

SPECIAL BOARD

PUBLIC AGENDA

**Tuesday, August 25, 2020, 7:00 pm
Zoom Meeting**

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1. Call to Order -- Chair of the Board
2. Approval of the Agenda
3. Report from the Special Board (In Camera)
4. Delegations
 - 4.1 Sherien Youssef, Re. International Baccalaureate Program 1
5. Matters for Action
 - 5.1 Report from Ad Hoc Committee for Board Self Evaluation & the Director Performance Evaluation Process, 12 August 2020 15

Recommendations

 1. Approval of Recommendation to Defer the Director's Performance Evaluation
 2. Approval of Recommendation to Defer Board Self Evaluation
 - 5.2 Notice of Motion, Re: Facial Coverings, Trustee Lyra 19
 - 5.3 Notice of Motion, Re: Delay Student Return to School Date, Trustee Blackburn 21

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8.	Adjournment	

Thank you Madame Chair. Good evening everyone.

The Problem:

I am here to present a problem facing over [189](#) students and parents who have voiced their concerns through [this petition](#). I represent their united voices and seek your assistance in bringing a resolution to the issue I bring forth tonight.

The Ministry and OCDSB made a clear promise; families would **have** the choice of selecting the learning model that suits their needs be it in person or remote learning. In response, IB schools like CBSS had developed a remote and in person model, ready to be rolled out. However, at the issuance of the latest ministry's memorandum, IB families' right of choice was eliminated by the creation of the district wide virtual school. IB students who wish to continue pursuing their diplomas are being forced to go to school, regardless of their personal and family circumstances. They are not provided a choice for a remote learning model.

It is unjust and unfair, to put this student body in such a predicament.

Why is it unfair?

- For families with members who are at risk or immunocompromised, going to school during this ongoing pandemic situation is extremely risky. For those families, the in-person model is not a choice. According to CHEO guidelines, children or families with underlying health conditions or immunocompromised should **not attend school in person**.
- IB students especially face a disproportionate health risk as many have 2 to 3 hours of daily school commute using the yellow school buses or on public transportation. We've already seen a number of OC Transpo COVID-19 cases surface. Busses will inevitably become a breeding environment for COVID-19.
- In some subjects, the order in which the curriculum topics are taught is different than in regular OCDSB classes. In other words, it is not guaranteed that a 12th grade IB student has been taught all the Ontario Grade 11 curriculum. Switching between the two systems at this stage is not practical without repercussions.
- Families and students invested time, effort (e.g. daily commutes), and money (e.g. IB tuition and exam fees) in this path. Students past and future plans have been developed based on graduating with this diploma, including choices for University abroad. We cannot just ask them to give up their diploma or compromise their health.

Our students are being LET DOWN.

Solution:

- There is no need to impose one centralized model on all OCDSB programs. Specialized programs, like the IB, have been handled differently since their inception. It is neither fair nor practical to change that policy now and expect that we force a ministry model on a specialized program. Exceptions should be under such dire circumstances, especially that students have spent many years in this specialized path. We are not asking that the virtual system for OCDSB be changed to include IB. We are recommending that IB schools, like CB, be provided the opportunity to create and deliver their own virtual learning model. According to the IB World Website "Schools should not assume that

synchronous teaching is required or even desirable in order to support effective learning.”

- In addition, if an outbreak should occur at CB, the school ‘on a turn of a dime’ should be able to turn to remote learning. If there is no plan to cater to an IB virtual learning model now, how will this student body be supported in that situation?
- Parents are willing to help in whichever way to resolve this situation

Remote Learning for International Baccalaureate (IB) Students

The Problem

- We are here to present a problem facing [close to 200](#) students and parents who have voiced their concerns through [this petition](#).
- The Ministry and OCDSB made a clear promise; families **would have the choice** of selecting the learning model that suits their needs be it in person or remote learning. In response, IB schools like CBSS had developed a remote and in person model, ready to be rolled out.
- However, at the issuance of the latest ministry's memorandum, **IB families' right of choice was eliminated** by the creation of the district wide virtual school. IB students who wish to continue pursuing their diplomas are being forced to go to school, regardless of their personal and family circumstances. They are not provided a choice for a remote learning model.

The Problem (cont'd)

- Many IB students have **been forced to change their choice from 'remote' to 'in person'** at the expense of risking their health and/or family's health in order to avoid losing the hard work they've put into obtaining their diploma and jeopardizing their future.
- It is unjust and unfair, to put this student body in such a predicament. \
- According to the latest numbers, nearly 20% of the 23 cases in ottawa are school aged people (5 to 19 years old)

Why is it unfair?

- For families with members who are at risk or immunocompromised, going to school during a pandemic situation is extremely risky and the in-person model **is not a choice**.
- In some subjects, the order in which the curriculum topics are taught is different than in regular OCDSB classes. Switching between the two systems at this stage is not practical.
- IB students face disproportionate risk since **many commute 2 to 3 hours daily to get to school**, using yellow school buses or public transportation. There have been a number of OC Transpo COVID-19 outbreaks; Busses will inevitably be a breeding environment for COVID-19.
- Families and students have **invested time, effort, and money** to obtain the IB diploma and developed future plans, including university choices abroad.

Possible Solutions

Potential Scenario 1

- Allow IB schools like Colonel By SS to deliver their own virtual and in person model that meets the needs of IBO and utilizes their current resources and budget.
- There is no need to impose one centralized model on all OCDSB programs. Specialized programs, like the IB, have been handled differently since their inception. It is neither fair nor practical to change that policy now and expect that we force a ministry model on a specialized program.
- Exceptions should be under such dire circumstances, especially that students have spent many years in this specialized path.
- According to the IB World Website “Schools should not assume that synchronous teaching is required or even desirable in order to support effective learning.”

Possible Solutions (cont'd)

Potential Scenario 2

- Allow live streaming from classes for students who opt to remote learn. Record these lessons and give students the ability to access the recordings as often as needed.
- Teachers would be accessible to remote learners via email and during special hours to address questions or concerns regarding the material taught.

Possible Solutions (cont'd)

Potential Scenario 3

- The current plan is that while Cohort A is in class, Cohort B will have synchronous remote learning time and vice versa.
- Allow students (Cohort C) that are choosing the remote learning model simply attend the synchronous virtual time for both Cohort A and Cohort B.
- During in-class time, remote students (Cohort C) would have independent learning time.
- Allow the IB virtual model to run in an octomesters format for IB remote learners to achieve this.
- This proposal is not adding to the teachers workload neither it changes anything for Cohort A nor Cohort B. See next slide for a visual representation.

	Monday (A in school)			Tuesday (B in school)		
	Cohort A in Person	Cohort B at Home	Cohort C at Home	Cohort A at home	Cohort B in person	Cohort C at Home
9:00 - 9:15	Arrival	Independent Learning	Independent Learning	Independent Learning	Arrival	Independent Learning
9:15 - 11:07	First Learning Period	using Posted Materials tied to first course Synchronous interaction with Cohort A (in school) as scheduled by the teacher	using Posted Materials tied to first course <u>Synchronous</u> interaction with Cohort A (in school) as scheduled by teacher	using Posted Materials tied to first course Synchronous interaction with Cohort B (in school) as scheduled by the teacher	First Learning Period	using Posted Materials tied to first course <u>Synchronous</u> interaction with Cohort B (in school) as scheduled by teacher
11:08 - 11:18	Transition	teacher		teacher	Transition	
11:18 - 11:11.5	Second Learning period	Independent Learning using posted materials tied to second course Synchronous interaction with Cohort A (in School) as scheduled by the teacher	Independent Learning using Posted Materials tied to first course <u>Synchronous</u> interaction with Cohort A (in school) as scheduled by teacher	Independent Learning using posted materials tied to second course Synchronous interaction with Cohort B (in School) as scheduled by the teacher	Second Learning Period	Independent Learning using Posted Materials tied to first course <u>Synchronous</u> interaction with Cohort B (in school) as scheduled by teacher
1:12	Student Dismissal				Student Dismissal	
1:12 - 1:52	Staff Lunch				Staff Lunch	
1:52 - 3:07	Asynchronous Learning at home	Virtual Support Period with instructional staff (synchronous)	Virtual Support period with instructional staff (synchronous)	Virtual Support Period with instructional staff (synchronous)	Asynchronous Learning at home	Virtual Support period with instructional staff (synchronous)

Possible Solutions (cont'd)

Potential Scenario 4

- Potentially implement a cross-district IB virtual school.
- There is no telling how long the pandemic will last and whether Ottawa will see a 2nd wave.
- A plan should be put in place that considers the long term outlook on the situation, as we may be in a possible scenario of living with this pandemic for more than one school year.

