENZA GUIDELINES (COVID-19)****ENHANCED CLEANING PROTOCOLS/ HIGH TOUCH AREAS**

- Dust mop the entire floor
- 2 times per day:** wash with disinfectant soap all contact surfaces (door knobs, panic bars, railings, dispensers, light switches, elevator buttons, desk tops, phones, hand dryers, toilet handles, toilet seats and urinals, clean mirrors, wipe down blackboard/whiteboard ledges, drinking fountains/water bottle filling stations)
- Frequent replenishing and changing soiled water and disinfectant solution with the attention to using a clean terry cloth
- Toys in daycare and kindergarten areas will be wiped in disinfected solution and allowed to be air dried by child care operator
- Replace the waste basket liner and wash and disinfect waste basket, recycle bin, and organics bin
- Spot mop the floor with Disinfectant Cleaner

SAFETY PRECAUTIONS AND PERSONAL PROTECTIVE EQUIPMENT (PPE)

- Read all labels on chemical product and the [Safety Data Sheet \(SDS\)](#) to ensure correct usage and personal protective equipment (PPE), medical attention, product information and emergency number/information
- Use proper personal protective equipment as indicated on the product label or [Safety Data Sheet \(SDS\)](#). In addition, wear PPE as per the Personal Protective Equipment (PPE) section of this document. If PPE is not on hand, contact your immediate supervisor
- Dispose of any unused product and if recanting please label properly with correct WHMIS labels
- Practise personal hygiene at all times. Wash hands before and after use of equipment and when you are in contact with any potential surfaces that may be affected
- Avoid touching your face, ears, nose or mouth
- When disinfecting electrical components such as light switches and elevator buttons, avoid using excessive amounts of liquid. Use a disinfectant moistened cloth onto the surface rather than spraying directly
- In case of emergency please follow emergency response or call 911 for serious injury

DOCUMENTATION

- Keep record of all the rooms that have been disinfected and washed
- Report any deficiencies or hazards that attention to the Head Custodian or Immediate supervisor
- Report any hazards or emergencies after-hours to security/ on-call supervisor
- Communicate status/ concerns/ findings with the next shift

ENHANCED CLEANING OF CLASSROOM AND/OR ISOLATION ROOM

In the event that additional cleaning is required due to an employee or student developing COVID-like symptoms during the day or a confirmed case of COVID-19, the room/space will be closed temporarily to allow for a thorough cleaning and disinfecting of touch surfaces (additional resources may be brought in from other sites if required). Place an “[area closed for cleaning sign](#)” at the entry points to all affected rooms. Open outside doors and windows and use ventilating fans to increase air circulation in the area.

The Isolation Room should not be used for other purposes throughout the school day. In the event the Isolation Room is used by an ill student, school administrators must inform the Caretaker to ensure it is cleaned as per the enhanced process above.

WASTE/RECYCLING

Food waste must return home with students. Similarly, staff should take home any food waste from their respective lunches/snacks. Caretaking staff only are to collect garbage and green bins from classrooms at the end of the day. All waste containers to be cleaned daily before being returned to the classroom for the start of the school day. Recycling will be monitored and collected as required.

OUTDOOR PLAY EQUIPMENT (PLAY STRUCTURES)

Outdoor play structures are closed to student use, as it will not be possible to clean this equipment daily or between outdoor breaks. Signage will be posted accordingly.

CLEANING OF CORPORATE FACILITIES

Catholic Education Centre 80 Sheppard Avenue East

CLEANING TASKS

At the start of every day, all Head Caretakers or designates will undertake the following tasks:

- Inspect all washrooms prior to staff arrival to ensure cleanliness and stock of supplies as well as function of hand dryers and paper towel dispensers
- Check operation and re-stock hand sanitizer dispensers that are located in designated entrances and corridors
- Head Caretakers or designate will clean and restock all washrooms twice per day

Note: the extra washroom cleaning (twice during the day) is **in addition to the regular cleaning schedule** and not a replacement for the assigned duties of the afternoon Caretaker. Caretaking staff only are to collect garbage at the end of the day. All waste containers to be cleaned daily before being returned. Recycling will be monitored and collected as required.

TOUCH SURFACES (THROUGHOUT THE DAY)

Touch surfaces throughout the day, in corridors, entrances, doors & frames, door hardware in common areas, stairs and handrails are to be cleaned twice daily during occupied times.

Common areas/surfaces/equipment as noted below:

- Interior and exterior door handles on perimeter doors, interior doors to include washroom, classroom doors, push plates and panic bars and the outside intercom button;
- Bottle filling stations, railings, paper towel, soap and hand sanitizer dispensers, hand dryers, light switches, and elevator buttons.

RECEPTION AREA CLEANING (TWICE PER DAY)

- Main reception desk is cleaned twice daily, if applicable, using the Board-supplied cleaning product. **Use** Board-supplied disinfectant for any additional cleaning needs.
- All hard surface furniture will be cleaned at the end of the day.

INDIVIDUAL OFFICE CLEANING (ONCE PER DAY)

Wipe down surfaces, laptops/tablets and phones. When cleaning technology, spray the paper towel **or cloth** not the device.

****It is** the responsibility of the employee to manage the wiping down of any **shared equipment**.

- **Please distribute by Department or place in a general work space** - Spray bottles with the board-supplied disinfectant **along** paper towels **for** individuals to use to clean surfaces/equipment as required or before use **such as photocopiers**, etc.
- Any designated shared work surfaces will be cleaned after hours providing the surfaces are accessible.

PRINTERS AND COPYING ROOM CLEANING (INDIVIDUAL STAFF MEMBERS)

Disinfectant spray and paper towels will be provided next to any photocopier, printer or other shared devices. The user should wipe down the photocopier before every use.

STAFF ROOM AND CONFERENCE ROOM CLEANING (ONCE PER DAY)

- Cleaning and sanitizing of tables, counters and appliances will occur **at the end of each lunch shift and again at the end of the day**
- **Place** Spray bottles with the Board-supplied disinfectant and paper towels for any additional cleaning needs **by employees**.

CLEANING PRODUCTS AND PROCESS

FOR COMMON AREAS, OFFICES AND CONFERENCE ROOMS (ONCE PER DAY)

- The surfaces will be cleaned using spray bottle and a microfiber cloth, or a solution in a wash bucket
- The surfaces will then be sprayed with disinfectant

FOR LUNCH ROOM, ALL COUNTERS AND TABLETOPS WILL REQUIRE A THREE-STEP CLEANING / DISINFECTING PROCESS (ONCE PER DAY):

- The surfaces will be cleaned using spray bottle and a microfiber cloth, or a solution in a wash bucket
- The surfaces will then be sprayed with disinfectant

Common Areas must be cleaned, washed (full mopping of floors) with Patriot 16, Carpets Vacuumed nightly and dusting.

ENHANCED CLEANING OF CORPORATE OFFICES

In the event that an employee becomes ill with COVID-like symptoms or a confirmed case of COVID-19, additional cleaning and disinfecting is required for all touch surfaces in all common areas of the building, as well as any specific offices/work spaces as promptly as possible.

ENVIRONMENTAL CONDITIONS AND AIR FLOW

MECHANICAL VENTILATION

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 has a proactive Preventative Maintenance 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 the school ventilation includes 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 it 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 in the negative pressure created which draws the old air from inside the building and enhances the use of natural ventilation through open windows and doors.

NATURAL VENTILATION (WINDOWS)

The Maintenance Department will proceed with modification of some vertical sliding windows on a limited basis to increase the opening from 4 inches to 12 inches. Since this will be a time-consuming process likely to take several weeks, priority will be given to schools in high COVID risk areas with no mechanical ventilation.

For one window in each classroom, the spring mechanism will first be inspected and repaired if necessary to ensure that the window can be opened to 12 inches without risk of falling. Once this is confirmed, the restrictors will be raised to allow an opening of 12 inches. If possible, this modification will be to the window directly opposite the classroom door to further facilitate air circulation. As mentioned earlier, a building science engineer with expertise in windows will be retained to further investigate potential for increased natural ventilation through windows.

USE OF MOBILE FANS IN ROOMS

- Adhere to these safety guidelines with regards to using mobile fans, however use should be minimized.
- Only fans that can be tilted up towards the ceiling should be used. Tower fans should not be used.
- Fans must be tilted or pointed upwards towards the ceiling to avoid blowing directly on occupants in the room and operate only on the low setting for air circulation.
- Blades of the fan require cleaning according to the manufacturer's instructions.
- It will be the responsibility of the owner of the appliance to maintain and clean the equipment as per manufacturer's guidelines.

USE OF PERSONAL HUMIDIFIERS OR AIR PURIFIERS

- Follow the guidelines as per the use of mobile fans.
- Use should be minimized. It will be the responsibility of the user of the appliance to maintain and clean the equipment as per manufacturer's guidelines.

SIGNAGE

The following signage will be provided to schools/sites and, at the direction of the principal/site supervisor, must be posted as per instructions. A limited number of laminated signs will be delivered to schools, however more signs can be printed and placed by the administrator as needed by clicking the links below.

