

RETURN to SCHOOL PLAN FALL 2020



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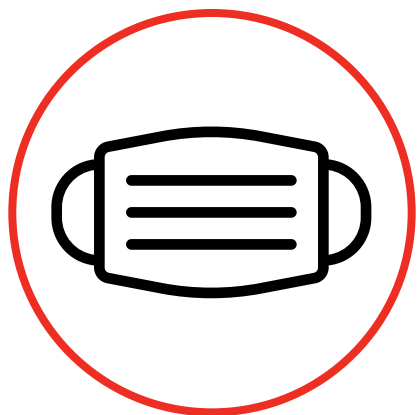
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HEALTH & SAFETY





SAFETY PROTOCOLS

Personal Protective Equipment (PPE)

[How to put on and take off a face mask.](#)

For more information about how to use face coverings properly, visit york.ca/covid19.



Students

- Parents/guardians will be expected to provide their child with a personal face covering to wear at school to reduce the spread of their own respiratory droplets to protect others.
- In Grades 4 to 12, students will wear non-medical or cloth masks while in school.
- In Kindergarten to Grade 3 non-medical or cloth masks are strongly encouraged for students. If a student does not have a face covering, they will be provided a non-medical mask by the school.
- For students who are unable to wear a face covering, please speak with your teacher or school Principal.

Permitted Visitors

- Permitted visitors must wear a medical mask at all times. If a visitor does not have a medical mask, they will be provided one by the school.
- Please see the permitted visitors sections in Screening and Arrival.

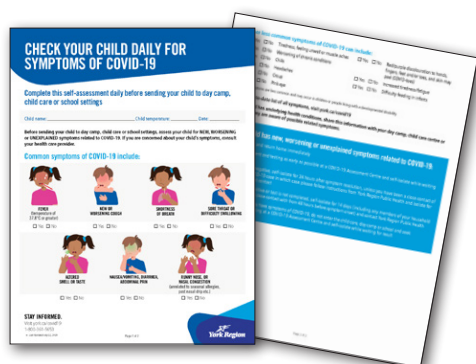
School Staff

- All school staff will wear medical grade masks and will be provided eye protection (i.e. face shield) for use as required.
- In Special Education Community classes, staff members will have masks and other PPE as appropriate, as physical distances cannot be maintained in many cases.

Screening and Arrival

Students

- On a daily basis, parents/guardians of students under 18 and students over 18 are responsible to review and adhere to the [checklist from York Region Public Health](#).



- COVID-19 and Children factsheet from York Region Public Health:



- Any student experiencing COVID-19 symptoms **is required** to remain home (the use of a mask is not an acceptable alternative).
- Where possible, students must maintain a physical distance at all times, as they enter, move through and exit the building.
- Students in Grades 4 to 12 will wear face coverings (non-medical masks) while in school. Students in Kindergarten to Grade 3 are encouraged to wear masks while in school.

- Once students enter a school, it is recommended they remain at school until the end of the school day (elementary) or the end of their class schedule (secondary).
 - Exceptions will be granted for medical/family appointments supported by the Principal.

Permitted Visitors

- Until further notice, visitor(s) are not to enter the school during hours of operation unless identified through a prearranged exception.
- Please ensure your child brings their lunch and snacks required for their day at school. Lunch drop-offs will not be available, including access to lunch delivery services.
- It is expected that parents/guardians first contact the school by telephone if assistance is required.
- As usual, all permitted visitors must confirm their arrival at the main office.
- All permitted visitors must be signed in and out.
- Before entry, permitted visitors must review and adhere to the instructions on the [COVID-19 Self-Assessment poster from York Region Public Health](#) posted at exterior doors.



- Any permitted visitors experiencing COVID-19 symptoms **are required** to remain home (the use of a mask is not an acceptable alternative).
- All permitted visitors must sanitize their hands and wear a face covering at all times and maintain a two-metre physical distance as they enter, move through and exit the building.
- If permitted visitors do not have a medical mask, they will be provided one by the school. For more information about how to use masks properly, see the [fact sheet from York Region public health](#).
- Prearranged Exceptions:
 - When a parent/guardian needs to meet with the Principal in person, the meeting must be scheduled in advance.
 - Families registering a new student:
 - ♦ Where possible, only one parent/guardian, the student and a translator, if required.
 - ♦ Principal discretion is permitted in circumstances where additional family members need to be present.
 - ♦ By appointment only.
- School authorized service providers, where applicable
 - School (Lunch) Assistants
 - External Building Service Contractors (HVAC, water treatment, pest control, etc.)
 - LHIN Nurses
 - Union/federation representatives
 - **Scheduled outside guest speakers and outside agencies will deliver curriculum virtually.**
 - Deliveries for essential school supplies and mail:

- ♦ Until further notice, all deliveries may continue to be received by the school.
- ♦ All delivery personnel must wear a face covering when entering the school.
- ♦ Where possible, it is recommended that schools bulk order to limit deliveries to school.
- ♦ Board couriers are expected to follow the Board's courier protocol.
- Volunteers who manage breakfast and/or milk programs
 - ♦ Breakfast Program volunteers must have Food Handler Certification.
 - ♦ Volunteers handling food must wear a face covering (medical grade) and gloves at all times.

Staff

- On a daily basis, before entry, staff are to review and adhere to the instructions on the [COVID-19 Self-Assessment poster from York Region Public Health](#) posted at all exterior doors.
- Any staff experiencing COVID-19 symptoms shall remain home/not enter the school, pending results of a COVID-19 test which they shall do immediately and share the results with the Principal as soon as the results are known. (The use of a mask is not an acceptable alternative).
- When possible, staff are to maintain a physical distance as they enter, move through and exit the building.

Student Movement in School

Signage will be installed throughout the school to minimize close contact between students.

- *Hallways*
 - To minimize close contact between students, directional floor decals will be installed in all schools to manage movement of students.
 - All hallways to be divided into two-way paths for movement in schools.
- *Stairwells*
 - All stairwells to be divided into two-way paths for movement in schools.
 - Directional floor decals for top/bottom of stairs, mid-landing if exists.
- *Elevators*
 - If assistance is required by a student, maximum users in an elevator/lift are two.
 - Masks are to be worn at all times in elevator/lift.
 - Floor decals to be installed indicating recommended standing locations.
- *Washrooms*
 - Floor decals to be installed indicating recommended physical standing distance at sink(s), if possible.
- Other locations to consider for one-way options or physical distancing wait spots:
 - Gym entry
 - Guidance office
 - Kindergarten rooms
 - Places where students are required to line up including library (when open) and school bus loading zones

Entering Main Office

- Each office reception counter or desk will be provided a plexiglass screen due to high volume of interactions required.
- To reduce crowding in office, students and permitted visitors are requested to wait in the hall to be called into the office.
- 'Please wait' floor decals to be placed near the office reception counter to remind students and visitors where to stand.
- Floor decals will be placed in the hallway outside the office to provide appropriate waiting locations prior to entering the office.

Placement of Student Desks/Tables

- Classrooms will be decluttered and furniture removed where possible to minimize areas that are touchable and to maximize mobility.
- Assign, where possible, designated seating and use visual aids to indicate that some furniture is "off limits."
- Students in Grades 4 to 12 will wear face coverings (non-medical masks) while in school. Students in Kindergarten to Grade 3 are encouraged to wear masks while in school.
- Until further notice, all fabric cushions, pads and furniture with padding or fabric to be removed.
- Porous items required in a Community Class (e.g. bean bag chair) will be designated to one student or be removed.

Hand Sanitizing

- Students are to wash hands using soap and water or use hand sanitizer immediately before: leaving home, leaving the classroom, eating, touching one's face, and leaving school.
- Students are to wash hands or use hand sanitizer immediately after: arriving at school/entering the classroom, finishing lunch, touching shared objects, using the bathroom, coughing, sneezing, and blowing one's nose, and arriving at home.
- A hand sanitizing station will be placed in the front lobby of the school and in classrooms.
- It is recommended that students not bring their own hand sanitizer to school for issues of quality, fragrance and management of potential hazards.
- [Correct handwashing procedure poster](#)



- [How to use hand sanitizer poster](#)



Washroom Use

- Students in Grades 4 to 12 will wear face coverings (non-medical masks) while in school. Students in Kindergarten to Grade 3 are encouraged to wear masks while in school.
- Students are to maintain physical distance at all times within the washroom, where possible.
- Students are to wash their hands when they enter and exit the washroom.
- Teachers are recommended to create a washroom schedule with clear washroom breaks (one in the morning and one in the afternoon).
- Cohorts are to travel in groups to use designated washrooms.
- For unscheduled visits,
 - Schools are to post the recommended number of users allowed per washroom based on the number of toilets/urinals in each washroom.
 - It is recommended that the number of students allowed in a washroom not exceed the existing number of toilets/urinals.
 - Students are to assess if the washroom has reached maximum usage as they enter based on posted signage.
 - If maximum has been reached, students are to wait in hall in designated area.
 - Floor decals spaced apart are to be placed outside washrooms for students to wait if the washroom is full.
 - Floor decals spaced apart are to be placed inside washrooms at areas such as sinks/hand washing areas.
 - It is recommended that students immediately leave the washroom as soon as they are finished.

