



CALGARY CATHOLIC  
SCHOOL DISTRICT

# SCHOOL RESUMPTION HANDBOOK

Guidance for the Safe Reopening  
of Schools Under Scenario 1

*Living and Learning in our Catholic Faith*

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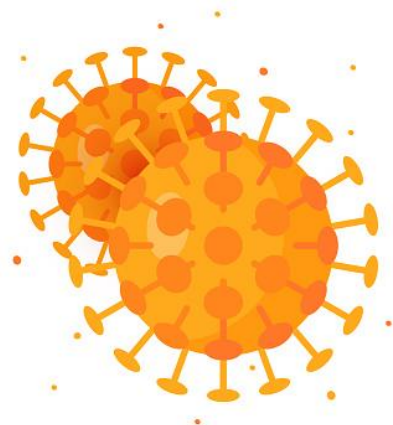
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## MESSAGE FROM CHIEF SUPERINTENDENT – DR. BRYAN SZUMLAS

On July 21, the provincial government announced that school districts were to proceed with Scenario 1: in-school classes resume (near normal with health measures) for September 2020. This means that our students will come back to school Monday through Friday. With 118 schools and over 5,500 staff who will welcome over 58,000 students in Calgary, Airdrie, Chestermere and Cochrane, the Calgary Catholic School District (CCSD) is Alberta's largest separate school division.

We recognize that this year's return to school will be different for our families and staff. The realities of the COVID-19 pandemic have made it essential for measures to be put in place to make sure that we are doing all that we can to ensure student and staff well-being, as this remains our top priority. As we prepare for the 2020-2021 school year, we have been diligently working on a re-entry strategy to minimize risk and help keep everyone as safe as possible.

**The safety and well-being of our students, employees, visitors and contractors is of utmost importance.**

**Five key safety measures from our return to school plan are:**

1. Health monitoring
2. Handwashing
3. Sanitizing
4. Wearing masks (K – 12), and
5. Physical distancing (where possible)

We want to assure you that our district administrators will work closely with Alberta Health and the Ministry of Education to meet and exceed health measures to reduce the spread of COVID-19. As the situation with COVID-19 continues to evolve, so too, will our approach and best practices.

We know that for some, the news of students returning to school for classes has caused anxiety. To meet the needs of all families, we have developed online learning options for students in grades 1-12. Online learning is being offered at our new St. Isidore School (for grades 1-9) and at St. Anne Academic Centre (for grades 10-12).

For those returning to their schools, CCSD has developed this **School Resumption Handbook**. This handbook is a resource designed to answer questions and support our families and staff during the COVID-19 pandemic. It contains useful, current information for administrators, staff, parents and students from K-12. Along with this handbook, a frequently asked questions (FAQs) document **has been published and will be updated** as new information emerges. We are grateful for all the ideas and feedback provided by students, parents and staff on how to help keep our school communities safe in a world with COVID-19.

We look forward to welcoming your child(ren) back to school in September. Thank you, parents and guardians, for your continued support and confidence in us. Also, thank you to our staff who work hard to provide students a quality Catholic education. There are many challenges ahead, but working together and with God at our side, we can open schools and teach students how to live in a world with COVID-19.

**Dr. Bryan Szumlas**

Chief Superintendent, Calgary Catholic School District

## EXECUTIVE SUMMARY

Since the first case of COVID-19 was reported to the World Health Organization (WHO) in December 2019, information and misinformation about the virus has increased exponentially. The purpose of this handbook is to provide school administrators, school staff, parents and students with accurate information in order to ensure the safety and security of all students, parents and staff throughout the school reopening process.

### SAFETY FIRST

Beginning with the suspension of in-school learning in March 2020, the Calgary Catholic School District (CCSD) has taken direction from Alberta Health and Alberta Education with respect to safeguards to minimize risk in our return to school for 2020-2021. Alberta Health and Alberta Education have determined that a return to school for the 2020-2021 school year will be under Scenario 1: In-school classes resume (near normal with health measures). The safety of CCSD staff and students continues to be our top priority. In preparation for a safe return to school, CCSD has followed and in some cases exceeded the direction provided by Alberta Health and Alberta Education. Safety measures implemented to ensure the health and safety of our schools include:

- [Daily health checks](#) prior to entering the school
- Limited access to classrooms by parents and volunteers
- Legal stay at home protocols for those that are not well
- Enhanced cleaning and sanitizing practices
- Expansion of online learning options for students in grades 1 – 12
- Staggered entry strategies to reduce student contact during high traffic periods including the start and end of day, as well as, during recess and lunch periods
- Physical distancing (when and where possible)
- Implementation of a cohort model (when and where possible)
- **Mandatory mask wearing by all staff, students (K-12), parents/guardians, volunteers and visitors while in the school (with some exceptions, outlined by the school principal)**
- Supporting Alberta Health Services (AHS) with contact tracing through record keeping (e.g. seating plans, visitor logs)



## PROGRAM CONTINUITY

CCSD is committed to maintaining program continuity for all our students. Some families may feel a return to school is not in their child's best interest. For the first time, CCSD will offer online school to students in grades 1 – 12. Unlike the at-home learning that took place when schools were shut down in March, online school will require students to participate full-time in their learning and to meet the outcomes in the Alberta Programs of Study. In order to preserve program continuity for students, class sizes at the home school, as well as, the staff commitments required to implement online school, parents are advised that students who are interested in the online option will have to commit to a full school year.

Having students return to their home schools part way through the year would interrupt their programming. Teachers teach units in different orders. So returning to a different class part way through the year may mean that a student could have multiple units twice. Furthermore, returning part way through the year would significantly increase class sizes at the school and interrupt the learning of the class who has already made relationships with their teacher. Imagine if you choose face-to-face learning for your child in a class of 25 students, then in January 10 additional students join from online. This would not be fair to the other students or the teacher. However, online students may choose to return to their home school for the 2021-2022 school year or continue with online learning.

## SHARED RESPONSIBILITY

As we prepare for a return to school, it is important to note that our surroundings are changing, and we all have a responsibility to ensure the safety of ourselves, and others. To this end, CCSD will approach all of the safety measures from the perspective of helping students learn new behaviours and strategies to stay healthy in a world where COVID-19 continues to be a threat.



