

**REGULAR BOARD MEETING
 AGENDA**

Date: Tuesday, February 2, 2021
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

	Pages
1. Call to Order	
1.1. Opening Prayer, National Anthem and Oath of Citizenship (J. Roshdy)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
6. Approval of Minutes	
6.1. Minutes of the January 19, 2021 Regular Board Meeting	1 - 10
7. Business Arising from Previous Meetings	
7.1. Summary of Outstanding Items from Previous Meetings	11 - 14
8. Action Items	
8.1. Milton No. 9 Catholic Elementary School Approval to Proceed with Capital Planning (R. Merrick)	15 - 16
8.2. Board of Trustees Budget and Expense Reporting (P. DeRosa)	17 - 17
9. Staff Reports	
10. Information Items	
10.1. Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)	18 - 19
10.2. Schools Update (P. Daly)	20 - 24
10.3. STEM Extra Curricular Engagement (J. Crowell)	25 - 26
10.4. Capital Projects as at November 30, 2020 (A. Lofts)	27 - 42

10.5.	2021-22 Budget Estimates - Schedule and Consultation (A. Lofts)	43 - 53
10.6.	International Student Program Attestation Plan (A. Cordeiro)	54 - 146
11.	Miscellaneous Information	
11.1.	Minutes of the December 14, 2020 SEAC Meeting	147 - 152
12.	Correspondence	
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (M. Duarte)	

MINUTES OF THE REGULAR BOARD MEETING

Date: January 19, 2021
Time: 7:30 p.m.
Location: Catholic Education Centre
802 Drury Lane, Burlington

Trustees: B. Agnew (Electronically) H. Karabela (Electronically)
P. DeRosa (Electronically) P. Murphy, Chair
M. Duarte, Vice-Chair T. O'Brien (Electronically)
N. Guzzo (Electronically) J. O'Hearn-Czarnota (Electronically)
V. Iantomasi (Electronically)

Student Trustees: N. Gubert (Electronically) J. Roshdy (Electronically)
K. Kelly (Electronically)

Senior Staff: E. Bakaic (Electronically) A. Lofts (Electronically)
S. Balogh (Electronically) C. McGillicuddy (Electronically)
A. Cordeiro (Electronically) R. Merrick (Electronically)
J. Crowell (Electronically) L. Naar (Electronically)
P. Daly, Director of Education J. O'Hara (Electronically)
N. Dinolfo (Electronically)

Also Present: L. Collimore, Chief Officer, Research and Development Services (Electronically)
A. Kapur, Parliamentarian (Electronically)
B. Vidovic, Senior Manager, Planning Services (Electronically)
A. Swinden, Manager, Strategic Communications (Electronically)

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem, and Oath of Citizenship (K. Kelly)

The meeting opened at 7:30 p.m. with a prayer led by Student Trustee Kelly.

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Teacher Hiring

Samantha Kelly hired as a probationary teacher effective January 20, 2021. Natalia Kaisar hired as a probationary teacher effective January 12, 2021. Lindsay Smith hired as a probationary teacher effective February 8, 2021.

Resignation

Vanessa Mildenerger resigned effective January 8, 2021.

Retirement

Elizabeth Dunne-Samsworth will retire effective June 30, 2021.

2. Approval of the Agenda

The following was added to the agenda:

10.6 Notice of Motion - Board of Trustees Budget and Expense Reporting (P. DeRosa)

#36/21

Moved by: B. Agnew

Seconded by: H. Karabela

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#36/21** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the January 5, 2021 Regular Board Meeting****#37/21**

Moved by: T. O'Brien

Seconded by: B. Agnew

RESOLVED, that the minutes of the January 5, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#37/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

The Summary of Outstanding Items from Previous Meetings was received as information.

8. Action Items

8.1 Early French Immersion Program Expansion and Initiation of Milton Elementary School Boundary Review (R. Merrick)

#38/21

Moved by: M. Duarte

Seconded by: T. O'Brien

RESOLVED, that the Halton Catholic District School Board direct staff to initiate a school boundary review process to identify an accommodation plan for French Immersion Expansion at the Milton Elementary Schools.

#38/21 (AMENDMENT)

Moved by: V. Iantomasi

Seconded by: T. O'Brien

RESOLVED, that the Halton Catholic District School Board direct staff to initiate a school boundary review process to identify an accommodation plan for French Immersion Expansion at the Milton Elementary Schools **for all four (4) HCDSB community elementary schools.**

The Chair called for a vote on **#38/21(AMENDMENT)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
V. Iantomasi	B. Agnew		
T. O'Brien	P. DeRosa		
J. Roshdy (non-binding)	M. Duarte		
	N. Guzzo		
	H. Karabela		
	J. O'Hearn-Czarnota		
	N. Gubert (non-binding)		
	K. Kelly (non-binding)		

The amendment was **DEFEATED**.

#38/21

Moved by: M. Duarte

Seconded by: T. O'Brien

RESOLVED, that the Halton Catholic District School Board direct staff to initiative a school boundary review process to identify an accommodation plan for French Immersion Expansion at the Milton Elementary Schools.

The Chair called for a vote on **#38/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

#39/21

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

RESOLVED, that because of technical difficulties, a ten-minute recess be called.

The Chair called for a vote on **#39/21** and it **UNANIMOUSLY CARRIED**.

8.2 Policy I-02 Records and Information Management (N. Guzzo)

#40/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-02 Records and Information Management, be approved.

The Chair called for a vote on **#40/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

8.3 Policy II-48 Violent Threat Risk Assessment (N. Guzzo) #41/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-48 Violent Threat Risk Assessment, be approved.

The Chair called for a vote on **#41/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

8.4 Policy III-01 Complaint/Grievance Process Non-Unionized Group Members (N. Guzzo) #42/21

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-01 Grievance Process Non-Unionized Group Members, be approved.

The Chair called for a vote on **#42/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

8.5 Policy III-03 Teacher Performance Appraisal (N. Guzzo) #43/21

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-03 Teacher Performance Appraisal, be approved.

#43/21 (AMENDMENT)

Moved by: T. O'Brien

Seconded by: V. Iantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-03 Teacher Performance Appraisal, be approved *and include removing the seventh bullet under principles which reads: recognize that personal faith is not subject to evaluation in a teacher's performance appraisal.*

The Chair called for a vote on **#43/21 (AMENDMENT)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew	N. Gubert (non-binding)	
V. Iantomasi	M. Duarte		
H. Karabela	N. Guzzo		
T. O'Brien	J. O'Hearn-Czarnota		
J. Roshdy (non-binding)	K. Kelly (non-binding)		

The amendment was **DEFEATED**.

#43/21

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-03 Teacher Performance Appraisal, be approved.

The Chair called for a vote on **#43/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo	H. Karabela		
J. O'Hearn-Czarnota	T. O'Brien		
K. Kelly (non-binding)	N. Gubert (non-binding)		
J. Roshdy (non-binding)			

The motion was **DEFEATED**.

**8.6 Policy I-20 Integrated Accessibility Standards (N. Guzzo)
#44/21**

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-20 Integrated Accessibility Standards, be approved.

The Chair called for a vote on **#44/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

**8.7 Policy II-41 School Uniform Dress Code/School Dress Code (N. Guzzo)
#45/21**

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-41 School Uniform Dress Code/School Dress Code, be approved.

The Chair called for a vote on **#45/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa	J. O'Hearn-Czarnota		
M. Duarte			
N. Guzzo			
H. Karabela			
T. O'Brien			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

Trustee Iantomasi voted en bloc for all action items for which he was experiencing technical difficulties.

The Chair ruled in favour of Trustee Agnew's point of order that because the action items have been completed, and the meeting has moved on to staff reports, no more questions would be permitted regarding the action reports.

#46/21

Moved by: V. Iantomasi

Seconded by:

RESOLVED, that the ruling of the Chair be appealed.

The Chair called for a vote on **#46/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		
V. Iantomasi	M. Duarte		
	N. Guzzo		
	H. Karabela		
	T. O'Brien		
	J. O'Hearn-Czarnota		
	N. Gubert (non-binding)		
	K. Kelly (non-binding)		
	J. Roshdy (non-binding)		

The motion was **DEFEATED**.

9. Staff Reports

9.1 Milton No. 9 Catholic Elementary School Approval to Proceed with Capital Planning (R. Merrick)

A staff report was provided regarding Trustee authorization to select an architect for the proposed Milton No. 9 Catholic Elementary School, and to proceed with planning matters for the school project.

10. Information Items**10.1 Director's Annual Report (P. Daly)**

Various sections of the Director's Annual Report were highlighted.

#47/21

Moved by:

Seconded by:

RESOLVED, that meeting move past 10:00 p.m.

The Chair called for a vote on **#47/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew			V. Iantomasi
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

10.2 Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)

The pillars of Achieving, Believing and Belonging were shared.

Student Trustees provided the results of a survey that was sent to secondary students.

#48/21

Moved by: V. Iantomasi

Seconded by: T. O'Brien

RESOLVED, that meeting move past 10:30 p.m.

The vote was not unanimous therefore the meeting had to adjourn.

POST NOTES:**10.3 Schools Update (P. Daly)**

The meeting was adjourned.

10.4 Strategic Planning Process (P. Daly)

The meeting was adjourned.

10.5 Construction Report - Bishop P.F. Reding Catholic Secondary School, St. Michael Catholic Elementary School, St. Peter Catholic Elementary School Child Care (R. Merrick)

The meeting was adjourned.

10.6 Notice of Motion – Board of Trustees Budget and Expense Reporting (P. DeRosa)

The following notice of motion was provided to Trustees:

WHEREAS, the Board of Trustees' operating expenses are not, in all cases, segregated and reported separately on the Halton Catholic District School Board financial updates;

BE IT REOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to collect, account in a separate cost center, all direct and indirect expenses that relate to the operations of the Board of Trustees and report these expenses compared to the budget for the first six (6) months ended February 28, 2021 at the March 2, 2021 Regular Board meeting, followed by a quarterly report thereafter;

BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to provide a list of all Trustee expenses that are funded directly by the Ministry of Education indicating the amount funded for 2019/2020 as well as the budget allocations for 2020/2021, in time for the Regular Board Meeting of February 16, 2021.

11. Miscellaneous Information**11.1 Minutes of the December 8, 2020 Policy Committee Meeting**

The meeting was adjourned.

12. Correspondence

The meeting was adjourned.

13. Open Question Period

The meeting was adjourned. No questions were submitted.

14. In Camera

The meeting was adjourned.

15. Resolution re Absentees

The meeting was adjourned. There were no absentees.

16. Adjournment and Closing Prayer (P. DeRosa)

The meeting adjourned at 10:30 p.m. with a prayer led by Trustee DeRosa.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 5, 2019	Math Action Plan	BE IT RESOLVED , that in December 2020, the Board of Trustees receive a staff report on the progress made toward achievement of the goals of the Math Action Plan with measurable outcomes using qualitative and quantitative data.	Curriculum	December 2020 (Completed) June 2021 - further qualitative and quantitative data to Trustees on the progress towards the Math Action Plan.
November 19, 2019	Response to Delegations	WHEREAS , the Board of Trustees give direction to the Director of Education and Secretary of the Board to present a comprehensive plan to eliminate the waiting list, meet future demand and growth of French Programming for the 2020/2021 school year. BE IT FURTHER RESOLVED , that the Board of Trustees further direct that the Multi year French Teacher Recruitment Plan include those schools identified in the delegation, including but not limited to Laurentian, Sherbrook, Bishops, Concordia, University of Quebec, etc.	Senior Staff	
March 31, 2020	Math & Science Extra Curricular Engagement – Past/Present Initiatives and Future Opportunities	BE IT RESOLVED , that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for	Curriculum	It was agreed to establish a Steering Committee consisting of but not limited to HCDSB staff, Trustees representatives and community partners with the following timelines: Draft Terms of Reference for June 2020 Committee Final Terms for September 2020 Initial Staff Report back to the

		<p>the past academic year. BE IT FURTHER RESOLVED, that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.</p>		<p>Board of Trustees for the October 20, 2020 Regular Board Meeting</p> <p>A request was made regarding what the costs would be to dedicate staff to this program.</p> <p>A summary of the initial meeting and next steps at the November 17, 2020 meeting. (Postponed to December 2020).</p> <p>Goals to be presented January 2021.</p>
<p>March 31, 2020</p>	<p>Update to Board Room Technology</p>	<p>WHEREAS, the boardroom located in the Halton Catholic District School Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and, WHEREAS, current audio, video and data transfer equipment is antiquated and unsatisfactory BE IT RESOLVED, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that</p>	<p>A. Lofts</p>	<p>Trustees in agreement that a staff working committee be struck in the Fall of 2020.</p>

		<p>this technology be capable of relocation to any board office if required.</p>		
October 20, 2020	Board Meeting Time Keeping	<p>WHEREAS, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;</p> <p>WHEREAS, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;</p> <p>WHEREAS, multiple other boards utilize some formal method of visible time keeping;</p> <p>BE IT RESOLVED, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.</p>	P. Daly	<p>TBD</p> <p>Electronic time clock to be made available by January 19, 2021.</p>
October 20, 2020	COVID-19 Related Financial Reporting	<p>BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past, current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.</p>	A. Lofts	Quarterly

December 15, 2020	French Immersion	<p>BE IT RESOLVED, the Board of Trustees give direction to the Director of Education to expand the Halton Catholic District School Board French Immersion Program by up to a maximum of two (2) additional classes per municipality, based upon current demand, for the 2021-2022 school year only;</p> <p>BE IT FURTHER RESOLVED, that any future expansion will be dictated by the outcome of French Immersion Boundary reviews to be completed and presented to the board for the first week of December 2021;</p> <p>BE IT FURTHER RESOLVED, that the location of French Immersion Programs will be decided as per Policy II-51- Optional French Programming (French Immersion and Extended French), Policy V-18 Community Engagement and Public Consultation and at the discretion of the Director of Education.</p>	Senior Staff	December 7, 2021
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OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Milton No. 9 Catholic Elementary School Approval to Proceed with School Capital Planning	Item 8.1
February 2, 2021	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

Purpose

To obtain Board authorization for staff to select an architect for the proposed Milton No. 9 Catholic Elementary School, and to proceed with planning matters for this school project.

Background

1. ["Staff Report 9.1 Milton No. 9 CES Approval to Proceed with School Capital Planning"](#) from the January 19, 2021, Regular Meeting of the Board
2. ["Action Report 8.4 Milton Secondary School Boundary Review - Ultimate Boundary and Interim Accommodation Recommendations"](#) from the November 17, 2020, Regular Meeting of the Board
3. ["Staff Report 9.2 Milton No. 3 Catholic Secondary School Project Budget and Approval to Proceed with Capital Planning"](#) from the July 29, 2020, Special Meeting of the Board
4. ["Staff Report 9.1 Milton No. 10 Catholic Elementary School Project Budget and Approval to Proceed with Capital Planning"](#) from the July 29, 2020, Special Meeting of the Board
5. ["Information Report 10.2 Long-Term Capital Plan: Progress Update"](#) from the May 5, 2020, Regular Meeting of the Board

Comments

On July 23, 2020, the Board was informed of its Capital Priorities allocation for two (2) new schools in Milton, namely the new Milton No. 10 Catholic Elementary School and the new Milton No. 3 Catholic Secondary School. These new schools were intended to support growing enrolment in the new communities in south Milton. Still, additional schools will be required in the area to support future growth. Thus, staff recommend that planning activities continue to enable the Board to construct appropriate accommodations for students and staff.



The next new elementary school expected for south Milton is the Milton No. 9 Catholic Elementary School, which is projected to be required in the 2022-23 school year. Several activities are required to be initiated to have the new Milton No. 9 Catholic Elementary School ready for September 2022. Of most concern are the municipal and regional approvals required, which can take several months. While the complete design package is not required to seek these approvals, conceptual and preliminary designs are necessary. Furthermore, the project has not yet been funded by the Province. As such, staff recommend that the Board appoint an architect for the project and take a piece-wise approach to the work, whereby conceptual designs and preliminary work are undertaken to prepare the project for the required approvals. More advanced design tasks, such as contract documents, tender preparation and construction administration would then be added to the project as it progresses and is funded for construction.

The preliminary design costs for the project would be funded through the current Facility Management Services budget.

Conclusion

The new Milton No. 9 Catholic Elementary School will be required to accommodate students in south Milton for the 2022-23 school year. To achieve this timeline, staff recommend that the Board authorize staff to select an architect and begin with conceptual and preliminary design processes needed to achieve municipal and regional approvals.

Recommendation

The following resolution is respectfully submitted for Trustee consideration and approval:

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board authorize staff to select an architect and proceed with the school capital planning process, for the proposed Milton No. 9 Catholic Elementary School Project.	

Report Prepared and Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



Board of Trustees Budget and Expense Reporting	Item 8.2
February 2, 2021	

The following Notice of Motion was presented at the January 19, 2021 Regular Board Meeting:

<p style="text-align: right;">Moved by: P. DeRosa</p> <p style="text-align: right;">Seconded by:</p>
<p>WHEREAS, the Board of Trustees' operating expenses are not, in all cases, segregated and reported separately on the Halton Catholic District School Board financial updates;</p>
<p>BE IT RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to collect, account in a separate cost center, all direct and indirect expenses that relate to the operations of the Board of Trustees and report these expenses compared to the budget for the first six (6) months ended February 28, 2021 at the March 2, 2021 Regular Board meeting, followed by a quarterly report thereafter;</p>
<p>BE IT FURTHER RESOLVED, that the Board of Trustees directs the Director of Education and Secretary of the Board to instruct his staff to provide a list of all Trustee expenses that are funded directly by the Ministry of Education indicating the amount funded for 2019/2020 as well as the budget allocations for 2020/2021, in time for the Regular Board Meeting of February 16, 2021.</p>



Student Trustees Update	Item 10.1
February 2, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

Believing: Celebrating our Catholic faith & aspiring to be models of Christ

Belonging: Embracing relationships & sustaining safe, welcoming schools

Achieving

The Ontario Student Trustee’s Association (OSTA-AECO) has released a new advocacy project, the Volume of Our Voices. This project has been released as an online form, which aims to address the concerns of students and meet their needs by giving them a platform to share their experiences in Ontario’s education system. Through this form, students can address three of the following themes: the impact of COVID-19, cultural and racial diversity, and diversity in gender identities and sexual orientation. Once enough stories are collected, they will be published in three volumes, which will each address one of the aforementioned themes.

Believing

We will seek to expand resources that incorporate our confidence in the participation and participation of the Student Senators and our school organizations. We are going to get through it. As we continue to step into the unknown, it is important that we remain faithful to our faith dedication to ensuring that any choice we make as a Board is embedded in our Catholic beliefs.

Believing that there is a better future is still what we need and that every single student has what we are trying to deliver. In the last few weeks, like teachers, we have learned so many things going through tough times to get through the quadmester, but we must trust that together we will succeed.



Belonging:

The Student Senate has invited Kelsey Harford to speak about the Youth Dating Violence Pilot Program during our February 4, 2021 meeting. This program is run by Radius Child & Youth Services. It is a voluntary program for young individuals aged 12-21 who have used some form of violence in a dating relationship. After intake and upon admission to the program, Radius will provide a comprehensive clinical assessment, followed by treatment. We believe that the information Ms. Kelsey Harford will deliver to Senators will increase their social awareness of violent situations in relationships.

Report Prepared & Submitted by: N. Gubert
Student Trustee, North Halton

K. Kelly
Student Trustee, Burlington

R. Roshdy
Student Trustee, Oakville

Report Approved by: P. Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Information Report

Schools Update	Item 10.2
February 2, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Achieving: Meeting the needs of all learners

Believing: Celebrating our Catholic faith & aspiring to be models of Christ

Belonging: Embracing relationships & sustaining safe, welcoming schools

Purpose

The purpose of this report is to provide an update on our Elementary and Secondary schools.

Background

- On December 21, 2020, the Premier of Ontario announced that the province would enter a period of additional public health restrictions and protocols to help curb the spread of COVID-19. One of the protocols implemented was a move to teacher-led remote learning in all publicly funded schools on January 4, 2021. The initial period of remote learning for elementary students was set for January 4-8, 2021, while for secondary students it was set for January 4-22, 2021.
- On January 7, 2021, the Ontario government announced the extension of teacher-led remote learning until January 25, 2021 for elementary students.
- On January 20, 2021, the Ministry of Education announced that elementary and secondary schools in seven southern Public Health Units (PHUs) would be permitted to resume in-person instruction on January 25, 2021. These PHUs joined the seven northern PHUs that were permitted to reopen for in-person instruction on January 11, 2021. In all other regions (including Halton) schools were to remain closed and remote learning continued until further notice.
- On January 28, 2021 based on the most recent data and advice from the Chief Medical Officer of Health, the Ministry announced that elementary and secondary schools in the following Public Health Units will be permitted to resume in-person instruction on



February 1, 2021: Eastern Ontario Health Unit; Middlesex-London Health Unit; Ottawa Public Health; Southwestern Public Health.

- Schools located in all other PHUs (including Halton) will continue to learn remotely at this time. The Ministry of Education will continue to seek advice from the Chief Medical Officer of Health on the resumption of in-person learning.

Current Situation

School board and school-based staff who can work from home will continue to be asked to do so. Schools will continue to be open so that in-person instruction of students with special education needs who cannot be accommodated through remote learning continues throughout this period and to support staff who are unable to work from home.

Elementary Schools

- Our elementary schools remain closed for in-person learning until further notice.
- All elementary students will continue to learn remotely from home until further notice.
- In-school instruction for elementary school students will resume upon direction by the Ministry.

Virtual Elementary School

- Students enrolled in the Virtual Elementary School will continue to follow their established schedules.
- The change in learning format between in-person and virtual instruction is planned to take place once schools have returned to in-school instruction.

Secondary Schools

- Our secondary schools will continue to be closed for in-person learning until further notice.
- Students will continue to follow their regular Quadmester 2 schedule, but all cohorts (A, B, and C) will learn remotely from home.
- In-school instruction for secondary school students upon direction from the Ministry.



Ontario Secondary School Literacy Test (OSSLT) 2021 Field Test Administration

The field test will occur from March 23 to May 21, 2021 and will be available to students participating in in-person learning and working toward their Ontario Secondary School Diploma (OSSD). This will allow the opportunity for students in Grades 10 and 11, and non-graduating Grade 12 students, to attempt the test and, if successful, have it counted on their transcript. Because the Ministry of Education has waived the literacy graduation requirement for all students graduating during the 2020–2021 school year, graduating students do not need to take the field test

Special Education

Since January 4, 2021, we have offered in-person instruction to students with special education needs who cannot be accommodated through remote learning at both the elementary and secondary levels.

Enhanced Health & Safety Measures

To support the return of in-person learning and based on advice from the Chief Medical Officer of Health, additional health and safety measures are also being introduced to support students and staff across the province as they return to school. The ministry will be working with the Ministry of Health to update school board guidance documents with these additional measures.

Confirmation of Screening

Effective January 25th for all elementary and secondary staff, and effective February 10th for all secondary students, Schools/school boards are required to Conduct on-site confirmation of self-screening prior to or upon arrival to school.

- **Secondary Students**

In addition to the requirement for students to perform daily self-screening, secondary schools are expected to have a process in place to validate the daily self-screening of students prior to or upon their arrival at school.

- Schools are to confirm that secondary students have completed and passed their daily COVID-19 self-screen.
- Any student that has not completed the self-screen will be required to complete self-screening prior to entry or joining their class.
- Any student that does not pass the on-site screening procedures will be asked to return home and self-isolate until they meet the criteria for return.



- At the advice of the local public health unit, schools and school boards may choose to implement additional on-site screening measures based on local circumstances.

- **School Staff**

- In addition to the requirement for school staff to perform daily self-screening, school boards are expected to have a process in place to validate the daily self-screening of staff prior to or upon their arrival at the school.
- Any staff that does not pass the on-site screening procedures will be asked to return home and self-isolate until they meet the criteria for return.
- At the advice of the local public health unit, schools and school boards may choose to implement additional on-site screening measures based on local circumstances.

- **Visitors**

Any visitors to a school are required to self-screen and to wear a medical mask while on school premises.

In addition to the requirement for visitors to perform daily self-screening, school boards are expected to have a process in place to validate the daily self-screening of all visitors prior to or upon their arrival at school.

- Any visitor that does not pass the on-site screening procedures will be asked to return home and self-isolate until they meet the criteria for return.
- At the advice of the local public health unit, schools and school boards may choose to implement additional on-site screening measures based on local circumstances.

Students, staff and families can continue to access the COVID-19 school and child care screening tool by visiting <https://covid-19.ontario.ca/school-screening/>

Masking

The Ministry of Education has now made masking mandatory for all students in Grades 1-3. Reasonable exceptions on the requirement to wear masks will apply. This masking requirement will be additional to the existing Ministry requirement for students in Grades 4-12.



Masking requirements will also be in place for specified outdoor activities where physical distancing is not possible. More information on this requirement will follow in the updated school board guidance documents.

Congregating

To support provincial efforts to stop further spread of COVID-19, school boards are asked to highlight the importance of students not congregating before school starts and returning directly home after school.

Expanded Targeted Testing

The Ministry will be expanding targeted testing for students, staff and their respective households. Testing will be **voluntary** and will also include childcare settings. Schools and childcare settings will be identified by local public health, with a focus on those experiencing outbreaks, with high case counts, or in high priority communities.

Testing has helped to identify cases early, inform public health decisions, and manage outbreaks. Expanding access to testing will be a valuable tool for parts of the province experiencing high levels of community transmission and outbreaks.

Child Care

Childcare centres will remain open for the duration of these time-limited public health actions. All Before and After School Programs will be closed, while elementary schools are closed to in-person learning.

Conclusion

As circumstances continue to evolve this school year, we remain committed to providing a quality Catholic education that is flexible and engaging.

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board



STEM Extra Curricular Engagement	Item 10.3
February 2, 2021	

Alignment to Strategic Plan

This report is linked to the strategic priorities: **Achieving: Meeting the needs of all learners**

Purpose

The purpose of this report is to update Trustees on plans to support and encourage the participation of students in local, regional, university, national activities and competitions in math and science, along with other STEM initiatives.

Background Information

This report is to further update Trustees on the work that has been done since the motion that was passed on June 2, 2020 to establish a Steering Committee to increase student participation.

The composition of the committee includes Trustees, Director of Education, Superintendent of Curriculum Services, Elementary and Secondary Administrators, OECTA representatives, Curriculum Coordinator, Curriculum and Pathways Consultants and Itinerants, IT and Library Services Senior Managers, and classroom teachers, as well as a representative from McMaster University. We will continue to add members as needed to fulfill the mandate of this committee.

Comments

At our December 10, 2020 Steering Committee meeting, there was extensive discussion around the role and value of STEM: both in classroom activities, and in extra-curricular activities, as well as sharing a variety of possible initiatives and resources to further this work. A decision was made to establish 4 sub-committees: Professional Development and Curriculum, Co-curricular/Extra-curricular activities, Connecting with Industry and Higher Education, and Funding opportunities.

Each sub-committee has scheduled meetings with their members to plan, brainstorm, and determine next steps, and these sub-committees will each present their findings at the next Steering Committee meeting scheduled for February 10, 2021.



Conclusion

An update will be brought to the Board in April 2021 with further information and an update on progress and next steps.

Report Prepared &
Submitted by:

Jeff Crowell
Superintendent of Education, Curriculum Services

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board



Capital Projects Report as of November 30, 2020	Item 10.4
February 2, 2021	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements:** Optimizing organizational effectiveness.

Purpose

To inform the Board of Trustees of the preliminary cost of capital projects and land as of November 30, 2020.

Background Information

The following information regarding Halton Catholic District School Board's (HCDSB) 2020-21 Capital Budget was provided to Trustees:

1. Action Report 8.2 "2020-21 Budget Estimates - Final" from the July 29, 2020, Special Meeting of the Board.
2. Information Report 10.4 "Capital Projects Report as of May 31, 2020" from the June 16, 2020, Regular Board Meeting.
3. Information Report 10.7 "Capital Projects Report as of February 29, 2020" from the April 21, 2020, Regular Board Meeting.

Comments

The attached Consolidated Capital Projects Report summarizes \$552.0 million of all Board-approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998. Since that time, there have been various iterations of capital funding programs to adapt to changing funding needs in school construction and maintenance. A total of \$472.7 million has been recorded for all projects, including open purchase orders of \$6.9 million. The open purchase orders primarily relate to the Bishop Reding Catholic Secondary School (CSS) classroom addition, the St. Peter Catholic Elementary School (CES) childcare project and the St. Michael CES classroom addition and childcare project.



HCDSB receives Education Development Charges (EDC) revenue from the four Halton municipalities, which cover school sites' purchase and preparation costs. Since 1998, HCDSB has purchased school sites for a total of \$200.4 million, as broken down on page 5 of this report, which includes \$12.1 million in eligible EDC expenditures that have not been associated with specific schools (these are listed on page 6). Currently, HCDSB has an EDC shortfall of \$82.6 million, as EDC levies are typically collected over 15 years.

The expenditures outlined in the individual capital project summaries on pages 7 to 16 reflect construction, site, and first-time equipping costs to date.

It should be noted that the St. Nicholas CES and St. Mark CES projects have surpassed their budgets due to contractor costs exceeding the Ministry's construction benchmarks for capital funding.

The Assumption CSS classroom addition and school refresh are expected to surpass its budget due to the change in length of the project, winter working conditions and complications with integrating the new building with the old.

Both Bishop Reding CSS and Assumption CSS have experienced delays in construction due to the COVID-19 pandemic.

Conclusion

HCDSB staff will continue to monitor the capital project budgets and EDC shortfall.