Sanitizing of Shared Equipment

- Cleaning and disinfection of high touch surfaces will be done twice a day as per Public Health guidelines and Standard Operation Procedure for Cleaning High Touch/High Contamination Areas.
- Shared equipment will be cleaned before and after use. Examples of shared equipment: IT/chromebooks and carts, physical education equipment, and science apparatus, etc.

COVID-19 symptomatic students and staff

- Students and staff **must** stay home if they:
 - have any symptoms of respiratory illness, even if mild and contact York Region Public Health and your medical practitioner.
 - have been told to self-isolate by public health or a medical practitioner.
 - have been diagnosed with COVID-19.
 - have recently returned from travel that requires a period of self-isolation.
- Children or staff experiencing symptoms of respiratory illness, even if mild, should stay home. The use of a mask is not an acceptable measure to attend school for those who are symptomatic.
- In cases where a student develops [symptoms of COVID-19](#), the school will contact the student's parent or caregiver to pick up the child immediately and ask them to bring the child to the nearest [COVID-19 Assessment Centre](#).
- In these cases, students will be isolated in a prearranged sick room until a parent/guardian can pick them up.

- Staff will be provided with a protocol, based on public health advice, on what to do if a student or staff member develops symptoms of COVID-19.

Return of School Learning Equipment

- Students who have school learning resources, such as textbooks, from the 2019-2020 school year are asked to return them to the school as soon as possible.

Small Room Use

(Assessment, Reading Recovery, Psychologists, Social Workers and other Itinerant Staff)

- It is expected that staff and students in small rooms are to work maintaining physical distance between them, where possible.
- Students in Grades 4 to 12 will wear face coverings (non-medical masks) while in school. Students in Kindergarten to Grade 3 are encouraged to wear masks while in school.
- For more program details refer to [Program Information and Curriculum](#).

Libraries

- Until further notice, libraries in both elementary and secondary schools are closed (including book exchange, classes and makerspace).
- Libraries will be open for teachers to access student resources.

Water Fountains

- Students will be encouraged to fill water bottles at fill stations.
- Water fountain knobs and push buttons are considered high touch surfaces and will be regularly cleaned and disinfected.

Fans

- Until further notice, fans may not be used in classrooms, including personal fans.

Lockers

- Until further notice, the use of lockers located in hallways and change rooms is not allowed.

Extracurriculars and Field Trips

- Until further notice, all extracurricular activities (e.g., dances, athletics, clubs) and field trips are cancelled.
- Until further notice, community walkabouts, including Community Class outings are cancelled.

School Assemblies

- Until further notice, in-person school assemblies are cancelled.

School Councils

- Until further notice, all school councils are to operate virtually.

Student Councils

- Student Councils that are required as per [Policy and Procedure #672.0, Student Leadership and Student Voice](#), are expected to continue virtually where possible. If virtual meetings are not possible, maintain physical distance between participants.

Prayer Rooms

- Use of prayer rooms can continue, provided that physical distance can be maintained.
- If physical distance cannot be maintained in an existing prayer room, an alternate location should be identified by the school.



Emergency Procedure Drills

(fire, lockdowns, hold-and-secure)

School boards are required to hold six fire drills, two lockdown drills and one hold and secure drill annually so students become familiar with emergency preparedness procedures.

Fire Drills

- Students should exit the building in single-file lines while maintaining physical distancing.
- Once outside, staff members ensure that students remain physically distanced and that classes are spaced out.
- In scheduling fire drills, schools will take into consideration COVID-19 prevention measures (e.g., ensure all staff members in the building are aware of drills beforehand and can plan accordingly).

Lockdowns

- In the event of an emergency lockdown, students and staff will follow lockdown procedures.
- In scheduling lockdown drills, schools will take into consideration COVID-19 prevention measures (e.g., ensure all staff members in the building are aware of drills beforehand and can plan accordingly).

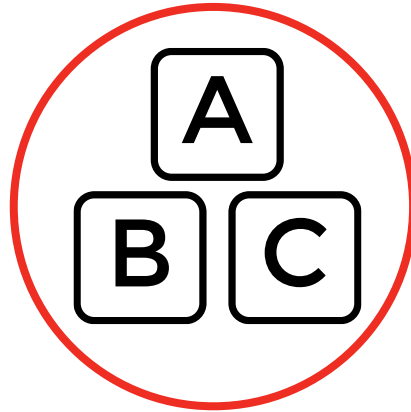
Hold and Secure

- As per normal practice.

Board Staff Working in Different Schools

Some staff members are assigned to different schools and shift between schools to provide support as required. It is recognized that these situations present unique challenges during COVID-19 public health measures. Specific guidance is being provided to Board staff who regularly visit or work in schools during this time:

- Adhere to screening requirements prior to entering either school to which they are assigned.
- Wear a mask.
- As much as possible, try to communicate electronically to avoid classroom visits.
- Maintain physical distancing when in school/classrooms.
- Plan visits in advance where possible and document the classrooms and spaces visited.
- Schedule school visits in a way that minimizes the number of schools visited in a day.
- Hold virtual meetings, but if an in-person meeting is required, use a designated meeting space where physical distancing is possible, and wear a mask.
- Minimize the sharing of physical documents and materials as much as possible (use electronic documents wherever possible).
- Follow any other protocols related to the specific work of their department.



ELEMENTARY

Kindergarten

Staff will be provided with detailed information and protocols on health and safety considerations for before and after-care programs and Kindergarten.

Families

- 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 into 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

- 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.

Area Rugs/Floor Sitting

- Until further notice:
 - All area rugs will be removed from classrooms.
 - Students are not to sit on the floor.
 - “Sit spots” foam pads are not permitted at this time.
 - The only exception is for community classes.

Entrance and Dismissal

Entrance

- Schools to continue with past practice - entry to classrooms 15 minutes before the bell with supervision inside or enter the classroom after the bell with yard supervision prior.
- Students in Grades 4 to 12 will wear face coverings (non-medical masks) while in school. Students in Kindergarten to Grade 3 are encouraged to wear masks while in school.
- Where possible, maintain a minimum physical distance at all times upon entry and movement through the building.
- Students are to [use hand sanitizer](#) or, where practical, [wash hands](#) upon arrival in the classroom.
- Each school will identify a preferred school entry protocol for students to minimize congestion (e.g., having students line up outside before entering, grouping students in the yard and designating specific entry doors, having only one class enter at a time, using an increased number of entry doors). Please follow the information and use decals identified in the student movement section.

Late Arrival

- When a student arrives late:
 - Parents/guardians are asked to ring the front door buzzer when they arrive at school.
 - Parents/guardians must line up two-metres apart, wearing a face covering, outside the front door while they wait for office staff to respond.
 - Once the door is unlocked by the office, only the student is to enter the building and proceed to the office.
 - Parents/guardians are not to enter the building.
 - Student to enter the main office as per the access protocol outlined above.
 - Students in Grades 4 to 12 will wear face coverings (non-medical masks) while in school. Students in Kindergarten to Grade 3 are encouraged to wear masks while in school.
 - School staff will complete the late arrival sign-in for students to minimize use of shared items, such as pens.

Dismissal

- Students in Kindergarten through Grade 3 are *encouraged* and students in Grades 4–12 are *expected* to wear a face covering when they exit the school.
- Each school will identify a preferred school exit protocol (e.g., bus students exit from only one door; identify specific exit doors for other students by grade, panel or geographic location, stagger release of students).
- Students are required to leave school property as soon as possible after dismissal.
- Bus students are asked to line up for buses as outlined by school, maintaining a physical distance from other students where possible.

Student Pickup During School Hours

- Parents/guardians need to pre-arrange pickup with the office.
- Office staff will record pickup in 'In/Out' binder.
- Parents/guardians must ring the front door buzzer when they arrive at school.
- Parents/guardians are not to enter the building.

Breakfast Programs

- Breakfast programs may continue to operate.
- Breakfast Program volunteers must have Food Handler Certification and wear a mask at all times.
- If it is not feasible for students to eat in their classroom due to supervision issues, the breakfast program *must* operate in a room where physical distance is maintained between students at all times.
- All food items must be individually pre-packaged.
- Students may not share food, utensils or drinks.
- Students are to wash or sanitize hands before and after eating.

Snack Programs

- Snack programs may continue to operate.
- All snacks must be nut-free and individually pre-packaged, such as cheese strings, granola bars, yogurt or individual bagged fruit/vegetables.