Additional Notes

- IB world organization states “Schools should not assume that synchronous teaching is required or even desirable in order to support effective learning.” IB schools should not be held to the same Ministry's broad guidelines.
- Parents are willing to help in any capacity to allow their children to succeed and obtain their diploma. Risking health to obtain the hard earned diploma can not be the only option.

Thank you

We appreciate your time and assistance in bringing a resolution to this **very important matter.**

Ad Hoc Committee for the Board Self-Evaluation Process and the Director Performance Evaluation Process

August 12, 2020, 2:00 pm
Zoom Meeting

Members: Lynn Scott, Keith Penny, Wendy Hough,
Jennifer Jennekens, Christine Boothby

Staff Present Camille Williams-Taylor (Director of
Education), Michele Giroux (Executive
Officer, Corporate Services), Nicole
Guthrie (Manager, Board Services),
Rebecca Grandis (Senior Board
Coordinator)

1. Call To Order

Director Williams-Taylor called the meeting to order at 2:23 p.m.

2. Election of Chair of the Committee

Director Williams-Taylor invited expressions of interest for the role of the Chair of the Ad Hoc Committee for the Board Self-Evaluation Process and the Director Performance Evaluation Process.

Trustee Boothby nominated Trustee Jennekens.

Trustee Jennekens accepted the nomination.

Moved by Trustee Scott,

THAT nominations be closed.

Carried

Trustee Jennekens was declared the Chair of the Committee by acclamation.

Trustee Jennekens assumed the role of the Chair.

3. Approval of the Agenda

Moved by Trustee Scott,

THAT the agenda be approved.

Carried

4. Matters for Action:

4.1 Director of Education Performance Evaluation

Executive Officer Giroux outlined the process for the Director's evaluation in accordance with Policy P. 051. GOV, Evaluation of Director of Education and Secretary of the Board.

During the discussion and in response to questions, the following points were noted:

- The job of the Director must be reviewed annually, and the Director is entitled to know the criteria on which they will be evaluated on or before September 30 of each year;
- Owing to the pandemic and the volume of work of both senior staff and the Director, this time frame provides little opportunity to revise the job description before that time;
- Section 3.12 of the policy notes that the "timelines outlined in this policy are subject to change at the mutual agreement of the Board and the Director";
- The Policy has a mechanism for a comprehensive evaluation, but it is not required this year. M. Giroux advised the Committee not to proceed with a comprehensive evaluation this year. She noted it would be good to have a conversation later about the model;
- Trustee Scott asked that staff look to a time to schedule a meeting after the code of conduct and before a return to school;
- Changes to the job description could be managed by a facilitated meeting and the Board could provide the Director with the information from the facilitated meeting;
- M. Giroux noted that, in accordance with policy, the Director is required to provide the Board with a report with evidence of her work. This must occur before the end of October.
- The Committee through discussion can arrive at an agreement for the year that is about to begin;

- The members agreed that this year is not the year to conduct a 360 review;
- Member suggested that the Board do a smaller reflection and that it could be moved to November. This will give trustees a chance to evaluate the progress of the return to school plans and assist in framing the Director's focus; and
- Trustee Boothby noted that the Director must be focussed on the safe return of students to our schools.

Moved by Trustee Boothby,

THAT the evaluation process and timelines for the 2019-2020 Director of Education Evaluation cycle as outlined in section 3.10 parts B through F of Policy P.051.GOV be delayed by one month.

Director Williams-Taylor noted that she would follow the direction of the Board but that the demands of the return to school planning are her primary focus at present and will be as the 2020-2021 school year begins. She added that additional time to complete her report would be appreciated and the delay would also allow time for the Board to reflect on the role and job description.

Moved by Trustee Boothby,

THAT the evaluation process and timelines for the 2019-2020 Director of Education Evaluation cycle as outlined in section 3.10 parts B through F of Policy P.051.GOV be delayed by one month.

Carried

5. Matters for Discussion:

5.1 Review of Board Evaluation Process

During discussions at the Agenda Planning Committee meeting of 12 August 2020, it was determined that September was not the best time for the Board to undertake its annual reflection process.

Moved by Trustee Boothby,

THAT the Board's annual reflection process for 2019-2020 as outlined in section 4.4 parts b through c of Policy P.130.GOV be delayed by one month.

During the discussion the following points were noted:

- The Board requires more time to determine its priorities for 2020-2021;

- There are many areas of work the Board would like to undertake but the safe return to school for staff and students remains the primary focus; and
- Additional directives from the province may be forthcoming that will also guide the Board's work.

Moved by Trustee Boothby,

THAT the Board's annual reflection process for 2019-2020 as outlined in section 4.4 parts B through C of Policy P.130.GOV be delayed by one month.

Carried

6. New Business -- Information and Inquiries

Trustee Scott noted there are several components of the comprehensive evaluations for both the Director and the Board that the committee must consider. Under the *Education Act*, a 360 review of the Director of Education is required at least once in every contractual term of employment. The Board must conduct a comprehensive evaluation at the mid-point in every four year term of office. The committee must consider these matters in the spring of 2021.

7. Adjournment

The meeting adjourned at 2:55 p.m.

Jennifer Jennekens

Chair, Ad Hoc Committee for Board and Director Evaluation Processes



Building Brighter Futures Together at the Ottawa-Carleton District School Board



TO: Chair and Members
of the Board

DATE: 25 August 2020

RE: Revisions to OCDSB By-laws and Standing Rules

Trustee Lyra Evans has given notice that she will move as follows at the Special Board meeting of 25 August 2020, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

THAT the Board require the wearing of facial coverings at school for students in Grades K-3 whenever reasonable, exempting those students with medical or other conditions that would contraindicate such a covering.

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



Building Brighter Futures Together at the Ottawa-Carleton District School Board



TO: Chair and Members
of the Board

DATE: 25 August 2020

RE: **Delay of Student Return to School Date**

Trustee Donna Blackburn has given notice that she will move as follows at the Special Board meeting of 25 August 2020, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS the Board, at its meeting of 9 July 2020, approved the 2020-2021 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools with 3 September 2020 as the return to school date for students;

WHEREAS teachers and administrators will require more time to prepare for teaching and learning through the COVID-19 pandemic in both the in-person and new online formats;

WHEREAS a delay of the start of the 2020-2021 school year allows schools and parents to prepare for learning while putting student and staff safety first; and

WHEREAS the province has allowed school boards to stagger the start of the school year by up to two weeks;

THEREFORE BE IT RESOLVED

THAT the Board delay the student return to school date until 14 September 2020 for the 2020-2021 school year.