Report Prepared by: A. Cross
Senior Manager, Financial Services

Report Reviewed by: A. Lofts
Superintendent of Business Services and Treasurer of the Board

Report Submitted by: A. Lofts
Superintendent of Business Services and Treasurer of the Board

Report Approved by: P. Daly
Director of Education and Secretary of the Board

**Halton Catholic District School Board
Consolidated Capital Projects
For the period ending November 30, 2020**

SCHOOL BUILDINGS	BUDGET	EXPENSED Sep.1/98 to Aug.31/20	EXPENSED 2020 - 21	Commitments 2020 - 21	Total Expensed and Commitments	(OVER)/UNDER BUDGET BALANCE
CLOSED PROJECTS						
Ascension Elementary	\$3,200,000	\$3,160,703	\$0	\$0	\$3,160,703	\$39,297
Holy Rosary Elementary, Milton	\$5,500,000	\$5,356,378	\$0	\$0	\$5,356,378	\$143,622
St. Patrick's Elementary	\$3,650,000	\$3,716,647	\$0	\$0	\$3,716,647	(\$66,647)
St. Francis of Assisi Elementary	\$3,770,000	\$3,669,902	\$0	\$0	\$3,669,902	\$100,098
Notre Dame Secondary	\$1,250,000	\$1,039,404	\$0	\$0	\$1,039,404	\$210,596
Mother Teresa Elementary	\$7,450,000	\$6,874,383	\$0	\$0	\$6,874,383	\$575,617
St. Andrew Elementary	\$7,770,000	\$7,255,509	\$0	\$0	\$7,255,509	\$514,491
Sacred Heart of Jesus Elementary	\$7,770,000	\$7,010,277	\$0	\$0	\$7,010,277	\$759,723
Learning Environmental Improvement Program (LEIP)	\$12,000,000	\$8,866,538	\$0	\$0	\$8,866,538	\$3,133,462
School Renewal	\$2,245,001	\$2,070,361	\$0	\$0	\$2,070,361	\$174,640
St. Paul Elementary	\$1,800,000	\$1,573,776	\$0	\$0	\$1,573,776	\$226,224
St. Raphael Elementary	\$1,900,000	\$1,919,238	\$0	\$0	\$1,919,238	(\$19,238)
St. Vincent Elementary	\$1,250,000	\$1,159,421	\$0	\$0	\$1,159,421	\$90,579
St. Joseph Elementary, Acton	\$2,275,000	\$2,211,231	\$0	\$0	\$2,211,231	\$63,769
St. Catherine of Alexandria Elementary	\$8,000,000	\$7,914,532	\$0	\$0	\$7,914,532	\$85,468
Assumption Secondary	\$4,800,000	\$4,734,987	\$0	\$0	\$4,734,987	\$65,013
Christ the King Secondary	\$25,300,000	\$25,758,453	\$0	\$0	\$25,758,453	(\$458,453)
Holy Trinity Secondary	\$27,400,000	\$26,419,175	\$0	\$0	\$26,419,175	\$980,825
Adult Learning Centre	\$1,600,000	\$1,591,080	\$0	\$0	\$1,591,080	\$8,920
Holy Rosary Elementary, Burlington	\$2,400,000	\$2,305,896	\$0	\$0	\$2,305,896	\$94,104
St. Mark's Elementary	\$440,000	\$402,630	\$0	\$0	\$402,630	\$37,370
St. John Elementary, Oakville	\$370,000	\$285,471	\$0	\$0	\$285,471	\$84,529
Our Lady of Victory Elementary	\$2,400,000	\$2,265,547	\$0	\$0	\$2,265,547	\$134,453
St. Elizabeth Seton Elementary	\$8,300,000	\$7,137,082	\$0	\$0	\$7,137,082	\$1,162,918
St. Joan of Arc Elementary	\$8,800,000	\$7,704,963	\$0	\$0	\$7,704,963	\$1,095,037
Guardian Angels Elementary	\$8,800,000	\$8,134,843	\$0	\$0	\$8,134,843	\$665,157
St. John Paul II Elementary	\$9,900,000	\$8,600,943	\$0	\$0	\$8,600,943	\$1,299,057
Christ the King Secondary - Classroom Addition	\$2,000,000	\$1,786,025	\$0	\$0	\$1,786,025	\$213,975
Corpus Christi Secondary	\$30,260,000	\$32,837,311	\$0	\$0	\$32,837,311	(\$2,577,311)
St. Anthony of Padua Elementary	\$10,200,000	\$9,231,309	\$0	\$0	\$9,231,309	\$968,691
St. Christopher Elementary	\$9,900,000	\$8,726,499	\$0	\$0	\$8,726,499	\$1,173,501
St. Christopher Elementary , Child Care Centre	\$750,000	\$750,000	\$0	\$0	\$750,000	\$0
St. Peter Elementary	\$10,800,000	\$10,748,401	\$0	\$0	\$10,748,401	\$51,599
Our Lady of Fatima Elementary	\$11,300,000	\$10,298,651	\$0	\$0	\$10,298,651	\$1,001,349
Lumen Christi Elementary	\$11,300,000	\$10,899,353	\$0	\$0	\$10,899,353	\$400,647
St. Anne Elementary	\$11,600,000	\$11,970,404	\$0	\$0	\$11,970,404	(\$370,404)
St. Mary Elementary	\$11,200,000	\$10,463,121	\$0	\$0	\$10,463,121	\$736,879
St. Benedict Elementary	\$12,632,220	\$11,753,354	\$0	\$0	\$11,753,354	\$878,866
Queen of Heaven Elementary	\$12,632,220	\$12,258,276	\$0	\$0	\$12,258,276	\$373,944
St. Thomas Aquinas Secondary - Reconstruction	\$37,000,000	\$37,588,033	\$0	\$0	\$37,588,033	(\$588,033)
St. Ignatius of Loyola Secondary - Addition	\$22,500,000	\$22,858,950	\$0	\$0	\$22,858,950	(\$358,950)
St. Francis Xavier Secondary	\$35,000,000	\$34,984,262	\$0	\$0	\$34,984,262	\$15,738
St. Gregory The Great Elementary - New School	\$13,550,465	\$13,062,082	\$0	\$0	\$13,062,082	\$488,383
St. Gregory The Great Elementary - Child Care Centre	\$2,520,849	\$2,412,570	\$0	\$0	\$2,412,570	\$108,279
St. Scholastica Elementary - New School	\$13,818,474	\$14,099,876	\$0	\$0	\$14,099,876	(\$281,402)
Sub-total Closed Projects	\$399,414,441	\$386,293,318	\$0	\$0	\$386,293,318	\$13,121,123

**Halton Catholic District School Board
Consolidated Capital Projects
For the period ending November 30, 2020**

SCHOOL BUILDINGS - Continued	BUDGET	EXPENSED Sep.1/98 to Aug.31/20	EXPENSED 2020 - 21	Commitments 2020 - 21	Total Expensed and Commitments	(OVER)/UNDER BUDGET BALANCE
CURRENT PROJECTS						
St. Nicholas Elementary - School Consolidation	\$12,524,935	\$13,113,729	\$111,857	\$0	\$13,225,586	(\$700,651)
St. Mark Elementary - Addition	\$1,625,867	\$1,900,959	\$0	\$0	\$1,900,959	(\$275,092)
St. Mark Elementary - Child Care Centre	\$2,077,013	\$2,130,737	\$0	\$0	\$2,130,737	(\$53,724)
Bishop Reding - Addition	\$24,328,036	\$17,980,631	\$1,987,263	\$3,864,509	\$23,832,403	\$495,633
St. Peter Elementary - Child Care Centre	\$3,067,683	\$164,132	\$662,044	\$1,948,750	\$2,774,925	\$292,758
Assumption - Addition & School Refresh	\$15,100,000	\$14,940,290	\$130,504	\$309,292	\$15,380,086	(\$280,086)
St. Michael Elementary - Addition	\$2,299,522	\$1,290,893	\$564,617	\$669,160	\$2,524,670	(\$225,148)
St. Michael Elementary - Child Care Centre	\$1,542,762	\$1,253,165	\$0	\$85,452	\$1,338,616	\$204,146
Milton #10 - New School	\$18,727,105	\$179,460	\$325,878	\$3,576	\$508,914	\$18,218,191
Milton #3 CSS - New School	\$47,835,302	\$1,163,096	\$67,805	\$0	\$1,230,901	\$46,604,401
Sub-total Current Projects	\$129,128,225	\$54,117,090	\$3,849,970	\$6,880,739	\$64,847,799	\$64,280,426
Artificial Turfs						
Assumption	\$750,000	\$616,307	\$0	\$0	\$616,307	\$133,693
Bishop Reding	\$900,000	\$686,646	\$0	\$0	\$686,646	\$213,354
Notre Dame	\$750,000	\$573,902	\$0	\$0	\$573,902	\$176,098
Sub-total Artificial Turfs	\$2,400,000	\$1,876,855	\$0	\$0	\$1,876,855	\$523,145
FDK Classroom Addition and Alteration						
St. Joseph (A) Elementary- Classroom Addition and Alteration	\$905,000	\$961,890	\$0	\$0	\$961,890	(\$56,890)
St. Brigid Elementary - Classroom Addition and Alteration	\$1,439,000	\$1,262,726	\$0	\$0	\$1,262,726	\$176,274
St. Catherine Elementary - Classroom Addition and Alteration	\$2,396,000	\$1,990,641	\$0	\$0	\$1,990,641	\$405,359
St. Dominic Elementary- Classroom Addition and Alteration	\$815,000	\$729,637	\$0	\$0	\$729,637	\$85,363
St. Andrew Elementary - Classroom Addition and Alteration	\$780,000	\$691,317	\$0	\$0	\$691,317	\$88,683
Guardian Angels Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,324,172	\$0	\$0	\$2,324,172	\$645,828
St. Anthony of Padua Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,326,786	\$0	\$0	\$2,326,786	\$643,214
St. Francis of Assisi Elementary - Classroom Addition and Alteration	\$1,260,000	\$1,156,170	\$0	\$0	\$1,156,170	\$103,830
Holy Rosary Elementary, Milton - Classroom Addition and Alteration	\$5,155,000	\$3,471,030	\$0	\$0	\$3,471,030	\$1,683,970
Sub-total FDK Classroom Addition and Alteration	\$18,690,000	\$14,914,369	\$0	\$0	\$14,914,369	\$3,775,631
Sub-total Construction Projects	\$147,818,225	\$69,031,459	\$3,849,970	\$6,880,739	\$79,762,168	\$68,056,057
Good Places to Learn	\$4,276,577	\$4,276,577	\$0	\$0	\$4,276,577	(\$0)
C.E.C Port-A-PAC(s) Program Services & Administration	\$475,000	\$473,535	\$0	\$0	\$473,535	\$1,465
Cost of Issuing Debenture	\$0	\$1,925,922	\$0	\$0	\$1,925,922	(\$1,925,922)
TOTAL PROJECTS	\$551,984,243	\$462,000,812	\$3,849,970	\$6,880,739	\$472,731,521	\$79,252,722

**Halton Catholic District School Board
Consolidated Capital Projects
For the period ending November 30, 2020**

SCHOOL SITES	BUDGET	EXPENSED Sep.1/98 to Aug.31/20	EXPENSED 2020 - 21	Commitments 2020 - 21	Total Expensed and Commitments
Mother Teresa Elementary (147)	\$0	\$1,656,104	\$0	\$0	\$1,656,104
St. Andrew Elementary (148)	\$0	\$2,133,363	\$0	\$0	\$2,133,363
Sacred Heart of Jesus Elementary (149)	\$0	\$1,932,906	\$0	\$0	\$1,932,906
St. Benedict Elementary (151)	\$0	\$5,612,362	\$0	\$0	\$5,612,362
Lumen Christi Elementary (152)	\$0	\$3,239,241	\$0	\$0	\$3,239,241
Queen of Heaven Elementary (153)	\$0	\$3,571,904	\$0	\$0	\$3,571,904
St. Elizabeth Seton Elementary (157)	\$0	\$1,624,591	\$0	\$0	\$1,624,591
St. Christopher Elementary (158)	\$0	\$4,506,735	\$0	\$0	\$4,506,735
St. Anne Elementary (159)	\$0	\$7,467,356	\$0	\$0	\$7,467,356
St. Joan of Arc Elementary (161)	\$0	\$2,015,986	\$0	\$0	\$2,015,986
St. John Paul II Elementary (162)	\$0	\$2,726,023	\$0	\$0	\$2,726,023
St. Peter Elementary (163)	\$0	\$2,933,095	\$0	\$0	\$2,933,095
Guardian Angels Elementary (164)	\$0	\$2,099,818	\$0	\$0	\$2,099,818
St. Anthony of Padua Elementary (165)	\$0	\$3,300,291	\$0	\$0	\$3,300,291
Our Lady of Fatima Elementary (166)	\$0	\$3,481,316	\$0	\$0	\$3,481,316
St. Catherine of Alexandria Elementary (168)	\$0	\$1,529,708	\$0	\$0	\$1,529,708
St. Mary Elementary (171)	\$0	\$6,080,995	\$0	\$0	\$6,080,995
St. Gregory The Great Elementary (173)	\$0	\$7,733,818	\$0	\$0	\$7,733,818
St. Scholastica Elementary (178)	\$0	\$9,312,217	\$0	\$0	\$9,312,217
St. Nicholas Elementary (130)	\$0	\$780,656	\$0	\$0	\$780,656
Milton #10 Elementary (180)	\$0	\$68,907	\$11,743,873	\$945	\$11,813,724
Corpus Christi Secondary (202)	\$0	\$13,629,450	\$0	\$0	\$13,629,450
St. Francis Xavier Secondary (204)	\$0	\$11,165,891	\$13,493	\$0	\$11,179,384
Milton #3 CSS (206)	\$0	\$54,202,017	\$380,224	\$384,643	\$54,966,883
Christ the King Secondary (231)	\$0	\$5,275,487	\$0	\$0	\$5,275,487
Holy Trinity Secondary (233)	\$0	\$5,846,886	\$0	\$0	\$5,846,886
Loyola Secondary Addition (235)	\$0	\$1,484,560	\$0	\$0	\$1,484,560
St. Thomas Aquinas Secondary (237)	\$0	\$5,475,164	\$0	\$0	\$5,475,164
Bishop Reding Secondary (238)	\$0	\$5,274	\$0	\$0	\$5,274
Various Sites - EDC Eligible Costs (See Page 6)	\$0	\$16,691,891	\$243,319	\$0	\$16,935,211
TOTAL SITES	\$0	\$187,584,012	\$12,380,908	\$385,588	\$200,350,508
TOTAL BUILDINGS AND SITES	\$ 551,984,243	\$ 649,584,824	\$ 16,230,878	\$ 7,266,326	\$ 673,082,028

**Halton Catholic District School Board
EDC Eligible Expenditures
For the period ending November 30, 2020**

DESCRIPTION	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	Total Expensed and Commitments
ELEMENTARY					
EDC - Site Purchase - Georgetown West - (167)	\$1,588,031	\$0	\$0	\$0	\$1,588,031
EDC - Prof. Fees - Georgetown West - (167)	\$80,139	\$4,193	\$0	\$0	\$84,332
EDC - Site Improvement - Georgetown West (167)	\$27,196	\$3,473	\$868	\$0	\$31,537
EDC - Prof. Fees - Acton East (169)	\$63,115	\$4,193	\$0	\$0	\$67,308
EDC - Site Purchase - Acton East (169)	\$2,973,218	\$0	\$0	\$0	\$2,973,218
EDC - Prof. Fees - North Oakville #CE1 - (174)	\$17,631	\$0	\$0	\$0	\$17,631
EDC - Prof. Fees - North Oakville #CE3 - (175)	\$6,487	\$1,379	\$0	\$0	\$7,866
EDC - Prof. Fees - North Oakville #CE4 - (176)	\$64,147	\$0	\$0	\$0	\$64,147
EDC - Prof. Fees - North Oakville #CE5 - (177)	\$1,149	\$0	\$2,299	\$0	\$3,448
EDC - Prof. Fees - Milton #9 (179)	\$9,031	\$2,895	\$1,365	\$0	\$13,291
EDC - Prof. Fees - Milton #11 (181)	\$0	\$2,950	\$0	\$0	\$2,950
SECONDARY					
EDC - Prof. Fees - North Oakville CSS (205)	\$11,544	\$0	\$0	\$0	\$11,544
EDC - Georgetown South (210)	\$9,138	\$0	\$0	\$0	\$9,138
EDC - Prof. Fees - Loyola - Hydro Lands (235)	\$6,075	\$0	\$0	\$0	\$6,075
OTHER					
Long Term Capital Plan Costs	\$439,170	\$0	\$15,221	\$0	\$454,391
Professional and Legal Costs	\$1,487,836	\$21,422	\$0	\$0	\$1,509,258
Interest Costs	\$8,324,873	\$1,542,606	\$223,566	\$0	\$10,091,045
TOTAL	\$15,108,780	\$1,583,112	\$243,319	\$0	\$16,935,211

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Nicholas Catholic Elementary School
School Consolidation Project

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,467,935	\$5,244,365	\$6,812,413	\$111,857	\$0	\$12,168,635	(\$700,700)
Professional Fees	\$712,000	\$614,023	\$125,576	\$0	\$0	\$739,599	(\$27,599)
Inspections, Soil test, Surveys	\$140,000	\$24,580	\$27,583	\$0	\$0	\$52,163	\$87,837
Building Permit Fees	\$150,000	\$254,502	\$10,687	\$0	\$0	\$265,189	(\$115,189)
Contingencies	\$55,000	\$0	\$0	\$0	\$0	\$0	\$55,000
Sub-total Building	\$12,524,935	\$6,137,470	\$6,976,259	\$111,857	\$0	\$13,225,586	(\$700,651)
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$12,524,935	\$6,137,470	\$6,976,259	\$111,857	\$0	\$13,225,586	(\$700,651)
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$780,656	\$0	\$0	\$0	\$780,656	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$780,656	\$0	\$0	\$0	\$780,656	
PROJECT TOTAL	\$12,524,935	\$6,918,125	\$6,976,259	\$111,857	\$0	\$14,006,242	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Proceeds of Disposition		\$0	\$5,843,296	\$111,857	\$0	\$5,955,154	
Funding - School Condition Improvement		\$0	\$50,000	\$0	\$0	\$50,000	
Funding - FDK		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$6,137,470	\$1,082,963	\$0	\$0	\$7,220,433	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$780,656	\$0	\$0	\$0	\$780,656	
TOTAL	\$0	\$6,918,125	\$6,976,259	\$111,857	\$0	\$14,006,242	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Mark Catholic Elementary School
Classroom Addition

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,327,000	\$1,415,540	\$257,862	\$0	\$0	\$1,673,402	(\$346,402)
Professional Fees	\$120,000	\$151,239	\$8,334	\$0	\$0	\$159,574	(\$39,574)
Inspections, Soil test, Surveys	\$40,000	\$7,618	\$0	\$0	\$0	\$7,618	\$32,382
Building Permit Fees	\$40,000	\$36,469	\$0	\$0	\$0	\$36,469	\$3,531
Contingencies	\$22,000	\$0	\$0	\$0	\$0	\$0	\$22,000
Sub-total Building	\$1,549,000	\$1,610,866	\$266,196	\$0	\$0	\$1,877,062	(\$328,062)
Furniture & Equipment	\$61,867	\$0	\$23,896	\$0	\$0	\$23,896	\$37,971
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$61,867	\$0	\$23,896	\$0	\$0	\$23,896	\$37,971
Bridge Financing (Interest)	\$15,000	\$0	\$0	\$0	\$0	\$0	\$15,000
TOTAL	\$1,625,867	\$1,610,866	\$290,093	\$0	\$0	\$1,900,959	(\$275,092)
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,625,867	\$1,610,866	\$290,093	\$0	\$0	\$1,900,959	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$23,896	\$0	\$0	\$0	\$23,896	
Funding - Proceeds of Disposition		\$0	\$266,197	\$0	\$0	\$266,197	
Funding - Capital Priorities		\$1,610,866	\$0	\$0	\$0	\$1,610,866	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$1,634,762	\$266,197	\$0	\$0	\$1,900,959	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Mark Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,688,880	\$1,885,474	\$0	\$0	\$0	\$1,885,474	(\$196,594)
Professional Fees	\$152,000	\$118,236	\$0	\$0	\$0	\$118,236	\$33,764
Inspections, Soil test, Surveys	\$50,000	\$2,363	\$0	\$0	\$0	\$2,363	\$47,637
Building Permit Fees	\$50,000	\$50,940	\$0	\$0	\$0	\$50,940	(\$940)
Contingencies	\$28,000	\$0	\$0	\$0	\$0	\$0	\$28,000
Sub-total Building	\$1,968,880	\$2,057,013	\$0	\$0	\$0	\$2,057,013	(\$88,133)
Furniture & Equipment	\$88,133	\$19,601	\$54,123	\$0	\$0	\$73,725	\$14,408
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$88,133	\$19,601	\$54,123	\$0	\$0	\$73,725	\$14,408
Bridge Financing (Interest)	\$20,000	\$0	\$0	\$0	\$0	\$0	\$20,000
TOTAL	\$2,077,013	\$2,076,614	\$54,123	\$0	\$0	\$2,130,737	(\$53,724)
<hr/>							
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,077,013	\$2,076,614	\$54,123	\$0	\$0	\$2,130,737	
<hr/>							
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$19,601	\$54,123	\$0	\$0	\$73,724	
Funding - Child Care Capital		\$1,542,759	\$0	\$0	\$0	\$1,542,759	
Funding - Child and Family Program Capital		\$514,254	\$0	\$0	\$0	\$514,254	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$2,076,614	\$54,123	\$0	\$0	\$2,130,737	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Bishop P.F. Reding Catholic Secondary School
Classroom Addition

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction (Note 1)	\$21,444,036	\$4,277,756	\$12,449,357	\$1,919,041	\$3,780,000	\$22,426,154	(\$982,118)
Professional Fees	\$1,437,000	\$557,959	\$353,781	\$57,770	\$0	\$969,510	\$467,490
Inspections, Soil test, Surveys	\$200,000	\$0	\$0	\$0	\$0	\$0	\$200,000
Building Permit Fees	\$200,000	\$256,739	\$0	\$0	\$0	\$256,739	(\$56,739)
Contingencies	\$687,000	\$0	\$0	\$0	\$0	\$0	\$687,000
Sub-total Building	\$23,968,036	\$5,092,454	\$12,803,139	\$1,976,811	\$3,780,000	\$23,652,403	\$315,633
Furniture & Equipment	\$180,000	\$0	\$85,038	\$10,452	\$84,509	\$180,000	\$0
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$180,000	\$0	\$85,038	\$10,452	\$84,509	\$180,000	\$0
Bridge Financing (Interest)	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
TOTAL	\$24,328,036	\$5,092,454	\$12,888,177	\$1,987,263	\$3,864,509	\$23,832,403	\$495,633
<p>Note 1: The construction budget has been adjusted from the balance previously reported in information report 10.4 "Capital Projects Report as of May 31, 2020" to include the 2019 capital renewal projects totalling \$3,444,000 for Bishop Reding approved by Board resolution 29/19 at the January 15, 2019 Regular Board Meeting.</p>							
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$5,274	\$0	\$0	\$0	\$5,274	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$5,274	\$0	\$0	\$0	\$5,274	
PROJECT TOTAL	\$24,328,036	\$5,097,728	\$12,888,177	\$1,987,263	\$3,864,509	\$23,837,677	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$85,038	\$10,452	\$84,509	\$180,000	
Funding - Capital Priorities		\$5,092,454	\$11,444,930	\$1,535,637	\$0	\$18,073,020	
Funding - Child Care Capital		\$0	\$0	\$0	\$2,057,016	\$2,057,016	
Funding - Proceeds of Disposition		\$0	\$1,358,209	\$441,174	\$1,722,984	\$3,522,367	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$5,274	\$0	\$0	\$0	\$5,274	
TOTAL	\$0	\$5,097,728	\$12,888,177	\$1,987,263	\$3,864,509	\$23,837,677	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Peter Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction (Note 1)	\$2,612,683	\$0	\$0	\$618,914	\$1,884,068	\$2,502,982	\$109,701
Professional Fees	\$195,000	\$102,160	\$17,878	\$43,129	\$64,682	\$227,850	(\$32,850)
Inspections, Soil test, Surveys	\$30,000	\$9,348	\$0	\$0	\$0	\$9,348	\$20,652
Building Permit Fees	\$30,000	\$34,746	\$0	\$0	\$0	\$34,746	(\$4,746)
Contingencies	\$30,000	\$0	\$0	\$0	\$0	\$0	\$30,000
Sub-total Building	\$2,897,683	\$146,254	\$17,878	\$662,044	\$1,948,750	\$2,774,925	\$122,758
Furniture & Equipment	\$135,000	\$0	\$0	\$0	\$0	\$0	\$135,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$135,000	\$0	\$0	\$0	\$0	\$0	\$135,000
Bridge Financing (Interest)	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
TOTAL	\$3,067,683	\$146,254	\$17,878	\$662,044	\$1,948,750	\$2,774,925	\$292,758
Note 1: The construction budget has been adjusted from the balance previously reported in information report 10.4 "Capital Projects Report as of May 31, 2020" to include the additional funding provided by the Ministry of Education on July 27, 2020 for child care capital expenses.							
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$3,067,683	\$146,254	\$17,878	\$662,044	\$1,948,750	\$2,774,925	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care Capital		\$146,254	\$17,878	\$662,044	\$1,948,750	\$2,774,925	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$146,254	\$17,878	\$662,044	\$1,948,750	\$2,774,925	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Assumption Catholic Secondary School
Classroom Addition & School Refresh

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction (Note 1)	\$13,137,963	\$7,396,993	\$6,093,053	\$112,171	\$39,000	\$13,641,217	(\$503,254)
Professional Fees	\$1,207,860	\$1,058,807	\$201,360	\$17,106	\$0	\$1,277,272	(\$69,411)
Inspections, Soil test, Surveys	\$135,680	\$14,353	\$0	\$0	\$0	\$14,353	\$121,327
Building Permit Fees	\$117,840	\$152,644	\$0	\$0	\$0	\$152,644	(\$34,804)
Contingencies	\$100,000	\$0	\$0	\$0	\$0	\$0	\$100,000
Sub-total Building	\$14,699,344	\$8,622,797	\$6,294,412	\$129,276	\$39,000	\$15,085,486	(\$386,142)
Furniture & Equipment	\$294,600	\$17,528	\$5,552	\$1,228	\$270,292	\$294,600	\$0
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$294,600	\$17,528	\$5,552	\$1,228	\$270,292	\$294,600	\$0
Bridge Financing (Interest)	\$106,056	\$0	\$0	\$0	\$0	\$0	\$106,056
TOTAL	\$15,100,000	\$8,640,325	\$6,299,964	\$130,504	\$309,292	\$15,380,086	(\$280,086)
Note 1: The construction budget has been adjusted from the balance previously reported in information report 10.4 "Capital Projects Report as of May 31, 2020" to include the \$1,100,000 addition of air-conditioning to the gymnasium and the refresh of the existing science laboratories approved by Board resolution 44/18 at the February 6, 2018 Regular Board Meeting.							
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$15,100,000	\$8,640,325	\$6,299,964	\$130,504	\$309,292	\$15,380,086	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$17,528	\$5,552	\$1,228	\$270,292	\$294,600	
Funding - Proceeds of Disposition		\$8,622,797	\$6,294,412	\$129,276	\$39,000	\$15,085,486	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$8,640,325	\$6,299,964	\$130,504	\$309,292	\$15,380,086	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Michael Catholic Elementary School
Classroom Addition

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction (Note 1)	\$2,062,522	\$0	\$1,154,264	\$510,859	\$669,160	\$2,334,283	(\$271,761)
Professional Fees	\$113,000	\$72,249	\$7,691	\$53,758	\$0	\$133,698	(\$20,698)
Inspections, Soil test, Surveys	\$14,000	\$6,873	\$0	\$0	\$0	\$6,873	\$7,127
Building Permit Fees	\$14,000	\$32,602	\$17,214	\$0	\$0	\$49,816	(\$35,816)
Contingencies	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Sub-total Building	\$2,251,522	\$111,723	\$1,179,169	\$564,617	\$669,160	\$2,524,670	(\$273,148)
Furniture & Equipment	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,299,522	\$111,723	\$1,179,169	\$564,617	\$669,160	\$2,524,670	(\$225,148)
Note 1: The construction budget has been adjusted from the balance previously reported in information report 10.4 "Capital Projects Report as of May 31, 2020" to include the 2019 capital renewal projects totalling \$720,000 for St. Michael approved by Board resolution 29/19 at the January 15, 2019 Regular Board Meeting.							
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,299,522	\$111,723	\$1,179,169	\$564,617	\$669,160	\$2,524,670	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$111,723	\$618,569	\$564,617	\$284,613	\$1,579,522	
Funding - Proceeds of Disposition		\$0	\$560,600	\$0	\$384,548	\$945,148	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$111,723	\$1,179,169	\$564,617	\$669,161	\$2,524,670	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Michael Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,284,762	\$0	\$1,018,682	\$0	\$72,497	\$1,091,179	\$193,583
Professional Fees	\$122,000	\$78,269	\$113,449	\$0	\$12,955	\$204,673	(\$82,673)
Inspections, Soil test, Surveys	\$16,000	\$7,446	\$0	\$0	\$0	\$7,446	\$8,554
Building Permit Fees	\$16,000	\$35,318	\$0	\$0	\$0	\$35,318	(\$19,318)
Contingencies	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Sub-total Building	\$1,490,762	\$121,034	\$1,132,131	\$0	\$85,452	\$1,338,616	\$152,146
Furniture & Equipment	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,542,762	\$121,034	\$1,132,131	\$0	\$85,452	\$1,338,616	\$204,146
SCHOOL SITE							
Site		\$0	\$0	\$0	\$0	\$0	\$0
Site Improvements		\$0	\$0	\$0	\$0	\$0	\$0
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	\$0
Bridge Financing		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PROJECT TOTAL	\$1,542,762	\$121,034	\$1,132,131	\$0	\$85,452	\$1,338,616	
FUNDING							
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	\$0
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	\$0
Funding - Child Care Capital		\$121,034	\$571,531	\$0	\$85,452	\$778,016	
Funding - Proceeds of Disposition		\$0	\$560,600	\$0	\$0	\$560,600	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	\$0
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	\$0
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$121,034	\$1,132,131	\$0	\$85,452	\$1,338,616	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Milton #10 Catholic Elementary School
New Pupil Accommodation Project

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$16,431,805	\$0	\$0	\$0	\$0	\$0	\$16,431,805
Professional Fees	\$1,320,300	\$0	\$168,558	\$315,029	\$0	\$483,587	\$836,713
Inspections, Soil test, Surveys	\$175,000	\$0	\$0	\$0	\$3,576	\$3,576	\$171,424
Building Permit Fees	\$150,000	\$0	\$10,903	\$10,849	\$0	\$21,752	\$128,248
Contingencies	\$200,000	\$0	\$0	\$0	\$0	\$0	\$200,000
Sub-total Building	\$18,277,105	\$0	\$179,460	\$325,878	\$3,576	\$508,914	\$17,768,191
Furniture & Equipment	\$450,000	\$0	\$0	\$0	\$0	\$0	\$450,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$450,000	\$0	\$0	\$0	\$0	\$0	\$450,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$18,277,105	\$0	\$179,460	\$325,878	\$3,576	\$508,914	\$18,218,191
SCHOOL SITE							
Site		\$0	\$0	\$11,721,806	\$0	\$11,721,806	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$25,925	\$42,982	\$22,067	\$945	\$91,918	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$25,925	\$42,982	\$11,743,873	\$945	\$11,813,724	
PROJECT TOTAL	\$18,277,105	\$25,925	\$222,442	\$12,069,751	\$4,521	\$12,322,639	
FUNDING							
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$179,460	\$325,878	\$3,576	\$508,914	
Funding - Proceeds of Disposition		\$0	\$0	\$0	\$0	\$0	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$25,925	\$42,982	\$11,743,873	\$945	\$11,813,724	
TOTAL	\$0	\$25,925	\$222,442	\$12,069,751	\$4,521	\$12,322,639	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Milton #3 Catholic Secondary School
New Pupil Accommodation Project

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$43,527,000	\$0	\$0	\$67,805	\$0	\$67,805	\$43,459,195
Professional Fees	\$800,000	\$0	\$1,141,214	\$0	\$0	\$1,141,214	(\$341,214)
Inspections, Soil test, Surveys	\$325,000	\$0	\$0	\$0	\$0	\$0	\$325,000
Building Permit Fees	\$275,000	\$0	\$21,881	\$0	\$0	\$21,881	\$253,119
Contingencies	\$1,500,000	\$0	\$0	\$0	\$0	\$0	\$1,500,000
Sub-total Building	\$46,427,000	\$0	\$1,163,096	\$67,805	\$0	\$1,230,901	\$45,196,099
Furniture & Equipment	\$1,408,302	\$0	\$0	\$0	\$0	\$0	\$1,408,302
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$1,408,302	\$0	\$0	\$0	\$0	\$0	\$1,408,302
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$47,835,302	\$0	\$1,163,096	\$67,805	\$0	\$1,230,901	\$46,604,401
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL EXPENSED	
Site		\$51,050,722	\$14,450	\$0	\$0	\$51,065,172	
Site Improvements		\$4,561	\$2,286,975	\$369,865	\$383,578	\$3,044,980	
Professional Fees-EDC-Site		\$660,377	\$184,931	\$10,358	\$1,064	\$856,731	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$51,715,661	\$2,486,357	\$380,224	\$384,643	\$54,966,883	
PROJECT TOTAL	\$47,835,302	\$51,715,661	\$3,649,452	\$448,029	\$384,643	\$56,197,784	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/19	EXPENSED 2019 - 20	EXPENSED 2020 - 21	Commitments 2020 - 21	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$1,163,096	\$67,805	\$0	\$1,230,901	
Funding - Proceeds of Disposition		\$0	\$0	\$0	\$0	\$0	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$51,715,661	\$2,486,357	\$380,224	\$384,643	\$54,966,883	
TOTAL	\$0	\$51,715,661	\$3,649,452	\$448,029	\$384,643	\$56,197,784	
Unfinanced Commitments						\$0	



2021-2022 Budget Estimates - Schedule and Consultation	Item 10.5
February 2, 2021	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To provide the Board of Trustees with information on the Ministry’s invitations to Education Funding consultations and the 2021-2022 Budget Estimates schedule and consultation approach.