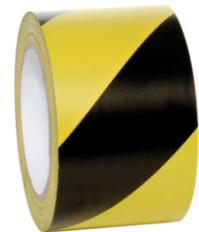
SIGNAGE	PLACEMENT INSTRUCTIONS
<u>entry point screening sign</u>	Placed at designated entry points. Must be clearly visible from the outside of the building.
<u>students and staff only beyond this point</u>	Placed at designated entry points.
<u>handwashing sign reminder</u>	A quick reminder to wash hands, without detailed instructions. May be placed on the exit door of washrooms.
<u>handwashing sign (kindergarten and primary):</u>	Age appropriate hand washing sign, for kindergarten washrooms, and washrooms used by primary students
<u>cough etiquette sign or cover your cough sign</u>	You can choose whichever of these two signs are most appropriate based on the audience. Can be placed anywhere you feel appropriate, but in every washroom at a minimum.
<u>avoid touching your face:</u>	Can be placed anywhere you feel appropriate.
<u>cough etiquette (kindergarten and primary)</u>	Kindergarten classrooms, primary classrooms, washrooms used by kindergarten and primary
<u>physical distancing sign</u>	Throughout the school, but at least one sign at each designated entry point, and at least one sign on each floor.
<u>physical distancing sign (kindergarten and primary)</u>	Kindergarten and primary classrooms, primary corridors
<u>room capacity sign:</u>	Customizable. Simply write on the capacity number (using a dry-erase marker) and use this sign at washrooms, changerooms, the library, meeting rooms, the staffroom, special purpose rooms, auditoriums, the office, etc. The capacity of each room is based on the number of people that can occupy a room while still physically distancing by two metres. In a washroom, this would be the number of separate cubicles + the number of physically distanced handwashing stations.
<u>elevators physical distancing sign</u>	May be used in combination with the room capacity sign. Some elevators are large enough to accommodate two individuals at a time (2 metres apart), while others are only large enough for one person riding at a time.

SIGNAGE <i>(continued)</i>	PLACEMENT INSTRUCTIONS
water bottle filling station	Placed at all water filling stations.
glove use and removal sign	Kindergarten rooms, Health Rooms, Special Education Classrooms, Custodian Rooms
how to wear a non-medical face covering sign	At the main entrance.
library sign - one person per aisle	Can be posted at the end of each library aisle, to encourage physical distancing
area closed for cleaning sign	Placed on the door of the Isolation Room after each use, pending custodial disinfection, or any room that needs additional disinfection
out of service until further notice sign	Place on shared equipment that is difficult to disinfect between uses. For example, staff fridges, microwaves, dishwashers, etc.
isolation room sign	Place just outside the isolation room

DIRECTION AND FLOW

The following floor decals will be installed according to the Principal/Custodian plan for the school:

- **“Please Keep Right” floor decals** should be adhered to the floor, in hallways, ideally at entrance points to each hallway.
- **Stand here floor decals** should be adhered indoors, to the floor, at least 2 metres apart, in the following locations at all schools: main office (up to 4 decals), water bottle filling stations (up to 2 decals). In secondary schools, these should also be applied at the following locations: Guidance Office (up to 4 decals), Chaplaincy Office (up to 4 decals), Learning Commons (up to 4 decals) and Attendance Office (up to 4 decals).
- **Striped Adhesive Sidewalk Tape** will be provided for the purpose of marking locations where individuals should stand to ensure 2 metres physical distancing in outdoor spaces. The administrator is asked to work with staff to apply as needed at main entrances and school bus loading zones. It can also be used to define play zones in school yards to prevent mixing of cohorts during recess.



SITE ACCESS AND SCHEDULING

- Site access will be limited at TCDSB location(s) to employees, students and essential visitors.
- Parents are to be advised that pick-up and drop-off of students should happen outside the school unless it is determined that there is a need for the parent/guardian to enter the setting.
- A sign-in sheet must be maintained at each site/school, detailing who accessed the building, in/out times and area(s) accessed, and must indicate that the entrant completed the Toronto Public Health COVID-19 self-assessment. Employees who do not normally work at the location, contractors and other essential visitors must also sign-in. The log must be kept on file for a minimum of one month and may be requested by Toronto Public Health to support contact tracing in the event of a confirmed case of COVID-19.
- The Sign in sheet will be maintained by:
 - In schools - the secretary in the Main Office (student and school staff attendance will be recorded through absence reporting).
 - At CEC, reception/security
- To the extent possible, staff working at multiple sites, as their assignment (e.g., two schools).
 - Staff assigned to more than one site will complete, a self-assessment prior to entry at each site
 - Shared schools' staff will sign in upon entry at each site
- Itinerant and non-classroom staff (e.g., SERT, Guidance etc.) should:
 - Work with groups of students from the same class/cohort in a given session, where possible; site specific cohort and timetable plans will be implemented
 - Wear appropriate PPE.
 - Minimize the number of areas accessed within the school on any given day to the extent

DELIVERIES

- All deliveries must be coordinated through a designated entrance, located conveniently to a storage/holding space. The door should be determined in collaboration between the principal and the custodial staff.
- The signage on the front entrance will instruct the delivery staff to contact the main office, either by phone or intercom, to request an attendant (e.g., caretaker or secretary) at the designated door.
- Deliveries are to be contactless; maintain physical distance of 2m from the delivery staff.

- To the extent possible, deliveries are to be left in a secured location in close proximity to the delivery door in order to minimize non-essential visitor access to the building.
- If entry into the building to complete the delivery is required, access must be recorded in the [Covid-19 Sign-in, Sign-out and Screening Record](#).
- When signing for and/or unpacking the delivery, gloves must be worn, including when sorting mail from Canada Post. Once complete, wash your hands.

SHARED EQUIPMENT AND RESOURCES

- If using equipment that is shared by others (e.g., photocopier, microwave, vacuum, phone/PA system, walkie talkie, etc.), the touch surfaces of the equipment must be disinfected by the user **before** use and/or gloves must be worn.
- If educators choose to use student shared resources, the staff member must disinfect the touch surfaces in between use or leave the resources untouched for a minimum of 3 days.
- Where possible, assign resources and equipment for individual use (e.g., walkie talkie, textbook, pens and pencils, etc).
- Hand washing before and after use of shared equipment and resources is essential for staff and/or students.
- Shared resources that cannot be disinfected (e.g., books, soft surface items) must be placed into a sealed container or covered shelf for a minimum of 3 days.
- Where possible, the school should promote a paper-reduced approach and send/submit paperwork electronically. Paper that is collected from students and/or families must be left for a minimum of 1 day prior to touching by staff, or wear gloves while touching the papers. Alternatively, wash hands after handling.

HEALTH AND SAFETY PRECAUTIONS - ALL STAFF

The following safety precautions must be practiced to reduce the potential spread of COVID-19:

HAND HYGIENE

- Practice [proper and frequent hand washing and hand sanitizing](#). Refer to [the How to Hand Wash Video](#) from Public Health Ontario on how to properly wash your hands, using soap, for at least 20 seconds.
- Hand sanitizer is located at each designated entrance, portables, classrooms and/or key locations throughout the hallways where access to a sink for hand washing is limited. Note that alcohol-based sanitizer is flammable. Refer to [Hazard Alert - Alcohol-based Hand Sanitizer Flammability](#).
- Practice hand hygiene when:
 - Entering a building;
 - Regularly throughout your time in the building;
 - Before you eat and after coughing or sneezing;
 - Before and after wearing gloves
 - Before and after touching a face mask;
 - Leaving at the end of your work day.
 - If handwashing is not possible, use hand sanitizer provided at key locations throughout the school, including entrances, classrooms without a sink and portables.

PHYSICAL DISTANCING

- Practice physical distancing by maintaining 2 m separation from other persons where possible; combined with other safety protocols
- Reconfigure workstations in main office areas to ensure separation from each other or, where not possible, add a plexiglass divider;
- Arrange student desks with as much distance as possible and all facing the same direction;
- Seating plans within classrooms must remain consistent from one day to the next, ie. students should not change seats from day to day;

- Staff and student queue at entrances should be avoided by staggering arrival times and utilizing multiple access doors. However, when queuing occurs, physical distancing must be maintained;
- Gatherings of staff, when necessary, must include physical distancing and adhere to posted room capacities. Where this is not possible, meetings should be held in a virtual format.

NON-MEDICAL/CLOTH MASKS AND FACE COVERINGS FOR STUDENTS

- Masks are mandatory for all students (non-medical/cloth masks and surgical (disposable) masks are both acceptable for students);
- Parents are responsible for providing masks for their children.
- In the event a student arrives at school and does not have a mask, the administrator will issue either a surgical (disposable) mask or a new non-medical/cloth mask to the student;
- If a student is not able to wear a mask due to a medical condition, the administrator will issue a reusable face shield to the student, and particular care shall be taken to ensure 2 metres physical distancing at all times. Parents should be advised this may limit the student's ability to participate in some elements of the program.
- Staff will wear PPE as described in section [4 - Personal Protective Equipment \(PPE\)](#) (p.28)

RESPIRATORY HYGIENE

- Avoid touching your face, especially your eyes, mouth and nose;
- Cover coughs and sneezes with a tissue, sleeve or elbow;
- Provide tissues in locations throughout the school/site and suggest that students bring a box of tissues for personal use, where possible;
- Wash and/or sanitize your hands after sneezing or blowing your nose;
- Teach respiratory hygiene in age-appropriate ways to students. See section entitled "[Signage](#)" (p.21) in this document for age appropriate cough etiquette signage.