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



Building Brighter Futures Together at the Ottawa-Carleton District School Board



TO: Chair and Members
of the Board

DATE: 25 August 2020

**RE: Request to the Province for the Provision of Health and Safety
Precautions**

Trustee Lynn Scott has given notice that she will move as follows at the Special Board meeting of 25 August 2020, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS the COVID-19 pandemic has highlighted some gaps in Ontario's statutory and regulatory environment with regard to managing responses to a serious province-wide public health emergency;

WHEREAS the Minister of Education published the *Guide to Reopening Ontario's Schools* on 30 July 2020, and updated it on 13 August 2020;

WHEREAS the *Guide to Reopening Ontario's Schools* provides no authority to school districts to require compliance with its recommendations for such health and safety precautions as the use of face masks by all those individuals for whom there is no medical or developmental exemption;

WHEREAS intentional non-compliance with health and safety precautions may pose unacceptable risks to others, resulting in families withdrawing their children from school because of the perceived risk, or work refusals on the part of staff;

THEREFORE BE IT RESOLVED

THAT the Ottawa-Carleton District School Board ask the Premier and Minister of Education to develop legislation and/or regulations under existing legislation as soon as possible to give school districts and/or local public health officials appropriate authority to require compliance and to impose a range of appropriate consequences for intentional non-compliance with health and safety precautions implemented in schools to address a serious province-wide public health emergency.

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



Building Brighter Futures Together at the Ottawa-Carleton District School Board



TO: Chair and Members
of the Board

DATE: 25 August 2020

RE: Return to Holding In Person Meetings

Trustee Donna Blackburn has given notice that she will move as follows at the Special Board meeting of 25 August 2020, in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

WHEREAS staff of the Ottawa-Carleton District School Board are expected to return to work in person,

THEREFORE BE IT RESOLVED

THAT the Board return to holding in person meetings in the Boardroom at 133 Greenbank Road.

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Office of the Chair of the Board

Sent by email: [REDACTED]

Dr. Vera Etches
Ottawa Public Health
100 Constellation Drive
Ottawa, ON K2G 6J8

18 August 2020

Dear Dr. Etches:

The Ottawa-Carleton District School Board held a Special Board meeting on Friday, 14 August 2020, to discuss our staff's operational plans for reopening schools in September in detail. Trustees had many questions as we try to prioritize resource allocations to ensure the safest possible reopening for our students and staff and their families.

We are very thankful for all the help and advice provided by Ottawa Public Health through your frequent interactions with OCDSB staff. There are still some outstanding questions on which trustees would greatly appreciate hearing from you directly. I have tried to capture these in a more organized way in the attachment to this letter.

Dr. Etches, trustees found your July attendance at our Special Board meeting very informative and very helpful. Your answers to the questions detailed on the attached page will help us make informed decisions and provide better information to the many parents who are contacting us with their concerns. We will be making some decisions on resources in our budget deliberations tomorrow evening, and any information you can provide immediately would be very useful.

Trustees will be holding another Special Board meeting at 7 pm on Tuesday, 25 August 2020, at which trustees will have further discussions of our plans for reopening OCDSB schools and, I expect, debate whether to require masks for our youngest students. I know that your schedule is very full, but I would like to invite you or another member of your senior team to attend that meeting if you are available, as we value your expert advice. The questions attached provide an overview of the kinds of information which we would hope you could share.

Thank you very much for your consideration,

Sincerely,

Lynn Scott
Chair, Board of Trustees

cc: Trustees, Ottawa-Carleton District School Board
Senior Staff, Ottawa-Carleton District School Board
Corporate Records

Trustee Questions for Ottawa Public Health

Face Masks

The provincial government has mandated the use of face masks at school for all students in Grades 4 to 12, but the City of Ottawa has mandated the use of face masks for all citizens aged 2 and up in indoor public spaces and on public transit. Trustees are considering mandating the use of face masks for students in Kindergarten to Grade 3. From a public health perspective, would this add significantly to the safety of our students and staff at school? Who should be exempted from such a face mask mandate? Are face shields an appropriate alternative for students who cannot safely manage face masks? Could you identify any best practices that would minimize the risk associated with improper mask handling, especially for younger students?

Class Size and Physical Distancing

With all the other precautionary measures in place, will physical distancing of one metre be sufficient regardless of the number of students in a classroom? With limited availability of funding for additional teachers and of additional suitable classroom spaces, do you have any advice on how to prioritize the use of our resources to address class size and distancing issues? Should we direct more resources to kindergarten classes serving our youngest students, or to larger classes of our older elementary students? How effective are desktop barriers? Are there areas of the city where students may be at higher risk where we should be directing more resources?

Screening, Testing, Contact Tracing, Self-Isolation and Quarantine

Many parents are anxious to know the specifics of public health protocols for dealing with instances of students or staff who contract COVID-19 and when and how decisions might be made to shut down one or more classes within a school or to close a school if there is an outbreak. When will details of these protocols be published?

Itinerant Staff and Movement of Specialist Staff within a School

What additional precautions should be in place for itinerant staff and occasional teachers who may serve more than one school? What additional precautions should be in place for teachers and educational assistants who may move from class to class within a school to deliver specialized instruction or support to students?

Ventilation

With a mixture of older and newer school facilities and HVAC systems in the OCDSB, can you provide advice with regard to prioritizing upgrades to existing systems and/or short-term solutions for situations requiring immediate attention?

Containing Community Spread

Recognizing that success in containing the spread of COVID-19 when schools reopen will be contingent on a collective community effort to support multiple precautionary measures, could you please comment on the appropriateness and adequacy of the combination of measures that are being implemented? Are there more actions that could and should be taken?

Staff Public Question

Are our Plan's numeric minima, e.g. especially the Elementary 1m, notional or rigid? So, for example, if students in a class are found to be placed closer together than the Plan sets out, and if an in-room correction cannot be reasonably immediately provided for, then does this automatically trigger class spread into an alt space, student reassignment, or other actions? Basically then, how are they hard 'real', or more indefinite 'target' minima?

OPH Public Questions

Failing satisfactory OPH replies, I'll likely be asking DSB staff differently framed but similar questions ...

a) Has OPH specifically endorsed, or can it at least state that it is specifically comfortable with, the numeric health safety minima set out as part of the bundle of layered safety protocols described within the OCDSB's current Return to School Plan, specifically with regard to the planned 1m distancing between Elementary students (i.e. not 1m between their desks), but also with respect to other important Plan-specified numeric minima of a directly health safety nature?

b) Apart from its statutory powers, OPH's mandate is to advise with respect to public health safety provisions for all of Ottawa's citizens, and so has a broader public interest mandate than that, for instance, of a coalition of Ontario's specifically pediatric hospitals. Does OPH believe that the OCDSB's current Return to School plan compromises the health safety interests of any major OCDSB stakeholder interests, e.g. staff, in favour of the health safety interests of any other major OCDSB stakeholder, e.g. students?

c) Toronto Public Health recently went on public record as not endorsing some elements of the TDSB's own Return Plan. However, it's understood that many factors may account for possibly different public health stands on their local DSB's Plans, including different: Return Plan mitigation bundle characteristics, community transmission rates or future risks, Public Health capacity, Public Health literature review conclusions, varying CMO or Provincial guidance interpretation, or indeed other material differences. How does OPH account for what appears to be an important variance between respective local public health authority views of the Return Plans developed in Toronto versus Ottawa?

d) Public Health and Ministry guidance on max group size, number of contacts, metres distance, earliest masking age, and so forth, appears to many to differ between that advice generally provided to the city's population at large, e.g. for parks, businesses, etc, versus that advice provided for schools. It's recognized however that this may be a false equivalence, as the assured health safety control framework planned for schools, e.g. including training, access controls, etc, may be much more robust and layered as a mitigations package than those controls assumed generally to be assured in myriad unknown possibly under-controlled non-school public scenario. In OPH's opinion then, would attempting to equate schools versus non-schools public health advice be a false equivalence or not and, if not, then how does OPH account for the apparently varying public health advice?

e) In the end, is it perhaps OPH's view that no particular Return Plan minimum or protocol is essential or must be inflexibly observed, that we should merely seek to do what we reasonably can with whatever funds are made available, and that the most important concerns from the OPH perspective are really over all community transmission rates, or OPH tracing success, or other concerns more or less outside of direct OCDSB control?

f) In the end, is OPH fully satisfied with, or alternatively does OPH fully endorse the sufficiency of, or alternatively does OPH simply agree that there is full alignment between their advice and, the over all package of health safety-related provisions contained within the larger OCDSB Return Plan?