Comments

1. Ministry of Education: 2021-2022 Budget Consultation (Appendix A)

The Ministry of Education provided the 2021-22 Education Funding Guide, dated December 3, 2020, to school boards for feedback from the sector. This engagement was to allow school boards the opportunity to provide feedback in the following areas:

- COVID-19 Outbreak Response;
- Online Learning Adjustment;
- Priorities and Partnership Funds (PPF);
- Reducing Administrative Burden and Red Tape;
- School Board Administration and Governance Grant;
- Managing Information for Student Achievement (MISA);
- Census data;
- Secondary Class Size Compliance.

In addition to Board Senior staff, the Council of Directors of Education (CODE) and Council of Senior Business Officials (COSBO), as well as various trustee associations and union groups, have provided communication to the Ministry regarding education funding.



2. Budget Schedule (Appendix B)

Appendix B is a timeline for the Board's Budget Estimates. The Budget Estimates process for 2021-2022 began in January 2021 with the Ministry of Education's invitation to provide input on 2021-22 Education Funding.

The key steps in the development of the 2021-2022 Budget include:

- The review of 2020-2021 departmental budgets (all non-salary/non-benefits) and development of 2021-2022 departmental (all non-salary/non-benefits) budgets during February 2021;
- The review of 2020-2021 salary and benefits budgets and development of 2021-2022 salary and benefits budgets during April 2021 (based on the March 31, 2021 enrolment count date);
- Regular meetings with Senior Staff, discussing the 2021-2022 budget development; and
- Regular Budget Estimates updates provided to the Board of Trustees, culminating with the final Budget Estimates report submitted for the Board's approval on June 15, 2021.

The estimated due date for the Budget Estimates for 2021-2022 to the Ministry is June 30, 2021. The budget process and timelines will also be listed on the Halton Catholic District School Board's public website. The school community, Catholic ratepayers, staff and the public are also encouraged to participate in the Budget process by responding to the online survey, which will open in mid-February 2021. Email communication will be sent out in advance.

Next Steps

The next steps in the budgeting process include:

- Staff will review prior year budgets, staffing levels, and projected enrolment from February to April and identify budget pressures.
- Senior Staff will meet regularly to review the budget process.
- Public input and consultation through an online survey will be available from February 17th to March 3, 2021.
- The 2021-2022 Grants for Student Needs (GSN) are expected to be released at the end of March. A report to Trustees will be presented at a future Regular Board Meeting following the release.
- A budget presentation to the Special Education Advisory Committee (SEAC) is scheduled for April 19, 2021.
- Trustee/Senior staff budget sessions will be scheduled for April and May to discuss budget challenges and priorities.
- Budget update reports will be presented to Trustees during May and June before presenting the final Budget Estimates at the June 15, 2021, Regular Board Meeting for Board approval.



Conclusion

Staff have begun the 2021-2022 Budget Estimates preparation process anticipating the 2021-22 GSN announcement at the end of March 2021. Board staff is committed to maintaining Halton Catholic District School Board's reputation for quality education combined with offering dynamic programming in safe and effective learning environments. Staff will provide updates to the Board as new information becomes available.

Report Prepared by: A. Cross
Senior Manager, Financial Services

Report Reviewed by: A. Lofts
Superintendent of Business Services and Treasurer of the Board

Report Submitted by: A. Lofts
Superintendent of Business Services and Treasurer of the Board

Report Approved by: P. Daly
Director of Education and Secretary of the Board

2021-22 EDUCATION FUNDING GUIDE

INTRODUCTION

All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. Schools should be safe and welcoming places where all students have the tools they need to achieve success and follow their chosen pathways to life after graduation including work, college, apprenticeship or university. Educators and school/system leaders need to have the knowledge and skills to create conditions that better support and serve all students. Together with our renewed focus on achievement, equity, and mental health and well-being, Ontario's publicly funded education system will be fairer and more inclusive for all students, educators and staff, regardless of race, religion, ethnicity, sexual orientation or any other factor related to individual identity.

Since COVID-19 has emerged as an unprecedented public health issue, the government has been diligently monitoring the developing situation to protect the health and well-being of all Ontarians. Our number one priority is and remains the health and safety of our students, teachers and staff.

As you are aware, this year's Grants for Student Needs (GSN) is projected to be \$25.52 billion – representing a historic, high level of investment for Ontario's publicly funded education system. In addition, over \$300 million is being provided for the Priorities and Partnerships Fund (PPF).

As the province responds to the COVID-19 outbreak, we continue to modernize education funding so students can succeed in school, life, and beyond, while ensuring investments have the greatest impact in the classroom.

For more information about the current education funding model, please see the [2020-21 Education Funding](#) page of the Ministry of Education's website.

ABOUT THIS CONSULTATION

As in previous years, the government remains committed to discussing education funding reform in Ontario, with education stakeholders through a consultation process that allows stakeholders to provide the benefit of their expertise, experience, and ideas. This year's guide focuses on:

- COVID-19 Outbreak Response
- Online Learning Adjustment
- Priorities and Partnerships Fund (PPF)
- Reducing Administrative Burden and Red Tape
- School Board Administration and Governance Grant
- Managing Information for Student Achievement (MISA)
- Census data
- Secondary Class Size Compliance

You may also submit feedback on education funding topics not outlined in this guide. In order to ensure your feedback is considered, please forward your electronic submission by **Friday January 15, 2021** to: EDULABFINANCE@ontario.ca. If you have questions about this consultation, please send them to the email address noted above.

COVID-19 OUTBREAK RESPONSE

This 2020-21 school year has brought new challenges due to the COVID-19 outbreak. In response, Ontario made almost \$1.3 billion in resources available to school boards to support the safe reopening of schools, which includes \$381 million in federal funds. The government's investments include additional supports for additional teachers and custodians, special education and mental health, technology-related costs, cleaning and safety measures, improved ventilation and HVAC system effectiveness, administrative staff to oversee virtual schools, and flexible funding to support a range of activities based on school board priorities.

Considerations

1. How do we ensure that the GSN remains agile to continue to respond to the COVID-19 outbreak?
2. What's required to successfully help students post COVID-19?

ONLINE LEARNING ADJUSTMENT

As announced on November 21, 2019, Ontario students will be required to take two online credits to graduate from secondary school, starting with the cohort of students entering grade 9 in September 2020. As part of this transition, for the 2020–21 school year, the ministry has included an online learning adjustment in the Cost Adjustment and Teacher Qualifications and Experience Grant in recognition of the maximum average class size of 30 for online courses.

Each school board's Online Learning Adjustment amount is based on its percentage of secondary credits taken through online learning in the 2017–18 school year, calculated separately for each category (i.e. day school programs for pupils under 21 years of age, adult day school, continuing education and summer school programs) and a cost adjustment for each category to reflect a funded average class size of 30 for secondary online courses.

As a reminder online courses will not be included in the calculation of a school board's secondary maximum average class size requirement of 23 and remote learning is not considered part of online learning.

Considerations:

1. As future adjustments to the funding methodology for online learning courses are to be confirmed through the 2021-22 GSN, do changes and/or adjustments need to be made to the Online Learning Adjustment in order to be more responsive?

PRIORITIES AND PARTNERSHIP FUND

The Priorities and Partnership Fund (PPF) provides education funding, supplemental to the GSN, for high impact initiatives that directly support students in the classroom. The funding is evidence-based and outcome-focused while providing streamlined, accountable, and time limited funding that will be reviewed and assessed by the Ministry of Education each year.

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, some programs previously funded through PPF have been transferred into the GSN beginning in 2020–21.

The ministry also implemented a consolidated transfer payment agreement for many PPF programs for the first time. The ministry intends to continue to examine opportunities to consolidate and standardize PPF transfer payment administration, including opportunities for streamlining reporting.

Considerations:

1. **Are there further opportunities to improve the administration of transfer payment agreements to continue supporting a reduction in administrative burden?**
2. **Are there other PPF initiatives that should be transferred to the GSN?**
3. **What potential areas of overlap exist within currently funded programs? What opportunities might there be to streamline funding, and to streamline reporting?**

REDUCING ADMINISTRATIVE BURDEN AND RED TAPE

The government is eliminating burdensome, outdated and unnecessary regulation to help restore Ontario's competitiveness, retain high-quality jobs and attract investment.

The Ontario government has taken more than 100 actions to modernize and streamline regulations, reducing overlap with the federal government and municipalities, updating old requirements and simplifying complicated rules.

In 2020-21, the ministry has transferred five Priorities and Partnership Fund (PPF) allocations into the GSN to support the ministry's ongoing efforts to streamline reporting.

The ministry continues to look for ways of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money.

Considerations

1. **Are there opportunities to reduce the number of non-financial reports and PPF reports school boards currently submit to the ministry?**
2. **Are there areas of overlap or duplication in the current reports school boards submit to the ministry?**

SCHOOL BOARD ADMINISTRATION AND GOVERNANCE GRANT

The School Board Administration and Governance Grant (SBAGG) provides funding for administration and governance costs such as operating school board offices and central facilities, board-based staff and expenditures, including supervisory officers and their administrative support.

Amongst other changes, in 2020-21, the Program Leadership Allocation (PLA) was moved from the SBAGG to become its own grant – Program Leadership Grant – as part of a realignment that better delineates funding for the development and delivery of student programming.

The school board administration and governance enveloping provision requires that a school board's net administration and governance expenses in a fiscal year not exceed the administration and governance limit. It is the ministry's expectation that school boards be in compliance with the enveloping provision within SBAGG.

Considerations:

1. **Are there areas of overlap between this grant and other grants within the current funding formula to support school board administration and governance? Are there opportunities to streamline funding to eliminate duplication and find savings?**
2. **How can compliance with the enveloping provisions of this grant be consistently measured across school boards?**

MANAGING INFORMATION FOR STUDENT ACHIEVEMENT (MISA)

Funding for MISA Local Capacity Building is intended for activities to help school boards build capacity and better manage information and evidence to inform school board decisions around school administration and classroom practice.

MISA funds are used to sustain and advance local capacity to use quality evidence, by targeting funds in at least two of the following four priority funding areas:

1. Build and sustain capacity by continuing work on high priority common core activities to achieve/maintain level(s), as set out in the MISA Common Core Capacities Continuum.
2. Create more collaboration at the classroom, school, board, and/or professional network level(s) in activities related to identifying, analysing, implementing, monitoring, and/or evaluating improvement strategies/initiatives.
3. Promote prioritized availability and usability of information for end-users (e.g. teacher, principal, superintendent), while having regard for privacy protection.
4. Data quality management projects that will improve the timeliness, accuracy and completeness of school board data/information submitted through the Ontario School Information System (OnSIS).

The funding is based on a fixed amount of \$35,000 for each school board and \$0.35 per Average Daily Enrolment (ADE). The MISA Local Capacity Building Allocation is \$3.2 million in 2020–21.

Considerations:

1. How can the ministry better support boards in their annual MISA plans and final reporting template submissions?
2. Boards currently have discretion to utilize MISA funding in alignment with the 4 priority funding areas (above) – how relevant are these priorities areas for boards moving forward?
3. Are there other funding priority areas where MISA funds could be directed to maximize impact?

CENSUS DATA

The formulas for the GSN allocations that provide funding for specific education priorities include various measures of “need” – that is, they rely on quantitative data to indicate what level of need there is for a particular set of programs and services. Currently, census data is a significant input in the measurement of need. Approximately 14 per cent of total funding for the supplemental grants within the GSN are dependent (all or in part) on census data.

While several allocations within the GSN still rely on 2006 Census data and socio-economic indicators, the ministry continues to review the impacts of updating the census information for the upcoming school year and beyond. Any updates to the census data would require a redistribution of funding between school boards in recognition of increasing needs.

Considerations:

1. How should allocations within the GSN be adjusted to reflect updated census data based on the re-distributed impacts to school boards? Should any updates be phased-in? If yes, what is an appropriate phase-in period and why?

SECONDARY CLASS SIZE COMPLIANCE

The Class Size Regulation (O. Reg. 132/12) sets out class size requirements for all grades. In 2015–16, the ministry announced a framework to ensure compliance with the kindergarten and primary (generally grades 1 to 3) provisions of the class size regulation. In 2017–18, this compliance framework was expanded to apply to the junior-intermediate (grades 4 to 8) provisions of the regulation.

The current compliance framework requires boards to submit a class size compliance management plan in the first year of non-compliance. Where a board is non-compliant for two or more years, the ministry will implement reductions in the funding envelope for school board administration and governance. This is effectively a requirement to re-direct funds to the classroom to assist with compliance with the class size regulation. When a school board demonstrates compliance with the limits set out in the relevant sections of the class size regulation, the compliance measures may be lifted.

Considerations:

1. What are the benefits and/or challenges of implementing a compliance framework for secondary class size?

CONCLUSION

The ministry would like to acknowledge once again the ongoing, tireless efforts of school board teams to support students, families and the broader community. We have seen our education system rise to the challenge and provide innovative, flexible solutions in the best interest of students. We are grateful for your partnership and look forward to our continued collaboration going forward. The ministry continues to depend on school boards and trustees, and their knowledge of the needs of their communities, to make decisions that best support students and schools.

Thank you for taking the time to read this guide, and we look forward to your feedback.

Halton Catholic District School Board
2021-22 Budget Estimates Schedule

Date	Completed	Item	Description of Activity
24-Sep	✓	Ministry Memorandum 2020:SB18	District School Board Enrolment Projections for 2021-22 to 2024-25 memorandum issued
3-Dec	✓	Ministry Memorandum 2020:SB18	District School Board Enrolment Projections for 2021-22 to 2024-25 submitted to the Ministry
15-Jan	✓	Ministry 2021-22 Education Funding Guide	Ministry invitation for 2021-22 Education Funding Consultation
25-Jan	✓	Budget Objectives	Feedback Request from system principals and vice principals
1-Feb		Budget Estimates Schedule & Objectives	Discuss 2021-22 Budget Estimates Schedule & Objectives at Administrative Council
1-Feb		Budget Process Memorandum	Distribute the 2021-22 Budget Process Memorandum to Superintendents, Senior Managers, Managers
2-Feb		Budget Estimates Schedule & Objectives	Present 2021-22 Budget Estimates Schedule and Provincial Consultation to the Board of Trustees
3-Feb		Public Consultation Questions	Develop with Sr. Staff/Communication/Research questions for survey
12-Feb		Budget Estimates Schedule & Objectives	Talk to Chair and Vice-Chair about Objectives Determined at Admin
12-Feb		Departmental Budget Reviews	Distribute Budget Input Package to Departments
17-Feb		Public Consultation (Online Survey-Open Feb 17 to Mar 3)	Open online survey on 2021-22 Budget Estimates Process
26-Feb		Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
3-Mar		Public Consultation (Online Survey)	Close online survey on 2021-22 Budget Estimates Process
8-Mar		Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date); Set up to review with Director
8-Mar		Budget Update	Budget Estimates Update (Administrative Council) / Discussion and Approval of Departmental Submissions
11-Mar		Budget Survey	Review and collate results of online budget survey
22-Mar		Budget Survey	Review budget survey results at Administrative Council
26-Mar		School Budgets	Development of School Budgets Based on Forecasted Enrolment
31-Mar		Ministry Memorandum	Release of Grants for Student Needs (GSN) and Priorities and Partnerships Fund (PPF)
31-Mar		Release of EFIS Forms	Release of EFIS Forms and Instructions
31-Mar		Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2021-22 Budget)
6-Apr		Budget Update	Present the Board of Trustees the results of the Online Survey
19-Apr		Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
19-Apr		Budget Update	Budget Estimates Update (Administrative Council)
19-Apr		SEAC Budget Presentation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
20-Apr		Ministry Memorandum	Present the Board of Trustees the GSN and PPF Report for 2021-22 and GSN revenue estimates
21-Apr		Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
26-Apr		Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
29-Apr		Trustee Budget Working Session	2021-22 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
30-Apr		Salary and Benefits Budget	Complete Salary and Benefits Budget
3-May		Budget Update	Discuss Salary and Benefits Budget at Administrative Council
10-May		Budget Update	Budget Estimates Update (Administrative Council)
18-May		Budget Estimates Update	Discuss Program Enhancements and New Initiatives
17-May		Budget Update	Budget Estimates Update (Administrative Council)
31-May		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
1-Jun		Budget Estimates Report (Draft)	Post Final Budget Report on Public Website
7-Jun		Budget Update	Budget Estimates Update (Administrative Council)
14-Jun		Budget Estimates Report (Final)	Budget Estimates Draft Report (Administrative Council)
15-Jun		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
30-Jun		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
30-Jun		Ministry Memorandum	Submission of Budget Estimates to the Ministry (EFIS)
30-Jun		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items highlighted "yellow" are to be confirmed in terms of date or title.

Note 2: Items highlighted in "green" are Board meetings.

Note 3: Special Budget Training Meeting



International Student Program Attestation Plan	Item 10.6
February 2, 2021	

Alignment to Strategic Plan

The Halton Catholic District School Board (HCDSB) provides its students with an exceptional educational experience. This report is linked to that experience, and the HCDSB’s strategic priorities of Achieving, Believing, and Belonging. International (fee paying) students are taught the Ontario curriculum and are supported by the Ontario Catholic Graduate Expectations, and the HCDSB’s Focus on Faith Themes. International students who successfully complete secondary school at the HCDSB will receive an Ontario Secondary School Diploma. The International Student Program Attestation Plan is the first step in continuing that journey to success.

Purpose

Through the COVID-19 pandemic, the HCDSB has maintained its commitment to continuing its International Student Program in compliance with the guidelines for accepting international students that have been established by the Ministry of Education, and the Government of Canada. In order for the HCDSB to continue to provide in-person teaching or instruction to a person who holds a study permit issued under the Immigration and Refugee Protection Act, and who enters Canada on or after November 17, 2020, the HCDSB must submit an Attestation Plan to the Ministry of Education. The Attestation Plan must outline how the HCDSB is prepared to comply with Federal Government requirements with regards to pre-arrival, quarantine, and post-quarantine of international students as well as confirm how the HCDSB will operate in accordance with provincial health and safety COVID-19 requirements.

Background Information

The HCDSB has proudly been welcoming international students for many years and began actively recruiting these students in the 2014-2015 school year. The program has grown and brought the international perspective of these students to all the Secondary Schools and many of the Elementary Schools. We have worked to ensure that this experience is beneficial to all stakeholders. The HCDSB has an international reputation for academic excellence, including a commitment to the well-being and faith formation of students.



We accept students in both elementary and secondary schools, however international students coming to elementary schools must reside with family members and not homestays. For this reason, most international students are of secondary school age. The HCDSB works exclusively with the Canada Homestay Network (CHN) to provide full-board accommodations to all secondary students. CHN is an integral part of the HCDSB Attestation Plan to safely and appropriately house and monitor international students during the COVID-19 14-day quarantine period and during the school year that follows.

Comments

The HCDSB Attestation Plan has been prepared in consultation with the Government of Canada and Ministry of Education and CHN. We are fortunate to have their support in completing the Attestation Plan, and in ensuring that the HCDSB complies with the Federal Government’s requirements with regards to pre-arrival, quarantine, and post-quarantine of international students.

These documents also support the attestation that the HCDSB is aware of, and understands the provincial health and safety requirements with regards to the overall COVID-19 response plan, outbreak and case management plan, mandatory testing, quarantine, and post-quarantine requirements. Halton Region Public Health (HRPH) is also referenced throughout the HCDSB Attestation Plan. As demonstrated by the HCDSB administration and staff, we are following the guidelines and recommendations of HRPH to prevent the spread of COVID-19.

Conclusion

Ontario publicly funded school boards and private schools that receive international students for in-person instruction must adhere to all Federal and Provincial requirements. By submitting its Attestation Plan to the Ministry of Education, the HCDSB is fulfilling the legal obligation necessary to provide programming for international students, and is affording its international students (current and future) the opportunity to receive the highest quality of education.

- Report Prepared by: Anthony Cordeiro
Superintendent of Education, School Services

Corinne Laurin
International Student Program Coordinator, Planning Services
- Report Submitted by: Anthony Cordeiro
Superintendent of Education, School Services
- Report Approved by: Pat Daly
Director of Education and Secretary of the Board

**ATTESTATION FOR K-12 PUBLIC/PRIVATE DESIGNATED LEARNING INSTITUTIONS —
FRAMEWORK TO ENSURE INSTITUTIONAL READINESS TO ACCEPT INTERNATIONAL STUDENTS TO ONTARIO**

This Attestation sets out a comprehensive framework that, if attested to, will support the approval of K-12 Designated Learning Institutions' readiness plans to accept international students to Ontario. Institutional international students' readiness plans must meet all federal and provincial requirements. This Attestation requires K-12 public and private institutions to:

1. Reconfirm it is aware of and understands the federal requirements first set out in the *Attestation for Public/Private Designated Learning Institutions (DLI) – Public Health Institutional Readiness Requirements for International Students in Ontario (issued on August 15, 2020)* with regards to pre-arrival, quarantine, and post-quarantine; and
2. Attest that it is aware of and understands the provincial health and safety requirements with regards to the DLI's overall COVID-19 response plan, outbreak and case management plan, mandatory testing, quarantine and post-quarantine requirements.

By signing this form, I, _____, attest to being aware of and understanding the requirements set out in the table below and confirm that the requirements are included in the institutional international students' readiness plan for the **Halton Catholic District School Board** and will be wholly implemented for the period of time that the institution appears on the approved DLI list.

By signing this form, I further attest that I have authority to bind [legal name of public/private designated learning institution].

(Name)

(Date)

This Attestation, and any other documents to be delivered in connection with this Attestation, is signed when the party's signature is delivered by email. Electronic signatures will be treated in all respects as having the same force and effect as original signatures.

In the event that the version of your DLI's readiness plan currently with the ministry does not meet the requirements below, please submit an updated readiness plan with this signed Attestation to the ministry.

Mark With (x) To Confirm	Plan Requirements	Comments
Section A: Overall COVID-19 Response Requirements for K-12 Private Schools and School Boards		
X	<p>1. Compliance with federal, provincial and local health guidelines - The DLI attests that it will comply with federal, provincial, and local health guidelines and protocols for businesses and other organizations such as school boards and private schools, consistent with the Government of Ontario's plan for reopening the province in stages: https://www.ontario.ca/page/reopening-ontario-stages.</p> <p>The DLI will meet the requirements set out in this table for as long as it appears on the federal list of approved designated learning institutions.</p>	Attestation only
X	<p>2. Outbreak and Case Management Plan: The DLI has a plan in place to support local public health unit with its case management and outbreak response in its community. This plan is developed in conjunction with relevant local public health units and the plan aligns with local and provincial public health guidelines.</p> <p>Specifically, the Outbreak and Case Management Plan includes:</p>	
X	<ul style="list-style-type: none"> <i>A commitment and protocols to enable the DLI's full cooperation in assisting local public health units in their outbreak investigation and management.</i> 	<p>The HCDSB is committed to following the guidance and directives of our local public health unit as per the HCDSB Return to School Plan.</p> <p>See Attachment A - Preparing for a Safe and Healthy Return to School, pages 3-5, COVID-19 Symptoms/Exposure Protocol</p>

		<p>HCDSB has protocols in place consistent with Operational Guidance, COVID-19 management in schools per: https://www.ontario.ca/page/operational-guidance-covid-19-management-schools</p>
X	<ul style="list-style-type: none"> <i>A clearly identified liaison who can act as the point person for the institution to liaise with relevant authorities (e.g. EDU, local public health unit).</i> 	<p>To support the safe reopening of schools for the 2020-2021 school year, the Ontario government has mandated each board to identify a COVID-19 contact person. For the HCDSB, the contact person is Superintendent Lorrie Naar, 905-632-6314, ext. 277 Superintendent Naar is the Board point person assigned to liaise with relevant authorities.</p>
X	<ul style="list-style-type: none"> <i>A clear communication plan for its entire community (staff and students) on daily screening/symptom monitoring prior to coming onto the campus and staying at home when symptomatic.</i> 	<p>See Attachment A -, pages 3-4: Daily Self-Screening; and COVID-19 Symptoms/Exposure Protocol.</p> <p>See Attachment D - Changes to COVID-19 Symptom Protocol.</p> <p>HCDSB Staff Return to School Plan (96 pages) outlined at: https://staffnet.hcdsb.org/Other%20Pages/HCDSB%20Staff%20Reopening%20Plan.pdf</p>
X	<ul style="list-style-type: none"> <i>Identification of nearby COVID-19 assessment centres where international students and their co-arriving family members can get tested.</i> 	<p>See Attachment B - Halton Pharmacies COVID-19 Testing.</p>

	<ul style="list-style-type: none"> <i>In the event of a suspected or confirmed case in an on-campus residential setting, a plan to ensure successful self-isolation of this individual, including provision of self-isolation facilities and essential services to support this isolation.</i> 	N/A
X	<ul style="list-style-type: none"> <i>The DLI has a protocol for publicly communicating outbreaks of COVID-19 affecting or implicating international students and any immediate family members to the entire school community (staff and students) including, but not limited to, signage posted at entrances and in public spaces, and through online communication, such as websites, social media, and email.</i> 	<p>To support the safe reopening of schools for the 2020-2021 school year, the Ontario government has mandated each board to identify a COVID-19 contact person. For the HCDSB, the contact person is Superintendent Naar. The purpose of this appointment is to facilitate ongoing and timely communications with school boards in order to track cases and monitor the potential impact of COVID-19 across schools in Ontario.</p> <p>See Attachment A, page 5: Contact Tracing; and Outbreak Protocol.</p> <p>As reference in Attachment A, page 5, Outbreak Protocol, see Attachment C, pages 31-33: Appendix B - School Outbreak Management HRPB Support for Schools with COVID-19 Case or Outbreak.</p> <p>As referenced in the Guide to Reopening Ontario's Schools, school boards must report on a</p>

		<p>daily basis any probable or confirmed cases of COVID-19 within a school to the Ministry of Education via an online tool. The expectation is that the reporting will be completed by the school Principal or their designate (i.e., Vice-Principal, Administrative Assistant, etc.).</p> <p>The school board will work with the local public health authorities for publicly communicating outbreaks of COVID-19.</p>
<p>X</p>	<ul style="list-style-type: none"> • <i>The DLI has a protocol for notifying relevant local, provincial, and/or federal law enforcement authorities of:</i> <ul style="list-style-type: none"> ○ <i>Any compliance issues within the 14-day mandatory quarantine period to law enforcement authorities; and</i> ○ <i>Any cases of COVID-19 infection during the 14-day mandatory quarantine period to local public health units and the Ministry of Education.</i> 	<p>In the event that the International Student Program staff become aware of any compliance issues within the 14-day mandatory quarantine period, the information would be conveyed to Superintendent Naar and she would inform law enforcement authorities immediately.</p> <p>Similarly, any cases of COVID-19 infection, suspected or confirmed, during the 14-day mandatory quarantine period will be communicated to the local public health unit and the Ministry of Education by Superintendent Naar.</p>

X	3. DLI's Overall COVID-19 response plan and protocols: The DLI confirms that it has all the protocols in place to ensure the health and safety of its international and domestic students and staff. In particular:	
X	<ul style="list-style-type: none"> <i>Protocols for physical distancing, capacity limits, and mask requirements for staff and students, which comply with applicable requirements and local public health guidelines</i> 	See Attachment A -, page 6 - Physical Distancing; page 10 – Cohorting; Secondary Schools, limit of 15 students in each cohort page 7 - Use of Masks and Personal Protective Equipment (PPE) including reference to local public health guidelines, see Attachment G - Halton Region - Use of Non-Medical Masks or Face Coverings in Schools.
X	<ul style="list-style-type: none"> <i>Protocols for hand hygiene</i> 	See Attachment A -, page 8 – Hand Hygiene; and Hand Sanitizer/Handwashing Stations. Page also includes links to additional resources.
X	<ul style="list-style-type: none"> <i>Protocols for face covering (i.e. non-medical masks)</i> 	See Attachment A -, page 7 – Use of Masks and Personal Protective Equipment (PPE); note: Board of Trustees passed a motion that all HCDSB students (K-12) be required to wear non-medical masks/face coverings at school. Medical masks will be provided for teachers and all other school staff. See also Attachment G - Halton Region - Use of Non-Medical Masks or Face Coverings in Schools.