- Students may not share food, utensils or drinks.
- Students are to wash or sanitize hands before and after eating.

Milk Program

- Milk programs may continue to operate.
- Milk can only be provided in prepackaged individual cartons.
- School needs to schedule the distribution of milk by class.
- Only one class can go to the milk fridge at one time.
- Students designated to gather milk from the fridge must wear a face covering.
- Students must wash hands or use hand sanitizer before and after getting milk.

Lunch Guidelines

- Until further notice, all students are asked to remain at school for lunch and eat in designated areas (i.e., classroom).
- All special lunch programs/food days (e.g., pizza, sub) will be cancelled.
- All food delivery services (e.g., UberEats, Skip the Dishes) will not be accepted.
- Students are to wash hands or use hand sanitizer before and after eating.
- Students are to be reminded not to share food, utensils or drinks.
- Students **must** bring their lunch and snacks, including hot lunches, for safety reasons; lunch drop offs will not be permitted.

Recess

- Students are expected to remain in their cohorts during recess.
- Students are to wash hands or use hand sanitizer before and after recess.
- Students in Grades 4 to 12 will wear face coverings (non-medical masks) while at school. Students in Kindergarten to Grade 3 are encouraged to wear masks while at school.
- Outdoor times like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts.
- Until further notice, exterior school play structures are closed.
- Maintain a physical distance while playing outside.
- Where possible, Principals may consider dividing schools into groups for the purpose of reducing the number of students on the yard for outdoor play.

Cubbies

- Cubbies and coat hook areas can continue to be used.

Singing/Vocals

For Health and Safety reasons and until further notice, teachers are not to encourage students to sing or do vocal music activities in classrooms.

Student Change of Clothes

- Students may continue to bring a spare set of clothes and gym shoes.
- Clothes are to remain in backpack, student's cubby or basket at school.

Student Classroom Volunteers

- Until further notice, students are not able to volunteer. This includes in other classrooms, the library, office or with blue box/recycling programs, etc.





SECONDARY

Student Entrance and Dismissal

Entrance

- The building will be opened 60 minutes before the first bell.
- Classrooms will be locked until 15 minutes before the first bell.
- Until further notice, the cafeteria and library are closed.
- Students are encouraged not to arrive until 15 minutes before the bell and then move directly to their first period class.
- Students are expected to wear a face covering as they arrive at school and access common areas.
- Students may access the school atrium and hallways until classrooms open.
- Students are expected to maintain physical distance at all times, as they enter and move through the building.

Late Arrival

- Students are to proceed directly to the office.
- Students will enter the main office as per the access protocol outlined above.
- Office staff will record the late arrival.
- Parents/guardians are not to enter the building.

Dismissal

- Students are expected to leave the school and school property after their last scheduled class is complete.
- The building will be closed to students 30 minutes after the last bell.
- Students are expected to wear a face covering when they exit the school.
- Bus students are asked to immediately load buses as outlined by school, maintaining a physical distance from other students while boarding.

Lunch

- Until further notice, no food service will be provided on site.

Gym Change Rooms

- Until further notice, no locker use is allowed in gym change rooms.

Guidance

- Where possible, appointments should continue virtually.
- Face-to-face meetings are by appointment only.
- Physical distance maintained for face-to-face meetings; a larger alternate location may be required.
- Students in Grades 9–12 will wear face coverings (non-medical masks) while in school.
- Principal discretion is permitted in circumstances where additional family members must be present.



PROGRAM INFORMATION & CURRICULUM SUPPORTS



Program Information and Curriculum Supports Landing Page

On Thursday, July 30, 2020, the Minister of Education announced that elementary schools will open for conventional in-person delivery of teaching and instruction, five days a week. This means, students in full cohorts will be attending. Secondary schools will open on an adapted model, with class cohorts of approximately 15 students, on alternating schedules with at least 50 per cent of in-class instructional days.

We're committed to continuing to provide high quality instruction to our students in safe and healthy environments. Our [focus on underserved and underperforming students](#) will continue, and ensure that all students have the ability to reach their potential.

We appreciate that these are uncertain times and may present questions and concerns from families as they send their children back to school. We will continue to prioritize health and safety and take measures to reduce the spread of COVID-19 through the reopening of schools.

Instruction will be provided in all subject areas as outlined in the [Ontario Curriculum](#). As a result of health and safety measures some of our curriculum delivery may be modified to meet the needs of our students and staff members. These changes are based on guidelines and advice from Public Health, the provincial Ministry of Education and our goal of offering high quality public education for all. We will ensure that staff members receive training on these measures and are prepared to welcome students back on September 8.

Section A: Elementary Programs: Curriculum, Instruction and Assessment

Assessment, Evaluation and Communication (AE&C)

- Assessment, evaluation and reporting activities will focus on the achievement of overall expectations outlined in the [Ontario Curriculum](#).
- To support learning for all students, educators will continue to provide assessment and evaluation of students' work and progress.
- The Ministry of Education will release more information regarding Assessment and Evaluation (e.g., requirements for Elementary Progress Report). Once we have more information, we will provide it to families.

Kindergarten

Learning will continue across the [Four Frames for Learning](#) (Belonging and Contributing, Problem-solving and Innovating, Demonstrating Literacy and Math Behaviours and Self-regulation and Well-Being) within a play-based model that adheres to health and safety protocols.

Specific focus will be on:

- Establishing/teaching classroom routines for hand hygiene, physical distancing, protocols for lunch/snack, access to manipulatives/toys, organization of personal belongings, washroom, etc. and sharing these routines with families.
- Implementing a supported kindergarten entry model that supports both Year 2 and Year 1 learners.

Timetable

Elementary School Model

The Ministry of Education has indicated that elementary students in Kindergarten to Grade 8 will attend school five days per week. School schedules, including start and end times, will remain the same. Regular class sizes will be maintained. Students will remain in their classes as one cohort (or group). Specialized teachers (e.g., French, The Arts) will still be joining classrooms to provide the full breadth of programming for students. Recess and lunch will be staggered to adhere to cohort guidelines.

Elementary Online Learning

Families can make the decision to send their child to school or engage in remote online learning. Online learning will be available for students who do not return to school physically. Students will be able to engage in online learning, including real-time live sessions directed by a teacher in a scheduled manner similar to day school. Specific remote learning classes will be created and taught by teachers available to the system. This means that your child may be taught online by teachers who are not connected to your child's school.

Please note that, in order to maintain safety and appropriate cohorts, children whose families opt for online learning in September may be required to wait for a specific entry point (e.g., end of a reporting period) to return to in-person learning at school. We will also support transitions between face-to-face and online learning when possible as space allows.

The Arts - Drama/Dance

Due to physical distancing requirements, teachers may choose to focus on creation/interpretation to address the overall curriculum expectations.

The Arts - Music (Instrumental and Vocal)

In order to support the Health and Safety protocols, the following will be in place:

- No singing/vocal music
- No playing of wind/brass instruments in schools

Teachers will continue to support learning and achievement through a balance of the three overall expectations within The [Arts curriculum](#), which will include experiences and opportunities to play/perform as well as compose, arrange, investigate and analyse music from a range of time periods and cultures, with an emphasis on local and world contemporary artists and composers.

The Arts - Visual Arts

Visual Arts programs will continue and safety protocols will be maintained. It is acceptable, but not required, for students to bring their own materials for personal use in Visual Arts classrooms.

French

Instruction in French will continue.

Health and Physical Education

COVID-19 will affect how Health and Physical Education can be delivered and we are awaiting provincial guidelines related to physical activity. Please see [COVID-19 Pandemic: Return to School Canadian Physical and Health Education Guidelines](#).

Revised Elementary Math Curriculum

On June 23, 2020, the Ministry of Education released a new [Elementary Math Curriculum](#) focused on “fundamental mathematics concepts and skills, as well as on making connections between related math concepts, between mathematics and other disciplines, and between mathematics and everyday life.” The new curriculum will be implemented starting in September 2020. The Ministry has indicated that there are plans to make the [Elementary Math Curriculum](#) website interactive and to include supports such as sample questions, long-range plans as well as information for parents.

The new math curriculum for Grades 1 to 8 includes six major areas called “strands”:

1. Social-Emotional Learning Skills and the Mathematical Processes
2. Number (Number Sense, Operations)
3. Algebra (Patterns and Relationships, Equations and Inequalities, Coding, Mathematical Modelling)
4. Data (Data Literacy, Probability)
5. Spatial Sense (Geometric and Spatial Reasoning, Measurement)
6. Financial Literacy (Money, Finances)

Outdoor Education

Curriculum-based outdoor education programming for students in Grades 2, 4 and 7 will continue, however, until further notice, all field trips are cancelled. As such, there will be no environmental literacy and outdoor learning at YRDSB Outdoor Education Centres (i.e., Swan Lake, Milne, Burlington, Vivian, and Sibbald Point). [Outdoor Education Centre](#) staff members will provide outreach programs to schools.