## INTRODUCTION

As we prepare for schools opening under Scenario 1 for the 2020-2021 school year, there are a number of new realities that will guide the shape of our work in our schools and non-instructional locations. As per Alberta Health, COVID-19 remains present in our communities and requires that we continue to take precautions to reduce the risk of spread and implement measures such as abiding by AHS gathering restrictions and maintaining physical distancing, where possible. As has been suggested by Alberta Health, **the objective is not to prevent COVID-19 cases from occurring in our schools, as this is not feasible. Instead, our objective is to minimize the risk of infection and spread.** A number of key principles can assist us in achieving this objective:

- We must meet or exceed Alberta Health orders and guidelines
- We must prepare for an outbreak in order to respond in a way that ensures the health and safety of staff and students
- We must be transparent with our public that our goal is to limit the risk of infection and spread
- We cannot guarantee a COVID-19 free environment for students or staff

As is always the case with respect to health concerns, the district takes its guidance from medical authorities. Information in this handbook has been synthesized from a variety of sources, including but not limited to Alberta Ministerial Orders, Alberta Health, Health Canada, Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO). In the case of school reopening, the district uses a cascade model to develop required practices on the part of staff and parents, where the advice and recommendations for decisions are sought in the following order:



As we prepare for schools opening under Scenario 1, we should be mindful that the risk of infection and spread, though not eliminated, is reduced by the implementation of the mandated guidelines by the government authorities listed above and practices recommended by the district.



## SCENARIO 1: IN-SCHOOL CLASSES RESUME (NEAR NORMAL WITH HEALTH MEASURES)

### STAFF

As we consider the re-entry of more than 5,000 staff to our schools and worksites, it is important to remember that every person's experience is unique, and every person's aversion to risk is different. For some, there may be a belief that we are not doing enough, while others may feel the precautions are out of proportion to the risk. **The district encourages all staff to follow the Alberta Health recommendation that staff obtain a COVID test prior to returning to school.** Each of our staff are entitled to support and understanding, however, staff are also expected to abide by Alberta Health and district direction regarding safety measures. Staff who are suggesting they feel unsafe and do not wish to report to work should speak with their principal who may, if necessary, direct them to Human Resource Services to help resolve the situation.

### STUDENTS

At a COVID-19 update press conference on August 5, 2020, Dr. Hinshaw advised Albertans that "Masks are mandatory for grades 4-12 outside the classroom and inside the classroom when close contact is required." **CCSD has chosen to exceed this expectation and masks are mandatory for all students K – Grade 12.** As we consider the re-entry of close to 60,000 students to our schools, it is important to consider that our students may have little or no experience with safety practices such as physical distancing and the wearing of masks. As we would with any other learning, it is important that we accept each student's level of understanding and provide them with the teaching, guidance, coaching and encouragement needed to ensure the safety of themselves and their school community. Students who fail to follow Alberta Health or district guidelines should be gently corrected. If expectations are not followed repeatedly, progressive disciplinary steps as outlined in the school handbook should be implemented.

### STAGGERED ENTRY

In order to ensure a smooth start that sets the desired tone for reducing the risk of spread and increased safety for all students, it is recommended that schools give consideration to utilizing the first week of school (September 2-4) to implement a staggered entry process. This will allow for an orderly orientation of students to the new realities, rules, practices and procedures of the school environment. A staggered entry will also provide opportunities for ensuring student understanding of the importance of new safety practices and protocols and the importance of compliance, while ensuring sufficient physical distancing to ensure safety in the first few days of school.

**Regardless of the staggered entry process implemented, principals must abide by the following guidelines:**

- 1. Parents will be notified of the staggered entry process for their school, and the dates on which students are expected to attend by August 21**
- 2. September 8 is the first day of classes for grades 1 – 12 students. The first official day for kindergarten is September 14.**

Exceptions to the above staggered entry timelines include staggered entry for preschool, kindergarten and our diverse learning programs. Each of these programs are encouraged to continue past practices and utilize an extended staggered entry process.

### DAILY HEALTH CHECKS

Alberta Health guidelines for a return to school require increased screening measures for all persons who access a school site. Before leaving home, staff, children/students, visitors and volunteers who will access the school for work or educational purposes, must self-screen for symptoms each day that they enter the school using the [COVID 19 Alberta Health Daily Checklist](#). Parents and students will be provided a copy of the screening tool upon school registration with the expectation that it needs to be completed at home on a daily basis prior to coming to school.

Teachers will monitor student health throughout the school day. In addition, students who display a pattern of repeated symptomatic behaviour during the school day must report this to their teacher. Schools may use contactless thermometers to assess students for fever (greater than 37.8°C) if they become symptomatic at school. **In keeping with normal practice, students who become ill, or symptomatic at school will be isolated in a separate room and supervised by a staff member wearing a mask and face shield.** Parents will be contacted and are required to pick up their child as soon as possible. As per CCSD Administrative Procedure 315, school staff are expected to act as would a reasonable parent/legal guardian if a student becomes symptomatic at school.

**Alberta Health has mandated that children with fever, cough, shortness of breath/difficulty breathing, runny nose or sore throat are legally required to stay home from school for 10 days, or until symptoms resolve, whichever is longer. A COVID test is recommended. Students may only return to school before 10 days only if a COVID test is negative, symptoms are gone, and the student is not a close contact of someone with COVID-19**

**Students with any of the other symptoms identified on the Alberta Health Daily Checklist must self-isolate for 10 days from the start of symptoms or until symptoms resolve. A COVID test is recommended.**

**Alberta Health also state that anyone with any of the following “other symptoms” is not legally required to self-isolate but is, nonetheless, strongly advised to stay home and minimize contact with others until they are feeling better:**

**Other symptoms:** can include stuffy nose, painful swallowing, headache, chills, muscle or joint aches, feeling unwell in general, new fatigue or severe exhaustion, gastrointestinal symptoms (nausea, vomiting, diarrhea or unexplained loss of appetite), loss of sense of smell or taste, conjunctivitis (pink eye)

Alberta Health recommends calling Health Link at 811 for more information. Resources are available on the [811 website](#) in 19 different languages.



Schools must keep records of children’s known pre-existing conditions. If a child develops symptoms that could be caused by either COVID-19 or by a known pre-existing condition (e.g., allergies), the child should be tested for COVID-19 to confirm that it is not the source of their symptoms before entering or returning to school. **Once parents have provided the school with verbal confirmation of their child’s negative COVID-19 test result (results are provided by phone) and there is no contact with a known case of COVID-19, the child will be allowed to return to school.**

## PHYSICAL HEALTH

COVID-19 spreads the same way as other viruses that cause colds and flus. When people cough or sneeze, tiny drops of liquid go into the air. If the person has COVID-19, the virus can be in those droplets and can make others sick. One way a person can get sick is by breathing in the tiny drops that have the virus in them while talking with or being close to someone who is sick. Another way is by someone touching something that tiny drops have landed on and then touching their mouth, nose or eyes. Sharing dishes, forks and spoons, water bottles and drink containers could also spread the virus from someone who is sick to someone who is not. You can help prevent the spread of COVID-19. Prevention starts with awareness. The following practices will help reduce the spread of COVID-19:

- Practice physical distancing
- Self-isolate when you’re feeling sick
- Wash your hands frequently
- Cover coughs and sneezes
- Avoid touching your face

**Maintaining good hand hygiene is a simple and effective way to reduce risk.** Wash your hands often and really well with soap and water for at least 20 seconds. Soap and water are always best. However, if soap and water are not available, you can use hand sanitizer. If your hands are dirty, or you have touched a surface that others also have touched, wash your hands. Don’t touch your eyes, nose or mouth until your hands are washed. Cough or sneeze into your elbow or a tissue, then wash your hands. Washing your hands, not touching your face, and staying home when you are sick are the best ways to help you and your friends stay healthy.