PLEXIGLASS BARRIERS AND SIMILAR DIVIDERS

- Schools will be provided a plexiglass table top barrier for the main office counter, and where physical distancing is not possible between main office staff through rearranging or re-spacing of existing furniture;
- In some instances, where working with students and physical distancing is not possible, a tabletop plexiglass or similar divider may be provided (e.g., supporting students with special needs in a small group, conducting a psychoeducational assessment);
- Dividers must be disinfected by the user prior to use wherever possible. Caretaking will disinfect at least twice per day.
- Staff may request a plexiglass barrier be placed in their workspace

OTHER CONSIDERATIONS FOR STAFF

- Bring your own drinking water container and food utensils. Bottle fillers can be used to refill personal drinking water containers, drinking fountains will not be in use;
- Operate elevators/lifts only when necessary and if possible by only one individual at a time, consider operating elevator button using elbow;
- Avoid congregating in one space when performing your work or taking breaks/lunch. Eat outdoors when possible while maintaining physical distancing of a minimum of 2m;
- Avoid sharing personal items and supplies;
- When sharing devices, equipment and/or tools, disinfect before use;

PERSONAL PROTECTIVE EQUIPMENT (PPE)

PPE OVERVIEW

Personal Protective Equipment (PPE) will be provided to staff as per guidelines below, with the expectation that all staff will comply with their requirements for use as outlined in Section 28 (1) (b) of the Occupational Health and Safety Act.

Staff who are unable to wear their required personal protective equipment due to a disability shall consult with the Sick Leave and Disability Department who will work in consultation with the Occupational Health and Safety department to identify alternatives that are consistent with their required accommodations.

Due to worldwide instability of supplies of Personal Protective Equipment during the Covid-19 Pandemic, care must be taken by all staff to conserve use.

PPE shall be stored in a secure location at all times, and requested through the Principal or designate who shall record in a log when provided to an employee (name, type of PPE, amount)

Reusable PPE (such as face shields) shall be the responsibility of each staff member concerning proper storage, maintenance and cleaning between uses and shall be kept in a location where students or other staff will not inadvertently access them. Staff are advised to write their name on their reusable personal protective equipment. These items are not to be shared with others.

Disposable PPE shall be appropriately discarded in regular waste containers after use.

MINIMUM REQUIREMENTS FOR USE OF PPE

The following chart outlines the minimum required Personal Protective Equipment for staff, based on tasks / settings:

Task / Setting	Surgical/ Disposable Mask (ASTM Level 1)	Vinyl or Nitrile Gloves	Faceshield or Goggles	Disposable Gown	Cleaning Chemical Rubber Gloves
when physical distancing is difficult, or when using common areas	X				
when physical distancing is not possible	X		X		
when preparing food or snacks for others	X	X			
when there is a risk of exposure to bodily fluids or splashes from another person or when cleaning up bodily fluids, blood etc.	X	X	X	X	
when attending to a person who exhibits symptoms	X	X	X	X	
when disinfecting areas or items that were accessed or touched by person who is suspected of being infected	X		X	X	X

ALLOCATION AND USAGE OF PERSONAL PROTECTIVE EQUIPMENT

SURGICAL (DISPOSABLE) MASKS: Each staff member to be allocated 2-3 masks per day. Staff shall wear a surgical mask whenever physical distancing may be difficult. The following protocols shall be followed when using surgical masks:

- wash hands or use alcohol-based hand sanitizer before and after touching the mask or face covering;
- inspect the mask to ensure it is clean, dry and free of tears or holes;
- use the ear loops or ties to put on and remove the mask;
- store the mask in a clean paper bag or file folder until it is worn again.

- DON'T touch the mask while wearing it;
- DON'T remove your mask to talk to someone;
- DON'T hang your mask from your neck or ears;
- DON'T share masks with others.

CLEAR WINDOW MASKS: Where necessary, such as in leading classes with students who are deaf or hard of hearing, masks with clear sections may be appropriate.

FACE SHIELDS: Each staff member will be allocated one (1) face shield, which can be used repeatedly. When engaging in tasks where physical distancing is impossible or unavoidable, a face shield shall be used, *in combination with a surgical mask* (both worn at the same time). A face shield will provide added face and eye protection. A face shield is not a replacement for a surgical (disposable) mask.

DISPOSABLE GLOVES: Only required where there is an elevated risk of contact with bodily fluids or splashes, or potentially contaminated items or persons, disposable gloves may be used as added protection. Depending on the person's level of contact, this may require up to 5 pairs of gloves per day. Tasks requiring gloves may include:

- working in close contact with students with special needs;
- supporting a student in close proximity on a learning task;
- attending to a person who is ill;
- handling items touched by a person with symptoms;
- handling trash;
- Sorting or distributing mail, receiving deliveries, or
- distributing personal protective equipment to others, etc.

DISPOSABLE GOWNS: These will be available at each site, to be used if a staff member needs to attend to a person with symptoms, when dealing with students where physical distancing is not possible, or when engaged in disinfection of spaces accessed by a person suspected to be infected. Gowns are to be worn with the opening in the back. When removing a gown, care must be taken to avoid touching the outside of the gown, turning it inside out as it is being removed, and gloves are removed only after the gown has been disposed of in the regular garbage. Gowns shall not be reused.

CLEANING CHEMICAL RUBBER GLOVES: To be used when engaged in disinfecting areas or items touched by a person suspected of being infected. Rubber gloves can be washed and reused. Care must be taken to avoid touching the outside of the gloves during removal, hands shall be washed after removing.

TRAINING FOR PPE USE

Staff mandatory training will include appropriate procedures for:

- [Putting on gloves](#) and [Taking off gloves](#)
- [Putting on a mask and shield](#) and [Taking off a mask and shield](#)
- [Putting on full PPE](#) and [Taking off full PPE](#)

ISOLATION ROOM AND INFECTION PREVENTION KITS

Each school is required to designate a space for student isolation should they present with symptoms while at school. In the event the Isolation Room is occupied and additional students present with symptoms, the students should be seated in an alternate location with a minimum of 2 metre distance from each other. If possible and weather permitting, the student(s) may wait outside for pick-up. Do not use the Isolation Room for other purposes.

Infection Protection Kits must be created and maintained by the administrator, and checked on a weekly basis to keep track of supplies. The kit should be kept in an accessible location in close proximity to the Isolation Room.

The Isolation Room should contain:

- Lined, open garbage can
- Box of tissues
- Furniture with wipeable surfaces
- Isolation Room poster at entry point to the room
- A window for ventilation, where possible

Infection Protection Kit shall contain:

- storage bin with lid, labelled “**Isolation Room Kit**” (for kit contents)
- Nitrile, vinyl, or synthetic gloves
- Surgical (Disposable) face masks (for supervising staff member and ill student)
- Face shields or safety goggles
- Disposable gowns
- Spare box of tissue
- Hand sanitizer with at least 60% alcohol content
- Plastic bags to put any soiled clothing or other items into

HEALTH AND SAFETY - STUDENT PROTOCOLS

REQUIRED DAILY SELF-ASSESSMENT AND SCREENING STEPS

1. Parents/guardians are to screen their child(ren) each morning prior to leaving for school, and communicate screening results with onsite staff by signing the [COVID-19 Checklist+Passport](#) which shall accompany the child to school each day. Plans are currently underway to launch an application or electronic form as an alternative to using [the COVID-19 Checklist+Passport](#).
2. Prior to being granted entry into the school each day, elementary students will show their COVID Checklist Passport to staff. If any student does not pass the screening, or if the staff member involved has reason to doubt the reliability of the screening of any student, admittance into the building shall be denied, and the administrator shall be notified immediately. Temperature checks are NOT required nor recommended. Secondary students are required to complete daily self-assessment and declare to staff upon entry.
3. If the child exhibits symptoms and/or does not pass the self-assessment, they must:
 - o Remain at home.
 - o Seek a COVID-19 test and follow the orders of Toronto Public Health; OR
 - o In the absence of a COVID-19 test, self-isolate for 14 days and be symptom-free for 24 hours prior to returning to school. Alternatively, the parent/guardian may seek documentation from the primary health care provider that confirms the illness is not COVID-19 and the student may return to school when symptom-free.
4. Close contacts living in the same home (e.g, siblings) of the ill child must:
 - o Remain at home.
 - o Wait for the results of the COVID-19 test for the ill child and follow the orders of Public Health; OR
 - o In the absence of a COVID-19 test for the ill child, self-isolate for 14 days even if symptom-free or, if symptoms develop, 14 days from the onset of symptoms and 24 hours symptom-free prior to returning to school. Alternatively, if documentation from a primary care provider confirms the illness is not COVID-19, close contacts may return to school.

5. The following means of active entry screening are acceptable:
 - o Visual verification that the student's [COVID-19 Checklist+Passport](#) has been signed by the parent/guardian, on the current date;
 - o Verification that the parent/guardian completed the screening that day using TCDSB's screening app or electronic form; or
 - o For secondary students, verbal verification with the student that they are free of each of the symptoms and risk factors listed on the [COVID-19 Checklist+Passport](#).

MITIGATING RISK FOR STUDENTS AT HIGHER RISK OF INFECTION

Schools must continue to follow the administrative procedures for students with prevalent medical conditions and update the student's Plan of Care.

Schools must consider the input of parents/guardians and their healthcare providers, in order to capture the mitigating risks in the student's Plan of Care. Additional protective measures may include PPE for the student, alternate scheduling or distance learning. Where a student's condition is not covered in these administrative procedures, a generic Plan of Care may be developed.