August 25, 2020

Ottawa-Carleton District School Board
133 Greenbank Road
Ottawa, ON K2H 6L3

Dear members of the Ottawa-Carleton District School Board:

Thank you for your August 18 letter regarding the safe reopening of schools. Ottawa Public Health shares your interest in making the return to school as safe as possible, including limiting COVID-19 transmission and promoting the health of children and youth. Keeping schools open with in-person learning options is important for the overall health of our population.

Thank you also for extending the invitation for me to attend the Board meeting on Tuesday, August 25. As you can understand there are many competing priorities and unfortunately, we are unable to provide a representative from OPH. Please accept my comments provided through a video message in addition to the attached responses to your questions.

It is outside of OPH's purview to provide advice on school board priorities and OPH cannot comment on the limitations to operations that may exist. The responses are provided based on the most up to date scientific information available. Should you need more information on any of the topics included below, please do not hesitate to reach out. Ottawa Public Health looks forward to continuing the ongoing dialogue with school boards and stakeholders regarding school reopenings. Several Public Health Nurses will be present in the school community to provide support, and we will continue to update our School Resources COVID-19 webpage as more information becomes available.

Sincerely,



Vera Etches MD, MHSc, CCFP, FRCPC
Medical Officer of Health
Ottawa Public Health

Cc:
Trustees, Ottawa-Carleton District School Board
Senior Staff, Ottawa-Carleton District School Board
Corporate Records

Responses to OCDSB Questions

Face Masks

From a public health perspective, would this add significantly to the safety of our students and staff at school? Who should be exempted from such a face mask mandate? Are face shields an appropriate alternative for students who cannot safely manage face masks? Could you identify any best practices that would minimize the risk associated with improper mask handling, especially for younger students?

OPH Response

- Although there is a lack of evidence about the effectiveness of masks in younger children specifically, mask use in the general population has demonstrated its effectiveness at reducing community COVID-19 transmission.
- Ottawa Public Health cannot quantify the benefit that mandatory masking of younger children (K – grade 3) would provide in the safety of returning to school but expects that masking would provide some additional benefit. OPH recommends that younger children should not be discouraged from wearing masks if they are tolerated and if they are able to wear them properly.
- Ensuring proper mask size and fit and allowing a child to become accustomed to wearing a mask at home before wearing one in public may increase tolerance of mask wearing.
- If a young child tolerates a mask for only brief periods of time, schools and parents should consider prioritizing masking for situations when physical distancing may be more difficult to maintain (e.g., pick up and drop off).
- While masking K to grade 3 is likely to be beneficial, a decision on making masking in this age group mandatory should be made only after gaining experience. With age appropriate education regarding the benefits of masking and strong environmental supports in place, we can learn from the experience of voluntary compliance.
- A face shield is not a substitute for wearing a face mask as it does not filter respiratory droplets. A face shield may provide some protection for the wearer against droplets expelled from another person, however these droplets may still be inhaled around the shield. It could be considered a better alternative to no mask but it is not a replacement for a mask.

Class Size and Physical Distancing

With all the other precautionary measures in place, will physical distancing of one metre be sufficient regardless of the number of students in a classroom? With limited availability of funding for additional teachers and of additional suitable classroom spaces, do you have any advice on how to prioritize the use of our resources to address class size and distancing issues? Should we direct more resources to kindergarten

classes serving our youngest students, or to larger classes of our older elementary students? How effective are desktop barriers? Are there areas of the city where students may be at higher risk where we should be directing more resources?

OPH Response

- OPH recommends that physical distancing of 2 metres or more be maintained between individuals in school settings whenever possible. A [Sick Kids report](#) recommends a one metre separation and notes that the protection from one metre of separation may approach the benefits of a two metre separation (provided individuals are asymptomatic and adequate symptom screening practices are in place) furthermore, research has found that there is additional protection the greater the distance up to and beyond two metres.
- While 2 metres is the preferred distance and has been communicated publicly by OPH, the school environment would be considered a more controlled environment, thus shorter distances between 1m and 2m may be considered as a result of the added protections, such as masks, PPE, enhanced cleaning, and regular screening.
- There is no 'one-size fits all' approach to class sizes and physical distancing, as each school and classroom are unique in configuration, space and circumstances.
- The greater the number of children in the classroom the greater the risk of the introduction of COVID-19 into that cohort of students. Efforts should be made to reduce as much as possible the number of students in classrooms.
- At present time, evidence indicates that [younger children](#) tend to have less severe disease than older children. While emerging evidence suggests that children under the age of 10 may be less likely to transmit the virus as older children or adults, a review of evidence by the [Public Health Agency of Canada](#) shows that children of all ages are capable of efficiently transmitting the virus.
- We do not yet understand the contribution of different age groups to spreading COVID-19 and how well the proposed mitigation measures will reduce these risks. Consequently, OPH cannot provide evidence-based recommendations related to age about where resources should be prioritized to reduce the spread of COVID-19. Decisions like these need to account for school-specific considerations which may impact spread of disease (classroom layout, classroom capacity, resources available) in addition to the differing education requirements of classes, grades and individuals.
- Schools should seek to distance students as far apart from others as possible and reduce the number of students and staff that come into close contact with each other. As per the [provincial guidance](#), cohorting and student mixing should take into consideration the number of children/youth that would be exposed should a student or staff test positive for COVID-19 with the goal of minimizing the number of contacts.
- We have not been able to find any information about the effectiveness of desktop barriers. In general, physical barriers are thought to provide some limited protection for individuals sharing the same space, first by preventing people from getting too

close and also by preventing particles or droplets exhaled by one person from entering the breathing zone of another.

- COVID-19 can be transmitted between individuals sharing spaces when the physical barrier is not a full enclosure (e.g., a plexiglass sheet with open sides in a classroom). It is important to understand that desktop barriers, if used as part of a school reopening strategy, represent only one of many components and interventions that would be required to reduce potential transmission of COVID-19.
- As with other workplaces, occupational health and safety of school staff is the responsibility of the employer, in keeping with provincial guidelines from the Ministry of Labour.
- Keeping COVID-19 transmission low at the community level will be key to reducing the likelihood of introducing the virus into schools. There has been variation in levels of COVID-19 activity in Ottawa and some neighbourhoods have higher rates of COVID-19 than others. OPH will continue to monitor and should targeted issues arise. We will communicate with the Director of Education.

Screening, Testing, Contact Tracing, Self-Isolation and Quarantine

Many parents are anxious to know the specifics of public health protocols for dealing with instances of students or staff who contract COVID-19 and when and how decisions might be made to shut down one or more classes within a school or to close a school if there is an outbreak. When will details of these protocols be published?

OPH Response

OPH is awaiting further guidance from the Province on outbreak protocols in schools, guidance is expected in the following days. We will update our [Covid-19 and Schools](#) webpage to ensure parents, teachers, school staff and others have the latest information. In the interim, OPH is taking the usual approach of identifying people in close contact with someone who has confirmed COVID-19 and will be directly contacting any families who need to ensure their children self-isolate or present for COVID-19 testing at an appropriate time.

Itinerant Staff and Movement of Specialist Staff within a School

What additional precautions should be in place for itinerant staff and occasional teachers who may serve more than one school? What additional precautions should be in place for teachers and educational assistants who may move from class to class within a school to deliver specialized instruction or support to students?

OPH Response

- It is very important that staff who serve more than one school maintain a log of the schools and classes they have attended, in order to facilitate contact tracing.