Reading Recovery

Beginning in September, Reading Recovery teachers will provide one-to-one literacy support for Grade 2 students who were unable to finish or access Reading Recovery lessons in the 2019/2020 school year.

Grade 1 Reading Recovery implementation is planned to resume in November 2020 for the remainder of the school year, provided it is safe to do so.

Science

Science programs will continue and safety protocols will be maintained (e.g., students will be provided gloves and goggles where appropriate).

EQAO

Primary and Junior EQAO assessments will not take place during the 2020-21 school year.

Special Education

We recognize that all our students are unique and will have different needs when we return to schools and classrooms. Our staff are committed to following Public Health guidelines to provide the safest environment and care for our students and staff. Learn more about [special education services and supports](#).

English Language Learners

All English Language Learners will have access, as appropriate, to:

- School-Based ESL/ELD program supports, Elementary & Secondary or
- Regional ELD Programs, Elementary & Secondary

Culturally and linguistically responsive ESL/ELD Program Models are informed by a variety of school and student factors. Programs will continue to be flexible and responsive to shifting/challenging home or community circumstances to address equity of access, safety and privacy for all students.

ESL/ELD teachers will provide in-class support to students, while adhering to all Health and Safety considerations.

Due to safety protocols, physically withdrawing English Language Learners from multiple homeroom classes and re-grouping them for “Intensive” or “Tutorial” Program Support may not be possible.

Before & After School Child Care

Kindergarten

- Kindergarten Before and After Care (BA) Cohorting - Principal and Child Care will attempt to coordinate placements so children attending BA limit the interactions between different cohorts where possible.
- Depending on the number of children enrolled in the BA, it could result in one or more classrooms.

School-age Grades 1-6

- Child Care programs create grade-based cohorts wherever possible. Where school size prohibits grade-based cohorts, BA programs may need to combine grades.

Before Care

- Child Care staff escort children to their designated classroom to join the cohort at the start of the school day.

After Care

- Child Care staff arrive in the classroom to assume supervision of children staying for BA, following established protocols.

Supporting Students/Families with Digital Tools

Support will be provided for students and their families to access and use the digital tools needed for online learning. If you need support, please speak with the Board's Help Desk.

Translation and Interpretation Support

Where possible and time permits important documents are translated based on YRDSB's welcome centre registration data. In some cases, due to the urgency of communications, not all documents are translated. Please speak to your school for support as needed.

To help remove barriers that limit access to information and participation in learning opportunities, the following [Translation Software Tips for Families](#) is available.

Shared Learning Materials and Resources (e.g., textbooks)

Students who have school materials, such as textbooks, from the 2019-2020 school year are asked to return them to the school as soon as possible.



Section B: Secondary Programs: Curriculum, Instruction and Assessment

Assessment, Evaluation and Communication (AE&C)

- Assessment, evaluation and reporting activities will focus on the achievement of overall expectations outlined in the [Ontario Curriculum](#).
- Educators will continue to provide assessment and evaluation of students' work and progress.
- To support the improvement and learning for all students, teachers will provide ongoing assessments, feedback, evaluation, and reporting.
- The Ministry of Education will release more information regarding Assessment and Evaluation (e.g., requirements for Secondary Mid-Term reporting). Once we have more information, we will provide it to families.

Timetable

Secondary School Adaptive Model

As directed by the Ministry of Education, secondary schools in York Region will open using an Adaptive Model to support student learning. In this adapted model, students will continue with their scheduled classes through a modified school schedule that includes both synchronous (real time) and asynchronous learning during the school day.

In the morning, attending cohorts will be in schools for in-person face-to-face learning with their teachers. Students will leave the school and later engage in live online learning for their afternoon classes with the entire class. On non-attending days, students will engage in asynchronous and/or synchronous learning in the morning and then engage in their afternoon classes through live online learning with the entire class. School specific information on school times will be available to families in the near future as details are finalized.

This model minimizes contact between cohorts of students as they will be attending class with only one cohort each day during a rotation. Over the full semester, this model provides additional learning time, including in-class learning, as compared to other adaptive models that were reviewed.

Sample Student Timetable for a Week - 4 Period School Schedule (Adaptive)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-Person - Block 1 (Alternate between face-to-face and online daily) 8:30 - 11:00	English Cohort A (Cohort B Online)	English Cohort B (Cohort A Online)	English Cohort A (Cohort B Online)	English Cohort B (Cohort A Online)	English Cohort A (Cohort B Online)
11:00 - 11:15	Students Exit				
11:15 - 12:30	Student Transportation / Lunch				
Synchronous Online - Block 2 12:30 - 1:10	Geography Cohort A & B	Geography Cohort A & B	Geography Cohort A & B	Geography Cohort A & B	Geography Cohort A & B
Synchronous Online - Block 3 1:10 - 1:50	Art Cohort A & B	Art Cohort A & B	Art Cohort A & B	Art Cohort A & B	Art Cohort A & B
Synchronous Online - Block 4 1:50 - 2:30	Science Cohort A & B	Science Cohort A & B	Science Cohort A & B	Science Cohort A & B	Science Cohort A & B

This represents a student's timetable during Rotation 1 (12 days in length) and Rotation 5 (11 days in length) as highlighted below.
For example, Rotation 1 would take place between September 8 - 23, 2020.

Rotation Schedule - Block 1 for 4 Period School Schedule (Adaptive)

	Rotation 1 (12 days) & Rotation 5 (11 days)	Rotation 2 (12 days) & Rotation 6 (11 days)	Rotation 3 (12 days) & Rotation 7 (11 days)	Rotation 4 (12 days) & Rotation 8 (11 days)
In-Person - Block 1 (Alternate between face-to-face and online daily) 8:30 - 11:00	English Cohort A & B Alternate face-to-face daily	Geography Cohort A & B Alternate face-to-face daily	Art Cohort A & B Alternate face-to-face daily	Science Cohort A & B Alternate face-to-face daily
11:00 - 11:15	Students Exit			
11:15 - 12:30	Student Transportation / Lunch			
Synchronous Online - Block 2 12:30 - 1:10	Geography Cohort A & B	English Cohort A & B	English Cohort A & B	English Cohort A & B
Synchronous Online - Block 3 1:10 - 1:50	Art Cohort A & B	Art Cohort A & B	Geography Cohort A & B	Geography Cohort A & B
Synchronous Online - Block 4 1:50 - 2:30	Science Cohort A & B	Science Cohort A & B	Science Cohort A & B	Art Cohort A & B

This represents a student's timetable over a semester of 92 days in length. Each column displays a Rotation lasting 11 - 12 days in length.
For example, Rotation 1 would take place between September 8 - 23, 2020.

Sample Student Timetable for a Week - 5 Period School Schedule (Adaptive)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-Person - Block 1 (Alternate between face-to-face and online daily) 8:30 - 11:00	English Cohort A (Cohort B Online)	English Cohort B (Cohort A Online)	English Cohort A (Cohort B Online)	English Cohort B (Cohort A Online)	English Cohort A (Cohort B Online)
11:00 - 11:15	Students Exit				
11:15 - 12:30	Student Transportation / Lunch				
Synchronous Online - Block 2 12:30 - 1:10	Geography Cohort A & B	Geography Cohort A & B	Geography Cohort A & B	Geography Cohort A & B	Geography Cohort A & B
Synchronous Online - Block 3 1:10 - 1:50	Art Cohort A & B	Art Cohort A & B	Art Cohort A & B	Art Cohort A & B	Art Cohort A & B
Synchronous Online - Block 4 1:50 - 2:30	Study Period Cohort A & B	Study Period Cohort A & B	Study Period Cohort A & B	Study Period Cohort A & B	Study Period Cohort A & B
Synchronous Online - Block 5 2:30 - 3:10	Science Cohort A & B	Science Cohort A & B	Science Cohort A & B	Science Cohort A & B	Science Cohort A & B

This represents a student's timetable during Rotation 1 (10 days in length) and Rotation 6 (9 days in length) as highlighted below.
For example, Rotation 1 would take place between September 8 - 21, 2020.