OUTBREAK PROTOCOL FOR A SUSPECTED OR CONFIRMED CASE - STUDENT

1. Maintain physical distancing from the student.
2. If the student is outdoors, keep the student outdoors, if safe to do so. If the student is indoors, move the student to the Isolation Room.
3. Inform the administrator or designate who will ensure that the student is supervised at all times.
4. Staff attending to the student shall:
 - a. Maintain physical distancing of at least 2 m whenever possible;
 - b. wear appropriate protective equipment as defined in [the Personal Protective Equipment section of this document](#) (p.28), if physical distancing cannot be maintained.
 - c. Avoid touching the bodily fluids (e.g., mucous, saliva) or personal items of the student; and
 - d. Practice diligent hand hygiene.

5. Provide a surgical (disposable) mask to the student to cover their mouth and nose.
6. Ensure all students in class with the symptomatic student immediately wash their hands and relocate temporarily to another area of the school (or outside). Continue to ensure the cohort of students involved remain apart from other cohorts.
7. Email to notify Occupational Health and Safety (contact corrado.maltese@tcdsb.org and marta.radic@tcdsb.org), so that a report can be made to Toronto Public Health. Ensure that you provide the following details:
 - a. Name of school
 - b. Name, role and contact info of person making the report
 - c. First name, last name and contact info of ill person
 - d. Onset date of symptoms
 - e. Last day that the ill staff/student was at school
8. Place an “[area closed for cleaning sign](#)” at the entry points to any rooms that need to be disinfected. Instruct custodian to disinfect and remove garbage from the rooms involved and to document all disinfection activities in the cleaning log. Refer to [Enhanced Cleaning of Classroom and/or Isolation Room](#) section of this document.
9. Contact the parent/guardian that the student is waiting in the Isolation Room and needs to be picked up immediately.
10. Close contacts living in the same home as the ill child (e.g., siblings) must also be picked up, however they should be kept apart from the ill child until pickup. It is advisable to provide the sibling and the parent with a surgical mask (if they do not already have one) to wear on their way home.
11. Place any soiled clothing or personal items in a sealed plastic bag, to be taken home by the parent/guardian.
12. Advise the parent/guardian they should seek medical attention (i.e., call Telehealth or their physician). The student must be treated as a probable case and either be tested for COVID-19 or self-isolate for 14 days, along with their close contacts.
13. After the student has been picked up, place an “[area closed for cleaning sign](#)” at the entry points to the isolation room. Instruct custodian to disinfect and remove garbage from the rooms involved and to document all disinfection activities in the cleaning log. Refer to [Enhanced Cleaning of Classroom and/or Isolation Room](#) section of this document (p.17).

14. Inform the bus company if the student travelled by school bus in the morning by confirming the route number but no name for confidentiality.
 - a. Administrators are required to follow the Communication Protocol for a Suspected or Confirmed Case of COVID-19, as appropriate.
 - b. If the student is tested for COVID-19:
 - c. Negative COVID-19 test result: The student may return to school when they are symptom-free for 24 hours.
 - d. Positive COVID-19 test result: Toronto Public Health will advise to self-isolate and conduct contact tracing.

15. Schools may be contacted by Public Health as part of the contact tracing processes, to provide:
 - a. Class attendance lists
 - b. Seating plans (these seating plans **MUST** remain consistent from day to day)
 - c. Bus lists and seating plans
 - d. Staff Attendance
 - e. [Covid-19 Sign-in, Sign-out and Screening Record](#)
 - f. Before and After Care Attendance
 - g. Co-curricular Activity Attendance

16. The student will return to school when they have self-isolated for 14 days and are symptom-free for 24 hours.

17. Close contacts living in the same home (e.g., siblings) of the student cannot attend school until direction is provided by Public Health.

18. Inform your Field Superintendent who will advise Facilities when Public Health has confirmed a case of COVID-19 in the school.

19. If the student is not tested for COVID-19:

20. The student will be treated as a probable case and will be required to self-isolate for 14 days from symptom onset date and be symptom-free for 24 hours prior to returning to school.

21. Siblings of the student must also self-isolate and cannot attend school for 14 days even if they do not develop symptoms or, if symptoms develop, 14 days from the onset of symptoms and 24 hours symptom-free prior to returning to school.

22. Alternatively, the parent/guardian may seek documentation from the primary health care provider that confirms the illness is not COVID-19 and the student may return to school when symptom-free.

OPERATIONAL CONSIDERATIONS

TRANSPORTATION HEALTH AND SAFETY PROTOCOLS

Bus companies will implement a daily self-assessment of bus drivers prior to each day/shift and to remain home/seek a COVID test if symptomatic. Communication must develop protocols in the event of a confirmed COVID-19 case or in the event a student develops COVID-like symptoms on the bus.

PPE FOR BUS DRIVERS - Recommend all drivers wear a medical mask and windows are open.

- every driver has a face shield when physical distancing is not viable while bus is parked only
- drivers have approved alcohol-based hand sanitizer
- nitrile gloves are available to drivers for cleaning and if contact with a student is required

BUS CLEANING

- Drivers will spray and wipe handrails and front seat pillars after each run
- Drivers or operators will disinfect each bus nightly with spray sanitizer
- Heightened cleaning prior to the afternoon run will be required if the school informs TSTG that a morning rider developed COVID-like symptoms while at school.

Arising from the August 13, 2020 meeting of the Toronto Student Transportation Group (TSTG) Governance Committee, there are two key decisions regarding student transportation for the return to school in September 2020:

- A phased start to student transportation services; and
- The requirement for face coverings for all students

A phased start to student transportation was approved for the 2020-2021 school year and includes:

- Transportation services for students with special education needs will be prioritized and provided the first week of school beginning on September 14, 2020; and
- Transportation services for all other eligible students will be phased in to begin on September 21, 2020 pending the availability of drivers or other unforeseen issues related to COVID-19.

The phased approach will provide improved services to students with special education needs as well as additional time to address potential start-up issues for student transportation. In addition, it will allow schools to adjust to the revised physical distancing protocols related to transportation arrival and dismissal.

Based on discussions with Toronto Public Health (TPH), face coverings will be required for all students using transportation services, including those in kindergarten to grade 3. Given the lack of physical distancing possible on buses and restricted ventilation options in colder weather, TPH agreed that all students wearing masks will reduce the risk. This is consistent with the mask requirement for Toronto Transit Commission users.

There is a potential impact on the ability to provide transportation services for the 2020-2021 school year under the Board's empty seat policy. Students not eligible to receive transportation service can apply for an empty seat of an existing school bus route at the beginning of the school year, however there is no guarantee of service, as it is dependent on the availability of space on the bus. Subject to availability, the empty seat requests are accommodated in October.

In order to allow for greater physical distancing on school buses and facilitate the enhanced cleaning and disinfecting protocols, there is the potential to delay, significantly reduce or eliminate the provision of empty seat service for the 2020-2021 school year. The Board is not required to make a decision on this matter at this time, and staff will provide additional information in the fall.

STUDENT REGISTRATION 2020-2021

Families will still continue to register through SOAR for both elementary and secondary school.

New registrations will be required to provide necessary documentation through an electronic method of collection embedded in the program. All new applications will be waitlisted until schools have organized both in person and virtual classes.

The TCDSB will communicate with waitlisted applicants throughout the process. Applicants will be contacted by schools if and when space becomes available in their desired program.

Please refer to the Admissions and Registration page on the TCDSB website for more information.

CLASSROOM ORGANIZATION

To the extent possible within the cohort, students are to avoid prolonged close contact by maintaining physical distancing from other students and the educator(s).

This may be achieved through:

- the organization of the classroom furniture,
- educating the students on physical distancing and other preventative measures, and
- well-planned movement throughout the school, using floor decals for wayfinding.

Additional preventative measures, including regular planned hand hygiene breaks and reinforcement of respiratory hygiene is essential.

The educator(s) continues to maintain physical distancing from students; some distancing between students continues to the extent possible and dependent on the number of students in the class.

ROOM READINESS

Classrooms and office spaces are reorganized to allow for physical distancing measures and cleaning protocols to be implemented.

Room Readiness is:

- Open shelves / cupboard storage / space for individual bins or kits for students
- Shelves free of material typically shared by students (e.g., container of pencils, scissors, manipulatives) that cannot be disinfected in between use
- Only board-owned furniture; no soft seating or shared seating
- Cleared surfaces for disinfecting
- Cleared floor (i.e., no carpets)
- Equipment / materials that will be disinfected by the staff member in between shared use; all other equipment should be stored or covered on a shelf
- Bulletin boards and other visual displays that support learning and belonging continue

REPURPOSING COMMON SPACES

- Common spaces (e.g., staff room, conference room, cafe, gym, library, etc.) may be repurposed (e.g., student class learning space, staff workroom space, and itinerant staff to work with students or storage).
- The library will be repurposed. Processes for student access to resources being developed.
- Consider outdoor learning opportunities for students.

LOCKERS AND STUDENT MATERIALS

- No lockers should be assigned for students until further notice.
- Students are encouraged to develop a boomerang attitude - bring everything in a backpack and take backpack contents home each day including food waste.
- In **secondary**, all items required for learning come with the student (pencil case with pens, pencils, eraser, etc.)
- In **elementary**, individual student supply kits of learning material are encouraged.