<p style="text-align: center;">X</p>	<ul style="list-style-type: none"> • <i>Protocols for environmental cleaning (e.g., see <u>Public Health Ontario's Cleaning and Disinfection for Public Settings</u>)</i> 	<p>See Attachment A -, page 6 – Enhanced Cleaning & Disinfection Protocol; page 7 – Ventilation in Classrooms/Portables.</p> <p>See also Attachment C - Halton Region Public Health Recommendations for School Reopening 2020-21, page 24, Section B 4.0 ENHANCED CLEANING AND DISINFECTION.</p>
<p style="text-align: center;">X</p>	<ul style="list-style-type: none"> • <i>Protocols for daily symptom screening</i> 	<p>See Attachment A -, page 3 – Daily Self-Screening.</p> <p>See Attachment D - Changes to COVID-19 Symptom Protocol.</p>
<p style="text-align: center;">X</p>	<ul style="list-style-type: none"> • <i>Protocols for communicating infection prevention and control strategies for students and staff</i> 	<p>The HCDSB COVID-19 contact person, Superintendent Naar in coordination with the HCDSB Communications staff continues to facilitate ongoing and timely communications regarding infection prevention and control strategies for students and staff This is being done through various means: notices on HCDSB web-site; mail outs to families; emails; and through training sessions.</p>

Section B: Pre-Arrival Requirements		
	1. Requirements are communicated to international students and their co-arriving immediate family members <i>in advance</i> of travel to Canada that explains the following:	
X	<ul style="list-style-type: none"> <i>The legal requirement for a 14-day quarantine.</i> 	See attached: CHN Safe Arrival Plan for HCDSB, page 1. See also Attachment K CHN New COVID-19 Travel Requirements; and HCDSB Protocols for Pre-Departure - Travel and Arrival into Canada document, page 4.
X	<ul style="list-style-type: none"> <i>Consequences for breaching quarantine that make specific reference to the Quarantine Act and any DLI-specific policies as relevant.</i> 	See attached: CHN Safe Arrival Plan for HCDSB, page 1; and HCDSB Protocols for Pre-Departure - Travel and Arrival into Canada document, pages 4 and 6.
X	<ul style="list-style-type: none"> <i>An explanation of the need for students to sign an attestation or pledge confirming their understanding of their pre-arrival and quarantine requirements.</i> 	See attached: CHN Safe Arrival Plan for HCDSB, page 10; and HCDSB Protocols for Pre-Departure - Travel and Arrival into Canada document, page 8 STUDENT DECLARATION to be signed by the student and their parents.
X	<ul style="list-style-type: none"> <i>Details for any institutional policies established by the DLI for this group of students, including but not limited to, additional costs and fees that may be charged to students in order to provide quarantine services during the 14-day initial period as well any</i> 	See attached: HCDSB Protocols for Pre-Departure - Travel and Arrival into Canada document, page 1

	<i>additional quarantine periods should the student become a confirmed case.</i>	STUDENT DECLARATION to be signed by the student and their parents; and CHN Safe Arrival Plan for HCDSB, page 1.
X	<ul style="list-style-type: none"> • <i>Mandatory 14-day quarantine by international students and co-arriving immediate family members is provided and/or approved by the DLI:</i> <ul style="list-style-type: none"> ○ <i>At the institution; or</i> ○ <i>At a private quarantine location that meets the requirements set out under 14-Day Quarantine Requirements, with arrangements made prior to arrival and assessed to be acceptable in advance by the DLI and by the Government of Canada at the time and point of entry.</i> 	See attached: CHN Safe Arrival Plan for HCDSB, page 1; and Addendum to the Student Participation Agreement – CHN - HCDSB, page 2: Option 1 - Quarantine with selected CHN Homestay Hosts and Option 2 - Quarantine with Hotel Accommodation and 24/7 chaperone.
X	<ul style="list-style-type: none"> • <i>Post-arrival logistics which fully detail the quarantine accommodations and logistics and how any medical care or testing will be facilitated as required during their quarantine.</i> 	CHN Safe Arrival Plan for HCDSB, page 4 outlines the students Quarantine (Self-Isolation) Plan. Page 6 – Additional Considerations regarding care of student who develops symptoms or is diagnosed; See also Attachment F - CHN COVID-19 Planning for Students 10.3 page 1, If student shows symptoms of COVID-19 CHN host will take student to a testing centre.
X	2. As a best practice, international students and their co-arriving immediate family members are encouraged to download the	See attached: HCDSB Protocols for Pre-Departure, Travel & Arrival into

	Government of Canada ArriveCAN application prior to arrival at the border and complete the information required.	Canada document, page 3-4 and page 9 for instructions for downloading the app. CHN Safe Arrival Plan for HCDSB, pages 1-3, and 10 - references to ArriveCAN app requirement.
X	3. Institutions provide appropriate transportation of international students and their co-arriving immediate family members to their quarantine location consistent with Government of Canada recommendations (i.e., wearing a mask for onward domestic travel; travelling directly to place of quarantine) and plan fully details of transportation arrangements from airport to the quarantine location.	CHN Safe Arrival Plan for HCDSB, page 2 (Communication and Relationship Building); bottom page 3 (Student Arrival Plan) and continued on page 4; HCDSB Protocols for Pre-Departure, Travel and Arrival into Canada, bottom page 3 (Arrival in Canada) continued on page 4.
X	4. Mandatory 14-day quarantine by international students and co-arriving immediate family members is provided at: <ul style="list-style-type: none"> • The institution; or • A private quarantine location that meets the requirements set out under 14-Day Quarantine Requirements, with arrangements made prior to arrival and assessed to be acceptable in advance by the DLI and by the Government of Canada at the time and point of entry. Post-arrival logistics should fully detail the following: <ul style="list-style-type: none"> • Quarantine accommodations and logistics • How any medical care or testing will be facilitated as required during their quarantine 	CHN Safe Arrival Plan for HCDSB, page 1. See Option 1: 14-day quarantine will be arranged through CHN with student's regular host family, if available for quarantine, or a respite host family for the quarantine period only. Option 2: Quarantine with Hotels offering "Safe Stay" programs if student is accompanied by a parent. See Attachment F - CHN COVID-19 Planning for Students, page 1, Quarantine Accommodations and logistics, see "Student Support Systems during Quarantine"; and

		Medical care or testing during quarantine will follow the “If you Develop Symptoms of an Illness During or After Quarantine” plan. Follow up care is outlined on page 2 of this document.
X	<p>5. Where there are additional costs or fees charged by the DLI to students as a result of this plan, the DLI will ensure and confirm with students in writing that:</p> <ul style="list-style-type: none"> • students are fully aware and have agreed to all costs in advance of departure for Canada; and • any student who chooses not to proceed with their education/training as a result of these additional costs is provided with appropriate refunds of any other fees or tuition paid in advance in accordance with any refund policies and refund requirements that apply to the DLI. 	<p>HCDSB is working exclusively with Canada Homestay Network and their staff who will make arrangements for HCDSB international students during their quarantine period. See CHN Safe Arrival Plan for HCDSB, page 1: Recommended Option 1: CHN will charge students an additional, \$25 per night in addition to the standard nightly rates for the duration of the student’s quarantine period.</p> <p>See Attachment J - CHN Refund Policy COVID-19.</p> <p>See HCDSB Refund Information in HCDSB Protocols for Pre-Departure, page 8.</p>
X	6. For DLIs that are hosting underaged students (under 18 years old), clear designation of custodian status and health care authorization/guardianship.	See HCDSB Policy No. I-11 International Student Admission Requirements, page 3. Also HCDSB Procedure No. VI-19 Admission to Schools Elementary and Secondary, pages 10-11.

Section C: 14-Day Quarantine Requirements		
	1. Quarantine arrangements for international students and co-arriving immediate family members meet the minimum requirements listed below:	
X	<ul style="list-style-type: none"> • <i>A transportation plan on how the arriving students and their immediate family members will be travelling from their port of entry to their quarantine accommodation that includes:</i> <ul style="list-style-type: none"> ○ <i>Protocols for students and co-arriving immediate family members to be met by the DLI's representative or designate at the point of entry;</i> ○ <i>Protocols for students and co-arriving family to be provided, on arrival, with a new medical mask by the DLI representative or their host designate and reminded to practice physical distancing and hand hygiene throughout travel;</i> ○ <i>Protocols for students and co-arriving family members to be actively screened for signs and symptoms of COVID-19 prior to meeting the DLI representative at the port of entry;</i> ○ <i>Protocols for students and co-arriving family members to be taken to their quarantine accommodation in a private transportation arranged by the DLI;</i> ○ <i>Confirmation that there will be no planned or unplanned stops during travel to the quarantine site and that students and co-arriving family members are expected to arrive at their accommodation directly from their port of entry.</i> <p><i>Note: If it is not feasible for a DLI representative or designate to meet students/co-arriving immediate family members at the point of entry, institutions should provide contact information of a DLI representative to the students/co-arriving immediate family members in case any assistance is required, and make arrangements for a virtual check-in post-arrival to ensure that the above stated protocols are followed and provide contact details for a DLI representative or designate that students may contact if needed.</i></p>	<p>See CHN Safe Arrival Plan for HCDSB, page 2-3; and HCDSB Protocols for Pre-Departure, Travel and Arrival into Canada, page 4.</p> <p>See page 3, for notation and link regarding health screening by Canada Border Services Officer and latest travel health advice.</p>

X	<ul style="list-style-type: none"> • <i>Detailed quarantine accommodation options and all associated logistics, that include:</i> <ul style="list-style-type: none"> ○ <i>A description of the accommodation setting;</i> ○ <i>Each student or student family unit having their own room with a private bathroom;</i> ○ <i>Protocols for appropriate accommodations to properly support disabilities or other health conditions.</i> 	<p>See CHN Safe Arrival Plan for HCDSB, page 4 and page 5 (Host Expectations) – during COVID-19, hosts will be required to use a separate bathroom from the student. Students are asked to clean their designated bathroom regularly.</p> <p>Students not registered in the regular Canada Homestay Network are required to request support through the CHN Safe Arrival Program for HCDSB International Students.</p> <p>During the quarantine period CHN’s accommodation options all include:</p> <ul style="list-style-type: none"> • Airport pickup • Access to a private bathroom with clean towels • A furnished room with a window • A bed with clean linen (sheets, pillow, and blankets) • Private storage for belongings (chest of drawers/closet) • Full Board of 3 nutritional meals per day (breakfast, lunch & dinner)
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		<ul style="list-style-type: none"> • Access to utilities, including laundry and internet <p>The HCDSB ISP application process identifies required disability or health supports as does the CHN application process. CHN and Board staff will work together to develop an individualized plan of support to meet the needs of students as required.</p>
X	<ul style="list-style-type: none"> • <i>Logistics for supporting students and their family members with essential needs throughout the full duration of the quarantine period, that at a minimum must include:</i> <ul style="list-style-type: none"> ○ <i>Food and water</i> ○ <i>Medical care (virtual or in-person as required), including testing</i> ○ <i>Mental health supports</i> ○ <i>Social supports</i> ○ <i>Phone or internet services</i> ○ <i>Environmental cleaning protocols</i> 	<p>Attachment F - CHN COVID-19 Planning for Students Page 1, Student Support Systems During Quarantine: Host support throughout the day, providing all meals and helping in any way they can; A counsellor check-in twice per week to assess well-being; mental health supports available through Guard Me Keep Me Safe program; Every HCDSB international student is insured through StudyInsured and have access to Mental Wellness support through their confidential, multilingual support line 24/7.</p> <p>See also CHN Safe Arrival Plan for HCDSB, page 4 – Student Expectations and page 5 – Host Expectations.</p>

<p style="text-align: center;">X</p>	<ul style="list-style-type: none"> • <i>Protocols for the DLI or designate of the DLI to provide daily monitoring of the students and their immediate family for the duration of their quarantine, through phone calls, texts, or emails by DLI representative or their designate for:</i> <ul style="list-style-type: none"> ○ <i>Development of new symptoms</i> ○ <i>Compliance with the quarantine</i> ○ <i>Ensuring their essential needs are met</i> 	<p>See Attachment E - CHN RM Quarantine Role, pages 1-2; and Attachment F - CHN COVID-19 Planning for Students, pages 1-2.</p> <p>CHN Safe Arrival Plan for HCDSB, pages 4-6.</p>
<p style="text-align: center;">X</p>	<ul style="list-style-type: none"> • <i>Protocols and mechanisms for students and their family members to notify the DLI representative or their host designate if they develop symptoms and require medical care, including COVID-19 testing.</i> 	<p>CHN Safe Arrival Plan for HCDSB, page 4 (Monitor your physical well-being – if you are not feeling well with symptoms that resemble COVID-19, ask your host to help you); page 6 – for hosts, if a student develops symptoms or is diagnosed; and Attachment E - CHN RM Quarantine Role, bottom page 1, continued on page 2.</p> <p>These protocols will also be discussed at the beginning of the quarantine period during the HCDSB virtual orientation for international students who have entered Canada and are required to quarantine for 14 days.</p>
<p style="text-align: center;">X</p>	<ul style="list-style-type: none"> • <i>Definitions of protocols, roles and responsibilities for all DLI staff, representatives, and/or designates that include:</i> <ul style="list-style-type: none"> ○ <i>The DLI’s Public Health Institutional Readiness Plan</i> ○ <i>Liaising with and supporting public health units in case and outbreak management as appropriate</i> 	<p>Attachment A - Preparing for a Safe and Healthy Return to School Plan outlines the protocols the Board is expecting staff, students and the school board community to follow with respect to COVID-19</p>

	<ul style="list-style-type: none"> ○ <i>Training on COVID-19 infection prevention and control practices, including how to use personal protective equipment as required</i> ○ <i>Provision of personal protective equipment and other resources required to complete their tasks</i> ○ <i>Provision of all necessary materials and supports to help students and their families to successfully complete their quarantine.</i> 	<p>HCDSB COVID-19 Lead Superintendent Naar and HCDSB's Strategic Communications staff are responsible for facilitating updates to school staff and providing direction to School Principals in order to support, track and report cases/outbreaks. Communications to Principals and the school community are prepared and sent as new information becomes available.</p> <p>See Attachment A: Page 5, Contact Tracing – liaising with Halton Region Public Health on contact tracing and outbreak management; page 12, Health and Safety Training and page 7, Use of Masks and Personal Protective Equipment (PPE).</p> <p>Attachment H - CHN Host Quarantine Resources, supports for helping students successfully complete their quarantine.</p>
	<p>2. Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices. Plans must include:</p>	
X	<ul style="list-style-type: none"> • <i>Communications plans that provide COVID-19 resources and information to students and their families that are accessible (e.g., plain language, pictures, symbols, available as needed in languages other than English and French as appropriate by students).</i> 	<p>HCDSB Settlement staff will participate in the virtual orientation for students entering Canada and beginning their 14-day quarantine.</p>

		<p>Any translations of COVID-19 resources and information as well as interpretation services that second language students require will be managed by their settlement worker during the orientation and ongoing throughout their quarantine and their transition to post-quarantine schooling.</p>
<p>X</p>	<ul style="list-style-type: none"> • <i>Protocols and mechanisms for ensuring that students and their immediate co-arriving family members have access to, or are linked to culturally appropriate:</i> <ul style="list-style-type: none"> ○ <i>Primary care health services;</i> ○ <i>Mental health services and supports;</i> ○ <i>Social services and community organizations as relevant to each student's needs;</i> ○ <i>Anti-racism, and COVID-19 stigma supports; and</i> ○ <i>Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices.</i> 	<p>Every HCDSB international student is insured through StudyInsured and have access to Mental Wellness support through their confidential, multilingual support line 24/7. Host families are also made aware of support services available through Guard Me's "Keep me Safe" program. Students struggling with mental health issues may also be referred to HCDSB Social Workers to help them connect with the appropriate social services and community organizations as relevant.</p> <p>Attachment I - CHN Planning for Hosts, page 1 and 9 – have students download the keep.meSAFE app to access mental health supports and speak with a counsellor at any time for any reason.</p>

		<p>Anti-racism, and COVID-19 stigma supports: HCDSB is committed to creating safe, inclusive and welcoming learning environments that support all students, including international students within its Catholic community. Upholding human rights, anti-racism and equity are guiding values, consistent with Catholic teaching and the Ontario Human Rights Code. Our board's commitment to providing ongoing opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and address discrimination is embedded in our Equity and Inclusive Education Policy.</p> <p>HCDSB staff (settlement workers and curriculum teams) have participated in a number of training opportunities since the start of the 2020 school year including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding and responding to Anti-Asian racism <input type="checkbox"/> Supporting students experiencing racism, particularly anti-Asian racism <input type="checkbox"/> Addressing anti-Black racism in schools
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		<p><input type="checkbox"/> Understanding rights and responsibilities under the Human Rights Code</p> <p>Administrators and system leaders have engaged in a number of capacity building sessions offered by the Board to deepen their understanding of the impact of racism on vulnerable students, including international students. Settlement staff are in close contact with international students and have led leadership training to build capacity of newcomer students, including International students to name and disrupt racist language and behaviours in the summer of 2020.</p> <p>Settlement staff have formed partnerships with settlement and community service agencies such as Halton Multicultural Council, Rock, Woodview and Big Brothers Big Sisters to support and connect students with community resources and to help mitigate any barriers to students complying with COVID guidelines.</p> <p>HCDSB Settlement staff work closely with international students to answer their questions, provide referrals to services and community groups in the student's own language.</p>
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Section D: Post-Quarantine Requirements		
	The DLI will continue to support international students and any immediate family members after they complete their 14-day quarantine period and have the following protocols in place:	
X	1. <i>Protocols for maintaining records of the student and their immediate co-arriving family's completion of the quarantine period.</i>	<p>CHN Relationship Managers will report immediately to HCDSB Program Coordinator as each student and their co-arriving family members complete the quarantine period.</p> <p>Program Coordinator will inform appropriate Board and School staff.</p>
X	2. <i>Protocols for ongoing communication and resources on COVID-19 provided to students following quarantine.</i>	School staff are to provide ongoing communication and resources virtually and in-person to students following the quarantine period. ISP staff will communicate any COVID-19 updates to staff and students that are communicated through Ontario School Board international student channels.
X	<p>3. <i>Protocols and mechanisms for ensuring that students and their immediate co-arriving family members have access to, or are linked to culturally appropriate:</i></p> <ul style="list-style-type: none"> • <i>Primary care health services;</i> • <i>Mental health services and supports;</i> • <i>Social services and community organizations as relevant to each student's needs;</i> • <i>Anti-racism, and COVID-19 stigma supports; and</i> 	<p>HCDSB International Student Program staff work collaboratively with our Settlement staff to provide accessible community resources in multiple languages and arrange for translation support as necessary.</p> <p>The student's mandatory Study Insured coverage provides for</p>

	<ul style="list-style-type: none"> • <i>Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices.</i> 	<p>health care, mental health resources and counselling services in the student’s own language.</p> <p>School staff, CHN host families and CHN Relationship Managers along with HCDSB Settlement Staff will provide support to international students in mitigating possible social barriers that may interfere with student compliance with respect to COVID-19 infection control practices.</p> <p>Settlement staff are in close contact with international students and have led leadership training to build capacity of newcomer students, including International students to name and disrupt racist language and behaviours in the summer of 2020.</p> <p>Settlement staff have formed partnerships with settlement and community service agencies such as Halton Multicultural Council, Rock, Woodview and Big Brothers Big Sisters to support and connect students with community resources and to help mitigate any barriers to students complying with COVID guidelines including</p>
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		providing translation and interpretation services in the students own language.
X	4. <i>Confirmation that DLIs and/or their host designates are prepared to continue providing all necessary quarantine supports as outlined in Section C should the student and/or their co-arriving family members require an extension of their quarantine period (i.e., tested positive for COVID-19 – see Section E).</i>	The HCDSB and CHN Relationship Managers and host families are prepared to continue providing quarantine supports should the student or their family member require an extension of their quarantine period. Attachment - E, page 2 “Responsibilities related to Suspected or Confirmed COVID-19 Diagnosis”.
Section E: COVID-19 Testing for Institutions Welcoming International/Domestic Students from Outside Canada		
	<p>International and domestic students, as well as co-arriving immediate family members of international students, who are in quarantine as a result of having entered Canada within two weeks prior to the start of their studies are tested for the COVID-19 virus at least once during their quarantine period.</p> <p>Please note that international students will continue to qualify for publicly-funded testing and testing is available at an assessment centre or a participating pharmacy by appointment only and free of charge. However, in order for asymptomatic international students to access testing at a publicly-funding assessment centre they must have passed their 14-day quarantine period.</p> <p>Symptomatic students should be tested, as soon as possible, and can make an appointment at assessment centres (not at pharmacies) or can be tested at the institution’s on-site testing centre.</p> <p>Plans must include the following:</p>	
X	<ul style="list-style-type: none"> <i>Protocols for implementing COVID-19 testing, arranged for by the DLI, of all students who have entered Canada prior to the start of their studies by Day 14 of their quarantine</i> 	HCDSB International Students are required to have a negative COVID-19 test prior to attendance in a school. See Addendum to Student Participation Agreement – CHN - HCDSB, page 2,

		Expectations of Participants' SARS-CoV-2 testing. HCDSB International Education Program will keep students informed about any need for testing for COVID-19 in the manner consistent with Provincial or Municipal Health Authorities. Host family will be provided with a copy of the Halton Pharmacies offering COVID-19 testing document and will be required to book an appointment at the closest Shoppers Drug Mart location.
X	<ul style="list-style-type: none"> Where testing will not take place in the same site as the quarantine, plans must provide full details of transportation to and from the testing site provided by the DLI that include provision of non-medical masks, any other personal protective equipment, social distancing, and protocols for limiting any unnecessary contact with any other person while outside of quarantine for testing purposes. DLIs are to arrange and support students in meeting this requirement as much as possible. 	HCDSB has confirmed that CHN will have host parent drive the student to the testing site following established protocols: Attachment E, page 2.
Section F – School board resolution (to be completed by school boards only)		
X	<ul style="list-style-type: none"> School board resolution approving an international student program that meets current federal and provincial requirements for the 2020-21 school year. 	



Preparing for a Safe and Healthy Return to School

Health and Safety Protocols

- Halton Region Public Health has developed a resource providing recommendations for school reopening. [LINK TO RESOURCE \(https://www.halton.ca/getmedia/c40bd680-d3c9-4072-8bf5-cac3dbcbec82/HE-halton-region-public-health-recommendations-for-school-reopening-2020-2021.aspx\)](https://www.halton.ca/getmedia/c40bd680-d3c9-4072-8bf5-cac3dbcbec82/HE-halton-region-public-health-recommendations-for-school-reopening-2020-2021.aspx)
- It includes considerations for the development of policies and procedures, adherence to infection prevention and control practices, and appropriate response planning to ensure the health and safety of school staff, students, parents/guardians and essential visitors.
- This resource and our ongoing discussions with Halton Region Public Health have formed the basis of our HCDSB Return to School Plan.

Click on an icon below to auto-scroll to that section



Daily Self-Screening



COVID-19 Symptoms/Exposure Protocol



Physical Distancing



Enhanced Cleaning & Disinfection Protocol



Ventilation in Classrooms/Portables



Use of Masks and PPE



Hand Hygiene & Respiratory Etiquette





Health and Safety Training

Daily Self-Screening

- A self-assessment must be completed by all staff and essential visitor prior to entering the school.
- Parents and guardians must perform daily screening of their child(ren) for COVID-19 symptoms before leaving for school, using the COVID-19 Self-Assessment.
- If a student or staff member shows signs or symptoms of COVID-19 or has come into close contact with anyone suspected or confirmed to have COVID-19, they cannot come to school. They must self-isolate and be tested for COVID-19.

UPDATE: On September 16, 2020, the Ontario Government released a new **COVID-19 Self-Assessment Tool for Schools** (<https://covid-19.ontario.ca/school-screening/>).

All staff and parents (or students 18 years of age and up) are asked to complete this new self-assessment tool for schools each day.

COVID-19 Symptoms/Exposure Protocol

Students or staff with symptoms BEFORE the school day begins

Students or staff who show signs/symptoms of COVID-19 before the start of the school/work day should:

- Stay at home
- Seek medical advice, including the recommendation of testing for COVID-19 as appropriate or as advised by their medical provider
- In some circumstances, special efforts may be needed to facilitate access to COVID-19 testing to meet the needs of some staff or students/families
- Remain isolated and excluded from school until test results are received as per COVID-19 Class Order.

UPDATE: As of September 16, 2020, household members and close contacts of a symptomatic individual are no longer required to self-isolate. **Siblings of a symptomatic student do not have to be sent home or miss school while awaiting test results for the symptomatic student.**

- If an individual tests positive for COVID-19, Halton Region Public Health will notify the individual, the close contacts and the school.

Parents and guardians are able to access the **COVID-19 Self-Assessment Tool for Schools HERE.** (<https://covid-19.ontario.ca/school-screening/>)

Students or staff with symptoms DURING the school day

Staff are to monitor self and students for signs/symptoms of COVID-19 while at school, including before and after school care affiliated with the school.

- Students should be immediately separated from others and supervised in a designated room/space. Their parent/guardian should be contacted to pick them up immediately. Ill students should not take school or public transportation.
- School Protocol should include procedures for picking up students with signs/symptoms of COVID-19.
- Any staff or essential visitors with signs/symptoms of COVID-19 must go home immediately. If they cannot return home immediately, they must be isolated in a designated room/space until their departure.
- Any staff or essential visitors with sign/symptoms of COVID-19 should avoid using public transportation.
- Advise the ill individual and/or their parent or guardian to have the ill individual seek medical advice, including the recommendation of testing for COVID-19 as appropriate or as advised by their medical provider.
- In general, schools should not report all instances of ill individuals in the school setting to Halton Region Public Health as these are frequent occurrences and typically students have nonspecific symptoms.
- If an individual tests positive for COVID-19, Halton Region Public Health will notify the individual and the school.

Isolation Rooms

- Each school and Board site will have a designated isolation area for staff/students/visitors who have signs/symptoms of COVID-19 and are waiting transportation home.
- It may be necessary to have more than one designated isolation area depending on the size of the school.
- Students in the isolation room will be supervised according to the regular school supervision protocols.
- Designated staff member providing care to a student, staff member or essential visitor with signs/symptoms of COVID-19 must wear PPE from the kit including a medical mask, eye protection, gloves and gown and maintain as much physical distance as possible. Hand hygiene and respiratory etiquette should be practiced while the ill individual is waiting to be picked up. A medical mask is worn by the person with signs/symptoms of COVID-19 (if tolerated).
- Thorough cleaning and disinfection of the room/area and any items touched by the symptomatic individual must be completed upon their departure, if cleaning is delayed appropriate signage will be posted on the front door until cleaning and disinfection is complete.

When can a student or staff with symptoms return to school/work?

- If the student or staff member is assessed by their health care provider and cleared to return to school, he/she can return to school if it has been **at least 24 hours since their symptoms started improving**. Medical notes are generally not required for return to school.
- If the student or staff member is recommended for COVID-19 testing by their Health Care Provider, and the **tests come back negative***, he/she may return to school if it has been **at least 24 hours since their symptoms started improving**, provided:
 - There is no known high-risk exposure
 - The student or staff member is not advised by Halton Region Public Health or health care provider to self-isolate
- If a symptomatic student or staff member was recommended for testing by their Health Care Provider but has refused testing he/she must self-isolate for 14 days and be symptom-free for at least 24 hours before returning to school.

*Proof of negative tests should not be required for return to school.

Contact Tracing

In the event of a confirmed or probable case of COVID-19, Halton Region Public Health will notify the school within 24 hours to provide further information on contact tracing and outbreak management. A letter will be provided to notify staff and parents/ guardians of the COVID-19 exposure.

Public Health will provide additional information and follow-up with individuals confirmed with COVID-19 and will find out who the individual's close contacts are and contact them. In these cases, the Board or School will need to assist in providing contact information. Each school and or work location is responsible for maintaining daily contact and Visitor Protocol Forms for all essential visitors. Schools will maintain a record of classroom and bus seating plans and must ensure that all contact information is continually updated.

Outbreak Protocol

An outbreak in a school is defined as two or more lab-confirmed COVID-19 cases in students and/or staff in a school with an epidemiological link, within a 14-day period, where at least one case could have reasonably acquired their infection in the school (including transportation and before or after school care).