Rotation Schedule - Block I for 5 Period School Schedule (Adaptive)					
	Rotation 1 (10 days) & Rotation 6 (9 days)	Rotation 2 (10 days) & Rotation 7 (9 days)	Rotation 3 (9 days) & Rotation 8 (9 days)	Rotation 4 (9 days) & Rotation 9 (9 days)	Rotation 5 (9 days) & Rotation 10 (9 days)
In-Person - Block 1 (Alternate between face-to-face and online daily) 8:30 - 11:00	English Cohort A & B Alternate face-to-face daily	Geography Cohort A & B Alternate face-to-face daily	Art Cohort A & B Alternate face-to-face daily	Study Period Cohort A & B Alternate face-to-face daily	Science Cohort A & B Alternate face-to-face daily
11:00 - 11:15	Students Exit				
11:15 - 12:30	Student Transportation / Lunch				
Synchronous Online - Block 2 12:30 - 1:10	Geography Cohort A & B	English Cohort A & B	English Cohort A & B	English Cohort A & B	English Cohort A & B
Synchronous Online - Block 3 1:10 - 1:50	Art Cohort A & B	Art Cohort A & B	Geography Cohort A & B	Geography Cohort A & B	Geography Cohort A & B
Synchronous Online - Block 4 1:50 - 2:30	Study Period Cohort A & B	Study Period Cohort A & B	Study Period Cohort A & B	Art Cohort A & B	Art Cohort A & B
Synchronous Online - Block 5 2:30 - 3:10	Science Cohort A & B	Science Cohort A & B	Science Cohort A & B	Science Cohort A & B	Study Period Cohort A & B

This represents a student's timetable over a semester of 92 days in length. Each column displays a Rotation lasting 9 - 10 days in length.
For example, Rotation 1 would take place between September 8 - 21, 2020.

Please note, the times used in each of the timetables included here are approximate, and used as a sample only. Start and end times may vary by school. School specific information on timetabling will be available to families in the near future as details are finalized.

Secondary Online Model

Families can make the decision to send their child to school or engage in remote online learning. Online learning will be available for students who do not return to school physically. Students will be able to engage in live online learning in a manner similar to day schools. Specific remote learning classes will be created and taught by teachers who are available to the system. This means that your child may be taught online by teachers who are not connected to your child's school.

Please note that, in order to maintain safety and appropriate cohorts, children whose families opt for online learning in September may be required to wait for a specific entry point (e.g., beginning of a semester) to return to in-person learning at school. We will also support transitions between face-to-face and online learning when possible as space allows.

Graduation Requirements

- [Graduation requirements](#) remain the same.
- Information regarding Ontario Secondary School Literacy Test (OSSLT) and volunteer hours will be shared when communicated by the Ministry and EQAO.
- Students are encouraged to continue to seek volunteer opportunities wherever possible, adhering to all safety guidelines provided by Public Health (including physical distancing). Please note that in-school classroom volunteers are not permitted at this time.

Advanced Placement (AP)

AP courses will continue as per individual school course offerings. Information regarding AP Exams will be communicated to students and families once provided by AP Central.

The Arts - Music (Instrumental and Vocal)

In order to support the Health and Safety protocols, the following will be in place:

- No singing/vocal music
- No playing of wind/brass instruments in schools

Teachers will continue to support learning and achievement through a balance of the overall expectations within The Arts curricula for [Grades 9 and 10](#) and [Grades 11 and 12](#).

The Arts - Visual Arts

Visual Arts programs will continue and safety protocols will be maintained. It is acceptable, but not required, for students to bring their own materials for personal use in Visual Arts classrooms.

Cooperative Education, Exploring Opportunities Program (EOP), High Performance Athlete (HPA), and Alternative Learning Experience Programme (ALEP)

- The community placements for students enrolled in Co-op will be arranged in alignment with the direction and recommendations of the local Public Health and with the safety and curriculum requirements outlined in the [Cooperative Education Curriculum](#).

- If possible and necessary, Co-op/EOP/ALEP students may be provided the opportunity to continue to work at their placements virtually with Principal and parent/guardian permission.

Dual Credit Programming

All Dual Credit courses will be online for the Fall semester. Regional Dual Credit Teachers will communicate details to students and provide support throughout the semester.

Health and Physical Education

We are awaiting provincial direction for health and safety guidelines on physical activity which may impact physical education courses. Please see [COVID-19 Pandemic: Return to School Canadian Physical and Health Education Guidelines](#).

International Baccalaureate (IB)

Information about IB will be forthcoming from IB International.

Science

Science programs will continue and safety protocols will be maintained (e.g., cleaning of goggles).

Specialist High School Major (SHSM)

SHSM is planned to continue in September and may have minor modifications to ensure safety protocols can be maintained.

Technological Education Courses

Technological Education programs will continue and safety protocols will be maintained.

EQAO (Grade 9 Mathematics and OSSLT)

More information to come from EQAO, which will be provided to families as it is available. At this time, OSSLT is expected to continue.

Special Education

We recognize that all our students are unique and will have different needs when we return to schools and classrooms. Our staff are committed to following Public Health guidelines to provide the safest environment and care for our students and staff. Learn more about [special education services and supports](#).

English Language Learners

All English Language Learners will have access, as appropriate, to:

- School-Based ESL/ELD program supports, Elementary & Secondary or
- Regional ELD Programs, Elementary & Secondary

Culturally and linguistically responsive ESL/ELD Program Models are informed by a variety of school and student factors. Programs will continue to be flexible and responsive to shifting/challenging home or community circumstances to address equity of access, safety and privacy for all students.

Supporting Students/Families with Digital Tools

Support will be provided to students and their families to access and use the digital tools needed for online learning. If you need support, please speak with your school.

Translation and Interpretation Support

As a district, where possible and time permits important documents are translated into languages based on YRDSB's welcome centre registration data. In some cases, due to the urgency of communications, not all documents are translated. Please speak to your school for support as needed.

To help remove barriers that limit access to information and participation in learning opportunities, the following [Translation Software Tips for Families](#) is available.

Shared Learning Materials and Resources (e.g., textbooks)

Students who have school materials, such as textbooks, from the 2019-2020 school year are asked to return them to the school as soon as possible.





SPECIAL EDUCATION SUPPORTS

Supporting Students who are Medically Vulnerable

As students return to schools, preexisting health care plans will remain in place and will be revised in collaboration with families, their health care providers and schools. In preparing for a return to school, families are encouraged to speak with their healthcare providers about their child's specific needs and considerations during this time. We will continue to work closely with our Local Health Integration Network (LHIN) partners to plan for the provision of nursing to support the safe return to school for students who need nursing support.

Need for enhanced PPE and Protocols related to its use

We recognize that all our students are unique and will have different needs when we return to schools and classrooms. Our staff are committed to following Public Health guidelines to provide the safest environment and care for our students and staff. We are working to ensure that all staff will have the Personal Protective Equipment (PPE) required in order to meet all the needs of students throughout the day at school.

Protocols for Itinerant Student Services Staff

Itinerant services include: Speech and Language Pathology (SLP), Psychological, Social Work, Physiotherapy/Occupational Therapy (PTOT), Applied Behaviour Analysis Facilitators, Autism Consultants, Interdisciplinary Team staff and teaching supports for students with vision impairments or profound hearing loss. We have developed a safe and comprehensive protocol

for delivery of these services that includes a blend of interpersonal, on-site support and virtual consultation or provision of services. All disciplines continue to keep students' needs and safety at the centre of the work that we deliver. Student Services staff will continue to receive referrals for specific services and continue to support transition needs during the return to school. Case management will be carefully reviewed on an ongoing basis.

Protocols for External Services and Community Agencies

Student Services works collaboratively with various External Regulated Health Professionals from Community Organizations who provide support to students during the school day. To minimize risk and maximize available support, we are developing a protocol for how these external services can be safely and gradually introduced to the school. This will be accomplished through collaboration and consultation with the various External Regulated Health Professionals from community organizations. Where available and appropriate, ongoing virtual services will continue to be provided by our external partners. Referrals to external agencies through our board Regulated Health Professional staff will continue.

Student Mental Health and Well-Being Reentry Resource for Schools

The Student Mental Health and Well-Being Reentry Resource for Schools will provide elementary and secondary schools with supports and helpful resources to support a mentally well school reentry for students. The resource incorporates family feedback gathered through a survey.

In Person Return to School Transition Programme

The Ministry of Education is providing funds to support students with special education needs and mental health concerns over the summer. To support a safe and successful return to school for students with significant special education needs, funding will be used to run in-person transition back to school programs and provide support in the week before the start of the 2020-2021 school year.

Professional Learning

Learning, teaching and supporting students will look different for all members of the Student Services team this fall. Several professional learning opportunities have been prepared for all staff so they have the tools and strategies to support student learning in a variety of contexts.

CPI

Non-Violent Crisis Intervention Training will start in September. Safety Protocols are being updated to support staff and student safety at times when students may present a safety risk to themselves and/or others.

Supporting students with significant special education needs who opt for full time online learning

Students with significant health, medical or special education needs who choose to continue online learning from home will be supported by their homeroom teacher and/or SERT. Learning will be provided through an online platform such as Google Classroom with synchronous and asynchronous learning and check-ins from their teacher/SERT/support

staff (e.g., EA). Support of the Student Services team will be engaged to ensure programming is accessible and reflects students' Individual Education Plans.