- The same would apply for staff who may move from class to class. The health and safety of students and school staff are the responsibility of the board. It is important for all staff to receive adequate training on school procedures and protocols, such as proper PPE use, and follow all the other factors to increase protection, such as use of masks, physical distancing practices and vigilance with hand hygiene.
- Schools should limit the movement of staff moving between and within schools as much as possible, recognizing that movement of staff in this manner increases the number of contacts that staff have and the possibility of introducing COVID-19 into new setting or group of individuals. This could be achieved through administrative and scheduling practices. It is extremely important that all school employees be screened for COVID-19 symptoms each day, prior to beginning their workday.
- All school staff must take care to maintain physical distancing with other adults in the school at all times, including in lunch/break rooms.

Ventilation

With a mixture of older and newer school facilities and HVAC systems in the OCDSB, can you provide advice with regard to prioritizing upgrades to existing systems and/or short-term solutions for situations requiring immediate attention?

OPH Response

- Decisions related to prioritizing upgrades must be based on local context.
- In general ventilating indoor environments with fresh air, whether by increasing the outdoor air ratio of the HVAC system or by opening windows, will dilute the air exhaled by the occupants, and reduce the risk of infection with COVID-19.
- General information about HVAC systems and the spread of COVID-19 below:
 - COVID-19 is primarily transmitted via direct contact and droplets propelled for various distances. While ventilation of indoor environments with fresh air is important, physical distancing; hygiene measures, such as hand hygiene, cough and sneeze etiquette, respiratory source control; and environmental cleaning and disinfection, are cornerstones of reducing transmission risk.
 - Based on available evidence there is no indication that COVID-19 can be transmitted through air conditioning units or ventilation systems to individuals in other units/rooms serviced by the same heating, ventilation/air-conditioning system.
 - The general objectives for preventing airborne transmission in buildings are to prevent air flowing from infected areas into common areas, and to reduce the overall concentration of infectious particles. Depending on the building type and system, one or more of the following may be relevant:
 - Ensure that mechanical ventilation is operating as intended to supply the required design ventilation rates. If ventilation rates have been reduced as an energy-saving measure, consideration should be given to returning these to normal;

- Ensure that corridor pressurization (if in place) is sufficient to prevent air from areas of isolation flowing out into corridors where other people are passing;
- Ensure that filters are clean. Although typical residential filters (MERV 8-13 filters) are unlikely to effectively reduce airborne SARS-CoV-2, ensuring that filters are clean is important for adequate flow rates. Filters should not be upgraded without consulting a professional;
- Within individual units, the Public Health Agency of Canada recommends increasing natural ventilation (i.e., opening a window if weather permits) to lessen the risk of transmission.

Containing Community Spread

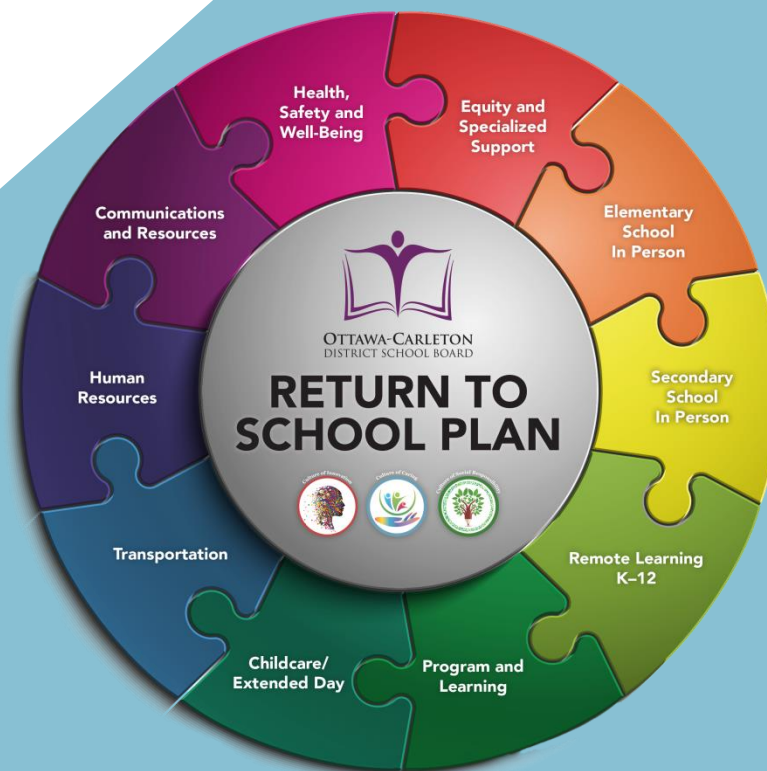
Recognizing that success in containing the spread of COVID-19 when schools reopen will be contingent on a collective community effort to support multiple precautionary measures, could you please comment on the appropriateness and adequacy of the combination of measures that are being implemented? Are there more actions that could and should be taken?

OPH Response

- Keeping COVID-19 transmission low at the community level will be key to helping prevent introduction of the virus into schools. Early detection and responding to outbreak clusters in schools will be vital to controlling the transmission of the virus in the community. There are concrete actions that parents, and all of us, can continue that will make a difference to the risk of COVID-19 transmission in schools.
- We must help limit COVID-19 from entering schools in the first place. Data has shown children who test positive for COVID-19 often were exposed to the virus from adult family/household members – often parents.
- Wearing a mask, maintaining adequate physical distance, staying home when sick and exercising hand hygiene remain key to containing community spread.
- We continue to see high uptake of public health measures such as physical distancing and mask use, which if maintained and even improved, will continue to help in keeping community transmission at a manageable level.

Ottawa-Carleton District School Board Return to School Plan

August 19, 2020



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Guiding Principles



**Be Affordable,
Adaptable, Flexible
and Sustainable**



**Collaborate Internally
and Externally**



**Ensure Equity
of Access**



**Prioritize Health
and Safety**



**Prioritize Full-time
Learning at School**



**Provide Quality
Instruction**



**Support Wellbeing of
Students and Staff**



**Supportive of
Family Needs**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Parameters in Developing our Return to School Plan

- Ministry expectations and directions
- Public health advice
- Guidance from Board of Trustees
- Transportation parameters
- Input from Collaboration Tables
- Adherence to collective agreements
 - Instructional time;
 - Nutrition breaks/Lunch break;
 - Preparation time;
 - Supervision time.



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Timelines

July 30 - Ministry releases Guide to reopening Ontario's schools

August 10 - OCDSB releases Return to School Plan

August 13 - Ministry releases Requirements for Online Learning

August 19 - OCDSB releases updated Return to School Plan

August 21 (noon) - Final Deadline for Attendance Decisions



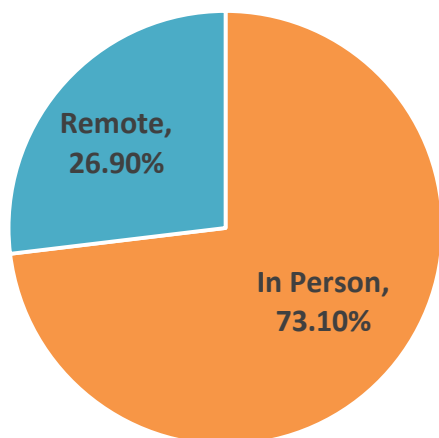
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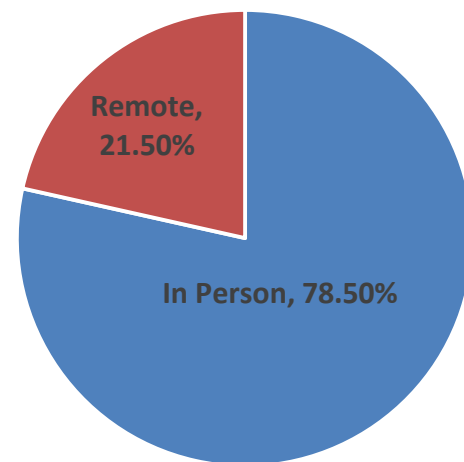
OCDSB Confirmation of Attendance

To ensure proper planning for In Person and Remote Learning, all families were asked to complete Confirmation of Attendance Form. In Person learning was the preferred choice for most families.