For more information, see *Appendix B – School Outbreak Management Halton Region Public Health Support for Schools with COVID-19 Case or Outbreak*. (<https://www.halton.ca/getmedia/a9fc9e74-a402-4e59-a9c9-d09f11e30a0b/HE-halton-region-public-health-recommendations-for-school-reopening-2020-2021.aspx>)

Resources:

- PHO – How to Self-isolate (<https://www.publichealthontario.ca/-/media/documents/ncov/factsheet-covid-19-how-to-self-isolate.pdf?la=en>)
- COVID-19 Assessment Centres in Halton (<https://www.halton.ca/For-Residents/Immunizations-Preventable-Disease/Diseases-Infections/New-Coronavirus#03>)
- Ontario – Operational guidance: COVID-19 management in schools (<https://www.ontario.ca/page/operational-guidance-covid-19-management-schools>)

- COVID-19 Guidance: School Outbreak Management (<https://files.ontario.ca/moh-covid-19-guidance-school-outbreak-management-en-2020-08-26-v2.pdf>)

Back to Top

Physical Distancing

As much distancing as possible between all individuals will be promoted at all times. Physical distancing measures will be supplemented with other public health measures supported by health and safety strategies, such as screening, adapted school environments, cohorting, hand hygiene, enhanced cleaning and masking.

Distancing should be maintained between and within cohorts in both indoor and outdoor learning and play spaces when possible. The school will have plans in place that are site-based to monitor/enforce physical distancing.

Physical distancing strategies that will be incorporated in school include:

- Increased physical distance of chairs and tables/desks in all rooms (including cafeteria, library, staff areas)
- Classes will be held outside as much as possible, when weather permits.
- Student desks will be arranged with as much distancing as possible and facing in the same direction.
- Staggered periods of student movement around school and students will be discouraged from congregating in hallways.
- Staggered student/staff lunch/break times, recess times and use of communal spaces (e.g., library, gym, cafeteria, staff room).

Back to Top

Enhanced Cleaning & Disinfection Protocol

Enhanced cleaning and disinfection protocols will be followed in all HCDSB schools and workplaces.

This includes:

- All high-touch points* will be disinfected twice daily or when visibly dirty.
- Disinfectant wipes and no-touch disinfectant spray will be provided in the classroom for disinfection of high-touch items in the classroom throughout the day.
- Staff rooms will be cleaned daily in the evenings. Disinfectant wipes or no-touch disinfectant spray will be provided for intraday disinfection, as required.
- Gymnasiums will be disinfected between each class using the space.
- School libraries will only be used by staff and will be cleaned daily in the evenings. Disinfectant wipes or no-touch disinfectant spray will be provided for intraday disinfection, as required.
- Hand hygiene and disinfection station resources will be inspected daily and restocked as needed.

*High-touch points include doorknobs, light switches, push plates, panic bars, handrails, elevator buttons, faucet handles, flush handles, stall latches, product dispensers, paper towel dispensers, benches and bottle fillers.

Back to Top

Ventilation in Classrooms/Portables

- Each of our classrooms, including all portables, use mechanical ventilation systems to provide fresh air to classrooms.
- In classrooms and workrooms with windows, staff may opt to open windows at their own discretion.
- HCDSB maintenance staff conduct regular inspections and preventative maintenance on all HVAC components to ensure proper operations.
- Use of mobile fans and space heaters will not be permitted.

Back to Top

Use of Masks and Personal Protective Equipment (PPE)

- Personal protective equipment (PPE): Is protective clothing or equipment designed to protect the wearer's body from injury or infection. PPE can include gloves, masks, face shields, gowns, safety shoes etc. PPE is not a substitute for other preventative measures such as physical distancing, hand hygiene or COVID-19 testing.
- At the Special Board Meeting held on August 19, 2020, the Board of Trustees passed a motion that **all HCDSB students (K- 12) be required to wear non-medical masks/ face coverings at school**. Reasonable exceptions to this requirement will be put in place. We are working with Halton Region Public Health to provide age-appropriate mask education/information for families.
- Medical masks will be provided for teachers and all other school staff. Reasonable exceptions to this requirement will be put in place.

Please see Halton Region's tip sheet for the use of non-medical masks. (<https://learnathome.hcdsb.org/wp-content/uploads/sites/18/2020/09/HE-use-of-non-medical-masks-or-face-coverings-in-schools.pdf>)

Exemptions for Mask Wearing

Reasonable exceptions to mask wearing will be considered.

An exemption may be requested for a student in Grades K-12 for the following reasons:

- A pre-existing medical condition that causes breathing difficulty.
- A diagnosis or learning profile that would limit a student's ability to tolerate or safely wear a mask, including whereby a mask would affect essential communication for a person who is hearing impaired.
- Other, as detailed by a healthcare practitioner.

A process for exemption approval will follow.

Hand Hygiene & Respiratory Etiquette

Hand Hygiene

Hand hygiene is one of the most important protective strategies. Hygiene education and routines will be explicitly taught and reinforced regularly. Training on hand hygiene, including the use of alcohol-based hand rub and its use will be reinforced.

Breaks will be scheduled to allow students to wash their hands at appropriate times during the school day. Furthermore, hand hygiene stations with alcohol-based hand rub (ABHR, minimum 60%) are available at all school entrances along with COVID-19 information/signage (e.g., screening information, hand hygiene, physical distancing).

Proper and frequent hand hygiene practices by staff and students will be encouraged:

- Soap and water for at least 20 seconds
- At regular time intervals throughout day
- Before/after eating food
- After using washroom
- Before/after outdoor play

Soap and water are preferred when hands are visibly soiled. Alcohol-based hand sanitizer can be used if handwashing is not possible.

Resources:

- How to clean hands with soap or ABHR (<https://www.publichealthontario.ca/-/media/documents/ncov/factsheet/factsheet-covid-19-hand-hygiene.pdf?la=en>)
- Halton Region's Wash Your Hands (http://webaps.halton.ca/HDORD/wash_your_hands_poster.pdf) poster
- How to wash hands and use ABHR (<https://www.publichealthontario.ca/-/media/documents/ncov/factsheet/factsheet-covid-19-hand-hygiene.pdf?la=en>) poster
- How to Hand Wash (<https://youtu.be/o9hjmques72l>) video
- How to Hand Rub (<https://youtu.be/sDUJ4CAYhpA>) video

Hand Sanitizer/Handwashing Stations

- Hand sanitizer wall dispensers will be available by the front door of every school and at prominent side entrances.
- Hand sanitizer pump dispensers will be provided in all classrooms without a sink, including portable classrooms.
- Hand soap will be provided in all classrooms with a sink.
- All handwashing locations with an automatic faucet will have a hands-free hand dryer or paper towel dispenser.

- All handwashing locations with a manual faucet will have a paper towel dispenser.

Respiratory Etiquette

Proper respiratory etiquette is a key proactive strategy to minimizing the spread of COVID-19. We will have education posters in prominent areas throughout each school.

Respiratory etiquette includes:

- Covering nose and mouth during coughing and sneezing with a tissue or sneezing or coughing into your sleeve or elbow.
- Disposing of used tissues into the garbage immediately after use.
- Practicing proper hand hygiene immediately after coughing or sneezing or touching one's face.

Resources:

- Respiratory etiquette posters (<https://www.publichealthontario.ca/-/media/documents/C/2013/clincial-office-cough-signage.pdf>)

[Back to Top](#)

Minimizing Contact During the School Day

Drop-off and Pick-up Protocol

Each school will have set locations and times for drop-off/pick-up and staffing requirements to support and monitor physical distancing during student's arrivals/departures via private transportation and active travel (e.g., walking, wheeling). Signage or landmarks will be used to make drop-off/pick-up locations easy to identify.

Drop-off/pick-up procedures should support physical distancing and cohorting using strategies that may include:

Only one designated parent/guardian drop-off/pick-up

- Separate cohort entrances (where possible)
- Outdoor drop-off/pick-up (unless there is a need for parent/guardian to enter the school)
- Staggering entry or limiting the number of people in entry areas
- Physical distancing ground markings

Safe Entry into School

- Designated entry and exit doors will be established in every school.
- Physical distancing window stickers/signs will be posted at all common entrances.
- Students will line up to enter the school.
- Staggered entry into the school so there are fewer students in the hallway at a time.
- Kindergarten students will enter classroom directly upon arrival in the morning.

Visitor Restrictions

- In the upcoming school year, schools are asked to significantly limit or even prohibit visitors, including parents.
- Visits to ensure school safety, such as inspections by the Fire Marshal's office or by public health, should continue to take place.
- Any visitors to a school must self-screen and to wear a medical mask while on school premises.
- Schools will limit non-essential visitors – parents, volunteers, guests to the school – whenever possible, conduct virtual meetings, gatherings, and visits
- All visitors (Parents/Community Members) to access school at approval of Administrator only
- Mandatory mask policy for all visitors to the school including Lunch Program Food providers
- Third party providers to provide their own PPE

Cohorting

Elementary Schools

- Elementary students who return to school for in-class instruction will be in a conventional model of delivery with one cohort for the full day.
- Lunch, break times and recess times will be staggered.
- Students will eat lunch in their classroom with their cohort.
- Designated 'zones' will be set up in the school yard for each class (cohort).
- Students will be allowed to play at recess with peers from their cohorts only.

Secondary Schools

- Secondary students who return to school for in-class instruction will be in an adapted model of delivery with two class cohorts, up to 15 students in each cohort.
- Students will not be dismissed into the hallway or allowed to hang out in the atrium/cafeteria.

Keeping Classrooms Safe

- Students will wash/sanitize their hands when entering the classroom.
- Students will have designated fixed seating.
- Carpets will be removed from classrooms.
- No soft furniture that is not easily cleaned will be kept in the classroom.
- Sharing of supplies, equipment, toys, etc. will be limited. Any equipment that is shared must be sanitized between students.

Washrooms

- All washrooms with an automatic faucet will have a hands-free hand dryer or paper towel dispenser.
- All washrooms with a manual faucet will have a paper tower dispenser.
- Physical distancing floor decals will be placed at entrances to all student washrooms.
- Signage will be posted to indicate the maximum number of students allowed in the washroom at once.
- Tracking system/log will be used to record time and location of student access to washrooms.

Water Fountains & Bottle Fillers

- All water fountains will be wrapped and/or made inoperable.

- Bottle filling stations will remain operable.
- Bottle filling stations are installed in all HCDSB schools.
- Students will be required to bring their own drink bottle that is labelled, and not shared.

Use of Shared Spaces

- Lunch, break times and recess times will be staggered.
- At the secondary level, students will not be dismissed into the hallway or allowed to hang out in the atrium/cafeteria.
- Number of students/staff/essential visitors gathering in common areas will be limited, and signage will be posted.
- Classes will not be using the Library/Learning Commons.
- Gym changerooms will not be used.
- Physical education classes will take place outside whenever possible.
- Assemblies and/or large gatherings should be avoided. Virtual options should be offered instead of in-person gatherings.
- Students lockers are not to be used, and will be fixed in the closed position.

Barriers

- Transparent (plexiglass) barriers will be situated in the main office where administrative staff regularly interact with students and visitors.
- Transparent barriers may also be used for meetings with student(s). Staff who frequently have student meetings may be allocated a transparent barrier to provide protection if appropriate physical distancing cannot be maintained, such as SERT rooms or shared alternative space for access with all professionals.
- When using barriers appropriate PPE must be nearby for use in an emergency

[Back to Top](#)

Signage

- Signs will be posted at entrances to the school to remind students, staff, parents/guardians and essential visitors about COVID-19 protocols (e.g., screening information, Do Not Enter signage, hand hygiene, physical distancing).
- Designated routes for students/staff to get to and from classrooms will be determined and marked with arrow floor decals..
- Markings on floors and walls will be used to promote physical distancing, including for lines/queues (e.g., tape on floors, signs on walls).

[Back to Top](#)

Health and Safety Training

- All staff will be provided with a full day of Health and Safety training prior to the start of the school year.
- This will include training on COVID-19 awareness, screening, signs, symptoms, as well as donning/doffing PPE, and other safety protocols related to the return to work.
- Training on COVID awareness, masks/face coverings and safety protocols will also be made available to parents and students.
- A COVID-19 School Re-opening Committee will be established at each school to support the implementation of the Return to School plan at the school level.

[Back to Top](#)

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Translate

Halton Region Public Health

Recommendations for Schools 2020-2021

Version 3

This resource is intended to support the safe operations of schools and improve their overall preparedness and management of COVID-19. This resource includes local public Health guidance that has emerged from consultations with the school system. It includes considerations for the development of policies and procedures, adherence to infection prevention and control practices, and appropriate response planning to ensure the health and safety of school staff, students, parents/guardians and essential visitors.

This supplementary resource is to be used in conjunction with Ministry of Education, Ministry of Health, and Public Health directives, guidelines, and recommendations including:

- [Guide to reopening Ontario's schools](#)
- [Operational guidance: COVID-19 management in schools](#)
- [COVID-19 Guidance: School Outbreak Management.](#)
- [Public Health Ontario \(PHO\) – School and COVID-19:](#)
 - [PHO Checklist - Covid-19 Preparedness and Prevention in Elementary and Secondary Schools](#)
 - [PHO Frequently Asked Questions: Schools and COVID-19](#)

All items in this resource should be considered and discussed, but may not always be appropriate or applicable for your setting or school.

Federal Guidance for International Students can be found [here](#).

For additional information, please refer to [Halton Region](#) website.

Table of Contents

A. SCHOOL/SCHOOL BOARD RECOMMENDATIONS	3
A 1.0 GENERAL MEASURES/POLICIES	3
A 2.0 COMMUNICATION	3
A 3.0 SCREENING	4
A 4.0 DROP-OFF AND PICK-UP	5
A 5.0 COHORTING AND STAFFING	6
A 6.0 PHYSICAL DISTANCING	6
A 7.0 SHARED ITEMS AND PROGRAMMING	8
A 8.0 EATING AND DRINKING	12
A 9.0 HAND HYGIENE AND RESPIRATORY ETIQUETTE	13
A 10.0 ENHANCED CLEANING AND DISINFECTION	14
A 11.0 PERSONAL PROTECTIVE EQUIPMENT (PPE)	15
A 12.0 VENTILATION	17
A 13.0 MANAGEMENT OF SYMPTOMATIC PERSONS	18
A 14.0 RECORDS MANAGEMENT	23
B. BUSSING TRANSPORTATION RECOMMENDATIONS	24
B 1.0 GENERAL MEASURES	24
B 2.0 SCREENING	24
B 3.0 PHYSICAL DISTANCING	25
B 5.0 PERSONAL PROTECTIVE EQUIPMENT (PPE)	26
C. OTHER REOPENING MODEL CONSIDERATIONS	27
C 1.0 EQUITY CONSIDERATIONS	27
C 2.0 OTHER PUBLIC HEALTH CONSIDERATIONS	27
D. APPENDICES:	28
Appendix A: PPE Recommendations.	28
Appendix B: School Outbreak Management Halton Region Public Health Support for Schools with COVID-19 Case or Outbreak	31

A. SCHOOL/SCHOOL BOARD RECOMMENDATIONS

A 1.0 GENERAL MEASURES/POLICIES	
1.1	<p>COVID-19 related policies/procedures/protocols are developed and include:</p> <ul style="list-style-type: none"> ● Screening/Exclusion ● Daily attendance records ● Drop-off and pick-up ● Visitor restrictions ● Cohorting and staffing ● Physical distancing ● Enhanced cleaning and disinfection ● Use of PPE ● Protocol is in place if a student, parent/guardian, visitor or staff experiences symptoms and/or is exposed to COVID- 19 (e.g., School Board 2020-2021 Reopening Plan) <p>Staff are trained in all policies and procedures and staff completion of training is documented.</p>
1.2	A copy of the COVID-19 related policies and procedures and School Board 2020-2021 Reopening Plan is accessible to all staff, parents/guardians and emergency contacts.
1.3	Given the stringent screening, students and staff may spend many more days away from school. Consider how to manage additional student and staff absenteeism.
1.4	Schools are required to follow all existing worker health and safety requirements, as outlined in the <i>Occupational Health and Safety Act (OHSA)</i> and its regulations.
A 2.0 COMMUNICATION	
2.1	<p>In advance of the school year, parents/guardians receive and are aware of the enhanced COVID-19 related measures, expectations and guidelines:</p> <ul style="list-style-type: none"> ● New school protocols ● Instructions for screening/exclusion ● Drop-off/pick-up procedures ● Information on physical distancing and hand hygiene ● Protocols for symptomatic student/staff
2.2	Encourage the use of video and telephone calls with parents/guardians in place of in-person meetings.

2.3	<p>Signs are posted at entrances to the school to remind students, staff, parents/guardians and essential visitors about COVID-19 protocols (e.g., screening information, Do Not Enter signage, hand hygiene, physical distancing).</p> <p>Resources:</p> <ul style="list-style-type: none"> • Halton - Screening poster • Halton - School/Child Care Entrance Screening Poster • Halton - Protect yourself and others poster • Halton - STOP - Sanitize First! poster
2.4	<p>Parents/guardians have provided an emergency contact that is able to pick up student whenever needed. Emergency contact is aware of all COVID-19 measures for physical distancing, hand hygiene and self-monitoring.</p>
2.5	<p>Some staff and students may be at a higher risk of adverse outcomes from COVID-19. The people at risk for severe outcomes are those who are over 70, or who have chronic diseases like diabetes, high blood pressure, heart disease or cancer. These individuals should work with their healthcare provider to make an informed decision about attending school.</p>
2.6	<p>Consider the following when communicating with your school community:</p> <ul style="list-style-type: none"> • Creation of a COVID-19 advisory section on your school website. • School boards and schools will be asked to post information if there is a confirmed COVID-19 case that involves a student or a staff member in a school setting. • In the interests of privacy, information provided to school communities will not identify the student or staff member that has received a positive COVID-19 test. • Notice of any closures of classes, cohorts or schools will be posted on school and school board COVID-19 advisory sections.
<p>A 3.0 SCREENING</p>	
3.1	<p>Educate staff, students, parents/guardians and essential visitors on the signs and symptoms of COVID-19.</p> <p>A self-assessment must be completed by all individuals prior to entering the school. The COVID-19 Screening Tool should be used every day of the week, including weekends.</p> <p>Note: Schools must communicate to parents/ guardians that they are responsible for completing the daily screening for their child(ren) prior to leaving for school.</p> <p>Resources:</p> <ul style="list-style-type: none"> • PHO - COVID-19 Reference document for symptoms • Ontario COVID-19 School and Child Care Screening • Halton - School/Child Care Entrance Screening Poster

3.2	<p>Parents/guardians must perform <u>daily</u> screening of their child(ren) for COVID-19 symptoms BEFORE leaving for school using the Ontario COVID-19 School and Child Care Screening</p> <p>Families are to use the COVID-19 Screening Tool every day of the week, including weekends.</p>
3.3	<p>All staff must complete a <u>daily</u> self-assessment screen for COVID-19 symptoms BEFORE arriving at school using the Ontario COVID-19 School and Child Care Screening</p> <p>Staff are to use the COVID-19 Screening Tool every day of the week, including weekends.</p>
3.4	<p>For anyone with signs/symptoms of COVID-19 or anyone who has come into close contact with a suspected or confirmed case of COVID-19 in the past 14 days, please see section 13 - Management of Symptomatic Persons for more information.</p>
3.5	<p>Hand hygiene stations with alcohol based hand rub (ABHR minimum 60%) are available at all school entrances along with COVID-19 information/signage (e.g., screening information, hand hygiene, physical distancing).</p> <p>Resources:</p> <ul style="list-style-type: none"> • PHO - How to clean hands with soap or ABHR • Halton - STOP - Sanitize First! poster
3.6	<p>There is no provincial requirement to conduct a second symptom screening at the point of entry, however, local school or boards of education requirements may vary.</p> <p>If active on-site symptom screening for COVID-19 is being implemented:</p> <ul style="list-style-type: none"> • Staff performing the screening should be separated from the student by a minimum of 2 metres or a physical barrier (e.g., Plexiglas). • If consistent physical distancing or barriers are not possible, the staff screener should wear a medical mask and eye protection (e.g., face shield or goggles). • A process should be in place to ensure those waiting in line are physically distanced from one another. • A process is in place for how to manage a student, staff, or visitor who screens positive for symptoms (i.e., separated from others until next steps determined), in a supportive and non-stigmatizing way.
A 4.0 DROP-OFF AND PICK-UP	
4.1	<p>Identify locations and times for drop-off/pick-up and staffing requirements to support and monitor physical distancing during student's arrivals/departures via private transportation and active travel (e.g., walking, wheeling).</p>
4.2	<p>Create signage or landmarks to make drop-off and pick-up locations easy to identify.</p>
4.3	<p>Drop-off/pick-up procedures should support physical distancing and cohorting using strategies that may include:</p>

	<ul style="list-style-type: none"> • Only one designated parent/guardian drop-off/pick-up • Separate cohort entrances (if applicable and possible) • Outdoor drop-off/pick-up (unless there is a need for parent/guardian to enter the school) • Staggering entry or limiting the number of people in entry areas • Physical distancing ground markings
4.4	Limit student personal belongings brought to school to include essential items only (e.g., backpack, clothing, sun protection, water bottles, food).
A 5.0 COHORTING AND STAFFING	
5.1	<p>Students should limit contact with only their classmates and a single teacher for as much of the school day as possible (cohort).</p> <p>Cohort group does not mix with other cohort groups.</p>
5.2	All members of a cohort (students/staff) practice physical distancing (including between members of the same cohort) and infection prevention and control practices when possible e.g. hand hygiene and respiratory etiquette.
5.3	<p>Cohorts should remain in the same classroom/space as much as possible.</p> <p>If a different teacher is required, staff should come to the classroom to prevent student movement to other rooms. Measures to protect this educator include: physical distancing, hand hygiene, medical mask (as per guidance from Ministry of Education), and eye protection e.g. shield/goggles (as per guidance from Ministry of Labour).</p>
5.4	Ensure a plan is in place to prevent mixing of cohorts in washrooms/change rooms.
5.5	Records should be kept regarding which students/staff are assigned to each cohort. Daily attendance records should be kept within each cohort. See section 14 – Records Management
A 6.0 PHYSICAL DISTANCING	
6.1	<p>Provide as much distance as possible between students, between students and staff, between staff members, and visitors to the school.</p> <p>Physical distancing measures are to be supplemented with other public health measures supported by health and safety strategies, such as screening, adapted school environment, cohorting, hand hygiene, enhanced cleaning and masking.</p> <p>There have been some differing direction in reference documents related to physical distancing. The Ministry of Education makes reference to the COVID-19 Workplace Safety</p>

	Plan for further guidance.
6.2	Physical distancing is maintained between and within cohorts in both indoor and outdoor learning and play spaces. The school should have a plan to monitor/enforce physical distancing.
6.3	<p>Physical distancing strategies are incorporated in the school:</p> <ul style="list-style-type: none"> ● Increase physical distance of chairs and tables/desks in all rooms (including cafeteria, library, staff areas) ● Consider having classes outside if weather permits ● Arrange student desks with as much distancing as possible and facing in the same direction ● Consider using table top barriers e.g. Plexiglass between students when working at shared spaces ● Incorporate more individual activities. Avoid planning activities involving shared objects/toys ● Create designated routes for students/staff to get to and from classrooms ● Use markings on floors and walls to promote physical distancing, including for lines/queues (e.g., tape on floors, signs on walls) ● Use a temporary, floor to ceiling physical barrier when two cohorts are using the same indoor space (e.g., gym) ● Move activities outside to allow for more space ● Stagger periods of student movement around school and discourage student congregating in hallways ● Stagger student/staff lunch/break times, recess times and use of communal spaces (e.g., library, gym, cafeteria, staff room) ● Washrooms: Signage is posted informing students of the maximum occupancy and limit capacity at any one time to the extent that is practical/feasible to facilitate physical distancing. Strategies could include identifying designated washrooms and scheduling regular washroom breaks for each cohort and visual cues to assist with flow of movement. ● Change rooms: Signage is posted informing students of the maximum occupancy to facilitate physical distancing <p>Resources:</p> <ul style="list-style-type: none"> ● Halton - Physical Distancing Poster ● Halton - Physical Distancing Video ● PHAC - Physical Distancing Poster
6.4	Close communal spaces where strategies to support physical distancing cannot be implemented.

6.5	<p>Assign staff to dedicated work areas where possible and discourage sharing desks, phones, tools, equipment, etc.</p> <p>If not possible, ensure a plan is developed for cleaning and disinfecting of these spaces between users.</p>
6.6	<p>Set capacity limits for staff rooms and consider establishing virtual staff rooms (e.g. for staff meetings, breaks, socializing) to avoid staff congregating. Post signage re: capacity limits outside the rooms.</p>
6.7	<p>Cancel all large gatherings/assemblies. Consider virtual alternatives where appropriate.</p>
6.8	<p>Limit the number of students/staff/essential visitors gathering in common areas and limit number in an elevator to allow for physical distancing. Consider signage for these areas.</p>
6.9	<p>In shared outdoor spaces, as much distance as possible should be maintained between cohorts and any other individuals outside of the cohort.</p> <p>While close contact may be unavoidable between members of a cohort, general IPAC measures e.g., handwashing, respiratory etiquette, and physical distancing, should still be maintained where possible.</p> <p>Providing children with opportunities to play and socialize improves overall well-being, supporting social, emotional, physical and intellectual development.</p>
<p>A 7.0 SHARED ITEMS AND PROGRAMMING</p>	
7.1	<p>Limit personal belongings being brought into school. Personal items being brought to school (for example, backpack, clothing, sun protection, water bottles, food) should be labeled and stored separately in cubbies/designated areas or lockers.</p> <p>Cubbies/ lockers should be assigned for individual use. If students do share these spaces, they should be cleaned between users.</p> <p>If staff touch any student personal belongings, they should wash hands or use ABHR before and after touching.</p>
7.2	<p>Reviews of inventory should be carried out to determine items to be stored, moved, or removed altogether to reduce handling or the challenges associated with cleaning them (e.g., porous or soft items such as stuffed toys, playdough, area rugs, fabric upholstered seating).</p> <p>Ensure all supplies, toys and equipment used in the classroom are made of materials that can be cleaned and disinfected or are single use and are disposed of at the end of the day (e.g., craft supplies).</p>
7.3	<p>Limit sharing of supplies, equipment, and toys among students.</p> <p>If possible, each cohort should have designated supplies and equipment (e.g., balls, loose equipment).</p> <p>Items should be cleaned and disinfected prior to use by another cohort.</p>

	<p>Materials that are unable to withstand disinfection (for example, porous and fragile materials such as books, paper, and fabric/clothing) should be stored for a period of time in a dedicated area or room. The period can vary from a minimum of 24 hours to a maximum of 3 days.</p> <p>Resource:</p> <ul style="list-style-type: none"> • Halton – COVID-19 Guidance for Handling Materials
7.4	<p>Paper handling:</p> <p>Although fomite transmission through paper products in school may be possible, there is currently no direct evidence to suggest transmission through fomites occurs and therefore any recommendation for the length of “quarantine” of paper materials is based on the theoretical possibility of transmission via this route.</p> <p>Student paper assignments completed while at school:</p> <ul style="list-style-type: none"> • No specific quarantine period is necessary for the paper products being handled • Practice hand hygiene before and after handling paper products • When students are submitting paper materials or they are being handed back to students, use a contactless method wherever possible to promote physical distancing (e.g. having a drop-off or pick-up box for paper assignments) • Where possible or appropriate, have assignments submitted/returned electronically <p>Paper assignments brought in from home:</p> <ul style="list-style-type: none"> • Quarantine them for 24 hours (out of an abundance of caution) • Practice hand hygiene before and after handling paper assignments
7.5	<p>Physical distancing is maintained in activities that are part of physical education (PE) classes.</p> <p>Physical education classes should take place outside if possible.</p> <p>Key public health measures for indoor physical activity in a gymnasium include:</p> <ul style="list-style-type: none"> • Cohorting is the most important measure • Practice hand hygiene before and after activity • Maintain physical distancing (2 metres) at all times • Modify sports to avoid body contact between players <p>The following is guidance for students and staff regarding mask wearing during indoor gymnasium/exercise classes:</p> <p>This will depend on numerous factors related to the nature of the activity, local prevalence of COVID-19 infection, and current regulatory/policy requirements. Schools are encouraged to check if there are policies/guidance from provincial or local decision-makers (e.g., Ministry of Health, Ministry of Education, local boards of education) for schools to consider in regards to mask use during indoor gym classes. Observations of COVID-19 transmission in group exercise environments suggest that large class sizes, small spaces, and higher intensity of</p>

	<p>workouts may increase risk. Other considerations for reducing the risk of COVID-19 transmission during gymnasium/exercise classes include:</p> <ul style="list-style-type: none"> ● Indoor gymnasiums should only be used when physical distancing of at least 2 metres can be consistently maintained and use of shared equipment and/or shared spaces is limited. <ul style="list-style-type: none"> ○ Examples of exercise where physical distancing can usually be maintained include yoga, where participants are spaced out by at least 2 metres, and individual skills-building (e.g., dribbling, kicking, strength training). ○ Examples of exercise where physical distancing can be challenging or is not possible include wrestling and team activities/sports (e.g., soccer, basketball). ● Wearing a mask during exercise is most important when physical distancing is difficult, and when exercise type and intensity allows for safe use. ● Students who can comfortably exercise indoors with a mask on should do so for low intensity exercise that does not significantly increase heart rate and breathing (e.g., yoga, stretching). ● Vigorous-intensity exercise should be done outside, where possible. If physical distancing of 2 metres can be maintained while outside, a mask would not be required. Mask use may be tolerable for some individuals during high intensity exercise. ● Staff are recommended to use appropriate personal protective equipment (including masking) while indoors and outdoors when 2 metres physical distancing cannot be consistently maintained. ● Students/staff should practice proper hand hygiene before and after play and/or use of shared equipment. In addition, shared equipment should be cleaned between cohort/group use. Consider use of gym equipment that does not require use of hands, such as agility ladders and pylons.
7.6	<p>Clubs and organized sports can be offered if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use.</p> <p>Consider whether certain extracurricular activities can be conducted virtually.</p> <p>High contact sports (e.g., rugby, football, wrestling) should be postponed.</p>
7.7	<p>Play structures/playground equipment can only be used by one cohort at a time. Ideally, high touch surfaces should be disinfected between cohorts using the equipment.</p>
7.8	<p>For all structured and unstructured play (including: recess, playground use, PE classes, extracurricular sports/activities):</p> <ul style="list-style-type: none"> ● Students/staff must practice proper hand hygiene before and after play/use of equipment ● Clean and disinfect shared equipment between cohort/group use ● Activities should take place outdoors where possible

	<ul style="list-style-type: none"> • Students must not share personal items (e.g., water bottles, towels)
7.9	<p>Most overall expectations for the Music strand can be met without the use of instruments in both the elementary and secondary Arts curriculum.</p> <p>A variety of delivery options may be considered to meet the music curriculum’s overall expectations, which could include fully distanced learning, in-person teaching and instruction with lower-risk creative performance opportunities (e.g., in-school instruction in larger spaces, restricting the type of instruments in a group setting) or in-person teaching and instruction with no live performance.</p> <p>Boards may choose to refer to the Ontario Music Educators’ Association resource for suggestions on teaching music in line with current public health recommendations.</p>
7.10	<p>For school-based food, clothing, and toy drives, best practices to prevent the spread of COVID-19 when collecting, handling, storing and distributing items include staying 2 metres apart from others, wearing a non-medical mask for students or PPE for staff (as per policy from local Board of Education and/or Ministry of Education), screening of staff and students and self-isolation of sick individuals, proper hand hygiene, and appropriate environmental cleaning.</p> <p>Individuals receiving donated items should be advised on how to prevent the spread of COVID-19 from household products:</p> <ul style="list-style-type: none"> • There is no evidence of COVID-19 transmission from food packaging or clothing (fomite transmission), but hand hygiene best practices should be followed before and after handling donated items. • Clothing should be laundered according to the manufacturer’s instructions, using the warmest appropriate water setting and allowed to dry completely. • Toys with non-porous surfaces should be cleaned with a Health Canada approved disinfectant, and soft surface toys should be laundered if possible or cleaned using soap and water, or with cleaners appropriate for use on these surfaces.