IEPs that reflect the learning model

Individual Education Plans are written plans describing the special education program and services required by a particular student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning. Teachers will be supported to write Individual Education Plans that reflect the individual learning circumstances of each student this fall. Families will have an opportunity for input so that identified students have clear goals outlined for their learning.

Supporting families with digital tools and resources to support continued online learning

This fall, students may be accessing learning in a variety of different ways. Some learning may be occurring remotely from home at different times for different students. We will work to ensure that learning is accessible to all students. New software is being explored to maximize the engagement of all students and work collaboratively with teachers to provide professional learning and consultative support.

SEA Equipment - High Incidence

Individual learning and training opportunities for students and families to use their Special Equipment Amount (SEA) provisioned laptop is an important part of creating accessible learning opportunities. The board is working to safely resume SEA training this fall.

SEA Equipment - Low Incidence

We appreciate that during the period of school closure, many students and families may have borrowed their child's specialized school based equipment (SEA equipment). This equipment is an important part of your child's Individual Education Plan and as school resumes we will be communicating a process for the return of this equipment to your child's school. We will be developing updated Individual Education Plans that will incorporate the safe use of this equipment as your child returns to school.

Autism Spectrum Disorder PA Day Professional Learning

We are developing professional learning for staff specific to Autism Spectrum Disorder. Staff will be collectively focussing on Mattering and Belonging, ABA Strategies and Universal Design for Learning specific to students who have been diagnosed with ASD.

Care and Treatment Programs

Care and Treatment programs will resume in-person programming and care, including transportation, in alignment with school opening safety protocols.

Mental Health Transition Support Plan from Psych and Social Work

Our Social Work and Psychological Services team will offer mental health support to students in September.

School Social Work and Psychological Services teams are currently delivering [services virtually over the summer](#) to support student mental health needs. Web and phone based service options will continue to ensure they are accessible for students and families.

Our mental health professionals remain accessible to students who may be struggling with their mental health to offer individual support. Board mental health professionals are exploring expanded offerings of group based mental health opportunities for students who may find value in being connected virtually to youth from other schools who might be experiencing shared or common needs.

Students and families are encouraged to connect with your school's administration team if you have a concern for a student's mental health. Schools can help students to access support from Board mental health professionals as well as [community-based services](#).

Board mental health professionals will be available to help support school staff promote a mentally healthy transition back to school for students.

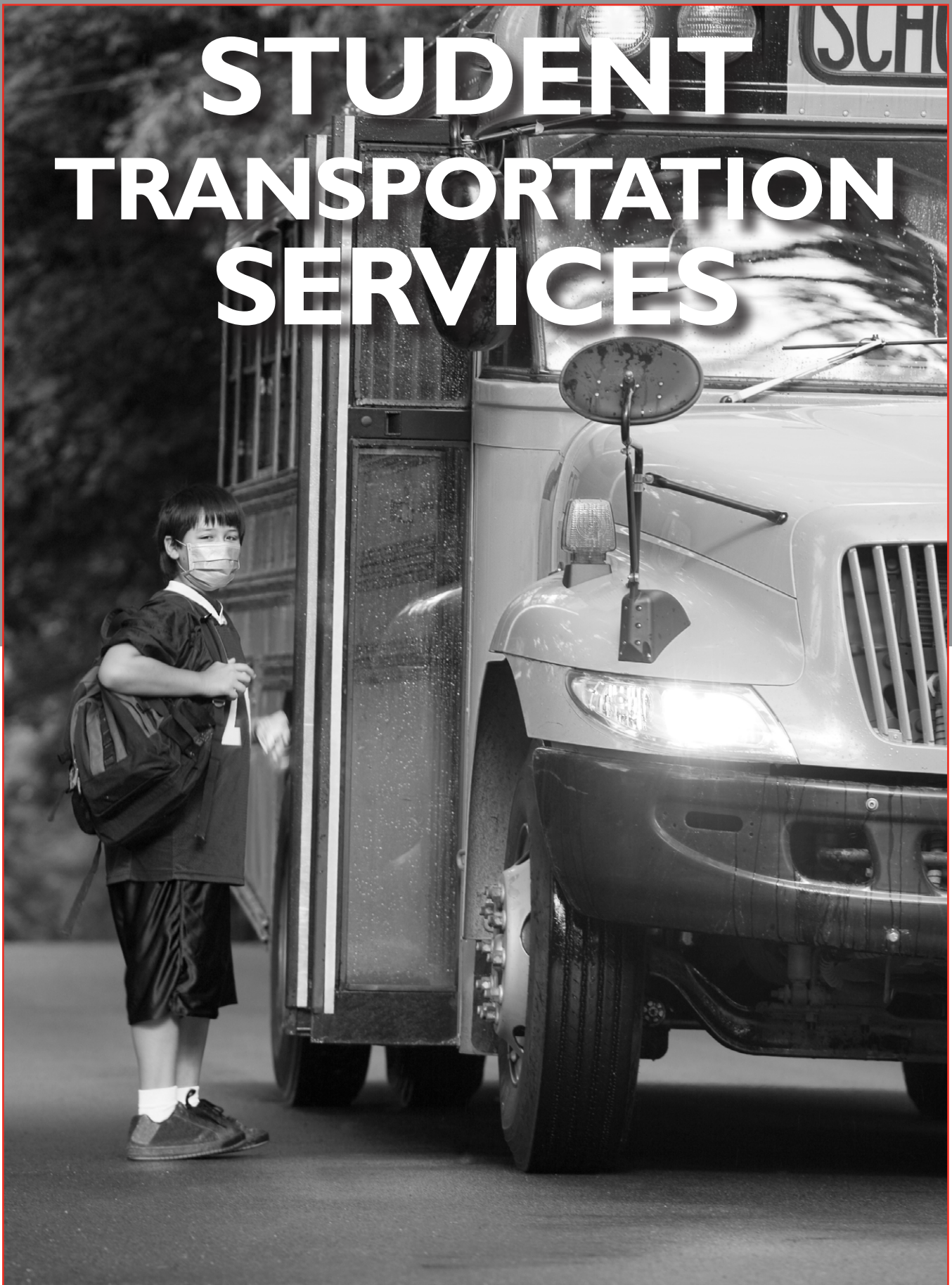
PEAK and Transit Training and O&M

To minimize risk, there will be limited community based transit training with Orientation and Mobility Instructor for students who are blind or have visual impairments. The instruction will take place in the school and local community with interpersonal safety measures to support the learner. There will be practice and described video scenarios for students regarding new COVID-19 considerations when taking public transit if the need arises to support their Expanded Core Curriculum IEP goals.

WETC and Work Placements, PEAK

We appreciate the value of community based Work Experience Placements for students. We are investigating safe in-school alternatives to community based work placements. We will continue to work with Public Health to identify safe opportunities to have students working in the community.

STUDENT TRANSPORTATION SERVICES



Student Transportation Services of York Region COVID-19 FAQs

As reopening plans continue to evolve or may change, please check the [Student Transportation Services website](#) regularly for student transportation updates.

Will transportation service be provided to students in September?

Yes. At this time, Student Transportation Services of York Region (STSYR) is collaborating with the YCDSB and YRDSB to plan transportation services for eligible students for two possible school attendance scenarios:

Full Student Attendance

Under this scenario, all students will attend school each day and students eligible for transportation will be provided service using standard operating procedures.

Modified Student Attendance

Under this scenario, students will attend school on an Adaptive schedule. Students eligible for transportation will be provided service using enhanced operating procedures.

Review [transportation policies](#) for the YCDSB and YRDSB.

Are students required to wear masks or Personal Protective Equipment (PPE) on the bus?

The use of face coverings for students in Grades 4 -12 will be required on school vehicles. Students in JK - Grades 3 will be encouraged but not required to wear face coverings on student transportation.

Will school vehicles be cleaned frequently?

Consistent with public health recommendations, bus and taxi operators will be sanitizing school vehicles throughout the day using disinfectants authorized by Health Canada. In addition, bus and taxi operators will be performing regular deep cleaning of the vehicles during off-service hours.

What happens if a student on the bus is diagnosed with COVID-19?

If a student is diagnosed with COVID-19, STSYR, YCDSB and YRDSB will follow established procedures along with the guidance and recommendations of public health.

May I opt out of bus transportation and drive my child to school?

Yes. If your child is eligible for transportation service you may opt out of service for this school year by completing an online form which will be sent directly to you in early August.

APPENDIX



CHECK YOUR CHILD DAILY FOR SYMPTOMS OF COVID-19

Complete this self-assessment daily before sending your child to day camp, child care or school settings

Child name: _____ Child temperature: _____ Date: _____

Before sending your child to day camp, child care or school settings, assess your child for NEW, WORSENING or UNEXPLAINED symptoms related to COVID-19. If you are concerned about your child's symptoms, consult your health care provider.