## MENTAL HEALTH

The mental health and well-being of our school community is of primary importance during this time. We recognize that students and staff have experienced an event that may be associated with increased stress or trauma. As such, a strategic plan for addressing the mental health needs of our students and staff is in place. This plan includes:

- Professional development for all staff in being able to watch for signs of mental health challenges with their students
- Staff can access the Employee Family Assistance Program (EFAP)
- Surveying of students to ensure that their mental health needs are brought forward and addressed in a timely manner

- Development of lessons for teachers to provide to students on mental health, well-being and resilience
- Training of at least one staff member at each school to be able to connect students with appropriate support
- Hiring of trained guidance counsellors at every junior and senior high school to provide students with mental health supports
- School support workers at many of our elementary schools to assist students with their well-being needs
- Centrally available family support workers, multicultural support workers, Indigenous support workers, and psychologists to support students and families who are triaged by schools to receive additional assistance

If there is anything you might be confused or worried about, don't be afraid to ask someone you trust. More information can be found online at [alberta.ca/COVID19](http://alberta.ca/COVID19).

## OUR NEW NORMAL UNDER SCENARIO 1:

In order to ensure student understanding that we are still in a situation that presents risk and is different from their previous experience in school, the following measures are recommended to support the school in helping students learn and adapt to new expectations and behaviour:

1. ***It is required that all staff wear a mask while schools are open and operating under Scenario 1 guidelines. Staff may choose to wear a face shield, however staff who choose to wear a face shield must also wear a mask\*. See Appendix A for CCSD Mask Compliance Protocol.***

We have no idea where our students have been or what contacts and interactions they may or may not have had through the summer. Alberta Health recommends [use of a face shield](#) in addition to a mask if the individual is likely to be exposed to splashes, large droplets or saliva in the course of workplace duties.

*\*Exceptions to this requirement include when the staff member is eating or drinking, where the integrity of the cohort is not compromised, or when working with students with special education needs where wearing a mask would hinder the accommodation of the student's disability.*

2. ***It is required that all staff, students (K-12) and visitors wear masks while schools are open and operating under Scenario 1 guidelines. See Appendix A for CCSD Mask Compliance Protocol***

Although attempts will be made by schools to limit close physical contact between individuals, the reality is that in a school setting 2m physical distancing is not always possible. Individuals are required to wear a mask at all times, unless the 2m distancing can be achieved. Teachers will plan "mask breaks" for the start of the school year to provide students an opportunity to become accustomed to wearing a mask throughout the school day.

3. ***Individualize entry into the building as much as possible.***

It is recommended that procedures are developed that ensure parents and students are aware of the need to reduce the risk of infection and spread. This may include setting up outdoor gathering stations for each cohort/class/grade and scheduled, limited entry to the building to reduce contact between students.

**4. Communicate entry requirements to all staff, parents and students.**

Ensure that email communications prior to the first day of school, as well as, signage in and outside the building make it clear to parents and students arriving on the first few days of school, what the expectations are regarding school entry.

**5. Ensure a sufficient presence of staff outside to meet and direct parents and students.**

It is important to remember that what we are asking of parents and students is new and unfamiliar. Some families may have more experience with gathering restrictions and physical distancing than others. All staff should be aware that we are expecting new behaviour from parents and students and like any other behaviour, this behaviour must be taught.

## SCHOOL EVENTS

School events such as Meet the Teacher, assemblies, liturgies and school council meetings all have the potential to increase the risk of spread. For as long as schools are operating under Scenario 1 guidelines, it is important to take steps to reduce the risk of spread wherever possible. For this reason, it is recommended that principals work with their staff to develop virtual processes to support the goals of these events.

This may include:

- Creation of a video to introduce the parent community to staff and the classroom environment
- Arranging for telephone or video conferencing with parents who might benefit from an opportunity to share specific concerns and goals about their child with their child's teacher, including the first parent/teacher conference scheduled for September 17

An exception to this is kindergarten entry processes and opportunities for parents to meet with the kindergarten teacher and be introduced to their child's classroom.

While it is recommended that principals arrange for virtual processes for school events, principals should bear in mind that some parents may in fact benefit from the opportunity to meet with a teacher. Parents who express a strong desire to meet with their child's teacher should be accommodated to the greatest extent possible. As with all visitors to the school, parents in this circumstance would be expected to self-assess prior to coming to the school and wear a mask and follow school hand sanitizing protocols while at the school.

## CONTACT TRACING

Once a case of COVID-19 is identified, contact tracing provides a means of lowering the risk of continued transmission. Contact tracing is an AHS responsibility, however, schools can support this effort by having systems in place that identify cohort interactions with individuals outside the cohort. Key to this is an understanding of the cohorts within the school. **Seating plans for cohorts and classes must be maintained.** Once the cohort is defined, there must be a way to identify anyone outside the cohort who has contact with the cohort. Similar to visitor sign-in logs that currently exist, this might include sign-in sheets for small cohorts, a means of identifying in visitor logs the cohort the visitor will visit, and in larger cohort groups, identification of school personnel who interact with other cohorts. All staff should be prepared to answer the following question in the event of a case of COVID-19:

***Besides other members within the cohort, who else may have come in contact with the individual identified as COVID-19 positive between the dates of \_\_\_\_ and \_\_\_\_?***

### **FOOD SERVICES**

Schools may wish to continue to provide canteen services to schools. In order to reduce risk, vending machines will not be available. Students should be encouraged, as much as possible, to bring all required food and drinks from home. Where schools choose to make canteen service available to students, the Alberta Health guidelines for food services must be followed. This includes:

- No self-serve or family-style meal service. Instead, switch to pre-packaged meals or meals served by designated staff
- Food provided by the family should be stored with the student's belongings
- With the exception of high school culinary arts programs, access to the food preparation areas that could be accessed by students, non-designated staff, or non-essential visitors should be restricted
- Ensure that food-handling staff practice meticulous hand hygiene and are excluded from work if they are symptomatic
- Students should practice physical distancing while eating
- There should be no common food items (e.g., salt and pepper shakers, ketchup)
- Utensils should be used to serve food items (not fingers)
- If a school is using a common lunchroom and staggering lunch times, ensure that all surfaces of the tables and chairs (including the underneath edge of the chair seat) are cleaned and disinfected after each use

### **GUEST EMPLOYEES**

Guest employees will all be provided the same OH&S training regarding COVID-19 that is provided to school staff. In addition, all guest employees will be provided with two face masks and a face shield. Information on acquiring masks and face shields **has been** sent to guest employees. In order to reduce risk, it is recommended that guest employees limit the number of schools where they provide service. The more schools a guest employee enters, the greater the risk of spread. Each guest employee should maintain a log of schools and classes entered. Guest employees will be required to follow the same requirements for mask wearing as school staff.