Elementary Attendance



Secondary Attendance



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Return to School Confirmation

- This week, families will receive an email confirming their decision for In Person or Remote Learning;
- No action required if unless family wants to change decision;
- Change requests must be submitted by noon on August 21st;
- Families who have not yet submitted their decision will have until noon on August 21st to do so;
- Families who do not respond will be deemed to be attending in person.



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Elementary School In Person



Secondary School In Person



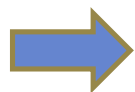
Remote Learning K-12



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What's Changed?



Elementary In Person - **No Change**

Full school day with enhanced health and safety protocols.



Secondary In Person Model - **Revised**

School day will have 2 periods of in person instruction, plus study hall; students will attend on alternating days; i.e., A, B, A, B, A, B.



Remote Learning K-12 - **Revised**

Students attend a virtual school with prescribed number of instructional minutes for synchronous (live teacher) and asynchronous learning (teacher-recorded lessons or independent learning).



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What's Changed?



Enhanced Staggered School Start – Revised

School start will be staggered over two weeks (September 3rd-17th) to enhance safety and align with new Ministry guidance.



Process for Changing Decision about Attendance – New

Families will have until noon on August 21st to submit and/or change decision about attending In Person or Remote; only those changing need reply.



Transportation – New

OSTA will be providing update on transportation services based on new Ministry guidance.



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Elementary School In Person



- Students will attend school 5 days/week;
- Students cohorted by class;
- Cohort stays together for learning, nutrition breaks and outdoor recess;
- 300 minutes of in person instruction;
- All curriculum areas are taught;
- Kindergarten is inquiry based learning;
- Enhanced health and safety protocols in place.



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Elementary School In Person



ELEMENTARY IN PERSON – SAMPLE SCHOOL DAY SCHEDULE

390 Minute School Day- 300 minutes of Instructional Time

90 minutes nutritional breaks and recess

SCHEDULE	TIME (MINUTES)	NOTES
Arrival	Student Arrival and line up at designated areas	Students enter school with their teacher (staggered entry by class)
Instructional Block	Students in class learning (approximately 100 minutes)	Timing of instructional blocks may vary by school, but total is 300 minutes/day
Staggered Nutrition Block/Recess	45 minutes total time	Directional access in hallways, scheduled washroom access, staggered recess
Instructional Block	Students in class learning (approximately 100 minutes)	Timing of instructional blocks may vary by school, but total is 300 minutes/day
Staggered Nutrition Block/Recess	45 minutes total time	Directional access in hallways, scheduled washroom access, staggered recess
Instructional Block	Students in class learning (approximately 100 minutes)	Timing of instructional blocks may vary by school, but total is 300 minutes/day
Dismissal	Regular end to school day	Students depart to designated pick up areas or busing by teachers



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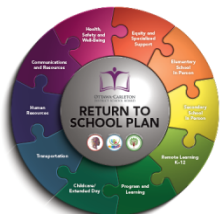


Secondary School In Person



REVISED SECONDARY MODEL

- In School Days – Regular morning bell time followed by two in school instructional periods of roughly 112.5 minutes each (225 minutes in total) with a 10 minute transition in-between, early student dismissal and 75 minutes asynchronous learning;
- At Home Days – Approximately 300 minutes of independent/asynchronous learning with morning and afternoon opportunities for check in and remote support. Afternoon remote support period or study hall primarily for the cohort at home on any given day(75 minutes).



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Secondary School In Person



- **Quadmester model** - students take periods 1 and 3 from September to Mid-November and periods 2 and 4 from mid-November to end of January.
Students in non-semestered schools will follow an octomester model.
- **A:B:A:B Model** - Students attend alternate days by cohort, for example if Cohort A attends Monday, Wednesday, Friday, Cohort B would attend on Tuesday and Thursday or vice versa.
- **Minutes of Instruction** – In person school day is 300 minutes with 225 minutes of in-person instructional time plus 75 minutes asynchronous learning.
- **Two courses/day** - students have 2 courses/day with instruction/classwork.
- **Cohorts A and B** – Each course will be divided into cohorts A and B with approximately 15 students per cohort.
- **At-home learning** consists of working independently and connecting with teachers during scheduled opportunities.



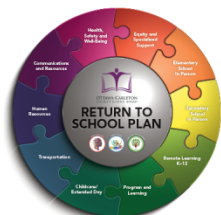
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Secondary School In Person



SECONDARY IN PERSON – SAMPLE SCHOOL DAY SCHEDULE 300 minutes of instruction/day 225 minutes in person, 75 minutes asynchronous learning		
SCHEDULE	TIME (MINUTES)	NOTES
School Opening	Student arrival and entry to building, proceed to class (15 minutes)	Teachers present to welcome and supervise students in hallways and in classrooms
Period 1	Students in class learning with their cohort of approximately 15 students (112.5 minutes)	Students may snack/eat during period as required
Transition Time	Students move from P1 to P3 class	Teachers present to supervise students in hallways and in classrooms
Period 3	Students in class learning with their cohort of approximately 15 students (112.5 minutes)	Students may snack/eat during period as required
Student Dismissal	Dismissal time is earlier than usual	Students travel home
Remote Support/Study Hall	Independent learning and support (75 minutes)	Scheduled synchronous support scheduled for students at home, scheduled 40 minutes after dismissal








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Secondary School In Person

SECONDARY IN PERSON SAMPLE SCHOOL DAY SCHEDULE COHORT A

Week 1

Monday (In School)	Tuesday (At Home)	Wednesday (In School)	Thursday (At Home)	Friday (In School)
				
Period 1 (112.5 mins)	Self-Directed Learning At Home	Period 1 (112.5 mins)	Self-Directed Learning At Home	Period 1 (112.5 mins)
Transition Time (10 mins)		Transition Time (10 mins)		Transition Time (10 mins)
Period 2 (112.5 mins)		Period 2 (112.5 mins)		Period 2 (112.5 mins)
Student Dismissal/ Break (40 mins)	Remote Support/ Study Hall (75 mins)	Student Dismissal/ Break (40 mins)	Remote Support/ Study Hall (75 mins)	Student Dismissal/ Break (40 mins)
Independent learning with support (75 mins)		Independent learning with support (75 mins)		Independent learning with support (75 mins)

Week 2

Monday (At Home)	Tuesday (In School)	Wednesday (At Home)	Thursday (In School)	Friday (At Home)
				
Self-Directed Learning At Home	Period 1 (112.5 mins)	Self-Directed Learning At Home	Period 1 (112.5 mins)	Self-Directed Learning At Home
	Transition Time (10 mins)		Transition Time (10 mins)	
	Period 2 (112.5 mins)		Period 2 (112.5 mins)	
Remote Support/ Study Hall (75 mins)	Student Dismissal/ Break (40 mins)	Remote Support/ Study Hall (75 mins)	Student Dismissal/ Break (40 mins)	Remote Support/ Study Hall (75 mins)
	Independent learning with support (75 mins)		Independent learning with support (75 mins)	



Secondary School In Person



Canterbury Arts & IB Program

- These programs are difficult to offer through remote learning and some program elements may not be available.
- Students who are committed to fulfilling the requirements of these programs should give careful consideration to the possible impacts of remote learning.
- These sites are working on strategies to address the unique needs of their learners.
- Both IB sites are non-semestered and will follow the octomester model



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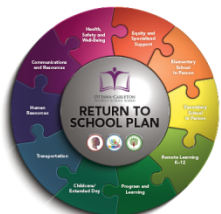
Secondary School In Person

Adult High School

- Will follow the secondary Adapted Model for In Person learning.