Common symptoms of COVID-19 include:



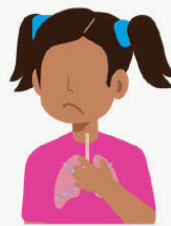
FEVER
(temperature of 37.8°C or greater)

☐ Yes ☐ No



**NEW OR
WORSENING COUGH**

☐ Yes ☐ No



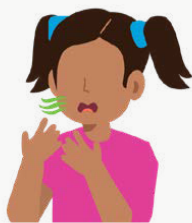
**SHORTNESS
OF BREATH**

☐ Yes ☐ No



**SORE THROAT OR
DIFFICULTY SWALLOWING**

☐ Yes ☐ No



**ALTERED
SMELL OR TASTE**

☐ Yes ☐ No



**NAUSEA/VOMITING, DIARRHEA,
ABDOMINAL PAIN**

☐ Yes ☐ No



**RUNNY NOSE, OR
NASAL CONGESTION**
(unrelated to seasonal allergies,
post nasal drip etc.)

☐ Yes ☐ No

STAY INFORMED.

Visit york.ca/covid19
1-800-361-5653

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Other less common symptoms of COVID-19 can include:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Tiredness, feeling unwell or muscle aches | <input type="checkbox"/> Yes <input type="checkbox"/> No | Red/purple discolouration to hands, fingers, feet and/or toes, and skin may peel (COVID-toes) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Worsening of chronic conditions | | |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Chills | <input type="checkbox"/> Yes <input type="checkbox"/> No | Increased tiredness/fatigue |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Headaches | <input type="checkbox"/> Yes <input type="checkbox"/> No | Difficulty feeding in infants |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Croup | | |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Pink eye | | |

* these symptoms are less common and may occur in children or people living with a developmental disability

For an up-to-date list of all symptoms, visit york.ca/covid19

If your child has underlying health conditions, share this information with your day camp, child care centre or school so they are aware of possible related symptoms.

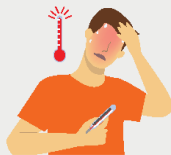
If your child has new, worsening or unexplained symptoms related to COVID-19:

- Do not enter and return home immediately
- Seek assessment and testing as early as possible at a COVID-19 Assessment Centre and self-isolate while waiting for result
- If test result is negative, self-isolate for 24 hours after symptom resolution, unless you have been a close contact of an existing COVID-19 case in which case please follow instructions from York Region Public Health and isolate for 14 days since last contact
- If test result is positive or test is not completed, self-isolate for 14 days (including any members of your household or people you had close contact with from 48 hours before symptom onset) and contact York Region Public Health
- If parents/guardians have symptoms of COVID-19, do not enter the child care, day camp or school and seek assessment and testing at a COVID-19 Assessment Centre and self-isolate while waiting for result

COVID-19 SELF-ASSESSMENT

Before entering, please assess yourself (and, if applicable, your child or other dependents) for symptoms of COVID-19.

COMMON SYMPTOMS OF COVID-19 INCLUDE:



FEVER
(Temperature of
37.8°C or greater)



**NEW OR
WORSENING
COUGH**



**SHORTNESS
OF BREATH**
(Dyspnea)

OTHER SYMPTOMS OF COVID-19 CAN INCLUDE:



**SORE THROAT
OR DIFFICULTY
SWALLOWING**



**NEW SMELL
OR TASTE
DISORDER(S)**



**NAUSEA/VOMITING,
DIARRHEA,
ABDOMINAL PAIN**



**RUNNY NOSE, OR
NASAL CONGESTION**
Unrelated to seasonal
allergies, post nasal drip etc.

For an up-to-date list of all symptoms, visit york.ca/covid19

IF YOU HAVE SYMPTOMS OF COVID-19:

- Do not enter and return home immediately
- Seek assessment and testing as early as possible at a COVID-19 Assessment Centre
- Self-isolate for 14 days (including any members of your household or people you had close contact with from 48 hours before symptoms)

STAY INFORMED.

Visit york.ca/covid19

1-800-361-5653

48 Last Updated July 3, 2020

York Region

HOW TO PUT ON A FACE MASK

Cloth or non-medical face coverings are required inside all commercial establishments in York Region. Just as you cover your mouth when you cough or sneeze, wearing a mask provides an extra layer of protection to others. Medical and surgical masks, including N95 respirators, should be saved for our front-line health professionals.



1. Perform Hand Hygiene

Wash your hands for at least 20 seconds or use alcohol-based hand sanitizer.



2.

Secure the elastic loops of the mask around your ears

If your mask has strings, tie them securely behind your head.



3.

Cover your mouth and nose with the mask

Make sure there are no gaps between your face and the mask.



4.

Do not touch the front of the mask while you wear it

Wash your hands with soap and water for at least 20 seconds or use alcohol-based hand sanitizer if you accidentally touch your mask.

HOW TO REMOVE YOUR MASK

Do not touch the front of your mask to remove it



1.

Wash your hands with soap and water for at least 20 seconds or use alcohol-based hand sanitizer.



2.

Remove the elastic loops of the mask from around your ears or untie the strings from behind your head.



3.

If you are wearing a disposable mask hold only the loops or strings and place the mask in a garbage bin lined with plastic. Cloth masks should be washed after each use.



4.

Wash your hands with soap and water for at least 20 seconds or use alcohol-based hand sanitizer after taking the mask off and disposing of it or throwing in the laundry.

A few tips to keep in mind

- Ensure the right side of the mask is facing outwards
- Do not share masks. Do not reuse single-use masks
- Do not use masks on children under the age of 2, anyone who has trouble breathing or is unable to remove the mask without assistance
- Replace a disposable mask once it becomes damp or soiled. Wash a cloth mask in the laundry after each use
- Do not leave any discarded masks in places where others can come in contact with them such as shopping carts, bus stops, or on the ground
- Wearing a non-medical mask is NOT a replacement for physical distancing. Keep a 2-metre distance whenever possible to help stop the spread of COVID-19

For more information, visit
york.ca/COVID19

47 Last Updated July 13, 2020



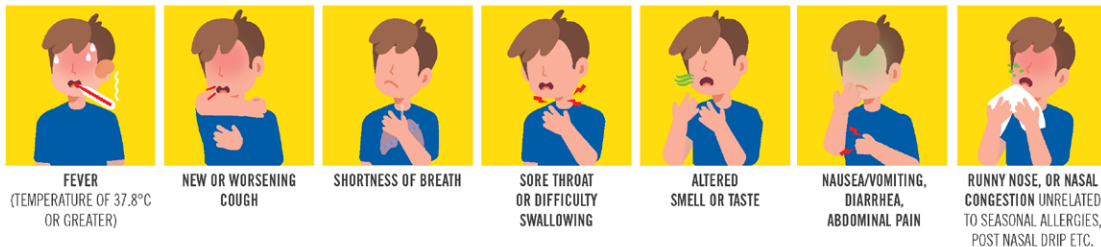
COVID-19 AND CHILDREN

BACKGROUND

COVID-19 is a viral illness caused by a coronavirus called SARS-CoV-2 and is spread through respiratory droplets when in [close contact](#) with someone who is infected. This virus can often cause a mild illness, with [symptoms](#) similar to that of the common cold. It can also cause more severe illness, with symptoms such as pneumonia (infection of the lungs). Older adults and those who have chronic medical conditions are more susceptible to severe illness. COVID-19 tends to cause milder illness in children. Most people who become ill with a coronavirus recover at home without need for medical care. No antiviral medications are available yet for the treatment of COVID-19 and a vaccine has not yet been developed.

SYMPTOMS IN CHILDREN

While many children are asymptomatic or only have mild illness, watch for any of the following symptoms of COVID-19.



Other Symptoms of COVID-19 can include:

- Unexplained fatigue, malaise or myalgia (tiredness, feeling unwell, or muscle aches)
- Exacerbation of chronic conditions (worsening)
- Chills
- Headaches
- Croup
- Pink eye
- Red/purple discolouration to hands, fingers, feet and/or toes, and skin may peel (COVID-toes)
- Lethargy
- Difficulty feeding in infants

If your child has any symptoms of COVID-19:

- Take your child for assessment and testing at a COVID-19 Assessment Centre located at:
 - » [Markham-Stouffville Hospital](#)
 - » [Mackenzie Health](#)
 - » [Southlake Regional Health Centre](#)
- Get in touch with anyone your child has been in [close contact](#) with from 48 hours before their symptoms started and while they had symptoms, and ask them to immediately [self-isolate](#)
- You and your child must [self-isolate](#) for 14 days after your child's symptoms started
- Call York Region Public Health at 1-800-361-5653 if you have any questions
- If your child's test is positive, York Region Public Health will contact you to find out if your child has had any close contacts that may also need to self-isolate

For more information, visit
york.ca/covid19

INFLAMMATORY ILLNESS AND CHILDREN

There is a rare, but serious inflammatory illness that has occurred in a small number of children globally, which is thought to be associated with COVID-19, and includes symptoms suggestive of an illness called Kawasaki disease. This illness usually occurs weeks after COVID-19 infection. Researchers believe that symptoms may be a delayed immune response to the virus. No Kawasaki-like disease has been reported in York Region. The occurrence of this inflammatory disease is being monitored closely.