### **STUDENT TRANSPORTATION**

Updates: August 24, September 2, September 21, October 8, 2020

Physical distancing requirements are difficult to maintain when students are travelling on a bus. Our transportation department has been working closely with our contracted service providers to develop procedures that will allow our students to be safely transported to and from school.

These practices include:

- Drivers will wear masks during loading and unloading of students
- Drivers will utilize increased hand sanitizing protocols
- Parents are responsible for determining if their child is healthy and therefore able to ride the bus
- Drivers will make seating plans for all students on their routes, incorporating the province's recommendations that students first on in the morning will be seated at the back and then as the route continues, the onboarding students at each bus stop will be seated in front of the already-boarded students, and so on
- Parents are responsible for supplying their child(ren) with hand sanitizer and a mask
- Emphasis will need to be made on students not yelling, singing or talking excessively on the bus, or turning around in their seats to interact with other students. General bus rules that existed prior to the pandemic remain in place
- School bus companies have purchased cleaning supplies for each bus driver to use between routes
- Students are required to wear masks when riding a bus.
- Diverse learners transported by cab will no longer ride with others and will ride alone and, if they can tolerate wearing a mask, will be expected to wear a mask, and if unable to tolerate a mask then a face shield as the next level of protection

## FACILITY RENTALS

The City of Calgary, Calgary Board of Education, Conseil Franco-sud and CCSD have had a long-standing arrangement that allowed for the use of school facilities in the evening to support community rentals. In preparing for school re-entry for fall 2020, all parties have agreed that **there will be no community rentals for Fall 2020**. Before and After School programs are not impacted by this decision. This decision has been taken to ensure the safety of students, since evening rentals often access school equipment. CCSD will, however, continue to provide the weekend school rental for the church groups and Polish School, since they occur on the weekend and do not represent the same risk to student health. This decision will be reviewed in November for the Winter session (January – April).

## FOUR-PART COVID-19 CLEANING PLAN

In order to ensure that each of our schools remain cleaned and sanitized to the greatest extent possible, the following four-part cleaning plan has been introduced for the 2020-2021 school year:

1. Site specific redeployment of staff from nighttime to daytime to assist with daytime cleaning requirements, as needed on a site-by-site basis
2. Deployment of disinfectant, different from hand sanitizer, to all classroom spaces to sanitize contact surfaces like desks (teacher sprays the surface, student wipes the surface dry)

3. Increased emphasis on identification of and cleaning of high-touch surfaces and high-use spaces (washrooms)
4. “Deep cleaning” procedures in response to positive COVID-19 cases in any of our buildings

### IN THE EVENT OF AN IDENTIFIED CASE OF COVID-19

The goal of CCSD’s re-entry plan is to minimize, to the greatest extent possible, the impact of COVID-19 in our schools. Alberta Health has identified the following conditions:

**ALERT:** An Alert will be declared by AHS when there is one confirmed case of COVID-19 in a school (staff or student) and, once the district is instructed to do so by AHS, the school will send a letter\* home to parents.

**OUTBREAK:** An Outbreak will be declared by AHS when there is two or more confirmed cases of COVID-19 in a school (staff or student) and, once the district is instructed to do so by AHS, the school will send a letter\* home to parents.

\*Letters home will inform parents of the existence of a confirmed case(s), however the letter will not disclose any personal information that would identify the individual(s).

AHS will contact district senior administration who will work with the school through normal district processes. Principals should work with their Area Director in every case.

### STAY INFORMED

The community situation and mandates of Alberta Health continue to change minute by minute, hour by hour and day by day. Staff, students, parents/guardians, visitors and volunteers are encouraged to regularly visit our [COVID-19 webpage](#) for the most recent information and updates to published documents.

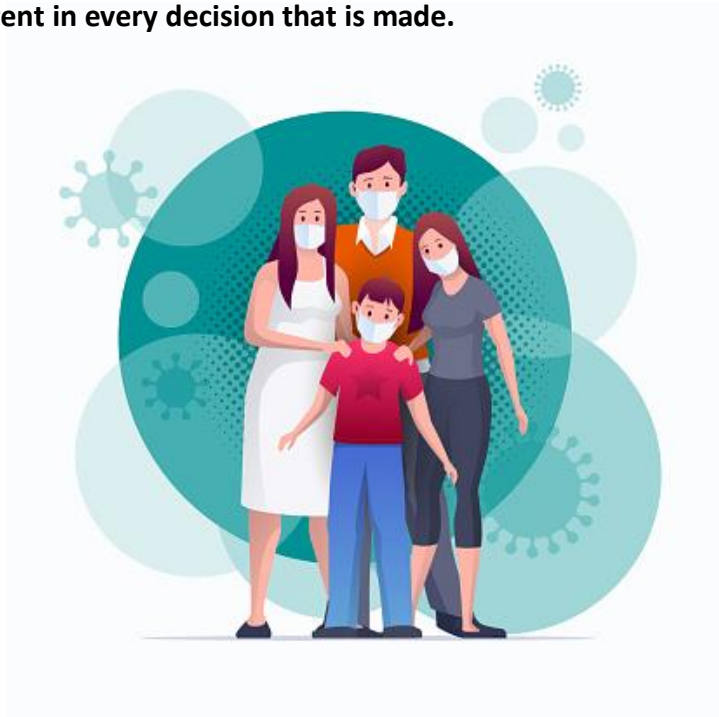


## PREPARING FOR TRANSITION BETWEEN SCENARIOS

As we begin the school year, it is important to keep in mind that although we are reopening schools under Scenario 1, we may be required by Alberta Health to shift from Scenario 1 to Scenario 2 or 3. We must be prepared to transition to any scenario as quickly as possible. Alberta Health continues to monitor public health and has indicated that if necessary, schools may be required to shift between scenarios depending upon current conditions and community spread. This means that guidelines and practices put in place for the start of the school year should be easily adjusted should Alberta Health change the scenario. Principals and school staff are required to prepare for this eventuality. **The expectation is that all teachers have Google Classroom, Seesaw or BrightSpace established early in the school year in the event that we move to Scenario 2 or 3.** Plans that are adaptable and flexible are key to our ability to transition smoothly from one scenario to another.