Secondary Alternate Sites

- Includes Elizabeth Wyn Wood, Frederick Banting, Norman Johnston, Richard Pfaff, and Urban Aboriginal;
- Working with students and families to offer increased In Person opportunities, following established protocols to minimize risk of virus transmission.



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Remote Learning K-12



- Students in remote learning will have the opportunity to engage in whole class and small group learning with an educator team member on a daily basis.
- There will also be opportunities for 1:1 support by a member of the educator team during the week.
- Younger students and some students with special needs will need the support of a parent/guardian or caregiver in using technology through synchronous learning and in engaging and completing independent learning tasks.
- Families in need of assistance with access to technology should contact their school directly.



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Remote Learning K-12



- Students registered in a virtual school with OCDSB teacher(s);
- Prescribed number of minutes of live (synchronous) learning;
- Classes made up of students from several schools at the same grade or similar grade levels;
- Students remain in the same pathway (Early French Immersion, English, Specialized classes);
- Students with an Individual Education Plan receive support through one or more of Learning Resource Teachers, a specialized special education teacher and Education Assistants.
- Remote learning is not integrated with in-person learning at the home school.



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Remote Learning K-12



- **Kindergarten** students will have the opportunity to engage in whole class, small group learning with a Kindergarten team member on a daily basis. There will also be opportunities for 1:1 support by a member of the educator team during the week.
- The educator team may include the Classroom Teacher, Early Childhood Educator, Educational Assistant, Learning Support Teacher and/or Learning Resource Teacher.
- Students will need the support of a parent/guardian or caregiver in using the technology through synchronous learning and in engaging and working through independent learning tasks. ECEs and teachers will support the family in developing this partnership, to maximize learning in this format.
- Parents will receive a weekly schedule for small group instruction. We will work with parents to try and accommodate family schedules.



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Remote Learning K-12

REMOTE LEARNING – SAMPLE SCHOOL DAY SCHEDULE

SCHEDULE	Kindergarten 180 Minutes/Day	Grades 1-8 225 Minutes/Day	Secondary 240 Minutes/Day
Welcome and Opening	9:00 - 10:40: Welcome and opening exercises, whole group lesson, Independent learning for students and small group/1:1 support for some students	9:00 - 10:40: Welcome and opening exercises, whole group lesson, Independent learning for students and small group/1:1 support for some students	9:00 - 10:52 a.m. Period 1 - Welcome, whole group lesson, Independent learning for students and small group/1:1 support for some students
Nutrition Block/Recess	10:40 - 11:20 a.m.		10:55 - 11:35 Lunch
Instructional Block	11:20 - 1:00 p.m. Whole group lesson, Independent learning for students and small group/1:1 support for some students	11:20 - 1:00 p.m. Whole group lesson, Independent learning for students and small group/1:1	11:35 - 1:28 Period 2 - Welcome, Whole group lesson, Independent learning for students and small group/1:1 support for some students
Staggered Nutrition Block/Recess	1:00 - 1:40 Nutrition break/recess	1:00 - 1:40 Nutrition break/recess	1:30 - 1:45 Nutrition break
Instructional Block	1:40 - 3:20 p.m. Whole class learning, Independent learning for students and small group/1:1 support for some.	1:40 - 3:20 p.m. Whole class learning, Independent learning for students and small group/1:1 support for some.	1:45 - 3:00 p.m. Individual support for students using google chat, office hours.



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Remote Learning K-12



- Virtual schools have dedicated teaching and administrative staff;
- Students in remote learning will be registered in the virtual school instead of their home school;
- Secondary course options in remote learning may be limited, modified, and/or available through e-learning;
- A reorganization of all student placements, teaching assignments and course scheduling is required;
- Student transitions from In Person programming to Remote Programming are more limited;



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Family Requests to Change Learning Model

- As per Ministry direction, movement between learning models (in-person and full remote learning) during the semester is limited.
- There may be a waiting period for admission to school depending on scheduling and availability of class placement.
- Dates for switching models and corresponding deadlines for requesting a switch will be established as soon as possible.
- If a family/ student requires a change of learning models to occur at a time that is different than those stated, the change will be reviewed on a case-by case basis.



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-
- RETURN TO SCHOOL PLAN**
- Health, Safety and Well-being
 - Equity and Inclusion Support
 - Secondary School to Post-secondary
 - Secondary to Adult & Post-secondary
 - Housing Learning & Skills
 - Program and Learning
 - Children's Extended Day
 - Community and Resources



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Equity and Specialized Support



- The OCDSB will demonstrate its commitment to equity principles and will differentiate the delivery model to address the needs of our most vulnerable students.
- Staff in every school will spend time preparing for differentiated supports for vulnerable students. A school-wide approach will be taken to identifying, understanding and addressing the disproportionate impact of distance learning on underserved and/or vulnerable students. These students will be prioritized for higher access to daily schooling and interventions, etc.



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Equity and Specialized Support



Prioritize English Language Learning supports;

- Enhance communication support for families of English Language Learners through staff and Multicultural Liaison Officers.
- Support for enhanced in-person attendance for students in secondary English Literacy Development specialized programs: Goal is 5 days/week for 300 mins/day
- Elementary in-person ELD specialized programs are full day attendance.
- ESL in-school support teachers and central ESL instructional coaches/itinerants will continue to collaborate with classroom teachers and parents/guardians to support English Language Learners in English as a Second Language classes including those who are partially and fully integrated.
- Teachers of students and families selecting Full Remote Learning will have access to ESL instructional coach/itinerant support to ensure appropriate programming needs are addressed.



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Equity and Specialized Support



Prioritize students with special education needs;

- Enhanced transition support prior to the start of the school year for those with high special education and/or mental health needs.
- Connect with families of students who are medically fragile, in collaboration with healthcare providers.
- Learning Support Teachers and Learning Resource Teachers will continue to collaborate with classroom teachers and parents/guardians to develop Individual Education Plans.
- Students and families selecting Full Remote Learning will have access to special education supports and services as documented in their IEPs.
- Where accommodations cannot practicably be provided in Remote Learning, school staff will work with families/caregivers to find suitable strategies.



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Equity and Specialized Support



Conditions supporting enhanced In-Person attendance for students with special education needs, in the adapted (secondary) model:

Students in Fully Self-Contained Specialized Program Classes

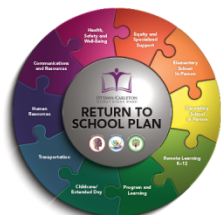
- Goal is 5 days/week for 300 minutes/day

Students in Integrated Specialized Program Classes

- Options that recognize different student needs with regards to accessing additional In-Person resource support

Students with special education needs in Regular Program

- Accommodations and supports continue to be in place as per the IEP
- Ongoing review of support for students with higher needs will occur to see how increased In-Person attendance may be offered, where possible



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Supporting Mental Health and Well-Being

- Focus will be on rebuilding of community using a relationship-based approach to support conditions of safety, belonging, and inclusion.
- Staff will be supported in providing a relationship-based perspective in all aspects of student interaction, whether in-person or virtually.
- Professional learning is planned for the PA Days prior to the start of the school year with additional opportunities throughout the year.
- Every student will continue to have access to supports and services to address mental health concerns through our existing referral process.
- Social Work and Psychology staff will provide direct (counselling) support and facilitate referrals to community mental health services for students attending in-person or full remote learning.



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Technology and WIFI Enabled Devices

- 11,000 Chromebooks were distributed to OCDSB families (March – June).
- Additional 5,000 Chromebooks ready for distribution, with 5,000 more included in the proposed budget.
- 1200 Mobile hotspots were distributed to families requiring internet access, with an additional 500 ready for distribution.
- Families continue to utilize loaned devices during the summer months; redistribution of some devices may be necessary for Sept.
- We are working to ensure staff have access to technology to support full remote learning.
- Paper resources will continue to be provided as required.