7.11	<p>Storage of coats and jackets:</p> <p>While the risk for fomite transmission (e.g. via touching shared surfaces or inanimate objects such as jackets and coats) is assumed to be possible, current evidence suggests that the predominant mode of transmission of COVID-19 is via respiratory droplets during close unprotected contact, and there is little empiric evidence demonstrating actual disease acquisition via fomites.</p> <p>The key for the school setting is physical distancing (even where masking is practiced) and preventing the children from proceeding to the coat racks/lockers/cubbies all at once, e.g., avoiding crowding; use of alternate spaces (hallways, within classrooms) for putting on and taking off outwear; staggered schedules for access. Frequent hand hygiene should be practiced, particularly after changing in and out of coats and boots.</p>
<p>A 8.0 EATING AND DRINKING</p>	
8.1	<p>All staff and students perform proper hand hygiene before and after eating.</p> <p>Stagger student/staff lunch times to accommodate for hand washing or ABHR use at communal stations (e.g., washrooms) and in shared spaces (e.g., cafeterias). See section 9 - Hand Hygiene and Respiratory Etiquette</p> <p>Consideration needs to be given regarding proper mask storage while eating and drinking. See PPE section (11.6)</p>
8.2	<p>Where possible, students eat in their classroom with their cohort. If weather permits, consideration could be given to having lunch breaks outside.</p>
8.3	<p>Increase physical distance of chairs and tables in cafeterias and staff lunchroom. Encourage staff to eat in classroom and limit numbers in staff room.</p> <p>Clean and disinfect shared eating areas (e.g., cafeterias) between cohort use.</p>
8.4	<p>Water fountains/dispensers are only to be used for filling drink bottles and are not to be used to drink from; signage is posted to this effect.</p>
8.5	<p>Ensure students have their own individual meal or snack.</p> <p>Ensure “No sharing” policies and procedures are reinforced. This includes food, water bottles or personal items. Personal items should be clearly labelled with each student’s name.</p>
8.6	<p>Remove self-serving food items (e.g., in cafeterias).</p> <p>Practice hand hygiene before and after using microwave.</p>
8.7	<p>Do not plan activities that involve students in preparing or serving food.</p>

8.8	Third party food services/nutrition programs can continue to operate. All surfaces, bins and containers for food must be disinfected prior to and after use. “Grab and Go” format is preferred. School nutrition programs can work with public health to ensure they are delivered safely; it may be possible to offer some self-serve options safely if hand sanitizer is available and used immediately before.
8.9	For guidance related to instructional-based food use, classroom celebrations, school-wide celebrations/holiday meals, and third-party services: Guidance for use of food in schools during COVID-19
A 9.0 HAND HYGIENE AND RESPIRATORY ETIQUETTE	
9.1	<p>Staff and students should be provided with targeted, age appropriate education in proper hand hygiene.</p> <p>Encourage proper and frequent hand hygiene practices by staff and students:</p> <ul style="list-style-type: none"> ● Soap and water for at least 20 seconds ● Upon entering and before exiting the building ● At regular time intervals throughout day ● Before/after eating food ● After using washroom ● Before/after outdoor play ● Before/after playtime with shared equipment/toys <p>Soap and water is preferred when hands are visibly soiled. When sinks are not available, Wet wipes (or similar) can be made available for removing visible soiling from hands prior to performing hand hygiene ABHR. ABHR can be used if handwashing is not possible.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Halton - How to Wash Your Hands poster ● Halton - STOP - Sanitize First! poster ● Halton - Wash Your Hands - Stop the Spread of Germs poster ● Halton - Wash Your Hands poster ● PHO - How to wash hands and use ABHR poster ● PHO - How to Hand Wash video ● PHO - How to Hand Rub video
9.2	<p>Hand hygiene products are available in all rooms and at school entrances (i.e., hand wash sink or ABHR).</p> <p>All staff, students and essential visitors conduct proper hand hygiene upon entering the school.</p>
9.3	Staff provides supervision/assistance for student hand hygiene practices when necessary.

9.4	<p>Staff and students should be provided with targeted, age appropriate education in proper respiratory etiquette.</p> <p>Staff and students should practice proper respiratory etiquette. Use education posters at the entrance and in areas where they are likely to be seen.</p> <p>Respiratory etiquette includes:</p> <ul style="list-style-type: none"> ● Covering nose and mouth during coughing and sneezing with a tissue or sneezing or coughing into your sleeve or elbow ● Disposing of used tissues into the garbage immediately after use ● Practicing proper hand hygiene immediately after coughing or sneezing or touching one's face <p>Resources:</p> <ul style="list-style-type: none"> ● Halton - Cover your Cough or Sneeze poster ● PHO - Respiratory etiquette poster - Cover Your Cough
9.5	Use lined, no-touch waste baskets (i.e., foot pedal-operated, hand sensor, open basket).
9.6	<p>Faucets that are hands-free or shut off automatically help to prevent recontamination of hands after handwashing. In situations where hands-free taps are not available, Public Health recommends the use of paper hand towels instead of hand dryers in order to prevent recontamination of hands when turning off taps.</p> <p>Paper hand towels are preferable to hand dryers.</p>
9.7	If possible and practical (e.g., privacy, safety), the main doors to washrooms are kept open to reduce touch points after hands have been washed.
A 10.0 ENHANCED CLEANING AND DISINFECTION	
10.1	<p>Cleaning and disinfecting process, schedule and log are developed and posted.</p> <ul style="list-style-type: none"> ● Review existing practices to identify required cleaning enhancements (e.g., locations, frequency, timing, PPE, staffing, signage) ● Identify inventory needs
10.2	Only use cleaners and disinfectants that are approved by Health Canada , with a Drug Identification Number (DIN) and follow the manufacturer's instructions for safe use.
10.3	<p>Train staff on enhanced cleaning and disinfecting procedures.</p> <p>Cleaning and disinfecting products are provided and accessible to staff.</p>
10.4	Shared rooms/spaces must be cleaned and disinfected before and after using the space.
10.5	Clean and disinfect common areas and items including high touch surfaces (e.g., door knobs, handrails, light switches, sink and toilet handles, keyboards, touch screens, desks, sports equipment) at least twice daily and as often as necessary.

	<p>Resources:</p> <ul style="list-style-type: none"> • Halton - Cleaning practices to prevent the spread of COVID-19 • Halton - COVID-19 Guidance for Handling Materials • PHAC - Cleaning and Disinfecting Public Spaces • PHO - Cleaning and Disinfecting for Public Settings
10.6	Shared equipment, supplies and objects (e.g., physical education equipment, play structures, art supplies, toys, games) must be cleaned and disinfected between cohort use.
10.7	Wall posters and other wall hangings should be laminated for wiping and cleaning.
A 11.0 PERSONAL PROTECTIVE EQUIPMENT (PPE)	
11.1	Risk assessment is conducted to determine PPE required for each task and role.
11.2	See Appendix A: PPE Recommendations for a chart outlining type of PPE that is recommended for various staff roles.
11.3	Staff complete/review the Public Health Ontario PPE training resources outlined in Appendix A: PPE Recommendations .
11.4	<p>Medical masks and eye protection (i.e. face shield) will be provided by the Ministry of Education (MOE) for all teachers and other staff of publicly funded school boards.</p> <p>In Ontario, private schools operate as independent businesses or non-profit organizations and receive no public funding or financial assistance from the government. If private schools need to access personal protective equipment (PPE), they can visit the following website: Workplace PPE Personal Protective Equipment Supplier Directory.</p> <p>The MOE has directed that all school-based staff will be required to wear masks, with reasonable exceptions for medical conditions.</p> <p>If physical distancing cannot be maintained, measures to protect an educator include: hand hygiene, medical mask (as per guidance from Ministry of Education), and eye protection e.g. shield/goggles (as per guidance from Ministry of Labour).</p>
11.5	Any visitors to a school should be required to self-screen and to wear a medical mask while on school premises.
11.6	<p>A mask is not a replacement for proven infection control methods such as hand hygiene, respiratory etiquette and physical distancing.</p> <p>Individuals are responsible for the safe use and cleanliness of their mask and its proper disposal:</p> <ul style="list-style-type: none"> • A medical mask or non-medical disposable mask must be discarded when it becomes visibly soiled, damp or damaged. • Non-medical cloth masks should be changed if visibly soiled, damp or damaged or difficult to breathe through • Masks should be stored in a clean bag or container between uses

	<ul style="list-style-type: none"> • The best storage option is a labeled paper bag or envelope as these materials do not retain moisture which could allow bacteria to grow on the mask. If a paper bag or envelope is used, discard at the end of each day. • Alternatively, use a labeled cleanable container with a lid or a sealable plastic bag. If a reusable container with a lid is used, clean and disinfect it at the end of each day. • Lanyards and pockets are not recommended for mask storage. <p>A face bracket under a mask is not recommended as there is currently insufficient evidence regarding its potential impact on the performance of the mask. Note that the addition of the bracket under the mask may increase risk due to the potential for an individual to touch their mask/face more frequently.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Halton - Use of Non-Medical Masks or Face Coverings in Schools • Halton - Mask video • Ontario - Face covering poster • PHO - How to wear and wash a cloth mask properly
11.7	<p>Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks in common spaces.</p> <p>Students in Grade 4 to 12 will be required to wear non-medical or cloth masks while indoors at school.</p> <p>Reasonable exceptions to the requirement are to be put in place by schools and school boards. Exemption documentation not required.</p> <p>Parents are responsible for providing and maintaining cleanliness of the mask.</p> <p>Schools should ensure that a supply of appropriately sized non-medical masks are available in each classroom for students who forget or lose their mask, who do not have masks, or if their mask becomes soiled or wet during the school day. Equity of access for all students required and encouraged to wear masks at school should be ensured.</p>
11.8	<p>If an individual, including students, staff, contractors, visitors, parents, guardians, becomes ill while at school, including before and after school care affiliated with the school, it is recommended that:</p> <ul style="list-style-type: none"> • the staff person caring for the individual must wear PPE from the kit including a medical mask, eye protection, gloves and gown and maintain as much physical distance as possible. Hand hygiene and respiratory etiquette should be practiced while the ill individual is waiting to be picked up. • if tolerated, the ill individual should also wear a medical mask.

11.9	A policy is in place on safe mask breaks (e.g., when eating, outdoors).
11.10	<p>Management of fogging of eyewear, including face shields and goggles when wearing a mask:</p> <p>There are some commercial products on the market (e.g., safety glass wipes and anti-fog spray) that claim to reduce fogging of eyewear. Ill-fitting masks may contribute to fogging of eye glasses. Ensure a secure fit over the nose and across the cheeks. Masks with a bendable metal strip inside the mask work best at providing the secure fit. Some people applied medical tape (tape meant to be applied to skin) to secure the mask over the nose. The glasses should rest on top of the mask.</p> <p>There is also a study that describes a simple process of cleaning with soap and water that could be applied to the face shield/glasses prior to beginning the bus route or before going out on the playground. Wiping with alcohol may help reduce the film that may occur on the shields from multiple cleaning.</p> <p>Bus drivers should follow relevant workplace guidance on safe operation of vehicles from their employers and the MLTSD.</p>
A 12.0 VENTILATION	
12.1	<p>Implement practices to support adequate air circulation in classrooms and staff rooms:</p> <ul style="list-style-type: none"> ● Ensure clean filters ● Avoid recirculating air ● Use outdoor ventilation when possible (e.g., opening windows, increasing the outdoor air ratio of the HVAC system) <p>If practices are not feasible for whole facility, prioritize higher risk areas (e.g., where crowding may occur).</p> <p>Note: Crowding is to be avoided. Areas that could potentially be crowded should be closed or have occupancy limits posted.</p>
12.2	<p>Minimize use of other air current generating devices (e.g., bladed and bladeless fans, portable air conditioners):</p> <ul style="list-style-type: none"> ● Limit use during the day ● Place on lowest setting ● Adjust placement and positioning to direct airflow upwards away from surfaces and people <p>Practice regular device maintenance:</p> <ul style="list-style-type: none"> ● Surface cleaning (including fan blades) ● Follow manufacturer’s guidelines ● Remove moisture/water collected by portable air conditioners

12.3	<p>Evidence on the effectiveness of portable high efficiency particulate air (HEPA) filtration units for reducing COVID-19 transmission risk is currently not available. If they are used (e.g., to provide filtration in a windowless classroom), ensure the exhaust air is not blowing exhaled air from person to person.</p> <p>If portable HEPA filtration units are used, a schedule has been established for changing the filters and any other required maintenance as per manufacturer’s directions.</p>
<p>A 13.0 MANAGEMENT OF SYMPTOMATIC PERSONS</p>	
13.1	<p>Staff are to monitor self and students for signs/symptoms of COVID-19 while at school, including before and after school care affiliated with the school.</p> <ul style="list-style-type: none"> ● Staff are provided with information on signs and symptoms of COVID-19 in children ● Students should be made aware, in age-appropriate and non-stigmatizing language, how to identify symptoms of COVID-19 ● Staff should encourage students to speak to staff if they are feeling unwell <p>Resources:</p> <ul style="list-style-type: none"> ● Ontario - COVID-19 Reference Document for Symptoms ● Ontario COVID-19 School and Child Care Screening
13.2	<p>Individuals with signs/symptoms of COVID-19:</p> <p>Please see the School and Child Care Protocol for Individuals with COVID-19 Symptoms</p> <ul style="list-style-type: none"> ● Siblings (and other household contacts) of symptomatic children need to self-monitor while the symptomatic child is awaiting test results. This means that they can attend school or work as long as they do not have any symptoms, unless directed otherwise by public health. ● In some circumstances, special efforts may be needed to facilitate access to COVID-19 testing to meet the needs of some staff or students/families ● Halton Region Public Health does not notify individuals of negative test results. If an individual tests positive for COVID-19, Halton Region Public Health will notify the individual and the school. See 13.9 below. <p>Children and Self-Isolation</p> <p>Children who, as a result of completing the Provincial COVID-19 School and Child Care Screening Tool, have been directed to self-isolate for 24 hours due to experiencing only one of the symptoms below, may return to school and/or child care after 24 hours if symptoms are improving and are not subject to the Class Order.</p> <ul style="list-style-type: none"> ● Sore throat or difficulty swallowing ● Runny or stuffy/congested nose ● Headache that is unusual or long lasting

- Nausea, vomiting and/or diarrhea
- Extreme tiredness that is unusual or muscle aches

Children who, as a result of completing the [Provincial COVID-19 School and Child Care Screening Tool](#), have been directed to self-isolate and seek assessment from a health care provider are subject to the [class order](#) and must self-isolate for 10 days unless the healthcare provider determines that the symptoms are not related to COVID-19 or they receive a negative COVID-19 test result.

Return to School for Individuals with signs/symptoms of COVID-19:

Please see the [Return to School and Child Care Protocol for Individuals with COVID-19 Symptoms](#)

- Medical notes or proof of negative tests should not be required for staff or students to return to school

Resources:

- [PHO - How to Self-isolate](#)
- [COVID-19 Assessment Centres in Halton](#)
- [Ontario - Operational guidance: COVID-19 management in schools](#)
- [Ontario COVID-19 School and Child Care Screening](#)

13.3 **Individuals with signs/symptoms of COVID-19 while at school, including before and after school care affiliated with the school:**

Students should be immediately separated from others and supervised in a designated room/space. Consider potential additional spaces that could be used to support self-isolation if multiple ill individuals present at the same time, as needed to enable at least 2 metres distance between individuals at all times.

Their parent/guardian should be contacted to pick them up immediately. Ill students should not take school or public transportation.

School Protocol should include procedures for picking up students with signs/symptoms of COVID-19.

Advise the ill individual and/or their parent or guardian to complete the [Ontario COVID-19 School and Child Care Screening](#) and have the ill individual follow the direction provided from the results of the above screening. This may include seeking medical advice, including the recommendation of testing for COVID-19 as appropriate or as advised by their medical provider.

Any staff or essential visitors with signs/symptoms of COVID-19 must go home immediately. If they cannot return home immediately, they must be isolated in a designated room/space until their departure.

Any staff or essential visitors with sign/symptoms of COVID-19 should avoid using public transportation.

In general, schools should not report all instances of ill individuals in the school setting to Halton Region Public Health as these are frequent occurrences and typically students have non-specific symptoms. However, as required by [section 28 of the Health Protection and Promotion Act](#), school principals are required to report to the medical officer of health if they are of the opinion that a pupil has or may have a communicable disease.

Any suspected or confirmed cases of COVID-19 within the school must be reported Halton Region Public Health to support case management and contact tracing. Public health will determine any additional steps required, including but not limited to the declaration of an outbreak and closure of classes or schools.

Resources:

- [Ontario - Operational guidance: COVID-19 management in schools](#)
- [Ontario COVID-19 School and Child Care Screening](#)
- [Return to School and Child Care Protocol for Individuals with COVID-19 Symptoms](#)

	<ul style="list-style-type: none"> • School and Child Care Protocol for Individuals with COVID-19 Symptoms
13.4	<p>Schools should maintain a personal protective equipment (PPE) kit specifically for managing students or others who become ill during school hours. The kit should contain ABHR, gloves, medical masks, eye protection, and a gown. Instructions on proper use of PPE should be available on the outside of the kit.</p> <p>Tissues should be provided along with guidance on proper disposal of the tissues.</p> <p>A thermometer should be available and a temperature check is recommended if ill individual complains of fever. The thermometer must be covered with single-use protective covers (discarded after each use) or cleaned and disinfected after each use.</p> <ul style="list-style-type: none"> • Thermometers are medical devices and licensed by Health Canada (searchable database is available here). Some thermometers are also included on the list of products authorized under interim order, for use related to COVID-19 • Thermometers must be used and calibrated according to manufacturer instructions • Personal protective equipment would be needed for staff taking temperatures if a physical distance cannot be maintained, or if they are not separated from the individual by a protective barrier (e.g., Plexiglass)
13.5	<p>Designated staff member providing care to a student, staff member or essential visitor with signs/symptoms of COVID-19 must wear PPE from the kit including a medical mask, eye protection, gloves and gown and maintain as much physical distance as possible. Hand hygiene and respiratory etiquette should be practiced while the ill individual is waiting to be picked up.</p>
13.6	<p>A medical mask is worn by the person with signs/symptoms of COVID-19 (if tolerated).</p>
13.7	<p>Clean and disinfect the designated room/space, and any items touched by the symptomatic individual as soon as reasonably possible after ill individual leaves.</p> <p>Identify contaminated areas and items within the school used by any individual with signs/symptoms of COVID-19 and conduct cleaning and disinfection of these items (refer to 10.0).</p>
13.8	<p>Place any soiled personal items in a securely tied plastic bag and send home with the student's parent/guardian. Soiled items must not be rinsed and/or washed at school.</p>
13.9	<p>Contact Assessment & Management of Case(s) in the School</p> <p>As each situation is unique, the school will work closely with Halton Region Public Health on exclusion and isolation requirements for close contacts and other individuals from the same cohort.</p> <p>In the event of a confirmed or probable case of COVID-19, Halton Region Public Health will notify the school within 24 hours to provide further information on contact tracing and outbreak</p>

management. A letter will be provided to notify staff and parents/ guardians of the COVID-19 exposure.

Schools must consider the following when a confirmed or probable case is identified:

- Ensure confidentiality of student/staff is maintained
- Immediately contact the Health Department by calling 311
- Ensure COVID-19 school Outbreak and IPAC measures are in place
- Ensure student and sibling(s) portfolio information remain up-to-date **See 14.0 Records Management**
- Ensure/co-ordinate environmental cleaning and/or disinfecting of the space and items used by student/staff
- Monitor school population for new/additional illnesses and signs and symptoms
- Distribute communications provided by public health to school community (e.g. parent/ staff letter)

An outbreak in a school is defined as **two or more lab-confirmed COVID-19 cases in students and/or staff in a school with an epidemiological link, within a 14-day period, where at least one case could have reasonably acquired their infection in the school (including transportation and before or after school care).**

For more information on outbreak management, please refer to **Appendix B: School Outbreak Management: Halton Region Public Health Support for Schools with COVID-19 Case or Outbreak**

Resources:

- [Halton - What is a Close Contact poster](#)
- [Halton - Your Health Information Privacy](#)
- [Ontario - COVID-19 Guidance: School Outbreak Management](#)
- [Ontario - Environmental Cleaning in non-health care settings](#)

13.10	<p>Any instances of occupationally acquired infection shall be reported to WSIB within 72 hours of receiving notification of illness.</p> <p>If the staff member's illness is determined to be work-related, in accordance with the <i>Occupational Health and Safety Act (OHSA)</i> and its regulations, the employer must provide a written notice within four days of being advised that a staff member has an occupational illness, including an occupationally-acquired infection, or if a claim has been made to the Workplace Safety and Insurance Board (WSIB) by or on behalf of the staff member with respect to an occupational illness, including an occupational infection to the:</p> <ul style="list-style-type: none"> ● Ministry of Labour, Training and Skills Development; ● Joint health and safety committee (or health and safety representative); and ● Trade union, if any.
<p>A 14.0 RECORDS MANAGEMENT</p>	
14.1	<p>Daily attendance and records of anyone entering the school setting must be maintained and kept on-site (includes staff, students, parents/guardians and essential visitors). Each record must include:</p> <ul style="list-style-type: none"> ● Name ● Contact information ● Time of arrival and departure ● Notation that a screening was completed <p>Note: Contact information should also include afterhours, evenings and weekends.</p>
14.2	<p>In the event that schools are made aware of a positive diagnosis of COVID-19 for staff or students, it is essential that key information pertaining to staff and students be available upon request by Halton Region Public Health for the purposes of contact tracing.</p> <p>This information needs to be accessible by school administrators on short notice, both during and outside of school hours, when requested by public health. Schools and school boards are expected to establish a system with Halton Region Public Health to ensure that these records can be accessed at all times.</p> <p>The following information should be available for the last 30 days including:</p> <ul style="list-style-type: none"> ● attendance records ● class cohort lists and seating charts ● before-and-after school child care lists ● transportation lists and seating charts ● up to date contact information for parents, staff and students ● special assignments/programs/activities (for example, Education Community Partnership program (formerly Care Treatment Custody Corrections), Special Education) ● records of essential visitors

B. BUSSING TRANSPORTATION RECOMMENDATIONS

B 1.0 GENERAL MEASURES	
1.1	<p>School bus drivers and parents/guardians of student riders are aware of adapted or new COVID-19 related protocols and enhanced measures.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Health and Safety Guidance During COVID-19 for Student Transportation Employers • Federal Guidance for School Bus Operations
1.2	<p>School board and transportation consortia develop COVID-19 related communication protocol. Must include:</p> <ul style="list-style-type: none"> • Bus driver notifying employer and school if they screen positive using the daily COVID-19 self-assessment tool • Bus driver notifying school of any instances of a symptomatic child while riding bus • School notifying consortia if student develops symptoms while at school and will not be riding bus home
B 2.0 SCREENING	
2.1	<p>All bus drivers complete a <u>daily</u> self-assessment screen for COVID- 19 BEFORE arriving at work.</p> <ul style="list-style-type: none"> • Staff must check their own temperature • If any signs or symptoms, staff must stay home and employer and school must be contacted • Staff who screen positive should be tested for COVID-19 <p>Resources:</p> <ul style="list-style-type: none"> • COVID-19 Screening Tool for Workplaces • Ontario COVID-19 School and Child Care Screening • COVID-19 Assessment Centres in Halton
2.2	<p>Students who have symptoms associated with COVID-19, have been exposed to COVID-19, or in self-isolation due to travel, must stay home. They should not use student transportation services.</p>
2.3	<p>If a student develops symptoms while at school, they should not take the school bus home and should be picked up by a parent/guardian. In such instances, the school must notify the transportation provider.</p>

B 3.0 PHYSICAL DISTANCING	
3.1	Establish designated drop-off/pick-up times and locations for bus transportation that support physical distancing and limit congregation of students.
3.2	Students, parents/guardians and caregivers should maintain physical distancing between people when waiting at school bus stops.
3.3	<p>Bus capacity and seating arrangements support physical distancing between students and driver on the school bus.</p> <p>To support return to school 5 days a week school boards may be required to increase the utilization of buses beyond one student per seat and operate closer to capacity. To the extent that physical distancing may not be possible, the use of non-medical masks for students in Grades 4 to 12 will be required on school vehicles.</p> <p>Strategies can include:</p> <ul style="list-style-type: none"> ● One student per seat. Students of the same household are permitted to share seats. ● Students of the same cohort sit in the same area ● Consider leaving a gap between each row ● Boarding/Exiting strategies (e.g., fill seats back-to-front for boarding and front- to-back for exiting to reduce student interaction). ● Students should be assigned seats and a record of the seating plan should be kept to assist with contact tracing in the case of a student or driver contracting COVID-19
3.4	Use physical and visual cues on the bus (e.g., signs, seat markers).
3.5	Any physical barrier or modification (e.g., a plexiglass shield between driver and aisle/entrance) should be compliant with all federal and provincial legislation and not interfere with or affect the safe operation of the vehicle.
B 4.0 ENHANCED CLEANING AND DISINFECTION	
4.1	<p>Alcohol-based hand rub (ABHR) is available at the entrance of the school bus (ABHR minimum 60%).</p> <p>Bus driver should prompt students to use ABHR prior to boarding.</p>

4.2	<p>Enhanced cleaning and disinfecting process is established and must include:</p> <ul style="list-style-type: none"> ● Review of existing practices to identify required cleaning enhancements (e.g., frequency, timing, PPE, signage) ● Identifying inventory needs and availability on each bus ● Training staff on enhanced cleaning and disinfecting procedures ● A cleaning schedule and log must be posted in each bus and used to track cleaning ● Cleaning and disinfecting frequently touched surfaces between each route/group of riders and at least twice daily (e.g., handrails, seats, seat belts, windows, steering wheel) <p>Resources:</p> <ul style="list-style-type: none"> ● PHAC - Cleaning and Disinfecting Public Spaces ● PHO - Cleaning and Disinfecting for Public Settings
4.3	<p>Only use cleaners and disinfectants that are approved by Health Canada, with a Drug Identification Number (DIN) and follow the manufacturer’s instructions for safe use.</p>
4.4	<p>Implement practices to support adequate ventilation and air circulation (e.g., opening windows).</p>
<p>B 5.0 PERSONAL PROTECTIVE EQUIPMENT (PPE)</p>	
5.1	<p>School bus drivers, monitors, and aides are provided with medical masks and appropriate eye protection (e.g., goggles, face shields), particularly for use during student boarding and exiting when physical distancing may not be possible and if a physical barrier (i.e. Plexiglas) separating the driver from students is not in place.</p> <p>Eye protection for drivers should not interfere with the safe operation of vehicles and is intended to protect drivers during close contact with students, such as during boarding and exiting.</p> <p>Reference: Federal Guidance for School Bus Operations During COVID-19</p>
5.2	<p>To the extent that physical distancing may not be possible, the use of non-medical masks for students in Grades 4-12.</p> <p>Parents may choose to send a face covering (e.g., non-medical mask) for their child(ren) to wear.</p> <p>Parents are responsible for the safe use/compliance during the school day and ensuring cleanliness of the face covering.</p> <p>Reference: Federal Guidance for School Bus Operations During COVID-19</p>

C. OTHER REOPENING MODEL CONSIDERATIONS

C 1.0 EQUITY CONSIDERATIONS	
1.1	<p>Establish guidance and supports for children and families disproportionately impacted by chosen reopening model due to social, economic, ability and other challenges and barriers.</p> <p>Resource: Vulnerable Populations and COVID-19</p>
1.2	Tailor COVID-19 prevention and response measures appropriately for students with medical and/or behavioural complexities as appropriate.
1.3	<p>Schools need to be prepared to pivot between face-to-face and remote or distance learning</p> <p>Schools should have necessary arrangements in place to support continuity of education for students who require isolation as well as their siblings who are also required to isolate by virtue of being a close contact. Where possible, boards and schools should work to support a transition to remote learning within 24 hours.</p> <p>For periods of remote learning extending beyond three days, students should be provided with a combination of synchronous and asynchronous learning activities.</p>
1.4	Medical notes and proof of a negative test are not required for an individual to return to school.
C 2.0 OTHER PUBLIC HEALTH CONSIDERATIONS	
2.1	Consider the physical and mental health impacts of COVID-19 on children, family and staff.
2.2	<p>Boards may wish to identify key contacts within the community who can provide supports to families where required, such as:</p> <ul style="list-style-type: none"> • transportation companies • local COVID-19 assessment centers • municipal social services and children's services department • local hospitals • any other key contacts in the school community

D. APPENDICES:

Appendix A: PPE Recommendations.

The following chart outlines the PPE recommendations for use in a school environment.