In order to provide schools with the greatest amount of flexibility in preparing for a potential scenario shift, this document provides guidelines and required practices. Decisions that can be made at the local school level should be made at the local school level. Every decision, rooted in advice from health authorities and district guidelines, must balance the risk of spread against the benefit to the student. In some schools, where family resources are low, and student nutrition suffers, the benefits of providing a school lunch program may outweigh the risk of spread. In other schools, where there are greater family resources and student nutrition is satisfactory, the benefits in providing a lunch program may not outweigh the increased risk of spread.

**While schools have some authority and discretion in implementing the guidelines outlined in this handbook, it is important to ensure that the benefit to the child outweighs the increased risk of spread inherent in every decision that is made.**





# COHORTS

## Definition and Purpose

- A cohort is a group whose members, **always the same people**, do not always keep 2 m apart. For most students this is their family circle. Cohorts at a school level look quite different, as the numbers are greater and the risk of exposure to COVID increases.
- **The purpose of a school cohort is to reduce the risk of transmission of COVID-19 by limiting exposure to others** and to increase the feasibility of contact tracing in the event of an identified case of COVID-19
- It is recommended that students be placed in the smallest groupings possible. We recognize that **school cohorts** will be more manageable at the elementary level and difficult or impossible at the junior and senior high levels
- The importance of wearing masks and contact tracing **is a response to the inability of schools to mimic family cohort groups**

## Cohort Size

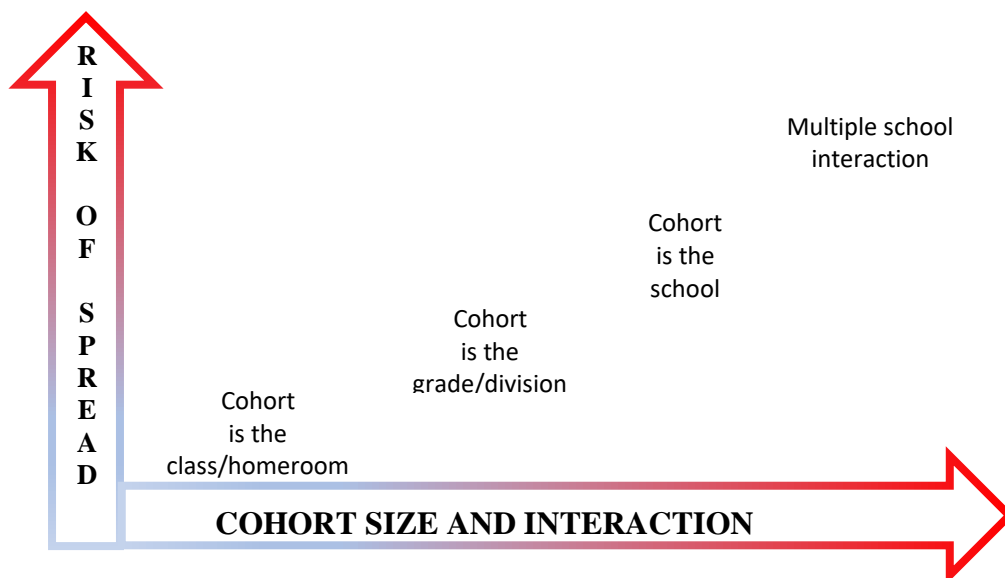
The size of a cohort will vary depending upon school and grade configuration. The smaller a cohort group is, the less risk there is of spread. In order to implement effective cohorts:

- At the elementary school level the cohort size should be the class/grade/division
- At the junior high school level the cohort size should be the grade/junior high school
- At the high school level the cohort size is impossible to define

Regardless of cohort size, a second factor to be considered is the integrity of the cohort. Once a cohort is defined, anyone external to the cohort who is introduced to the cohort increases the risk of spread. More information about cohorts is provided by Alberta Health and can be found [here](#).

## Risk vs. Cohort Size

The relationship between risk of spread and cohort size is depicted in the graph below. As cohort size and interaction increases, so does the risk of spread.



**Required Practice Regarding the Use of Cohorts Under Multiple Scenarios:**

<b>USE OF COHORTS</b>			
School as usual	Scenario 1	Scenario 2	Scenario 3
Students grouped by class and grade	Cohort by classes, by grade or by school, dependent upon school size	Cohort by subgroups within classes or by grade, depending upon school size	Students learn from home
Bringing cohorts together	Only if additional safety measures (physical distancing, outdoor activities) can be put in place that keep the cohorts separate	Not recommended	Virtual groups only
Regular assemblies, concerts and dances	Assemblies, concerts and dances are not allowed under Scenario 1 unless physical distancing measures are possible; virtual options should be pursued	Virtual assemblies only	Virtual assemblies only
Materials and resources shared by students and classes	Use of shared items and equipment is not recommended; shared items must be thoroughly cleaned prior to use by another	Use of shared items and equipment is not recommended; shared items must be thoroughly cleaned prior to use by another	Student uses resources and materials provided by home and school
No PPE required	Staff and students must wear mask under this scenario, when physical distancing cannot be maintained, guest employees must wear masks	Staff and students must wear masks when physical distancing cannot be maintained; guest employees must wear masks.	No PPE required

## MASKS AND FACE COVERINGS *“Keep the space or cover your face”*

### Definition and Purpose

AHS has stated that wearing a mask can be an additional measure you can take to protect others around you by preventing your respiratory droplets from contaminating people, surfaces and/or objects. CCSD will exceed current direction provided by AHS and Alberta Education regarding the use of non-medical masks and is requiring masks be worn by all students K-12. Masks should be considered one part of the risk mitigation strategy implemented in schools. The effectiveness of a risk mitigation strategy includes the use of a variety of approaches to reduce risk, including:

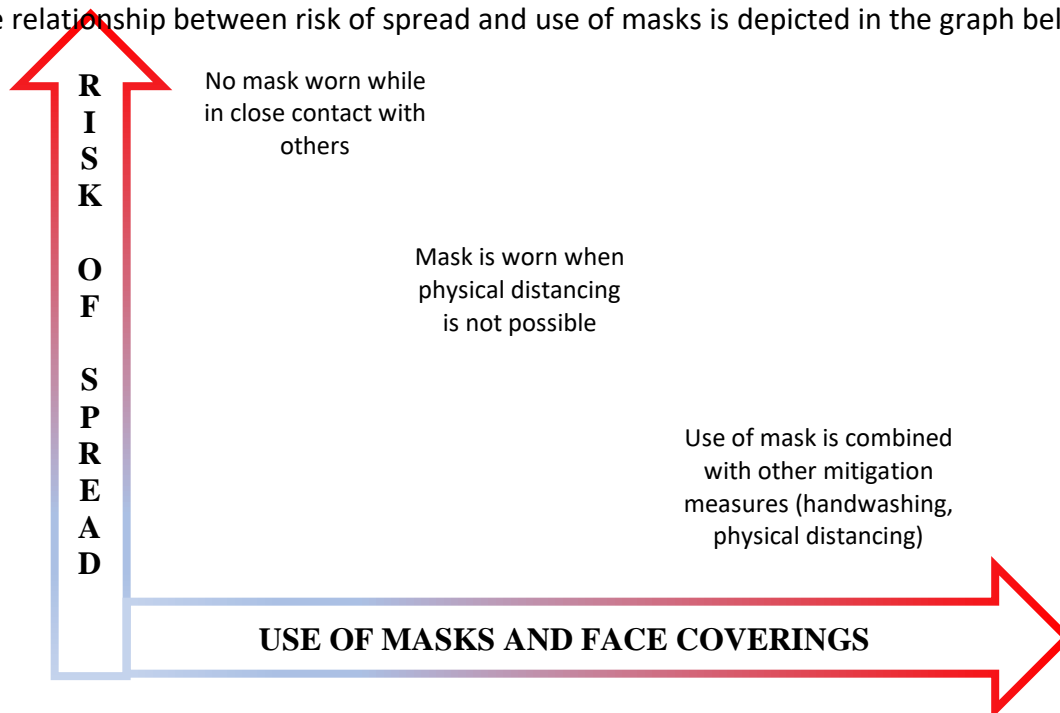
- Staying home when sick, isolating immediately if you have COVID-19 symptoms: cough, fever, shortness of breath, runny nose or sore throat
- Washing hands often with soap and water for at least 20 seconds
- Practicing physical distancing and maintaining cohort integrity
- Sanitizing hands and high-touch surfaces
- Wearing a mask

### Masks and Face Coverings *“Keep the space or cover your face”*

AHS and Alberta Education recommend the wearing of masks whenever physical distancing cannot be maintained for periods of 15 minutes or longer. Students travelling on Calgary Transit and yellow school busses are required to wear a mask. As noted on page 6 of this document, the district requires that staff and students wear masks *whenever 2m distancing cannot be achieved* while schools are operating under Scenario 1 guidelines. [See Appendix A for CCSD Mask Compliance Protocol](#)

### Risk vs. Use of Masks *“Keep the space or cover your face”*

The relationship between risk of spread and use of masks is depicted in the graph below.



## Required Practice Regarding Masks

<b>Masks</b>	
Who must wear a mask	<ul style="list-style-type: none"> <li>• School Staff</li> <li>• Students (K-12)</li> <li>• Students and staff in Before and After School Care programs</li> <li>• Parents/Guardians</li> <li>• Guest Employees</li> <li>• District Staff</li> <li>• Volunteers and Visitors</li> <li>• Service Providers</li> </ul>
Who should not wear a mask	<ul style="list-style-type: none"> <li>• Children under the age of two</li> <li>• Anyone with an underlying medical condition or disability which inhibits their ability to wear a mask</li> <li>• Any staff working with students with special education needs where wearing a face covering would hinder the delivery of program (i.e. speech pathologist)</li> </ul>
When must masks be worn	<ul style="list-style-type: none"> <li>• Whenever 2m physical distancing cannot be achieved</li> <li>• While travelling on a city or school bus</li> </ul>
When masks can be removed in school	<ul style="list-style-type: none"> <li>• Whenever physical distancing measures can ensure two metres distance between individuals</li> <li>• Cohort recess breaks where 2m physical distancing is maintained</li> <li>• During any planned mask break where other safety measures are implemented</li> <li>• Anyone eating or drinking (other safety measures implemented)</li> <li>• Anyone engaging in an athletic or fitness activity (physical distance measures necessary)</li> <li>• When removing the mask is necessary to provide or receive a service</li> </ul>
<p>Alberta Health Exemptions from Mask Wearing</p> <p>CCSD recommends other levels of protection, including 2m distancing and wearing a face shield as the next level of protection for persons unable to wear a mask</p>	<ul style="list-style-type: none"> <li>• Persons who are unable to place, use or remove a non-medical face mask without assistance;</li> <li>• Persons unable to wear a non-medical face mask due to a mental or physical concern or limitation;</li> <li>• Persons consuming food or drink in designated areas;</li> <li>• Persons engaged in physical exercise;</li> <li>• Persons providing care or assistance to a person with a disability where a non-medical face mask would hinder that caregiving or assistance;</li> <li>• Persons engaging in services that require the temporary removal of the non-medical face mask, and</li> <li>• Spaces where physical barriers have been installed between persons.</li> </ul>

## EXTRACURRICULAR ACTIVITIES

### Rationale for Special Consideration

- Extracurricular activities are activities that are outside the scope of the mandated curriculum
- Extracurricular activities promote school spirit and are an important part of the school experience

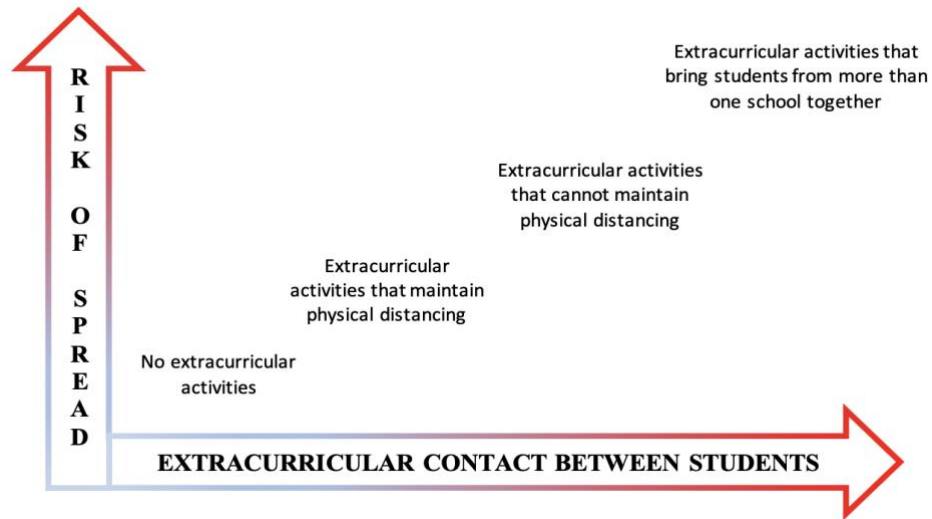
### Extracurricular Activities Under Scenario 1