- Sharing of books, resources, devices, instruments will be limited and monitored. If an educator opts to use shared items, the items will need to be cleaned as per sanitization/cleaning protocols by the educator.
- Any resources supplied by the program will be clearly individually marked and stored for each student (e.g., visual art, construction, etc.)

ELEVATORS USE

- Elevator use is restricted to those requiring physical accommodation and their support persons if applicable.

OFFICE CONFIGURATION

The Main Office and Guidance Office (secondary) must be reconfigured to ensure physical distancing of 2 metres between workstations. Where this is not possible, a reallocation of space (e.g., a conference room) or a plexiglass divider will be installed (whichever is the most cost-effective solution determined by Facility Services).

Work surfaces must be cleared of non-essential and personal items so that surfaces can be disinfected according to the cleaning protocol. Where possible, office staff should be assigned a telephone for use and avoid sharing. If not possible, the user must disinfect the telephone prior to use.

A floor decal may be used to indicate where a visitor must stand to maintain 2 metre distance from reception. Guest seating should be removed.

START DATES FOR STUDENTS: STAGGERED APPROACH

In order to support student well-being and safety as they transition back to learning, the Toronto Catholic District School Board will be staggering the re-entry of students over a one-week period at the start of the school year beginning on September 14th, 2020. This framework will provide an opportunity for staff to review and adjust to daily health and safety and school routines and establish safety procedures in smaller groups before coming together as a full class.

ELEMENTARY

For our elementary schools, the second week supported re-entry to in-class learning has been established as follows:

Week One: Tuesday, September 8th to Friday, September 11th

All staff will be in the schools implementing and preparing all Health and safety protocols.

Staff preparing classroom spaces, online classroom platforms and arranging re-entry schedules for their students based on alpha lists and other considerations. Families will be contacted by the school to inform them of their child's start date.

Week Two: (This staggered, cumulative approach begins with small groups, adding students daily throughout the week resulting in full class attendance by Thursday)

- Monday, September 14- (1/4 of each class)
- Tuesday, September 15-(1/2 of each class)
- Wednesday, September 16 - (3/4 of each class)
- Thursday, September 17 – Full attendance
- Friday, September 18 – Full attendance

This staggered schedule is for in-class elementary students. Further information will be forthcoming regarding the schedule for our online learning students.

SECONDARY

For our secondary schools, students will begin their learning the second week following Labour Day as follows:

Gr.9 students will begin school on either September 14 and 15 (according to cohort). All other grades will begin by cohorts (every second day) starting Wednesday September 16, 2020.

Staff will ensure that siblings who attend the same secondary school will be cohorted together on the same days. Parents and guardians will receive confirmation of their child's first-day schedule from the school as soon as placements have been finalized during the week of September 8.

FLOW OF THE DAY

ENTRY/EXIT

- Use as many entry points as possible to limit gathering and promote physical distancing
- Entry of students should be staggered by grades or classes to further limit hallway traffic
- Hand sanitizer stations are installed at each of the designated entrance/exit points
- Everyone uses sanitizer upon entry and exit
- Follow directional arrows to get to destination
- School Teams develop staggered entry/exit processes with staff and/or student supervisors
- Parents/Guardians are not allowed into the building
- Drop off students at the “safe zone” determined by the School Team

ATTENDANCE

Student attendance will be taken for in-person and online classes by the teacher. Attendance lists must be accurately tracked and may be requested by Public Health for contact tracing purposes. Administrators are required to register on the Ministry Go Secure website as attendance will be submitted on a daily basis for students and staff.

LATE ARRIVALS

Inform parents/guardians of school process for student late sign in via:

- a. School Messenger
- b. Calling the school
- c. Coming to the school with the student

Students are marked as late in Trillium (e.g., by office staff in elementary, office staff or classroom teacher in secondary). Late slips will not be issued.

UPON ARRIVAL AT THE SCHOOL

1. **Adult-Supported (Vulnerable) Students:** the adult will buzz the office from the intercom outside the main door (elementary) or call from a cell phone and wait outside the main entrance for staff support. Staff supporting vulnerable students may wish to wash their hands and put on PPE, if physical distancing cannot be maintained.
2. **Independent Students:** the student or student will enter the school (no buzzer) or will buzz the main office (elementary) and upon admittance

3. All students will wear masks and apply hand sanitizer upon entry, and will be instructed when they may continue to class; maintaining a safe distance independently or with support staff.

ELEMENTARY SCHOOL CONSIDERATIONS

- Students will go straight to the office area; no student will enter the office.
- Students line up with physical distancing being observed (e.g., marked by indicators, which may require some indicators outside the school as well for longer lines).
- The line up in the school is supervised by school staff.
- Students are screened for Covid-19, signed in and the teacher is notified indicating the student has signed in late.
- No late slip or electronic slip will be issued.
- Students who need to be escorted to class are escorted by a school staff member (e.g., younger students, adult-supported students). Older students make their way to class following the directional signage measures in place.

SECONDARY SCHOOL CONSIDERATIONS

- Students will sign in at the main office and then proceed directly to class following the directional markings and keeping to the right whenever possible.
- Students who need to be escorted to class are escorted by a school staff member (e.g., adult-supported students).

ESSENTIAL MATERIAL DROP-OFF FOR STUDENTS

- a. School communication to families should indicate that 1 drop-off and deliveries (ie., lunches, other items) is discouraged and receipt of deliveries will be limited
- b. In case of emergency deliveries (ie., change of clothing in emergency) Parent/Guardian calls/buzzes when at the school to inform office they have essential item to leave for their child(ren)
- c. A table may be set up near the entrance, preferably outside, to collect these types of items
- d. Parent/Guardian directed to leave items on designated table

VISITORS / ESSENTIAL ACCESS

In order to minimize the number of people in the school/site, an “Essential Visitors” policy will be in place. To the extent possible, meetings with parents/guardians and others should occur over the phone or virtually. Volunteer programs in the school should be paused.

Essential access will be permitted to individuals providing a service to students or to the board, including but not limited to itinerant and occasional staff, service providers (e.g., OT, Special Services, etc.), and contractors. All essential access must be accurately tracked in the [Covid-19 Sign-in, Sign-out and Screening Record](#) and may be requested by Public Health for contact tracing purposes.

All visitors will complete an electronic log of their entry and exit times with the Main Office and who they have visited. The visitor will maintain a personal log of specific contacts while in the school.

ESSENTIAL ACCESS PROCESS

- a. Direct all visitors to read the signage on the front door for the self-assessment prior to entering
- b. Upon entrance, reinforce physical distancing of 2 metres
- c. Provide hand sanitizer
- d. Visitor records their information in the [Covid-19 Sign-in, Sign-out and Screening Record](#)
- e. School Key Contact (e.g., EA, Caretaker, Admin, SERT), when required, will collect the visitor
- f. Instruct the visitor of sign out procedures and washroom protocol. Refer to [Washroom Use section](#) (p.45) of this document.

If they leave without signing out, call the number they left to confirm time they left

DAY TO DAY OPERATIONS – CATHOLIC EDUCATION CENTRE

Normal departmental operations will be organized, and staffing requirements determined by the respective Department Lead responsible. Those areas that routinely receive unexpected or walk-in visitors will ensure at least one staff member is present during business hours. Face-to-face meetings will be reduced or eliminated, and replaced with virtual (Zoom) meetings whenever possible. If face-to-face meetings must be held, appointments are required and sign-in procedures, safety measures and physical distancing requirements must be maintained.

In keeping with Health Canada advice, CEC staff may be encouraged to continue to work from home in order to reduce the risk of spreading COVID-19 and to allow for physical distancing in workspaces, hallways, stairways and washrooms.

Some elements of the CEC will need to be changed to allow for physical distancing within common areas and departments and ensure Cardinal Carter Academy students and staff needs are addressed. The Facilities Department has:

- installed a barrier at the security desk to ensure visitors maintain physical distance.
- work with department Superintendents to reconfigure work spaces, or provide barriers between workstations where employee scheduling does not allow for physical distancing
- Posting signage outside meeting rooms and washrooms to restrict use to maximum capacity of the space
- installed directional arrows wherever possible to decrease the possibility of crowding in hallways and stairways
- displayed appropriate signage promoting physical distancing and frequent handwashing throughout the building.

REDUCE THE SPREAD EDUCATION

Educators must explicitly teach students the strategies for reducing the spread of the virus in an age-appropriate manner. This education includes but is not limited to: physical distancing, respiratory and hand hygiene, use of shared resources, daily self-assessment, staying home when feeling ill, and monitoring of symptoms.

Teach hand hygiene in age-appropriate ways to students:

- Parents/guardians will be asked to partner in this process
- Schedule regular hand hygiene breaks throughout the day for students that include:
 - Regular time intervals throughout day
 - Before/after eating food
 - After using washroom
 - Before/after outdoor play

Students must also be educated about washroom protocols and the risk of congregating in washrooms.

Additionally, it will be important to educate the students on why they may see some adults or students wearing masks, whether it be for personal choice or for an assigned duty. Building a sense of respect and understanding for personal choice for mask-wearing will assist in a student or staff member's comfort and sense of belonging.

School-Based Action Teams should develop a plan for educating students about Prevent the Spread, which may include in-class lessons, communication to families, social media, etc.

Educators may consider resources developed by [SickKids](#) and/or Toronto Public Health.