Role/Situation	Type of PPE
Teachers, Office administration, Principal, Vice Principal	<ul style="list-style-type: none"> Practice physical distancing Medical mask If physical distancing cannot be maintained, eye protection e.g. shield/goggles is also required
EAs and specialized staff for students with special needs	<p>Staff who work in close proximity to students must wear:</p> <ul style="list-style-type: none"> Medical mask Eye protection (goggles or face shield) Where direct contact with a student is required, staff must also wear gown and gloves
Supervision staff (e.g. for various cohorts, before/after school supervision) and Occasional teachers	<ul style="list-style-type: none"> Practice physical distancing Medical mask If physical distancing cannot be maintained, eye protection e.g. shield/goggles is also required
School staff providing care for a sick child (suspect case of COVID-19)	<p>Droplet and Contact Precautions, including:</p> <ul style="list-style-type: none"> Medical mask Eye protection (goggles or face shield) Gown Gloves
School staff cleaning up bodily fluids with the risk of splashing/soiling of clothing	<p>Droplet and Contact Precautions, including:</p> <ul style="list-style-type: none"> Medical mask Eye protection (goggles or face shield) Gown Gloves
Symptomatic student (suspect case of COVID-19)	<ul style="list-style-type: none"> Medical mask (if tolerated)

Custodial and caretaker staff (no direct care or close contact with students or other staff)	<ul style="list-style-type: none"> • Medical mask • Gloves, as required (as per manufacturer's instructions)
Cook, food handler	<ul style="list-style-type: none"> • Practice physical distancing as much as possible • Medical mask
Essential Visitors	<ul style="list-style-type: none"> • Practice physical distancing • Medical mask
Maintenance staff	<ul style="list-style-type: none"> • Practice physical distancing as much as possible • Medical mask
Counsellors/ Child and Youth Workers	<ul style="list-style-type: none"> • Practice physical distancing • Medical mask
Bus driver	<ul style="list-style-type: none"> • Practice physical distancing • Medical masks and eye protection (i.e. face shields) will be provided by the Ministry of Education for school bus drivers, school bus monitors and student aides. Eye protection for drivers should not interfere with the safe operation of vehicles and is intended to protect drivers during close contact with students, such as during boarding and exiting.

Notes:

- Face Shields are not an appropriate substitution for masks, but may be used in addition to masks for eye protection. Face shields must be assigned to one user. Please refer to the [CDC](#) for more information.
- Personal eye glasses are not an appropriate substitution for eye protection (goggles or face shield).

Before using PPE, staff should be familiar with how to safely put it on and take it off. Public Health Ontario training videos are available below and should be viewed by all staff:

Topic	Link
7 Steps of Hand Hygiene	https://www.publichealthontario.ca/en/videos/7-steps-handhygiene
Putting On Gloves	https://www.publichealthontario.ca/en/videos/ipac-gloves-on
Putting On Mask and Eye Protection	https://www.publichealthontario.ca/en/videos/ipac-maskeyes-on
Putting On Full Personal Protective Equipment	https://www.publichealthontario.ca/en/videos/ipac-fullppe-on
Taking Off Mask and Eye Protection	https://www.publichealthontario.ca/en/videos/ipac-maskeyes-off
Taking Off a Gown and Gloves	https://www.publichealthontario.ca/en/videos/ipac-gowngloves-off
Taking Off Full Personal Protective Equipment	https://www.publichealthontario.ca/en/videos/ipac-fullppe-off

Appendix B: School Outbreak Management Halton Region Public Health Support for Schools with COVID-19 Case or Outbreak

Management of a confirmed COVID-19 case in your school community

Public Health will:

- Provide timely notification to the school COVID-19 contact within 24 hours of a confirmed case of COVID-19.
 - During the school day Public Health will contact the school directly to speak with the school COVID-19 contact person.
 - After hours Public Health will notify designated school COVID-19 contact.
- Investigate and manage reports of cases and contacts connected to confirmed case of COVID-19.
 - Investigate clusters of cases associated with school locations:
 - School transportation.
 - In-person attendance.
 - Before/after school programs located at the school.
 - Additional facilities connected with the school.
 - Review the Infection Prevention and Control (IPAC) and outbreak control measures with the school.
 - Advise school to refer to reference documents:
 - [COVID-19 Guidance: School Outbreak Management](#)
 - [Operational Guidance: COVID-19 Management in Schools](#)
 - Provide school with letter to notify staff and parents/guardians of the COVID-19 exposure.
- Review and determine any testing recommendations for the school as needed.
 - [COVID-19 Provincial Testing Guidance](#)
- Halton Region Public Health has responsibility in determining when an individual or cohorts are dismissed, when schools are closed and when individuals or cohorts can return to school. However, in some instances, Halton Region Public Health may give discretion to principals to dismiss individuals or cohorts for self-isolation while awaiting results of the local public health investigation.
- Complete daily follow up with the school to determine if any new students or staff have developed symptoms and facilitate testing as needed.
- Support school to address any other questions/concerns related to the confirmed COVID-19 case.

The School Will:

- Ensure confidentiality of student/staff is maintained

- Boards must report suspected cases to Halton Region Public Health to support case management and contact tracing.
- Immediately contact Public Health by calling 311 to report any confirmed or probable case of COVID-19 that has been reported to the school administrator by a student/staff person.
- Ensure COVID-19 school outbreak and IPAC measures are in place [COVID-19 Guidance: School Outbreak Management](#) .
- Ensure student and sibling(s) portfolio information (class lists, seating charts, transportation details) remain up-to-date.
- Ensure/co-ordinate environmental cleaning and/or disinfecting of the space and items used by student/staff
 - [Environmental Cleaning in non-health care settings](#) .
- Monitor school population for new/additional illnesses and [signs and symptoms](#) .
- Distribute communications provided by public health to school community:
 - Parent/staff letter.

Management of more than 1 confirmed COVID-19 case in your school community Public Health will:

- Provide timely notification to the school COVID-19 contact within 24 hours of a confirmed case of COVID-19.
 - During the school day we will contact the school directly and speak to the school COVID-19 contact person.
 - After hours Public Health will notify designated school COVID-19 contact.
- Investigate and manage reports of cases and contacts connected to confirmed case of COVID-19.
 - Investigate clusters of cases associated with school locations:
 - School transportation.
 - In-person attendance.
 - Before/after school programs located at the school.
 - Additional facilities connected with the school.
 - Review the Infection Prevention and Control (IPAC) and outbreak control measures with the school.
 - Advise school to refer to reference documents:
 - [COVID-19 Guidance: School Outbreak Management](#) .
 - [Operational Guidance: COVID-19 Management in Schools](#) .
- Public Health will conduct a risk assessment and consult with the Medical Officer of Health to determine if an outbreak needs to be declared.
 - Public Health will increase or decrease outbreak measures based on risk assessment and define if the outbreak exists within a cohort or the whole school.
- Public Health will declare an outbreak if required and:

- Provide the school with an outbreak number.
- Provide the school with outbreak declaration letter.
- Provide school with letter to notify staff and parents/guardians of the COVID-19 exposure.
- Coordinate public communication, including media, regarding school outbreaks with the school/BOE partners and the MOH.
- Review and determine any testing recommendations for the school if needed.
 - [COVID-19 Provincial Testing Guidance](#).
- Complete daily follow up with school during outbreak:
 - Confirm that COVID-19 school OB and IPAC control measures remain in place.
 - Determine if any new students or staff have developed symptoms and facilitate testing.
 - Assess and determine status of outbreak (need to be expanded or prolonged).
 - Support school to address any other questions/concerns related to the outbreak.
- Declare an outbreak over:
 - Notification by phone that the school outbreak has been declared over.
 - Provide written communication to your school to notify staff/students, parents, and guardians that the school outbreak has been declared over



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Role & Responsibilities of CHN “Safe Arrival” Relationship Managers

CHN’s Relationship Manager (RMs) will supervise students during the quarantine period in order to ensure compliance with public health guidelines. Students will be provided the CHN emergency line number and contact information for their RM.

Responsibilities of CHN

- Provide emergency on-call support 24/7 through the local Relationship Manager (during regular business hours) or the CHN “Care & Support” team (during regular business hours and after hours). CHN can be reached via phone, email, SMS, and web chat.
- Comply with Health Canada and provincial health guidelines regarding the Quarantine Act
- Consult with Health Canada to enforce the Quarantine Act if there are any breaches during the mandatory quarantine period

Responsibilities of CHN related to Arrival

- In accordance with CHN’s Safe Arrival Protocol, students are instructed to proceed through the airport upon arrival in Canada while maintaining physical distancing.
- CHN will be on call to receive SMS or phone calls from arriving students; when contacted, CHN will screen students for signs and symptoms of COVID-19 prior to meeting the driver at the airport (verbally, over the phone, or by SMS). A list of symptoms is included under “mandatory questions” #3, below
- CHN will assign a designate to meet the student at the airport (a member of the host family, or professional driver)
- CHN’s designate will:
 - remind the student to wear a fresh mask; they will provide a fresh mask if the student does not have one available;
 - Remind the student to practice physical distancing and hand hygiene throughout travel; and
 - screen the student for COVID-19 symptoms, included under “mandatory questions” #3, below
- Students will be required to pick up their own baggage from baggage claim while maintaining physical distancing, load their own luggage into the car, and sit as far away from the driver as possible
- CHN acknowledges and agrees to remind hosts and drivers that there will be no planned or unplanned stops during travel to the quarantine site and that students are expected to arrive at their accommodation directly from their port of entry.

Responsibilities of CHN RMs related to Quarantine

- Act as the main contact and liaison between the DLI and host families.
- Provide ongoing support to hosts and students, and be available to reconfirm COVID-19 procedures and answer any questions they may have.
- Require students to take their temperature once daily, monitor other COVID-19 symptoms,¹ and report the results in the ArriveCan app, and to the RM.
- Respond to feedback by the host family about students’ conduct.
- Ensure that students are following quarantine requirements (such as staying in their rooms) and report any breaches to their CHN Regional Director.

¹ <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/symptoms.html>



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- Contact students once daily to check in regarding their physical and mental health, and determine if they need additional resources or supports. RMs can elect to make a second check-in call depending on their assessment of the student. The script for such check-in calls is included below.

Responsibilities CHN RMs related to COVID-19 Testing

- CHN will follow direction from the DLI regarding testing requirements prior to the start of their studies immediately following their quarantine
- Students are expected to walk or be driven to the testing site by their host parent and follow best practices:
 - Both student and host parent should wear a non-medical mask during transit and any time they are unable to maintain physical distancing
 - Students should maintain physical distancing whenever possible
 - Students and hosts should limit contact with any other person for testing purposes
- CHN RMs will provide phone support during and throughout the testing process, if the student is anxious or needs help navigating the process
- CHN RMs will provide logistical support, such as: communicating with hosts about the requirement to get tested; helping students find testing sites; booking appointments; following up to make sure students got tested; helping students get their results; and sharing results with the DLI in accordance with privacy laws.

Responsibilities related to Suspected or Confirmed COVID-19 Diagnosis

If a student develops symptoms¹ or is diagnosed with COVID-19 during the quarantine period, the CHN RM will:

- Contact their Regional Director to inform them of the situation, and follow the instructions in “CHN COVID-19 Planning for Students” document
- Require the student to use the self-assessment tool (<https://ca.thrive.health>) and follow instructions to seek medical attention and testing as necessary and in accordance with local Public Health guidelines
- Require the student to remain in the homestay, in accordance with instructions from the local Public Health Authority, through CHN
- Continue to provide all necessary quarantine supports as outlined in CHN’s Safe Arrival Protocol and throughout this document, should the student require an extension of their quarantine period because they become symptomatic or test positive for COVID-19
- Ensure the host has read and understood CHN’s “CHN COVID-19 Planning for Hosts” document.



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Quarantine Student Check-in Script

Mandatory Questions

- 1) Are you complying with the quarantine requirements? <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/latest-travel-health-advice.html#f>
- 2) How are you feeling?
- 3) Do you have any symptoms, such as:
 - a. new or worsening cough
 - b. shortness of breath or difficulty breathing
 - c. feeling feverish
 - d. chills
 - e. fatigue or weakness
 - f. muscle or body aches
 - g. new loss of smell or taste
 - h. headache
 - i. gastrointestinal symptoms (abdominal pain, diarrhea, vomiting)
 - j. feeling very unwell
- 4) What is your temperature today?
- 5) Have you reported your symptoms on the ArriveCan app? If not, do you need any help to do so?
- 6) What daily challenge did you participate in today from the Welcome Challenges on our website? <https://canadahomestaynetwork.ca/safe-arrival-welcome-calendar/>
- 7) How are the check in calls with Chantal Bourke (Counsellor) going?
- 8) Reminder about Keep Me Safe program (image below) 24/7 support for all CHN students where they can connect with a Counsellor in first language support. Students should download the MySSP App.
- 9) **C&S Communities Only**- Have you tried connecting with your Relationship Manager by chat or text? If not, try sending us a message at (604) 229 7609 or Go to any page at www.canadahomestaynetwork.ca and select the chat icon in the bottom right corner of the screen.

Optional Questions

- 1) Share something exciting you have learned about your host family since arriving to Canada
- 2) What are your favourite foods?
- 3) Tell me about your family and pets.
- 4) Tell me about your city/country.
- 5) What classes are you enrolled in?
- 6) What kind of movies/books do you like? if you are familiar with the genre, offer suggestions (this one has gotten a long way)
- 7) What does your daily schedule look like? Can I help you set up a schedule?
- 8) What would you like to accomplish/see while here in Canada?
- 9) What is your plan after you are done this year? 5 years?
- 10) If I were to travel to your home country, what would be the most important things for me to see?
- 11) After the quarantine period, what is one thing you are looking forward to doing outside the home?
- 12) What has surprised you so far in Canada?



The Canada Homestay Network COVID-19 Planning for Students

Dear CHN Client,

To help control the spread of COVID-19, the Government of Canada has recently changed requirements for all inbound international travelers.

Effective January 7, 2021, at 12:01 a.m. EST, all air passengers five years of age or older will be required to test negative for COVID-19 before travelling from another country to Canada.

Documentation of a negative laboratory test result must be presented to the airline prior to boarding a flight to Canada. The test must be performed using a COVID-19 molecular polymerase chain reaction (or PCR) test and must be taken within 72 hours prior to the traveller's scheduled departure to Canada.

Without a negative test result as prescribed above, your students WILL NOT be permitted to board their flights to Canada.

Anyone who receives a negative test result and is authorized to enter Canada must still complete the full, mandatory 14-day quarantine as per the CHN Safe Arrival Protocol (including any additional fees).

We have contacted all inbound students and their agents (if applicable) with this information.

For more information on Canadian travel requirements, please contact your student's airline and/or travel agent (if required), or visit <https://www.canada.ca/en/immigration-refugees-citizenship/services/coronavirus-covid19/travel-restrictions-exemptions.html>.

Visit <https://canadahomestaynetwork.ca/safearrival/> for information on CHN's Safe Arrival Protocol, which we're currently updating to reflect these recent changes.

If you have additional questions or concerns, please contact your Regional Director.

Thank you for your continued patience and understanding, and everything you're doing to ensure the health and safety of your students..

The CHN National Team



The Canada Homestay Network

“Safe Arrival” Protocol

The current travel restrictions and quarantine requirements related to the COVID-19 pandemic have required CHN to consider options for students to quarantine (self-isolate) on arrival. This procedure outlines CHN’s expectations and requirements for both students and hosts to manage this period safely and smoothly.

CHN’s first priority is the health and safety of our students and host families. We are also obligated to follow the regulations and recommendations of various authorities, including the government of Canada, provincial and local public health authorities.

Currently, all international students must complete, before their arrival in Canada:

- a Self-Isolation Plan to satisfy current Canadian government travel restrictions¹ concerning COVID-19, which require travelers arriving in Canada to quarantine for 14 days;
- the Canadian government’s [ArriveCAN](https://www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19/arrivecan.html) application² (available on line)

Failure to satisfy these requirements is a breach of the student’s CHN Participation Agreement (“PA”) and the regulations and recommendations of various Canadian governmental authorities and subjects the student to additional penalties proscribed by the Canada federal government and other Canadian provincial and local Health Authorities (including but not limited to the penalties proscribed by the Quarantine Act, which include up to 6 months in prison and/or \$750,000 in fines).

CHN is ready to help our students satisfy these requirements through two accommodation options, which we developed in collaboration with The Canadian Association of Public Schools – International (CAPS-I) and Languages Canada:

Option 1: Quarantine with selected CHN Homestay hosts

Students will be placed with their regular host family, if available for quarantine, or a respite host family for the quarantine period only, at CHN’s discretion. Minors will be given priority placement in homestay.

CHN will reimburse hosts an additional \$25 per night for the 14-day quarantine period (\$350), in addition to the standard nightly rates for that period. If a student arrives early (prior to the normal start date for the program), the student will be invoiced the regular homestay fees for that period, plus \$350. If a student arrives on time, the student will be invoiced an additional \$350 only. The costs for the quarantine period will be invoiced to the agent/student or may be deducted from the security deposit, where available.

Option 2: Quarantine with Hotels offering “Safe Stay” programs with special rates

Students will be provided with a special CHN discount code in order to book directly with the hotel. The rate will include three meals per day, airport transfer, and standard room amenities. For information about CHN’s hotel quarantine option, visit <https://canadahomestaynetwork.ca/safe-arrival-hotel-fees/>

In both options, CHN offers:

- Emergency support 24x7, as usual
- keep.me SAFE™ by guard.me counselling service for emotional support
- Virtual Programming during Quarantine period, with other CHN students

If a student develops symptoms while in quarantine, CHN will follow public health guidelines. If the student develops symptoms while living with a respite quarantine host, the student must stay with their

¹ <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/latest-travel-health-advice.html#f>

² <https://www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19/arrivecan.html>



The Canada Homestay Network

“Safe Arrival” Protocol

respite quarantine host until they are considered “fit” to move with their regular host family. The cost for the extra time in the quarantine homestay will remain the same, at an additional \$25 per night.

Student Pre-Departure Plan:

1. Confirm your plans with CHN
 - Complete and sign this document to confirm your understanding of CHN’s “Safe Arrival” protocols
 - Pay CHN Fees
 - Receive Matching details – in the Hotels option, register with Hotel using CHN Discount Code
 - Because Students may be required to complete their Quarantine (Self-Isolation) in one of our Gateway cities only – Montreal; Toronto; Calgary or Vancouver - please separate reservations for international flights to Canada from onward domestic flights in Canada, which must be booked as open tickets with no specific date.

2. Communication and Relationship Building
 - Speak to your homestay family about expectations, and ask if there is anything they specifically want you to bring to help you to self-isolate. If you are staying in a hotel, contact your CHN Relationship Manager concerning any questions about your hotel stay.
 - You will be informed before arrival as to who will be picking you up at the airport; it may be your host, a driver from a transportation provider, or the hotel shuttle bus. Make sure you are clear about where you will be meeting your host or driver after arriving at the airport.
 - Carry your host’s or hotel’s cell phone number or the transportation provider’s phone number – this is important for all arrivals.

3. Self-isolating may be physically and mentally challenging for you and you should have a well thought out plan for how you will manage and pass the time during the 14-day quarantine after arrival. Please contact your school for resources. In addition, please visit <https://canadahomestaynetwork.ca/student-covid-19/> for more ideas about being prepared for quarantine.

4. Household and Hotel Isolation and Physical Distancing
 - Read the article: [How to self isolate after travel when you live with other family members](#)
 - Download and read the BC CDC form: [Daily self monitoring form for COVID-19](#)

5. Medical Check / Testing

Students who are able to obtain a medical clearance letter/certificate and a COVID-19 or antibody test are required to bring it with them when they travel to Canada. Negative COVID-19 tests will not change the requirement to self-isolate on arrival; this is mandatory for all travellers arriving into Canada.

6. Arrival Plans

All travellers must download and complete the Canadian government’s [ArriveCAN](#) application for approval prior to their arrival. [ArriveCAN](#) is available as a mobile app or you can [sign in online](#).

7. Packing

In addition to regular packing requirements, students should also bring –

 - 60 disposable face masks OR 30 disposable and 1 cloth face mask
 - One large bottle of quality hand sanitizer
 - Box of Nitrile gloves
 - Thermometer



The Canada Homestay Network

“Safe Arrival” Protocol

- Art supplies and music, for activities during quarantine program

In your carry-on luggage, also bring at least 2 masks, several pairs of gloves, a travel-sized bottle of hand-sanitizer and disinfecting wipes.

Please also make sure you have the following documents available when you arrive in your carry-on luggage:

- Passport
- Study permit or permit confirmation document (if you have one)
- Custodianship documents (if applicable)
- Letter of Acceptance from your school
- Homestay profile and contact information, or a printed copy of your reservation, showing your hotel name and address, and airport pickup service
- Contact information sheet for our staff, including our 24/7 emergency phone number
- Copy of the Declaration on Departure, signed by yourself (and parents, for minors)
- Print out of Self-Isolation Plan (Alberta)
- Change of clothes for upon arrival to your homestay

Student Travel Plan:

On the day of travel, complete and sign the Declaration on Departure included in this document.

Before boarding the flight, students must submit their information in the ArriveCAN app including:

- travel and contact information
- quarantine plan
- COVID-19 symptom self-assessments

While en route to their destination, students are expected to:

- Wear a mask and gloves
- Practice Social Distancing
- Wash hands frequently
- Use hand sanitizer when necessary
- Sanitize their personal space and high-touch areas such as seat belts and tray tables
- Minimize trips to the washroom (flush the toilet with the seat cover down)
- Touch as few surfaces as possible
- Keep their cell phone charged
- Bring some food as restaurants or stores may be closed
- Bring a refillable water bottle

Student Arrival Plan:

Upon arrival in Canada, students must be ready to show their ArriveCAN receipt. A border services officer will verify that the student has submitted their information digitally. As students proceed through the airport, they must continue to maintain physical distancing.

The student must have the documents outlined under ‘Packing’ ready to provide to Canada Border Services. The student will also be required to undergo a screening by a border services or quarantine officer who assess travellers for symptoms.

Upon arrival at the final destination airport:

- Text your driver and/or host family or contact the hotel bus as instructed
- Wear a fresh mask and gloves



The Canada Homestay Network

“Safe Arrival” Protocol

- Pick up baggage while maintaining physical distancing
- Exit the baggage area and go to the location you have previously arranged to meet your driver or host family
- Load your own luggage into the car and sit as far away from the driver as possible

Within 48 hours after arriving at the quarantine destination (host home or hotel), all students must use the ArriveCAN app or call 1-833-641-0343 to:

- confirm that they have arrived at the address provided for quarantine; and
- complete daily COVID-19 symptom self-assessments during the quarantine period.

Quarantine (Self-Isolation) Plan:

As part of the Quarantine Act, travelers to Canada are required to self-isolate for 14 days. This means that students will have to stay in their own room for 14 days and avoid contact with (keep a 2 metre distance from) others. The homestay family or hotel will provide students with food, clean linens, a comfortable room and access to them via text message, FaceTime and other remote communication.

Student Expectations

- We are ready to help! Just ask us! Call your CHN Relationship Manager, or contact your host, who will contact CHN. For hotel stays, you can also dial 0 for the hotel operator.
- Stay in your room as much as possible and away from others.
- Keep your room well-ventilated and clean – open your window to let the air circulate.
- Practice good hygiene: wash your hands frequently with plain soap and water for at least 20 seconds; use a separate towel, kept away from others; cover your mouth and nose with your elbow when coughing or sneezing, or use a tissue. Avoid coughing into either your hands or into the air. Dispose of used tissues right away into a trash bin and immediately wash your hands.
- Use a separate bathroom. Clean the bathroom regularly with household cleaning products. Flush the toilet with the lid down. In hotels, in accordance with each hotel’s “Safe Stay” protocols, clean the bathroom regularly with household cleaning products.
- Find some time to go outside each day; you can stay in a private place like the yard. Do not go to school or into other public areas. In hotels, always wear a mask outside your room. When using the hotel elevator, ask other guests to let you be alone; outside, you can stay in a private place in the hotel patio.
- Stay connected – text, email, FaceTime with your friends and family.
- Monitor your physical and mental well-being – if you are not feeling well with symptoms that resemble COVID-19, ask your host to help you complete an online self-assessment to determine if you need further assessment or testing.
- Visit: covid19.thrive.health – if you cannot use the online tool, call 8-1-1.
- Package up your garbage – empty garbage frequently and wash your hands immediately.
- Take care with laundry – the clothes you wore during your flight should be washed immediately and all of your clothes should be washed separately from other people’s laundry. You will need to wash and fold your own laundry.
- Clean and disinfect frequently touched surfaces such as doorknobs, countertops, dressers, and other surfaces at least once a day.
- Keep your personal items (toothbrush, cups, cell phone, tablets, laptops, etc.) separate from those belonging to others.
- Eat in your room.³ Your host or hotel will bring your meals to your room. Leave the dirty dishes outside your door when you are finished. Do not share dishes, drinking glasses, cups, eating utensils.

³ Most host families do not want students eating in their rooms! This is a short-term requirement that will change when the quarantine period is over.



The Canada Homestay Network

“Safe Arrival” Protocol

- Avoid prolonged periods of inactivity. CHN will offer light movement or exercise regimens upon request!

Students are reminded that while these instructions and protocols may seem overwhelming, they are here to remind them to be careful of their contact with others during the 14-day quarantine. CHN is here to help. Students will be encouraged to reach out to their host family or to their Relationship Manager for assistance.

Students are reminded that quarantine (self-isolation) is a requirement of the Quarantine Act and is not optional.

After arriving in Canada, Government of Canada officials will call the student to monitor compliance with the mandatory quarantine. The student must be prepared to answer calls from **1-855-906-5585** or **613-221-3100**. **IMPORTANT:** When contacting you during quarantine to ensure compliance, the Canadian Government will never ask you for financial information.

Host Expectations

- Hosts must have been following all public health guidelines for their area in the 14 days prior to accepting a student, and everyone in the home must be free of any COVID-19 symptoms.
- Only one healthy person should provide care.
- Do not share personal items with the student, such as toothbrushes, towels, bed linen, utensils and electronic devices.
- Use a separate bathroom from the student, and make sure everyone puts the toilet lid down before flushing.
- Some people may transmit COVID-19 even though they do not show any [symptoms](#). **Wearing a [mask](#), including a [non-medical mask or face covering](#) (i.e. [constructed to completely cover the nose and mouth without gaping, and secured to the head by ties or ear loops](#)) can help protect others around you.**
- Prevent contact with animals, as there have been several reports of people transmitting COVID-19 to their pets.
- If possible, people who are at higher risk of serious illness from COVID-19 should not care for someone with COVID-19. These people include elderly persons, those with chronic medical conditions (e.g. heart disease, diabetes) or compromised immune systems. If you need to be within 2 metres of the student, wear personal protective equipment: a medical [mask](#); disposable gloves; and [eye protection](#).
- Avoid re-using medical masks or gloves.
- Clean your hands often for at least 20 seconds, especially after contact with the student and after removing gloves, face masks and eye protection.
- Dry your hands with disposable paper towels. If not available, use a reusable towel and replace it when it becomes wet.
- You can also remove dirt with a wet wipe and then use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose and mouth with unwashed hands.
- With some guidance, students can be expected to do their own laundry. They should wash the clothes they wore on the flight immediately and keep their laundry separate from the family.

Post-Quarantine Expectations of Students and Families:

- Continue to practice proper, recommended hygiene
- Use proper coughing and sneezing etiquette
- Practice physical distancing when outside of the home, avoid malls, crowded spaces and sports
- Get & stay connected!



The Canada Homestay Network

“Safe Arrival” Protocol

Additional Considerations:

If a Student develops Symptoms or is Diagnosed

- Contact the CHN Relationship Manager or CHN Emergency Line, immediately at: 1-877-441-4443 extension 1;
- Use self-assessment tool at: <https://ca.thrive.health/> and seek medical attention as necessary.
- CHN aims to avoid spreading COVID-19 with any unnecessary relocations henceforth. Therefore, our preferences are to:
 - Keep the student in place, in accordance with Public Health direction; or
 - Ask parents to come to Canada to care for their child at their expense, if possible.
 - In the unlikely event that a host is unable to care for a sick student, CHN may be able to arrange respite care with another homestay family.

Recommended Host Family Supplies:

- Disposable paper towels and regular household cleaning products
- Thermometer
- Hand soap
- Alcohol-based sanitizer containing at least 60% alcohol
- Regular laundry soap
- Hard-surface disinfectant that has a Drug Identification Number (DIN), or if not available, concentrated (5%) liquid bleach and a separate container for dilution
- Appropriate cleaning products for high-touch electronics
- As stated above, students are required to bring some PPE with them from home, but hosts should have their own supply on hand for their personal use when interacting with the student.

Definitions:

The Public Health Agency of Canada draws a distinction between the need to [quarantine](#) (self-isolate) and [isolate](#).⁴

- **Quarantine (self-isolate):** Quarantining is necessary for 14 days if you have **no symptoms** and **any** of the following apply: you are returning from travel **outside of Canada** (mandatory quarantine); you had close contact with someone who has or is suspected to have COVID-19; **or** you have been told by the public health authority that you may have been exposed and need to quarantine.
- **Isolate:** You must isolate if **any** of the following apply: you have been diagnosed with COVID-19, or are waiting to hear the results of a lab test for COVID-19; you have symptoms of COVID-19, even if mild; you have been in contact with a suspected, probable or confirmed case of COVID-19; you have been told by public health that you may have been exposed to COVID-19; **or** you have returned from travel outside Canada with symptoms of COVID-19 (mandatory).

This procedure assumes that students will meet the requirements to quarantine (self-isolate).

Resources:

For further reading on preparation for contact with and care for individuals exposed to COVID-19, please refer to the following:

- Public Health Agency of Canada (PHAC) How to care for a person with COVID-19 at home - Advice for caregivers:

⁴ <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks.html#self>



The Canada Homestay Network “Safe Arrival” Protocol

<https://www.canada.ca/en/public-health/services/publications/diseases-conditions/how-to-care-for-person-with-covid-19-at-home-advice-for-caregivers.html>

- Public Health Agency of Canada (PHAC) Being Prepared - for individuals:
<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/being-prepared.html#a2>
- Provincial and territorial resources for COVID-19:
<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/symptoms/provincial-territorial-resources-covid-19.html>
- British Columbia Centre for Disease Control Self-Isolation guide for caregivers and household members of those with COVID-19:
www.bccdc.ca/Health-Info-Site/Documents/Self-isolation_caregivers.pdf



The Canada Homestay Network

“Safe Arrival” Protocol

Student and Natural Parent Declaration (to apply for any of CHN’s Quarantine options):

Please read the following and send this page, duly signed, to your Relationship Manager, or email to studentinfo@canadahomestaynetwork.ca with your homestay application.