- CCSD is working with Alberta Education, Alberta Health and education partners, including the Alberta Schools' Athletic Association, to explore possibilities for athletic activities and events within the context of current health measures. **Junior high sports continue to be suspended at this time.**
- **Extracurricular activities, other than sports,** can continue with health measures in place.
- **High School** sports teams may begin practicing and finalizing team selection with health safety measures in place.
  - Team tryouts, practices and training may begin
  - No inter-school competitions are to take place at this time.
  - When practice cohorts are developed, they must adhere to the guidelines set forth by the Government of Alberta as outlined in the document [Guidance for Sport, Physical Activity and Recreation-Stage 2.](#)
  - Sport specific guidelines for high schools can be found on the [Calgary Senior High School Athletic Association](#) website
- Spectators in the gym should be limited and are required to maintain 2 m distancing
- **The on-ice training component of the Hockey Canada Skills Academy Program is suspended and will be reviewed in the coming months**
- School change rooms may still be utilized in a limited capacity (i.e. half the class at one time)
- Outdoor activities may proceed in accordance with sector-specific guidance
- For more guidance on outdoor sports and recreation, refer to the [Guidance for Outdoor Recreation](#) and for more information on high school athletics, see [Alberta Schools' Athletic Association](#) and [Calgary Senior High Athletic Association](#)
- Interschool sports and use of “tubby” busses is suspended and will **continue** to be reevaluated **throughout** the school year.

### Risk vs. Extracurricular Activities

The relationship between risk of spread and extracurricular activities is depicted in the graph on the following page. As extracurricular interaction increases, so does the risk of spread.





**Required Practice Regarding Extracurricular Activities Under Multiple Scenarios:**

<b>IMPLEMENTATION OF EXTRACURRICULAR ACTIVITIES</b>			
School as usual	Scenario 1	Scenario 2	Scenario 3
A variety of intramural activities are made available to students	Intramural activities that cannot maintain physical distancing are suspended at this point in time	No intramural activities are permitted	No intramural activities
Students have multiple opportunities for engagement in extracurricular activities	Extracurricular activities that cannot maintain physical distancing should be undertaken with caution and added health measures (wearing a mask, hand sanitizing, cleaning)	No extracurricular sports or fine arts productions, clubs only if physical distancing requirements can be met	No extracurricular activities
Regular assemblies and dances	Assemblies and dances are not allowed under Scenario 1	Virtual assemblies only, no dances are allowed under Scenario 2	Virtual assemblies only
Equipment cleaned and sanitized as per district standards and recommendations	Use of shared items should be avoided; equipment that must be shared must be cleaned and sanitized between each use	Use of shared items should be avoided; equipment that must be shared must be cleaned and sanitized between each use	No equipment required

## FINE AND PERFORMING ARTS/PHYSICAL EDUCATION

### Rationale for Special Consideration

Like extracurricular activities, the subject areas of Fine and Performing Arts, and Physical Education, by virtue of the way they are delivered and the resources required in program delivery, present a greater risk for transmission than other subject areas. These subject areas are singled out for special attention by Alberta Health and Alberta Education and as a result, in this guideline document as well. Risk of transmission is reduced by limiting exposure to others. In most schools, these particular subjects may be taught by subject specialists, in specialized rooms. This may result in a breach of the integrity of the cohort. Schools must consider the placement of these students in an environment with caution and ensure resources also used by other students are cleaned and sanitized.

### Fine and Performing Arts/Physical Education Under Scenario 1

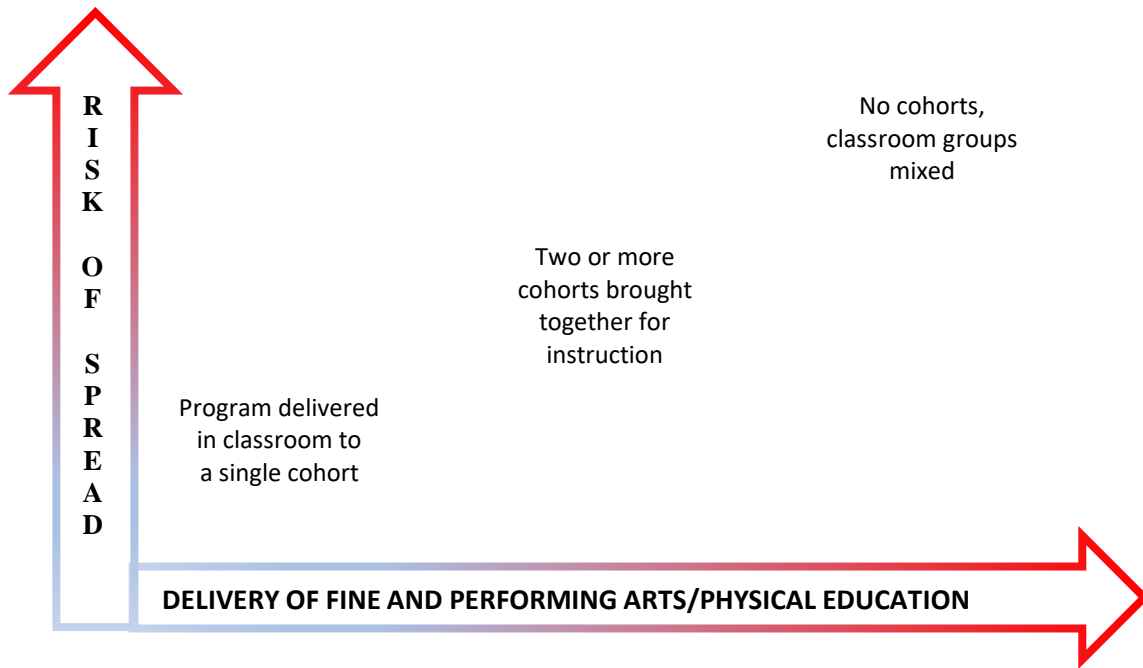
Scenario 1 guidelines have the following recommendations, relevant to these subject areas:

- Fine and Performing Arts and Physical Education programming will continue in schools
- Detailed information about Fine and Performing Arts for teachers is published on the district's website.
- For activity and lesson planning, staff should ask themselves the following questions to determine the risk of the activities and whether they should proceed:
  - Does the activity involve shared surfaces or objects frequently touched by hands?
  - Can an activity be modified to increase opportunities for physical distancing?
  - What is the frequency/possibility to clean high-touch surfaces (e.g. electronic devices, instruments, equipment, toys)?
- Learning experiences involving unprotected (without a mask or physical barrier) in-person singing, cheering or shouting or playing wind instruments require additional safety measures. See the Fine Arts Instruction during COVID-19 resource for more guidance. Consider alternatives such as:
  - Recording or live-streaming individual performers in separate locations
  - Including more lessons focused on music appreciation or music theory
  - Choose to play instruments that are lower risk
- Where possible, physical education activities should be done outside instead of inside
- Teachers should choose activities that support physical distancing (e.g. badminton over wrestling)
- Use of shared items or equipment is to be avoided where possible
- Equipment that must be shared should be cleaned and disinfected after each use

### Risk vs. Participation in Fine and Performing Arts/Physical Education

The relationship between risk of spread and extracurricular activities is depicted on the following page.