WASHROOM USE

Student hand washing should be scheduled in washrooms or hand washing stations at key times throughout the day, ensuring one cohort of students at a given time.

At all other times, students may access their assigned washrooms as needed and according to school protocols. School Teams should determine the number of students permitted in the washroom, based on the size of the washroom and physical distancing requirements for non-cohorted students. Signage should be posted to communicate the number of students permitted at a time and a reminder to wait outside the door at a 2 metre distance while waiting for access.

Schools should discuss strategies to monitor washroom activity and educate students on the risks of congregating in the washroom. Furthermore, School Teams should promote strategies to space access to urinals and stalls, without bagging or barricading fixtures.

Students should use a two-step process to ensure hands are thoroughly cleaned:

- Proper hand washing, using soap and water; and
- Hand sanitizer from a station in close proximity to their classroom.

Staff washrooms with stalls should be identified as single-use washrooms and may be determined gender-neutral, according to the School Team plans.

Where opening doors to exit the washroom is required in both staff and student washrooms, paper towels must be supplied to open the door and a green bin to discard the used towel. Where washrooms are barrier-free, a hand dryer is suitable.

FOOD SECURITY AND SAFE FOOD HANDLING (NON-PROGRAM AREAS)

- Discretionary food programs, including those for fundraising and special events (e.g., pizza days, milk program) and staff food events (e.g., potlucks), should be paused for the foreseeable future.
- Essential food programs (e.g., nutrition programs) may continue and must: Follow safe preparation guidelines set out by Public Health and prepare food offsite.
 - Offer “grab and go” style foods, ideally that are less perishable.
 - Establish physical distancing measures during distribution of food items.
 - Avoid students reaching into common bowls for the food item.
 - Have students take the ‘grab and go’ item to their assigned classroom to eat rather than a communal eating area.
- Utensils must not be shared and should be brought from and taken back home.

- Staff and students are to bring their own refillable water bottle, labelled with their name. Bottle filling stations will be available; however, drinking spouts and drinking fountains may be disabled for use.
- Cafeteria providers in secondary schools will not operate until further notice.

EMERGENCY PROCEDURES

Each room should have the emergency plans posted. School drills will occur.

Students may be anxious on “Day One” as they return. Starting off with school emergency drills as soon as everyone walks in the door might add to these feelings. That said, waiting too long to address the various emergency drills also is not prudent. Classroom discussions about why the various drills are important, rather than diving into full drill practices, might be a good starting point. School administration will consider the following in determining local plans for drills/routines. Please note that these procedures may change based on updated information from the fire marshal.

PROCEDURE	CONSIDERATIONS
<p>Fire Drill</p> <p>Fire drills are held 3 times in each of the fall and spring</p> <p>Each room must have the ‘normal’ exit procedure flyer posted</p> <p>Prioritize student safety</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In the event of any emergency, safety takes precedence over social distancing <input type="checkbox"/> Physical distancing and maintaining cohorts <input type="checkbox"/> Scheduling additional time to conduct each drill; If in adaptive instructional model, schedule for both cohorts (A and B) <input type="checkbox"/> Secondary models for instruction - ensure students are aware of exit per class <input type="checkbox"/> Practicing exiting the building in a slower, more methodical process, while emphasizing appropriate physical distance <input type="checkbox"/> Sequencing the release of classrooms in an effort to reduce the number of individuals exiting/entering at any given time <input type="checkbox"/> Closely monitoring more points along exit routes to limit congestion <input type="checkbox"/> Expanding rally points to accommodate distancing and staging <input type="checkbox"/> Directing students to wash/sanitize hands prior to returning to rooms <input type="checkbox"/> Working with the Fire Department to identify other potential mechanisms to avoid congestion and “crossing paths.”
<p>Fire Drill: Accounting for Students Outside</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure appropriate distance between each class/cohort and physical distancing within the class/cohort <input type="checkbox"/> Do not use student runners for attendance purposes <input type="checkbox"/> Emergency Binder must contain the cohort attendance with a disposable mask and gloves in case an adult needs to help a student

PROCEDURE	CONSIDERATIONS
Hold & Secure	<input type="checkbox"/> Protocols stay the same as in ‘normal’ times <input type="checkbox"/> Verbally walk students and staff through what to do in the various real potential emergencies, and subsequently demonstrate appropriate techniques, identify safe space locations, etc. <input type="checkbox"/> Debriefing any drills with respect to full school emergency <input type="checkbox"/> Processes for attendance (school evacuation) as per Fire Drill
Lockdown	
School Evacuation	
Bomb Threat	

EARLY YEARS PROGRAMS

TCDSB is committed to creating a welcoming, inclusive environment for all our early years' programs, while maintaining health and safety protocols.

Information provided is based on Ministry of Education Guidance Documents. Guidelines from Toronto Public Health are pending and will be considered incorporated once available.

The Ministry of Education has developed a new resource entitled Building on How Does Learning Happen? that provides pedagogical approaches to re-opening child care and early years' settings, including Before and After School Programs and EarlyOn Child and Family Centres. <http://www.edu.gov.on.ca/childcare/building-on-how-does-learning-happen-child-care.pdf>

LICENSED CHILD CARE

Child Care Centres in TCDSB schools re-opened throughout the summer at reduced capacities.

As of September 1st, 2020, child care settings may return to maximum group sizes as set out under the Child Care and Early Years Act.

All Child Care Operators in TCDSB schools follow Child Care Re-opening guidelines provided by the Ministry of Education in: [Child Care Operational Guidance During COVID-19 Outbreak](#).

BEFORE AND AFTER SCHOOL PROGRAMS

Licensed Before and After School Programs and Authorized Recreation Programs provide important care for families and their children outside of instructional hours and days. The TCDSB is committed to supporting the continuation 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 released revised operational guidelines for licensed child care operators to support the safe reopening of programs across the province. 2020-21 Before and After School Kindergarten to Grade 6 Policies and Guidelines.

This document has been updated and includes:

- COVID-19 operational guidance to support the re-opening of before and after school programs with enhanced health and safety procedures
- additional factors to consider when assessing viability and demand for the reopening
- best practices to limit interactions between groups of students when attending before and after school programs

Licensed Before and After School operators, as well as Authorized Recreational and Skill Building providers are advised to also use the [Child Care Reopening – Operational Guidance During COVID-19 Outbreak, August 2020, Version 3](#) as a resource to support reopening.

At this time, the Ministry of Education has provided direction that all before and after school programs may operate with pre-Covid outbreak declaration ratios and maximum group size requirements beginning September 1st, 2020.

Additionally, licensed child cares are required to develop infection prevention and control policies and procedures as per the Toronto Public Health COVID-19 Guidance for Child Care Settings.

The ministry recognizes that in order for Before and After school programs to be operational and viable, it may not be possible to limit students in the before and after school program to their groups from the core day. 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 limit interactions between students from different classes as much as possible. They will also ensure that student lists and information are maintained and readily available to be provided to Toronto Public Health for contact tracing purposes. To support enhanced cleaning requirements in schools, TCDSB staff will work with BASP operators to facilitate the required cleaning before and after BASP students access program space.

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

EarlyON CHILD AND FAMILY CENTRES

The Ministry of Education permits EarlyOn Child and Family Centres to reopen beginning September 1st, 2020. The TCDSB is committed to reopening the centres and supporting the health, safety and well-being of our children and families.

The EarlyON Re-Opening – Operational Guidance During COVID-19 Outbreak document provides direction to support partners with the re-opening of child and family programs including:

- COVID-19 operational guidance to support operating child and family programs with enhanced health and safety procedures
- developing policies and processes for reserving and/or registering to participate in programs and services in advance
- the continued provision of virtual services to support families remotely

ELEMENTARY CLASSROOM CONSIDERATIONS

BUILDING RELATIONSHIPS

- Co-create community (e.g., classroom norms, both in person and online, acknowledge fears and reassure students that they are in a safe environment)
- Build and deepen relationships between students through a variety of learning opportunities (e.g., between cohorts if not physically able to be together)
- Staff to support students' sense of safety at school
- Reassure students through the communication of safety considerations
- Provide check in opportunities to gauge emotional well-being
- Establish a routine of monitoring for student well-being (e.g. indicators such as thumbs up)
- Create opportunities to celebrate and embrace student voices and identity in the classroom (e.g. activities that allow students to highlight their interests, background, strengths)
- Engage students in sharing interests and connections to inform instruction

BUILDING LEARNER PROFILES

- Connect with support staff (e.g., ESL, SERT, etc) to develop learner profiles
- Build learning profiles based on diagnostic information, observations, conversations
- Review OSR, IEP, Behaviour & Safety Plans. IEP's will be updated 30 days from start of school year.
- Communicate with previous year's teachers to review student profiles
- Discuss re-entry focusing on positive opportunities while acknowledging concerns
- Create structures that will help you get to know your learners (e.g. community circle activities, small group dialogue, and check in conversations)
- Gap analysis - identify student entry points, and establish first steps back into learning opportunities
- Assess wellness and readiness to learn

ESTABLISHING CLASSROOM STRUCTURES & ROUTINES

- Collaboratively establish routines with students to support classroom community (e.g., respectful listening, signals for attention)

- Identify and communicate routines (e.g. entry and dismissal from classroom, materials, areas in the classroom)
- Review, implement and monitor practices that support Health & Safety (e.g., handwashing, physical distancing, PPE)
- Establish outdoor learning routines and seek opportunities for outdoor learning
- Review procedures for accessing and using technology to support synchronous learning (Brightspace D2L/ Google Classroom)
- Post visual reminders to support students in the routines established –reinforce and reiterate all safety protocols as priority for classroom and school routines

CONNECTING WITH HOME AND FAMILIES

- Establish and share communication plan with classroom families / parents / guardians
- Reach out to families to establish a connection and share contact information
- Share expectations for drop off / pick up as per school practices
- Check in with families regarding student wellbeing during the transition of school reopening
- Communicate plans for instruction with families (e.g., broad areas of focus for the first month, online environment for home learning, “be weather ready” for outdoor learning)

KINDERGARTEN PROGRAM CONSIDERATIONS AND SUPPORTS

KINDERGARTEN ENTRANCE PROTOCOL

PARENTS/GUARDIANS ARE NOT TO ENTER THE SCHOOL.