In consideration of the provision of the CHN Safe Arrival Protocols for Homestay and Hotels (SAP), each of the Participant and his/her parents and/or guardian(s) hereby:

- A. Acknowledges and agrees that the Declaration on Departure and SAHP herein form part of the Participant’s HA and PA and all covenants, declarations, conditions and other terms and provisions therein.
- B. Confirms that they have each read and agree to comply or to cause compliance, as the case may be, with the Declaration on Departure and SAP herein.
- C. In addition to paragraph F of the PA, the consequences of any breach by the Participant of the Declaration on Departure and SAP and/or the Restrictions may include but not be limited to:
 - the sickness and/or death of the Participant and others, without recourse to CHN or its service providers or the Participant’s school or school board;
 - immediate expulsion of the Participant from the CHN Homestay program and the Participant’s academic programs of the school or school board without recourse, refund or credit of any fees;
 - if applicable, the revocation of CHN Custodianship services, again without recourse, refund or credit of any fees paid to CHN for Custodianship;
 - the Participant being responsible for completing their quarantine and or mandatory isolation period in alternative accommodation at the Participant’s expense, subject to the approval of the local Public Health Authorities and / or the Chief Public Health Officer of Canada; and
 - the Participant being subject to additional penalties under Canada’s Quarantine Act and/or other Canadian provincial and local Health Authorities.
- D. Declares the information provided is complete and correct to the best of their knowledge; and that any incorrect or incomplete information by the Participant, his/her parents and/or guardian(s) represents a breach of this Application and is subject to the terms of paragraph F in the PA.
- E. Understands that the options provided by CHN are in limited supply and in the event that one or any of these services are unavailable, agrees to hold harmless CHN and its officers, directors, employees and independent service providers from any and all liabilities, expenses and damages however caused. In the event none of the options are available or accepted, CHN will refund the prepaid Fees in accordance with its Refund Policy, which the undersigned have read, understood and agree with.
- F. Acknowledge and agrees that this document is drawn up in English with their consent and without recourse.

Student’s Legal Name:

Date of Birth:

Quarantine Program Option	Preferences	Comment or Special Request
Homestay	I prefer this option (Check 1 or 2 >)	
Hotel	I prefer this option (Check 1 or 2 >)	



The Canada Homestay Network

“Safe Arrival” Protocol

Signed by the Participant (and for minors, the Participant's natural parent(s)/legal guardian(s))

Student Full Name			
Signature		Date	

Full Name			
Signature		Date	
Relationship	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other (please specify):		

Full Name			
Signature		Date	
Relationship	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other (please specify):		



The Canada Homestay Network

“Safe Arrival” Protocol

Student and Natural Parent Declaration on Departure (for your travel to Canada):

Please answer the following questions and send this page, duly signed, to your Relationship Manager, or email to studentinfo@canadahomestaynetwork.ca **on the morning of your departure to Canada. You must also use the ArriveCAN app to provide mandatory travel information required for entry into Canada prior to boarding your flight.**

Student’s Legal Name:

Date of Birth:

Arrival Date:

Arrival Time:

	Yes	No	If no, please provide further detail
I/My child have/has been well and shown no signs of illness for the last 14 days			
To the best of my knowledge, I/my child have/has not been exposed to anyone showing signs of illness for the last 14 days			
To the best of my knowledge, I/my child have/has not been in contact with anyone who for the last 14 days: 1. has had COVID-19, or 2. has been a probable case of COVID-19, or 3. Someone who has had direct contact with someone who has had COVID-19			
I understand I/my child will be quarantining for 14 days upon arrival in Canada per government requirements, barring emergency circumstances			
All necessary Canadian federal and provincial forms concerning COVID-19 (including the ArriveCAN application) have been completed before my/my child’s arrival in Canada			

Each of the undersigned fully understands these protocols and agrees to all of its requirements. Students understand that any violation of the terms of the self-isolation procedure will result in immediate removal from the Homestay Program, which will mean withdrawal from the school program as well. If applicable, custodianship services will be cancelled and the student will have to return to the care of the natural Mother and/or Father or an alternative custodian as legally authorized through a document notarized in Canada or in the home country of the student. The student may also be subject to severe penalties from the Government of Canada. I (and for minors, my natural parent(s)/legal guardian(s)) agree that the Pre-Departure Declaration has been accurately completed.

Student Full Name			
Signature			Date
Full Name			
Signature			Date
Relationship	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other (please specify):		
Full Name			
Signature			Date
Relationship	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other (please specify):		

Protocols for Pre-Departure, Travel & Arrival into Canada Supervised Quarantine - Canada Homestay Network

Dear agents, parents, and custodians of all Halton Catholic DSB International Students. Canada remains a welcoming destination for international students; however, as a result of the current COVID-19 pandemic, there are some important protocols that international students and other travelers must follow to reduce the risk of infection and transmission of the virus, including undertaking a mandatory 14-day quarantine period immediately upon arrival in Canada.

These procedures outline expectations and requirements to:

- Alleviate any fear and concerns of students, host families, schools and communities
- Support the safe travel/transit, health/well-being of international students
- Ensure students and CHN host families manage this period safely and smoothly

Please understand that our number one priority is the health and safety of all students, host families, schools and communities. Canadian educational institutions must follow the regulations and recommendations of various authorities, including the government of Canada, provincial and local public health authorities.

As of October 20th, 2020 the requirements for School Boards in Canada to reopen to International Students who aren't currently in Canada has been expanded to include additional requirements. School Boards must now apply to become an approved Designated Learning Institute (DLI) and must have a COVID-19 readiness plan approved by their province or territory that:

- protects the health and safety of all students and the surrounding community
- describes how they will manage the mandatory 14-day quarantine period for international students, including arrangements for transportation to the students' quarantine location
- provides information and support to international students about
 - how they can get the items they need for their quarantine, like food and medications
 - health insurance
 - remaining healthy while in Canada

The Halton Catholic DSB in partnership with the Canada Homestay Network is working to meet these requirements. If you are planning to return to Canada to study, you must arrange your accommodations during the 14 day quarantine period through the Canada Homestay Network at <https://student.chnonline.ca/> Students and their families are responsible for all additional costs and fees associated with the quarantine period and any additional quarantine period if required.

Contact the International Student Program Team directly if you have any questions about our readiness plan.

The following information will also be communicated to you by the Canada Homestay Network directly once your homestay application has been confirmed and processed by a CHN representative.

Pre-Departure Protocol:

1. Communication and Relationship Building

- Speak to your CHN custodian and host family about your arrival, quarantine plan and any other expectations both of you may have
- Have several Skype, FaceTime, Zoom or WeChat meetings to get to know the host family you will reside with during the quarantine period
- Make sure you are clear about who and where you will be meeting after arriving at the airport, as the CHN host/driver or custodian will not be entering the airport building
- Carry the CHN host/driver's and custodian's cell phone number(s) with you – this is important for all arrivals

2. Preparing for 14 Day Quarantine

- Download COVID-19 App and Daily Symptom Tracker: <https://ca.thrive.health/>
- Make a plan for your physical and emotional wellness during quarantine. Consider bringing things to help keep you busy, and entertained during the mandatory 14-day quarantine period

3. Medical Check / Testing (Where Possible)

Students who are able to obtain a medical clearance letter/certificate, COVID-19 or antibody test are asked to bring this documentation/test results with them when they travel to Canada.

Negative COVID-19 tests will not change the requirement to quarantine (self-isolate) for 14 days upon arrival. This is mandatory for all travelers arriving into Canada.

4. Completing Arrival Plan(s)

Prior to arrival, all international students & travelers must provide their information for approval on the Canadian government's ArriveCAN application.

Download and complete the ArriveCAN App at:

[Download ArriveCAN for iOS](#)

[Download ArriveCAN for Android](#)

Refer to:

<https://www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19/arrivecan.html>

As of November 21, 2020, if you're flying to Canada as your final destination, you and any accompanying family members must use ArriveCAN to submit your:

- travel and contact information
- quarantine plan (unless exempted under conditions set out in the mandatory isolation order)
- COVID-19 symptom self-assessments

You must use ArriveCAN **before you board your flight** to Canada.

- Please note when using the ArriveCAN app, your window to submit information opens 90 days before your flight.
- If you submit your information by signing into ArriveCAN online, your window opens 14 days before your flight.

Once you submit your information through ArriveCAN:

- a receipt will be displayed
- be ready to show the receipt to a Canadian border services officer
- you can show your receipt from the app as a screenshot or printout

See instructions on how to prepare the App on page 9 of this package.

PLEASE NOTE: students may have difficulty downloading the ArriveCAN app on an Android device purchased in China. If you do please go to the following website and follow the instructions on the page in order to solve the download issue: <http://m.fxsw.net/apk/31172.html>. Contact the ISP department if you continue having issues with downloading the application.

Arrival in Canada Protocol:

Upon arrival in Canada, the student should proceed through the airport while physical distancing (2m away from other people.) The student must have the documents outlined under 'Packing' ready to provide to Canada Border Services including:

- Print outs or screenshots of quarantine or self-isolation plans and documents
- Any confirmation numbers
- Name and address of host family (bring your homestay profile)
- Copies of any HCDSB documents provided to you by the International Student Program staff
- Contact information for person picking you up at the airport

Students will also undergo a health screening by a Canada Border Services Officer on arrival to assess

for symptoms. <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/latest-travel-health-advice.html>

If you are a new student who has a study permit approval letter, make sure to pick up your Study Permit before getting your luggage. If you are unsure what to do, ask!

At the final destination airport, the student will need to:

- Text their CHN host/driver or custodian to advise the flight has arrived
- Wear a fresh medical mask (if you do not have one, your host designate will provide one)
- Continue with appropriate hand hygiene
- Pick up baggage and exit the airport while physical distancing
- Exit the baggage area and go directly to the location previously agreed upon to meet the driver or custodian
- Load his/her own luggage and sit as far from the driver as possible

After leaving the airport, the student will be driven directly to their supervised offsite accommodation (homestay or hotel) to remain during the 14 day quarantine. There will be no planned or unplanned stops during travel to the quarantine site. Canada Homestay Network host families, will provide students with 3 meals per day as well as free Wi-Fi. Students and accompanying parents in hotels will have their meals arranged through CHN and will receive support from a CHN chaperone.

As of November 21, 2020, all travellers, whether you travel by air, land or sea, must report daily after your entry into Canada. You **must** report to:

- confirm that you've arrived at the address you provided for your quarantine or isolation location within 48 hours of your entry into Canada
- complete daily COVID-19 symptom self-assessments until the completion of your quarantine period or until you report symptoms

If you don't complete your reporting after you've entered Canada, you may receive phone calls or public health follow-ups.

Quarantine Protocol:

As required under the Government of Canada's Quarantine Act, all travelers to Canada are required to quarantine for 14 days. Students will have to stay in their room for 14 days and avoid contact with (keep a 2-metre distance from) others. These instructions and protocols may seem overwhelming for students. Students are encouraged to ask their custodian for assistance.

After arriving in Canada, the student must be prepared to answer calls from Government of Canada officials at **1-855-906-5585** or **613-221-3100**. Make sure to save these numbers in your phone as contacts so you recognize them.

IMPORTANT: The Government of Canada will never ask you for money or for information regarding your finances or banking. If you are contacted and asked for this information, please contact us immediately to report this situation. International Students need to be aware that fraudulent calls or communications of this type that are occurring in Canada, are illegal as government organizations aim to support and protect your right to privacy and will not threaten you nor will they attempt to intimidate you in any way.

Student Responsibilities & Expectations During 14 Day Quarantine:

Students are reminded that quarantine (self-isolation) is not optional. The Government of Canada has put in place emergency measures to slow the introduction and spread of COVID-19 in Canada. You **MUST QUARANTINE** for 14 days, provide contact information and monitor yourself for signs and symptoms as required by the Minimizing the Risk of Exposure to COVID-19 in Canada Order (Mandatory Isolation).

1. Stay in your assigned room and away from others
2. Keep your room well-ventilated and clean – open your window to let the air circulate if possible.
3. Practice good hygiene:
 - a. wash your hands frequently with plain soap and water for at least 20 seconds
 - b. cover your mouth and nose with your elbow (or use a tissue) when coughing or sneezing. **DO NOT cough into your hands or into the air.** Dispose of used tissues right away into a trash bin and immediately wash your hands
4. Use of the bathroom:
 - a. Clean the bathroom regularly with cleaning products provided.
 - b. Flush the toilet with the lid down
5. Keep bathroom & frequently touched surfaces such as doorknobs, countertops, dressers, and other surfaces clean and disinfected at least once a day (Disinfectant wipes will be provided in the room upon arrival)
6. Package up your garbage in the bag provided and leave it outside the door of your room at specified times. Wash your hands immediately after disposing of your garbage.
7. Find some time to go outside each day
8. If you are staying in a hotel/motel, do not go into other public areas.
9. Stay connected – text, email, FaceTime with your friends, host family and natural family.
10. Establish a 'routine' as quickly as possible (don't stay awake all night and sleep all day)
11. Monitor your physical and mental well-being. If you are not feeling well, contact your custodian to help you complete an online self-assessment to determine if you need further assessment or testing.
12. Visit: <https://ca.thrive.health>– if you cannot use the online tool, call 8-1-1 or 1-888-709-2929
13. Laundry: This service varies depending on type of accommodation. If no laundry services are available, the following protocol is expected upon arrival to the homestay:
 - a. All clothes worn during the flight and the 14 day quarantine should be put in a garbage bag and then washed upon arrival to the homestay
 - b. All student clothes should be washed separately from other host family laundry
 - c. Student will need to wash and fold his/her own laundry
14. Ask for help!

Consequences of breaching Canada's Quarantine Act and/or the restrictions outlined by CHN and the HCDSB during the quarantine period may include but not be limited to:

- Immediate expulsion of the Participant from the CHN Homestay program and the Participant's academic programs of the HCDSB without recourse, refund or credit of any fees;
- The Participant being subject to additional penalties under Canada's Quarantine Act and/or other Canadian provincial and local Health Authorities.

If a Student Develops Symptoms or is Diagnosed with COVID-19:

If experiencing even mild symptoms including fever, chills, cough, shortness of breath, loss of sense of smell, headache, muscle ache, fatigue or loss of appetite, contact your custodian and use the self-assessment tool at: <https://ca.thrive.health/> and seek medical attention as necessary.

To avoid spreading COVID-19, the following may occur:

- Student will remain in the accommodation, in accordance with Public Health direction
- Natural parents/agents will be informed

Post-Quarantine Expectations of Student & Families:

- Continue to practice proper, recommended hygiene (wash hands frequently, keep room clean, let host family know if you don't feel well and if you are ill do not attend school or be in social contact with others)
- Use proper coughing and sneezing etiquette. Sneeze and/or cough into your elbow. DO NOT sneeze and/or cough into your hand or into the air
- If using a tissue, dispose of the tissue in a plastic lined garbage container immediately
- Practice physical distancing (at least 2m away) from all people who are not members of your immediate household
- Avoid malls, crowded spaces and sports where physical distancing is difficult
- Follow and respect provincial and federal government health directives
- Become better connected and make new routines with your host family where you are integrated and part of their daily lives. Quarantine is not 'normal' and it is not the expectation after the initial 14 days are over!

Once you have read this document in full you are then required to sign the STUDENT DECLARATION page of the "HCDSB Student Contact Information Form and Self Isolation Plan" in order to confirm that you understand the "Protocols for Pre-Departure, Travel & Arrival into Canada" including what is required of you during the self-quarantine period.

The completed information package including the Student Declaration page are then to be saved and emailed to ISP@hcdsb.org.

Definitions:

The Public Health Agency of Canada draws a distinction between the need to **Quarantine (self-isolate)** and **Isolate**.

- **Quarantine (self-isolate):** Quarantining is necessary for 14 days if you have **no symptoms** and **any** of the following apply: you are returning from travel **outside of Canada** (mandatory quarantine); you had close contact with someone who has or is suspected to have COVID-19; **or** you have been told by the public health authority that you may have been exposed and need to quarantine.
- **Isolate:** You must isolate if **any** of the following apply: you have been diagnosed with COVID-19, or are waiting to hear the results of a lab test for COVID-19; you have symptoms of COVID-19, even if mild; you have been in contact with a suspected, probable or confirmed case of COVID-19; you have been told by public health that you may have been exposed to COVID-19; **or** you have returned from travel outside Canada with symptoms of COVID-19 (mandatory).

Resources:

For further reading on preparation for contact with and care for individuals exposed to COVID-19, please refer to the following:

- Public Health Agency of Canada (PHAC) How to care for a person with COVID-19 at home - Advice for caregivers:
<https://www.canada.ca/en/public-health/services/publications/diseases-conditions/how-to-care-for-person-with-covid-19-at-home-advice-for-caregivers.html>
- Public Health Agency of Canada (PHAC) Being Prepared - for individuals:
<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/being-prepared.html#a2>
- Provincial and territorial resources for COVID-19:
<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/symptoms/provincial-territorial-resources-covid-19.html>
- COVID-19 App and Daily Symptom Tracker: <https://ca.thrive.health/>

Protocols for Pre-Departure, Travel & Arrival into Canada Supervised Offsite Quarantine

STUDENT DECLARATION

After reading in full the *Protocols for Pre-Departure, Travel & Arrival into Canada* information outlined here, please read each statement below and confirm you have met the requirements of all the statements by checking the boxes, then sign this declaration.

- .. I have read in full, understand and agree to comply with the requirements in the **Protocols for Pre-Departure, Travel & Arrival into Canada** document.
- .. I am aware that any violation of the Quarantine protocol will result in immediate removal from the Halton Catholic District School Board Program. If homestay and Custodianship services were arranged through CHN, they will be cancelled, and the student will have to return to the care of their natural parent(s) or an alternate custodian as legally authorized through a document notarized in Canada or in the home country of the student.
- .. I am aware of the student's requirement to comply with the Government of Canada's **Quarantine Act** and local public health authorities, and the serious consequences/penalties for not complying with the Act.
- .. I have registered using the ArriveCAN App and completed any necessary provincial Quarantine/Self-Isolation Plan for presentation at the airport upon arrival in Canada.
- .. I understand that I have appropriate medical insurance arranged through the International Student Program department, effective as of the date of my arrival in Canada, which includes coverage for COVID-19 during the quarantine period.
- .. I confirm that by signing this Student Declaration, all the information contained herein is true and accurate and completed to the best of my knowledge.

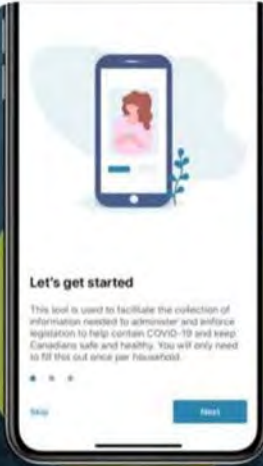
Student Full Name (Print)	Student Signature	Date
Parent/Guardian Name (Print)	Parent Guardian Signature	Date
Parent/Guardian Name (Print)	Parent Guardian Signature	Date

Please return the completed and signed copy of this form to: ISP@hcdsb.org

REFUND REQUESTS: Any student who chooses not to proceed with their education/training as a result of any additional costs incurred to secure a homestay placement for the 14 day quarantine period, will have their tuition refunded in full for the semester(s) that are impacted by this decision.

ArriveCAN App

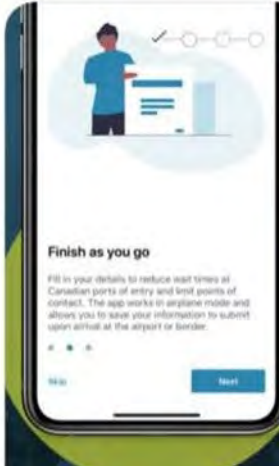
The ArriveCAN app is available for iPhone and Android and can be downloaded from the App Store or Google Play. This app must be set up before you arrive at immigration in Canada because the immigration officer will provide you with a TOKEN NUMBER you will need to enter into the App.

Let's get started

This tool is used to facilitate the collection of information needed to administer and enforce legislation to help contain COVID-19 and keep Canadians safe and healthy. You will only need to fill this out once per household.

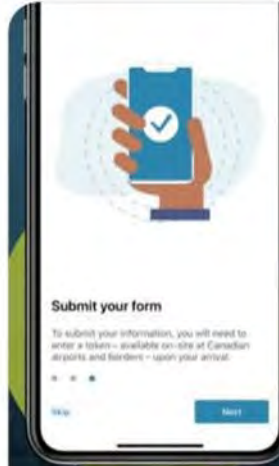
Help us contain COVID-19



Finish as you go

Fill in your details to reduce wait times at Canadian ports of entry and limit points of contact. The app works in airplane mode and allows you to save your information to submit upon arrival at the airport or border.


Save time - enter your data up to 24 hours ahead of time for you and your family



Submit your form

To submit your information, you will need to enter a token - available on-site at Canadian airports and borders - upon your arrival.

Submit information at the port of entry



Enter your information

Add Traveller

Add your details here. If you are travelling as part of a family or group, you can add multiple travellers.

Smith, John

1-07-31

Supports multiple travellers



Travellers

- Smith, John
- Smith, Jackie

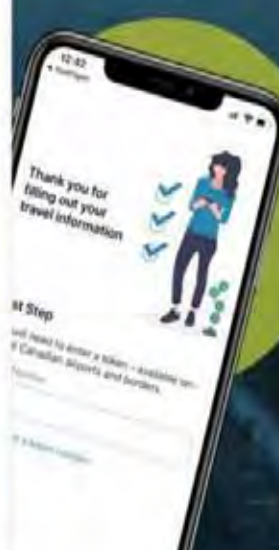
ADD ANOTHER TRAVELLER

Complete the questionnaire



Complete this Covid-19 Self-Assessment and Quarantine Plan Questionnaire

Remember! You can get the token at the port of entry



Thank you for filling out your travel information

at Step

You will need to enter a token - available on-site at Canadian airports and borders.

Show your receipt to an officer



Your Summary

Address: 123 Main Street, Toronto, ON M1A 1A1

Phone: 416-123-4567

Passport: ABC123

Arrival Date: 2023-07-31

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: December 14, 2020
 Time: 7:00 pm
 Location: Microsoft Teams

Members Present	B. Agnew (Chair)	A. Louca-Ricci
	D. Bardon	M. Lourenco
	R. Barreiro	P. Moran
	N. Guzzo	R. Quesnal
	D. Hotopeleanu	D. Rabenda
	J. Lim	T. Veale
	H. Karabela	

Staff Present

- J. Acheson, Acting Chief Social Worker
- S. Balogh, Superintendent of Special Education Services
- P. Daly, Director of Education
- D. Kollee, Chief of Speech Language Pathologist
- J. O’Reilly, Special Education Coordinator

Members Excused

- M. Arteaga
- M. Duarte

Members Absent

- C. Parreira
- Y. Taylor

Recording Secretary

- A. Hughes

1. Call to Order

The Chair called the meeting to order.

1.1 Opening

The meeting opened at 7:01 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: P. Moran

Seconded by: D. Bardon

RESOLVED, that the agenda be accepted as received. **CARRIED**

2. Presentations

3. Actions to Be Taken

3.1 Minutes of the November 30, 2020 SEAC Meeting

Moved by: D. Bardon

Seconded by: R. Barreiro

RESOLVED, that the minutes of the November 30, 2020 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

B. Agnew reminded members that the Ministry memo on the Special Education Funding Model went out with the meeting package and asked if there were any questions.

6. Special Education Board Policy Review**7. Action and Information Items****7.1 SEAC Goal Setting**

B. Agnew discussed SEAC goals and calendar agenda items and opened up the floor for discussion. Goal setting items were gathered. B. Agnew informed members she would share the working SEAC monthly calendar which is used to form the monthly agendas. A summary of SEAC Goals from the discussion will be compiled in a document and sent to members to discuss at the January 2021 meeting. B. Agnew asked members to email any other goals they may think of after the meeting.

7.2 Nomination re: Autism Ontario

B. Agnew announced that a nomination had been received from Autism Ontario for D. Bardon to represent their association on SEAC. The Autism Ontario nomination will go to the Board meeting on Tuesday, January 5, 2021 for trustee approval.

8. Communications to SEAC**8.1 Superintendent's Report**

S. Balogh provided updates on:

Social Worker Update: S. Balogh welcomed and introduced J. Acheson who is the new Acting Chief Social Worker for P. Codner who has started her secondment with School Mental Health Ontario.

Speech and Language: A summary was provided by D. Kollee on virtual speech and language services. A survey was conducted with parents in June on the virtual speech and language services during the COVID-19 school closures. This data has been used to inform planning for speech and language services for the 2020-2021 school year.

8.2 Trustee Reports

N. Guzzo experienced technical difficulties and was unable to provide the report. The report will be provided to members at a later date.

8.3 Association Report-ABC Ontario

M. Lourenco and J. Lim provided a report on concerns with the transition planning. A sub-committee was proposed to discuss recommendations and to seek other SEAC member's input.

B. Agnew agreed to add this to business arising as an item and suggested members to provide any further comments at the January meeting.

9. SEAC Discussion

No items were brought forward for discussion.

10. Meeting Summary and Next Steps

All notes from the goal setting exercise will be compiled and shared at the January meeting.

11. Next Agenda: Meeting Monday, January 25, 2021

The agenda will include the election of chair and vice chair.

12. Adjournment**12.1 Resolution re Absentees (Chair)**

Moved by: M. Lourenco

Seconded by: R. Barreiro

RESOLVED, that M. Arteaga, M. Duarte, be excused. CARRIED

12.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Rabenda

Seconded by: P. Moran

RESOLVED, that the meeting adjourn. CARRIED

The meeting adjourned at 8:23 p.m. with a prayer led by the Chair.

Special Education Advisory Committee (SEAC)

Association Report

Association:	ABC Ontario
Representative:	Maria Lourenco / Jessica Lim
Meeting Date:	December 14, 2020
Upcoming Events or Conferences	
Website links/Brochure /Flyer attachments:	
New Initiatives:	
Other Information:	Please see report attached regarding HCDSB Transition Planning.



DECEMBER 14, 2020

The purpose of this association report is to formalize ABC Ontario's concerns with respect to Transition Planning as outlined in the 2020 HCDSB Special Education Plan.

The concerns outlined by ABC Ontario were raised during the recent review of the 2019 HCDSB Special Education Plan ("the Plan"), and were expected to be addressed in the revised 2020 Plan, however, they were not and there is no evidence that the concerns have been otherwise addressed. Specifically, there are significant transition issues affecting Gifted students which have not been addressed to ABC Ontario or SEAC.

In particular, the Transition Planning section of the Plan includes a section on "Supporting the Transition to/from a Regional Specialized Class within HCDSB".

During the review of the Plan, ABC Ontario specifically raised concerns about Gifted students transitioning from an elementary Special Education Class into a secondary regular class placement, a scenario which exists for all Gifted students with a Special Education class placement in Grade 8 by virtue of the board's lack of continuity of a full range of placements from elementary to secondary.

The Plan mentions a regional IPRC being "convened whenever a student transitions to/from a placement in a specialized class". An IPRC is not a transition plan and is particularly insufficient in the case where a change in placement is not the result of a change in assessment or learning profile or even initiated by the teacher, parents or student, but rather the result of the board no longer providing the placement option determined to be the most suitable for the exceptional student.

Due to the board's lack of continuity of a full range of placements from elementary to secondary, students placed in a Grade 8 Gifted class must accept a change of placement into a regular class placement in Grade 9, regardless of their learning profile and identified needs. In this scenario, Gifted students are dealing with three critical transitions:

- new school, possibly in a different community/new family of schools
- move from elementary to secondary
- change in placement from special education class to regular class

HCDSB has a responsibility to make this transition successful for these exceptional students, particularly given that one of three major transitions occurring simultaneously is a direct and sole result of board policy.

Based on feedback from parents, ABC Ontario has also learned that many parents are not even aware of the significance or implications of the change in "placement".

With respect to transitioning *into* the regional Gifted classes in Grade 5, ABC Ontario has received mixed feedback from parents with regards to understanding the placement options available to newly identified Gifted students, and receiving sufficient information to make a well informed decision in the time required.

ABC Ontario is seeking feedback from other association members and members at large with respect to additional concerns with Transition Planning within HCDSB and whether there is interest in a subcommittee to bring forth recommendations, or whether members would be interested in setting aside time at a future SEAC meeting for further discussion and recommendations.

If concerns with transition planning are not shared by other exceptionalities, ABC would request further discussion directly with Special Education staff to address our concerns.

Preliminary considerations for Transition Planning for Gifted students could include:

- reintroducing the Gifted Information Night, virtually, for families of newly identified Grade 4 students, to ensure consistent and equitable access to information about Grade 5 placement options, as well as a preliminary review of secondary options
 - o for 2020, a virtual session would likely be the only option, but would also be a great option for future years, as not all families are able to attend the in-person events in any given year
- providing information regarding ABC Ontario to families of newly identified students so that we may support them in their journey and connect them to other parents who have been through the process – ABC Ontario would further support this initiative for newly identified students of any exceptionality, to be provided information from their relevant association(s)
- discussions regarding Secondary pathway options to start at the end of grade 6 and include parents; options discussed should include Advanced Placement, International Baccalaureate, Academic stream, or other options including transfer to Gifted program available at other boards if that is in the best interest of the student and their learning needs; while students currently use “My BluePrint” to explore their pathways, parents too need to be informed of the available pathways and the transition considerations through the transition planning process
- Secondary pathway options continue to be explored in the fall of Grade 7 through intentional invitations to participate in AP, IB and Grade 8 information nights
- ensure grade 8 Gifted transition activities such as open houses and other secondary transition activities and events can be accessed at the student’s school of choice or all possible schools of interest where students remain undecided (ie. home high school, Gifted family of schools high school, AP/IB program secondary school)
- discussions around Grade 8 Reach Ahead credits available in summer before Grade 9 and opportunities explicitly provided in option sheet planning for Grade 9
- discussions around accelerated programming options and opportunities explicitly provided through night school and/or summer school courses and option sheet planning for all secondary grades

ABC Ontario would also like to collaborate with staff with respect to other ways to prepare students transitioning from a Regional Gifted class environment into a regular classroom environment, in order to best prepare these students for success and the opportunity to realize their full potential.