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Childcare/Extended Day



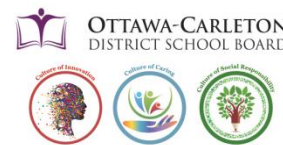
- Working with Extended Day child care operators to ensure program is provided when school opens.
- Extended Day will operate at full capacity if the child care operators have adequate qualified staff.
- Parents can drop off and pick up students at designated locations and will not enter the school building.
- Cleaning and disinfecting practices to ensure rooms are cleaned prior to the program (before and after school).
- Child care operators will provide all materials for Extended Day programs (classroom materials will not be used).



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Health, Safety and Well-Being



Health & Safety practices for students and staff include:

- Hand hygiene and respiratory etiquette;
- Physical distancing – student movement, arrival and departure;
- Use of masks/face coverings;
- Daily pre-screening of students by families;
- Daily pre-screening of staff (self-assessment, prior to reporting to work);
- Responding to students who are symptomatic while at school;

Health & Safety practices will be shared with students, staff and families in accessible formats including translations.



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Any students or staff with symptoms of a suspected case of COVID-19:

- Will be placed in a supervised separate area away from others;
- Will be required to be picked up from school as soon as possible/staff will return home;
- The separate area will be disinfected;
- If the student or staff tests positive for COVID-19, they are unable to return until notice has been provided by their local public health unit;
- Parents and guardians are expected to have children assessed for COVID-19 if symptoms are present or self-isolate their children at home for 14 days;
- If student or staff tests negative, they will remain home for 24 hours after symptoms subside before returning to school or work.



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- Additional custodial staff for disinfection of high-touch, high-traffic areas;
- Disinfection products for staff use in all classrooms.

- Touch-reduction measures such as keeping doors open, keeping lights on;
- Lunches and recesses staggered;
- Reduction of porous materials in classrooms;
- Maximizing use of outdoor learning spaces;
- Engaged in planning for delivery of curriculum outdoors with activities designed for each grade level



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DISTRICT SCHOOL BOARD**



- Physical distancing
- Hand hygiene practices
- Designated entrances
- Bottle filling stations
- Visitor/Limited access signage
- Directional arrows



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DISTRICT SCHOOL BOARD**



Health, Safety and Well-Being



Personal Protective Equipment (PPE):

- OCDSB will have non-medical masks available for students.
- Based on Ministry of Education guidelines in consultation with the Ministry of Health, masks are required for students in grade 4 to 12 and encouraged for students in Kindergarten to grade 3. In limited circumstances, an exemption is possible for students who cannot tolerate the wearing of a mask.
- PPE kits will also be provided to all school-based staff, including mandatory medical grade masks and a reusable face shield.



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Outbreak Protocol and Confirmed Case Process

- Extensive health and safety training with all school-based staff prior to the start of the school year to identify symptoms.
- Schools will maintain class lists, bus cohort lists, and visitor log to support contact tracing.
- If a COVID-19 positive case is identified in a school, we will follow Ottawa Public Health guidance / direction on who else in the school may need testing and/or monitoring/isolation.
- Staff/students who are being managed by Ottawa Public Health or another public health unit (e.g. confirmed cases of COVID-19, household contacts of cases, etc.) must follow public health instructions on when they can return to school.



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Staffing & HR Considerations



- The health, safety and well-being of staff is essential to operating safe schools;
- Protocols provided in the return to school plan have been developed to enhance safety.
- Necessary changes to staffing assignments and staffing processes are underway in collaboration with Federations/unions.
- Requests for accommodations based on disability, medical needs, family status, and/or child care needs of employees will be assessed on a case by case basis.



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Staffing & HR Considerations



When an employee is ill:

- Employees are encouraged to stay home if they feel ill; where the employee is experiencing known symptoms of COVID 19, they should follow OPH guidelines, consider getting tested and remain home until at least 24 hours after symptoms have disappeared.
- In the event an employee is directed by OPH to self-isolate based on having had direct contact with a confirmed or suspected case of COVID 19, the employee should contact their supervisor immediately to let them know and the employee will be placed on paid 'quarantine' leave.



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Access to School Buildings

- Public access to schools is prohibited, as directed by the Ministry of Education.
- Volunteer and visitor access is not permitted.
- Appointments are required unless picking up a student who is unwell.
- All visitors who are approved for access, must wear a mask/face covering, complete self-screening and sign-in at the school office.
- Signage will be placed on all school doors to inform the public of the requirement to contact school office staff for assistance.



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Building Ventilation

- Building ventilation systems vary across the District; all designed to bring fresh air into the buildings and exhaust air (and any contaminants in the air) out of the buildings.
- The additional funds announced by the Ministry on August 13th will support the maintenance, commissioning, and verification work already underway and support more frequent filter changes.
- Building mechanical systems are being reviewed and optimized to maximize fresh air to spaces. Some of the strategies used include introducing additional purge cycles and increasing ventilation rates.



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Transportation



- OSTA has released an opt-out survey to facilitate contact tracing of students who are using transportation services.
- OSTA recommends that all students wear masks; however, only students in grades 4 to 12 are mandated to wear masks.
- OSTA will be partnering with parents/guardians to train their children on new transportation safety protocols (www.ottawaschoolbus.ca).
- Parents/guardians are encouraged to consider walking or biking. If parents/guardians plan to drive their children, they should consider parking away from the school site and walking part of the way.
- No changes to busing eligibility have been recommended and specialized transportation will continue.
- Empty Seat/Courtesy Seating Program has been suspended due to complex contact tracing protocols.



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Transportation



- To the extent possible, students will be grouped by household or classroom on vehicles. Each school will create a seating plan that reflects classroom bubbles on each bus.
- Plans for loading/unloading will ensure physical distance is maintained.
- An expanded partnership with OC Transpo services may be required. Students that use OC Transpo services will be required to follow the safety protocols established by the City including wearing a mask on buses and trains.
- Enhanced cleaning practices will be put in place for all vehicles used for student transportation.
- Deployment of transportation services in September may be delayed due to changing circumstances; OSTA will be announcing the final transportation plan on Monday August 24, 2020.



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Communications and Resources



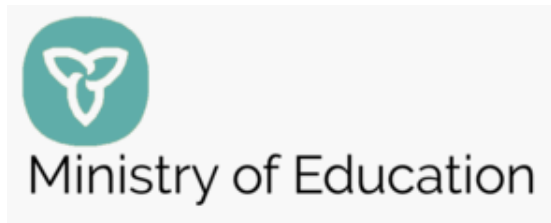
- August 19th – [Return to School Plan](#) updated based on direction from the Ministry of Education and feedback from the Board of Trustees and community.
- August 21st – Changes to Decisions on Attendance must be filed.
- Updates ongoing by email, website, social media platforms and to the [Frequently Asked Questions](#) page.



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Partners in Planning



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Getting Ready for School

- Speak with your child to understand their needs and concerns;
- [Read CHEO's Back to School During COVID-19: Tips for Parents and Caregivers](#)
- Register for OCDSB Speaker Series Presentation with Dr. David Tranter
- [Read Ottawa Public Health's Resources for Supporting Schools During the Pandemic](#)
- Practice wearing a mask with your child
- Watch for information from your school in the weeks ahead



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Support for Parents

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— SPEAKER SERIES —

FROM WORRIED TO WELL: SUPPORTING YOUR CHILD AT HOME AND AT SCHOOL

Who: Dr. David Tranter
Professor, Faculty of Social Work
Lakehead University

When: Monday, Aug. 24, 2020 at 7 p.m.

What: Live webinar + Q&A



How can we best support our children, and ourselves, as students return to school?

Learn more and register: ocdsb.ca/speakerseries

Register Now:

<https://www.bigmarker.com/nelson-professional-learning/From-Worried-to-Well-Supporting-Your-Child-at-Home-and-at-School>



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