Those who are dropping off and picking up Kindergarten students are encouraged to:

- Maintain physical distance from other adults and children.
- Wear face coverings.
- Remain outside the Kindergarten play area and leave immediately after dropping off or picking up their child.
- Kindergarten students in Before Care are escorted by staff directly into their designated classrooms.
- Late drop off or early pick up, parents will be asked to call the school from the front door but will not be permitted to enter the school.

- Office staff will sign the student in or out and notify the classroom teacher.
- A staff member will be requested to escort the Kindergarten student either from or to class.
- Staff or Kindergarten team members will receive and dismiss Kindergarten students from the Kindergarten play area.
- Staff are encouraged to release children to caregivers one at a time, maintaining distance from other cohorts.
- Staff are encouraged to conduct standard hand hygiene protocols before students enter the classroom and before they exit the classroom.

FIRST WEEK FOCUS

- Talk sensitively about COVID-19 with students
- Learning experiences that enable students to talk about and work through their feelings of what they have experienced and feel.
- Handwashing
- Sneezing in tissue or sleeve
- Snack and Lunch routines
- DPA routines
- Washroom Routines
- Outdoor play routines and expectations
- Classroom play routines and expectations
- Greetings: air hugs; air high fives; air fist bumps; wave; smile; bow, etc...

CONSIDERATIONS FOR CLASSROOM ENVIRONMENT

Students will be welcomed into a space that supports emotional guidance so that they feel safe to learn and addresses their mental health needs. For young children maintaining a strict two meters physical distance is at times unrealistic of students yearning to hug and hold hands.

It would be very difficult to expect students to sit at a desk or have assigned seating, as developmentally young students learn using their whole bodies. Viewing the classroom as a cohort they can play and materials that are spread out through the class to encourage small groups of play or independent play. Educators removing personal belongings and excess furniture provides more space for students to learn through the space.

<p>Remove all toys and materials that cannot be cleaned and disinfected including:</p>	<p>Remove all toys and materials that do not support the learning as outlined in The Kindergarten Program, 2016.</p>	<p>What can be kept and is suitable to use:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Carpets <input type="checkbox"/> Plush Toys <input type="checkbox"/> Plush furniture <input type="checkbox"/> Remove materials that are challenging to clean and sanitize; plush toys, dress-up, clothes and soft dolls <input type="checkbox"/> Large group sensory bins (you can replace this with smaller individual sensory bins labelled with the child's name) 	<ul style="list-style-type: none"> <input type="checkbox"/> Less is more. <input type="checkbox"/> Less toys and materials will be more manageable. There will be less to keep clean and less to organize. <input type="checkbox"/> Less materials and toys will mean less visual clutter for students and educators. <input type="checkbox"/> Less materials and toys will result in more purposeful and meaningful learning experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Loose Parts (add a loose part list) <input type="checkbox"/> Sketch pad and pencils for each student <input type="checkbox"/> Small whiteboards and whiteboard markers support writing stages <input type="checkbox"/> Provide individual art materials and writing tools <input type="checkbox"/> Wood and plastic furniture, toys and materials <input type="checkbox"/> If sensory materials (e.g., playdough, water, sand, etc.) are offered, they should be provided for single use only and labelled with the child's name <input type="checkbox"/> rubber mats (anti-fatigue mats) are advisable as they are sprayable surfaces. <input type="checkbox"/> Programming focusing on handwashing <input type="checkbox"/> Sanitize or quarantine books (materials 72 hours at a time) rotating materials will be beneficial <input type="checkbox"/> Setting up materials in bins or mesh bags that can be washed and disinfected. <input type="checkbox"/> Use visual prompts to guide students <input type="checkbox"/> Support sensory play with individualized bins (of water with soap or modeling clay or playdough)

FLOW OF THE DAY: Consider the space you have to use and how you can structure your day to fit the needs of the cohort of students you will be supporting. It is essential to use the outdoor space to the benefit of the children so that will be able to engage in outdoor play experiences.

The meeting space and bringing children together can be done in short teacher guided times.

- Create hand washing routines for your students
- Use visual cues for handwashing.
- Students will wash their hands before and after eating.
- Use hand sanitizer
- Some Resources on Handwashing:
 - [The Global Handwashing Dance-Unicef](#)
 - [Hand-washing Heroes-Canada](#)
 - [Hand Washing for Kids \(and coughing in your sleeve\)](#)
- Post the classroom schedule
- Post activities that are familiar to students such as prayers they say in their classroom; songs they sing with their class outside; familiar meditation music and prompts; stories they know; structures they have built together; photos and videos from shared experiences; etc...
- Post Learning Goals
- Organize information by topic or by week to make it easy to navigate
- Post optional games and activities that families can do at home that connect to the learning in the classroom

PROGRAM CONSIDERATIONS

MUSIC PROGRAMS

Where possible, expectations for programs involving music are to be met without the use of instruments in both the elementary and secondary levels.

Consideration must be given to lower risk creative performance opportunities (i.e. school instruction in larger spaces, restricting the type of instrument in a group setting). Refer to the [Ontario Music Educators Association resource](#) for additional information. The TCDSB is continuing to discuss with Toronto Public Health the ongoing protocols regarding the music curriculum.

PROGRAM CONSIDERATIONS

VOCAL MUSIC

- No singing or humming indoors or outdoors.
- Students can demonstrate their singing using distance learning opportunities

Exception: singing outdoors can only take place if non-penetrable barriers are dividing each of the students and the teacher, all are facing the same direction and there is 2 metres distance between them

WIND INSTRUMENTS*

- No playing of wind instruments indoors or outdoors.
- No sharing of any instruments. [Home use recommended]

If a 'rotation model' for instruments is being implemented, all instruments must be disinfected or remain unused for 3 days.

* Considerations are underway for the individual purchase of recorders for Grades 7 and 8 for home practice.

STRINGS, PERCUSSION, KEYBOARD

- There is no sharing of instrument
 - Some schools are using a rotation by class
 - Instruments must sit for 3 days between users
- Proper cleaning and sanitization of each instrument after use
- Social distance (2 meters) is observed
- Masks are worn
- Student do not sing while playing

It is strongly recommended that sharing of instruments be avoided but if an instrument [strings, percussion, keyboard] is used by more than one student, then the disinfection, washing of hands before and after use, avoid touch of face during use and wearing of mask be re-enforced with students in such circumstances.

There will be no live performances under any circumstances.

For further information regarding disinfection of instruments, please refer to [Ontario Music Educators Association resource](#) [pages 9-10 and 12-13]

Please note that the [Ontario Music Educators Association resource](#) is not a medical resource or a health and safety resource. It has a disclaimer that states:

“Instead, this framework serves to give educators support for possible directives that the Ministry of Education and health professionals may give.” [Page 4]

HEALTH AND PHYSICAL EDUCATION

Physical Education should occur outside whenever possible to encourage physical distancing. In many schools gymnasiums may not be available due to repurposing them as classrooms.

When changerooms are used, capacity should be limited to allow physical distancing. The [room capacity sign](#) can be applied at entrances to provide clarity on capacity.

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

Shared equipment should be disinfected between cohort use. Where equipment cannot be disinfected, they can be quarantined for three days before being used by another cohort. Students should practice hand hygiene before and after participating in physical activity and equipment uses.

This document was developed by collating the information from the [Ministry of Education's Guide to Re-opening Ontario's Schools](#), [Toronto Public Health Covid-19 Prevention Checklist for Schools JK to Grade 12](#), PHE Canada New Health Protocols in Physical and Health Education: Ideas for Management, [Ophea's Covid-19 Considerations for Physical Education](#) and [TCDSB's Reopening Schools Full Staff Manual](#). These are considerations only - local decisions should be made in consultation with your administrators. For additional information please refer to the [TCDSB Reopening Action Plan 2020](#).

It is suggested that Physical Education teachers ease into the new school year by establishing new routines for their classes, and initially use no equipment until new practices and protocols are understood and reinforced with students. Start the year with low intensity activities as many students may not have done a lot of activity in the last while. Build slowly from where students are,

reinforcing things like fundamental movement skills throughout the year. It is strongly recommended that the outdoors be used as much as possible. Activities should be planned that support physical distancing and limit the use of shared equipment.