- Some children develop symptoms such as persistent fever, severe stomach pain and gastrointestinal symptoms, including nausea, vomiting, diarrhea and a rash, pink eye, and red/purple discolouration to hands, fingers, feet and/or toes, and skin may peel (COVID-toes)
- If you think your child has any of these symptoms, make sure to seek advice from a health care provider, including your child's doctor, [Telehealth Ontario](#), or go to the emergency room
- You should take your child to the hospital right away if they have any of the following symptoms:
 - » Fast breathing or trouble breathing
 - » Bluish skin colour
 - » Not drinking enough fluids
 - » Not waking up or not interacting
 - » Being so irritable that the child does not want to be held

HOW TO PROTECT YOURSELF AND YOUR CHILD

COVID-19 spreads mainly from person-to-person through respiratory droplets when in close contact with someone who is infected. Based on current evidence, children do not appear to be at higher risk for COVID-19 than adults. There is no vaccine available yet to protect against COVID-19.

Ways you and your child can help decrease the spread of COVID-19:

- Wash their hands often with soap and water or alcohol-based hand sanitizer
- Sneeze and cough into their sleeve
- Avoid touching their face, eyes, nose or mouth
- Practice physical distancing (by staying 2-metres or 6-feet apart from people outside your family)
- Clean and disinfect frequently touched objects and surfaces
- Avoid contact with people who are sick
- Stay home if you or your child are sick
- Wear a two layer, non-medical, cloth mask or face covering when physical distancing is not possible. When using a non-medical mask/face covering, always remember:
 - » Medical masks should be left for health care providers
 - » Do not share your mask/face covering with other people
 - » Masks/face coverings should not be put on children under the age of two
 - » People who have trouble breathing should not wear a face covering
- Online instructions can show you how to make your face coverings at home. In addition, many online and in-store retailers offer cloth masks for sale at reasonable prices.



HOW TO SPEAK TO YOUR CHILD ABOUT COVID-19

- It is important to take an honest approach when speaking to your child in order to ensure they have accurate information about the pandemic
- Use language that is age-appropriate
- Let your child know that many healthcare practitioners and scientific experts are working hard to keep us all safe and healthy
- Validate your child's concerns and feelings by letting your child know that you understand that they miss their friends or that they are feeling scared. You can let them know you will be there for them whenever they need you or when they have questions or concerns
- Some children may regress with certain skills. For example, a child may start asking for help with getting dressed or a younger child may have more tantrums or may show aggression. You can respond in a caring manner, and you can distract and redirect
- Limit exposure to news and media as this can increase anxiety for both children and parents, and when tuning into news, choose a reliable news source
- Find creative ways to keep in touch with family and friends, and maintain daily routines
- It is important for parents and caregivers to role model healthy coping skills, and self-care. You can do this by ensuring you get adequate sleep, eat a nutritious diet based on [Canada's Food Guide to Healthy Eating](#), and exercise daily
- If you or your child are having challenges coping during this time, reach out to your physician, [Family Services of York Region](#), the [Canadian Mental Health Association](#) or [Kids Help Phone](#) for support



IMMUNIZATIONS DURING COVID-19

Although there currently is no vaccine that protects against COVID-19, it is still important to ensure your children are protected from other vaccine-preventable diseases. While vaccines provided through schools may be delayed with school closures, it is still important that you talk to your health care provider about staying up-to-date on other routine vaccines for infants and children.

- Routine vaccines: infants and children
 - » 2, 4, and 6 month vaccines (pertussis, tetanus, diphtheria, Hib, polio, pneumococcal and rotavirus)
 - » 12 and 15 month vaccines (meningococcal, pneumococcal, measles, mumps, rubella and varicella)
 - » 18 month vaccines (pertussis, tetanus, diphtheria, Hib, polio)
- Routine vaccines: adolescents and adults
 - » Boosters and catch-up vaccines can be given if you are seeing your healthcare provider for other urgent issues
- Seasonal influenza vaccines when available (fall 2020)



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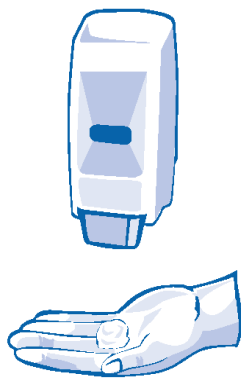
Correct Handwashing Procedures

Procédure correcte de lavage des mains

1 **Wet Hands**
Mouiller les mains



2 **Soap**
Prendre du savon



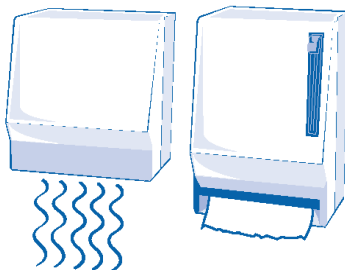
3 **Lather** (minimum 20 seconds)
Faire mousser
(minimum de 20 secondes)



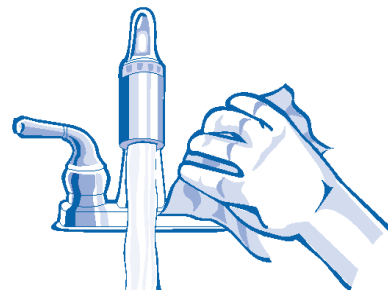
4 **Rinse**
Rincer



5 **Towel dry or use
an air dryer**
Sécher les mains
avec une serviette
ou utiliser un
séchoir à air



6 **Turn taps off
with towel**
Fermer le robinet
avec la serviette



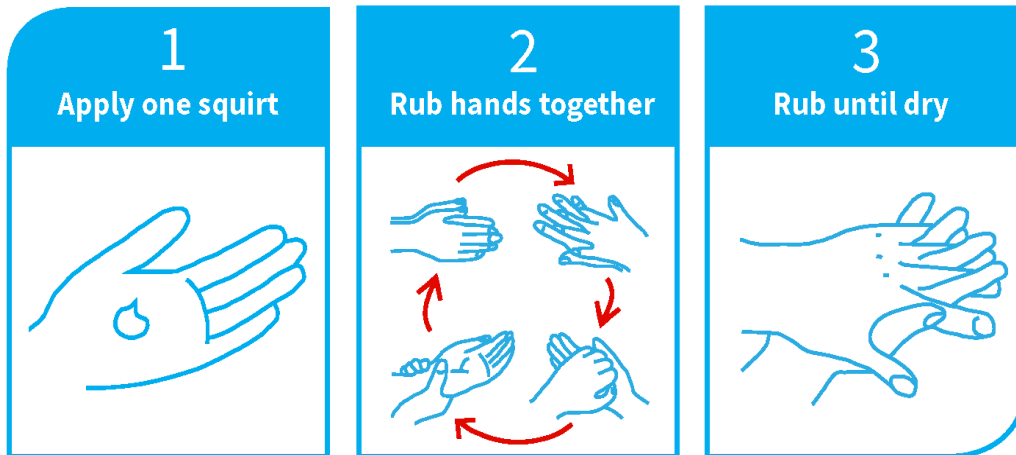
PUBLIC HEALTH
1-800-361-5653
TTY: 1-866-512-6228
york.ca/COVID19


York Region

202032-04 Last updated June 14, 2020



How to correctly use hand sanitizer



Important Tips:

- Use hand sanitizer when:
 - soap and running water are not available
 - hands are not visibly soiled
- Use moistened towelettes followed by hand sanitizer when hands are visibly dirty and soap and water are not available
- Choose an alcohol-based hand sanitizer that contains between 60% and 90% alcohol
- Children should be supervised when using hand sanitizer product
- Do not apply hand sanitizer near an open flame

Note: alcohol-based hand sanitizer dispensers must not be placed within 15cm (six inches) of a source of ignition (e.g., electrical outlet, light switch).



1-800-361-5653
TTY: 1-866-252-9933

York Region Health Connection

Community and Health Services

Public Health

www.york.ca



6527_05_2014



Mailing Address:

York Region District School Board
The Education Centre - Aurora
60 Wellington Street West
Aurora, ON L4G 3H2

Phone Numbers:

Calling From

Aurora & King
Newmarket & East Gwillimbury
Georgina
Markham, Richmond Hill,
Vaughan, Whitchurch-Stouffville

Switchboard

905-727-3141
905-895-7216
905-722-3201

416-969-8131

Automated

905-727-0022
905-895-7227
905-722-6255

416-969-7170



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