HEALTH & PHYSICAL EDUCATION PROGRAM CONSIDERATIONS

AREA	ELEMENTARY (K – GRADE 8) PROGRAM CONSIDERATIONS
Facilities	<p>Physical education should be delivered outdoors as much as possible. Being outside presents the lowest risk of transmission of COVID-19. When outside, physical distancing guidelines must still be enforced.</p> <p>Gymnasiums may be used for physical education if physical distancing can be maintained. In many schools gymnasiums may not be available due to repurposing them as classrooms.</p> <p>Directional arrows for entry/exit and movement through the space is recommended.</p>
Change Rooms	(Change rooms should not be used.)
Equipment	<p>Using no equipment provides the lowest risk of transmission. It is recommended that no equipment be used in the first few weeks of school, and until students understand and can successfully practice physical distancing, the wearing of masks, not touching their faces, and practicing proper hand hygiene.</p> <p>Ideally, sharing of equipment should not occur between cohorts. If this is not possible then shared equipment should be disinfected between cohort use (e.g. balls, hula hoops, hockey sticks). If equipment (e.g. a tennis ball) are difficult to disinfect, they can be quarantined for three days before being used by another cohort. Students should practice hand hygiene before and after participating in physical activity and equipment uses.</p> <p>Students from the same cohort (class) can pass a piece of equipment back and forth as long as:</p> <ul style="list-style-type: none"> • The equipment has been disinfected prior to use • Students wash hands/use hand sanitizer before and after the activity • Maintain a physical distance of 2 meters • After use, the piece of equipment is disinfected and if it can't be disinfected it should be quarantined for 3 days before another cohort uses it.

	<ul style="list-style-type: none"> • Students should not put hands to their face. <p>Fitness equipment that does not require use of hands such as agility ladders, pylons, hurdles, floor markers are suitable for warm-ups and personal fitness routines provided that physical distancing guidelines are enforced throughout the activity.</p> <p>For sending and receiving activities, minimizing the amount of hand contact there is on equipment is ideal. For instance, if feet, sticks or racquets are able to be the only contact with the ball/puck/birdie, it will be less likely to pose a risk to students and teachers.</p> <p>Be creative in planning for classes and grade levels throughout the day so that any limited equipment can be used safely and intermittently in order to maximize use.</p>
Cleaning and Sanitization	<p>If equipment is being used it must be cleaned and sanitized between each use.</p> <p>Where equipment cannot be disinfected, it should be quarantined for three days before being used by another cohort.</p> <p>Provide an area for used equipment to be placed for cleaning and sanitization so students are familiar with where to place their equipment when they are done with it. Review these procedures frequently with students.</p> <p>Work with your school administration to determine the products and protocols for cleaning. Be sure to consider all types of materials and surfaces (wood, plastic, cloth, metal, etc.)</p>
Masks	<p>Masks must be worn indoors at all times, including during physical education.</p> <p>It is not advisable to wear a mask during intense cardio vascular endurance activities. Plan accordingly to ensure that vigorous intensity activities are only done in areas where masks would not be required such as the outdoors.</p> <p>If masks become moist during activity it should be put in a bag labelled dirty to be brought home to be washed and replaced with a new mask. If the mask is disposable then it should be thrown out and replaced with a new mask.</p> <p>If physical distancing can be maintained outdoors, masks do not need to be worn.</p>
Hand Hygiene and Other Considerations	<p>Have students use hand sanitizer/wash their hands before and after physical education classes.</p> <p>Teachers should practice physical distancing by maintaining a 2m separation from other persons where possible; combined with other safety protocols.</p>

	<p>Have students bring filled water bottles that can be left directly beside them, or in designated physically distanced spots as they engage in physical activity.</p> <p>Discuss with your administrator regarding washroom procedures.</p>
Daily Physical Activity (DPA)	<p>Daily Physical Activity as mandated under PPM 138 will be critical to the health and well-being of students now more than ever. Daily Physical Activity breaks are encouraged with a strong recommendation to occur outdoors where students can physically distance and allow for mask breaks.</p> <p>DPA can occur in a single 20 minute block of time in the instructional day or in multiple, smaller blocks of time throughout the instructional day. DPA should include moderate to vigorous physical activity. In order to meet this requirement it is strongly recommended that students participate without use of equipment and while outdoors.</p> <p>If DPA breaks occur indoors, masks must be worn however vigorous cardio respiratory activities are not recommended. Light to moderate DPA type activities like chair aerobics, stretching, balance and flexibility activities are recommended.</p>
Recess & Equipment	<p>Ideally the same instruction on Phy Ed equipment should be followed for the dedicated recess bags of equipment</p> <ul style="list-style-type: none"> • schools can use a bag with equipment that is dedicated for the use of the specific cohort/class • each class/cohort should have their own bag • while outside students should not play/share the equipment in their dedicated bag with other students from a different class cohorts • students are to wash hands/hand sanitize before and after using the equipment • if items are going to be used by another cohort after their use, then items should be sanitized after use, if they cannot be sanitized then they need to be quarantined for 3 days if another cohort will be using it. If the same cohort will be using it daily this is not necessary, unless one of the members becomes symptomatic/covid-19 positive, then all shared items should be disinfected prior to giving to children for use once again. • dedicated physical education equipment should not be used for recess. • students should be discouraged from bringing toys to school. • o if students bring equipment from home to be shared with other students in their cohort it should become part of the class equipment and should not be taken home daily.

AREA	SECONDARY (GRADES 9 - 12) PROGRAM CONSIDERATIONS
Change Rooms	<p>The use of change rooms should be avoided.</p> <p>Understanding that there may be situations where change rooms are required, firm limits on the number of students in the change room at once must be enforced to ensure physical distancing is possible at all times.</p> <p>Within the change room, consider adding tape or signage on benches and floors to ensure that 2m of space between each student is maintained at all times.</p> <p>Change rooms should be cleaned after each use.</p>
Equipment	<p>Weight room usage will need to be modified, supervised and marginally used to ensure equipment is cleaned appropriately after each use. All individuals in the weight room must remain 2m from each other.</p> <p>No weight room drop ins allowed and full supervision by an adult is required. Full disinfectant between users must take place.</p>

DRAMA

Where possible, expectations for programs involving drama are to be met with minimal performance and use of props in both the elementary and secondary levels.

Consideration must be given to lower risk creative performance opportunities (i.e. school instruction in larger spaces, restricting group activities, focus on a rotation of individual performances).

Please see the [Return to School Document from CODE](#) – Council of Drama and Dance Teachers.

Additionally, due to similar voice projection issues, refer to the Vocal Music considerations in [Ontario Music Educators Association resource](#).

The TCDSB is continuing to discuss with Toronto Public Health the ongoing protocols regarding the drama curriculum.

DRAMA PROGRAM CONSIDERATIONS

VOICE PROJECTION

- Maintain social distance at all times
- Use conversational tone ONLY
- Wear a mask at all times

PROXIMITY

- Maintain social distance while performing
- Limit students on stage to accommodate social distance guidelines as per TPH
- Wear mask at all times

PROPS

- It is advisable to limit or exclude the use of SHARED props.
- If absolutely necessary, any shared props must be sanitized between students during class and between classes

For further information regarding disinfection of props, please refer to [Ontario Music Educators Association resource](#) [pages 9-10 and 12-13] on Instrument disinfection.

DANCE

Where possible, expectations for programs involving Dance are to be met with minimal performance and no use of changerooms in both elementary and secondary levels.

Consideration must be given to lower risk creative performance opportunities (i.e. school instruction in larger spaces, restricting group activities).

Please see the [Return to School Document from CODE](#) –Council of Drama and Dance Teachers.

Additionally, due to similar physical exertion issues, refer also to [K-12 Physical Education Considerations for the 2020-2021 School Year](#).

DANCE PROGRAM CONSIDERATIONS

- Expulsion of Aerosols due to Physical Exertion (similar to Phys. Ed)
- Proximity with other dancers (mandatory Social Distance)
- Contact surfaces – Barres, studio floor etc.
- Attire needs – no use of change rooms

Please note that the [Ontario Music Educators Association resource](#) and [CODE Return to School document](#) are not a medical resources or a health and safety resource.

The TCDSB K-12 Physical Education Document was created in communication with Toronto Public Health, and TCDSB is continues to confer with Toronto Public Health on all safety protocols.

TECHNOLOGICAL EDUCATION

CONSTRUCTION, AUTOMOTIVE, HOSPITALITY, COMMUNICATIONS

For all of these courses, safe social distancing practices, mask wearing and continued hand washing and hygiene are paramount.

PROGRAM CONSIDERATIONS

- ❑ Computers cannot be shared by students, computers will be disinfected following each class. Use a cloth with disinfectant rather than spraying directly
- ❑ For demonstrations, crowding of students cannot take place. Distance Learning demonstrations are safest. Teacher-led demonstrations can occur in small groups to ensure proper physical distancing
- ❑ As much as possible tools should not be shared but through appropriate protocols of hand hygiene shared use of tools can occur if need be. Disinfect tools between users.
- ❑ Hospitality: wherever possible food preparation activities should be done alone so that the consumption of the food is done by the lone student who prepared the food
- ❑ Some modifications can be expected if the food has been baked but the food handling practices following baking needs to be performed appropriately

FIELD TRIPS

To align with physical distancing, schools should not plan field trips and activities requiring group transportation at this time.

SCHOOL ASSEMBLIES

School assemblies or other large gatherings (e.g., concerts or dances) should be avoided. Virtual options may be offered instead of in person gatherings.