**Required Practice Regarding Fine and Performing Arts/Phys. Ed. Under Multiple Scenarios:**

<b>DELIVERY OF FINE AND PERFORMING ARTS/PHYSICAL EDUCATION</b>			
School as usual	Scenario 1	Scenario 2	Scenario 3
Where possible, programs take advantage of ancillary spaces for program delivery	Where possible, programs are delivered in the classroom to a single cohort	Programs delivered to partial cohort in the classroom.	Programs offered in a virtual setting
Students share available resources	Available resources are unique to each student, or cleaned and disinfected after each use	Available resources are not shared	Resources offered in a virtual setting
Fine and Performing Arts performances are encouraged where possible or feasible	All Fine and Performing Arts performances are discouraged but audiences of 100 are permitted (with additional safety measures in place)	All Fine and Performing Arts, productions are adapted for online performance	Virtual presentations only

# CTF PROGRAMMING

## Rationale for Special Consideration

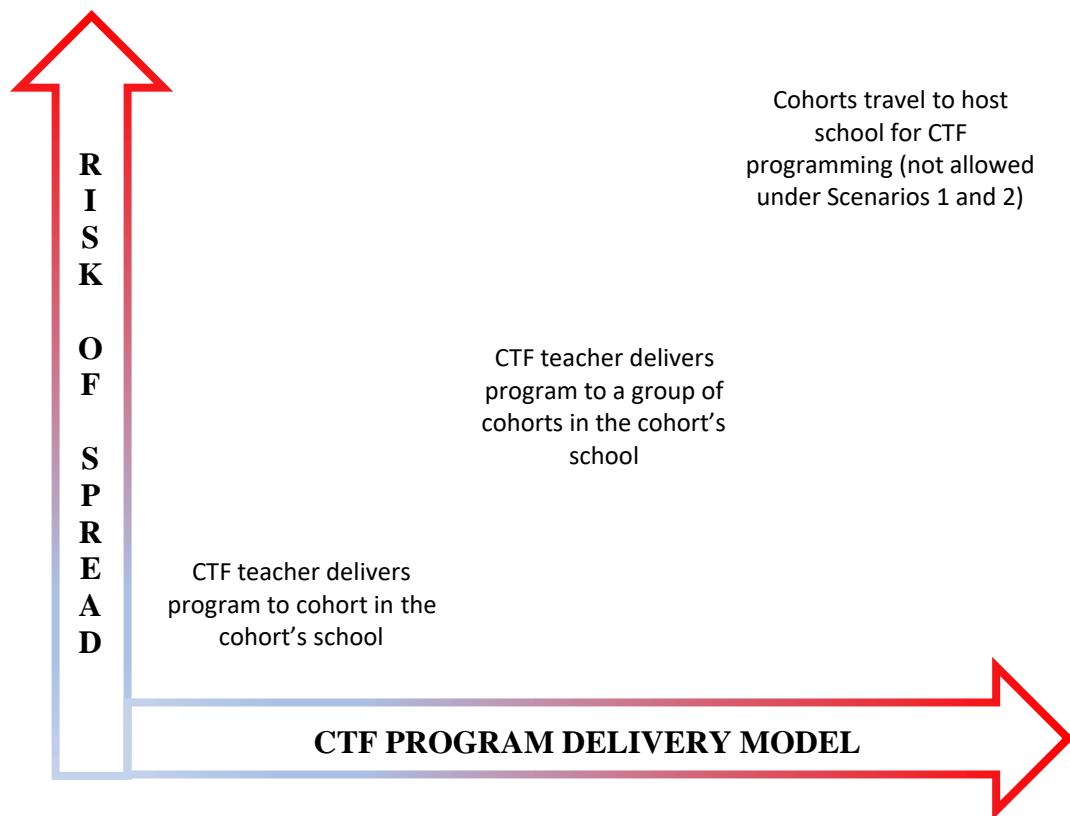
CTF labs are available in some schools. In the past, students who attend schools that do not have CTF labs have been transported to host CTF program schools. The transportation of students introduces an increased element of risk. In addition, there is the increased risk of transmission represented by the introduction of students from one school in to a second school environment.

## CTF Under Scenario 1

Regular operation of CTF classes is scheduled to resume on November 23. CTF is an important part of the curriculum that consists of multiple models, and principals will work with their staff to ensure the delivery of this program. The risk inherent in resuming CTF classes will be balanced by increased safety measures. These increased safety measures are outlined for teachers in the Subject Specific COVID Planning document available on the district's internal website, and include PPE, disinfecting of high frequency touch points, assigned tasks to promote single person use of equipment where possible, and sanitizing of equipment before and after use.

## Risk vs. CTF Program Delivery Model

The relationship between risk of spread and CTF program delivery model is depicted below.



**Required Practice Regarding CTF Programming Under Multiple Scenarios:**

<b>DELIVERY OF CTF PROGRAMS</b>			
School as usual	Scenario 1	Scenario 2	Scenario 3
Where possible, CTF programs take advantage of CTF labs for program delivery	Program is delivered in CTF labs with increased safety measures in place	Program is adapted and delivered in the cohort's classroom in schools where no CTF lab exists and in the lab where such a facility exists	Program offered in a virtual setting
Productions, displays, and exhibitions are staged and promoted in order to display student achievement	Productions, displays and exhibitions are adapted to meet physical distancing requirements (audiences of 100 or less)	Productions, displays and exhibitions are postponed	Productions, displays and exhibitions are postponed
Resources and equipment cleaned and sanitized as per district standards and recommendations	Use of shared items should be avoided; resources and equipment that must be shared must be cleaned and sanitized between each use	Use of shared items should be avoided; resources and equipment that must be shared must be cleaned and sanitized between each use	No equipment required

## MANAGEMENT OF RECESS AND LUNCH PERIODS

### Rationale for Special Consideration

If a school can implement **school cohorts**, there is a need to ensure contact between students from different **school cohorts** is reduced to the greatest extent possible. This requires the development of procedures for recess and lunch breaks that reduce contact as much as possible between cohorts.

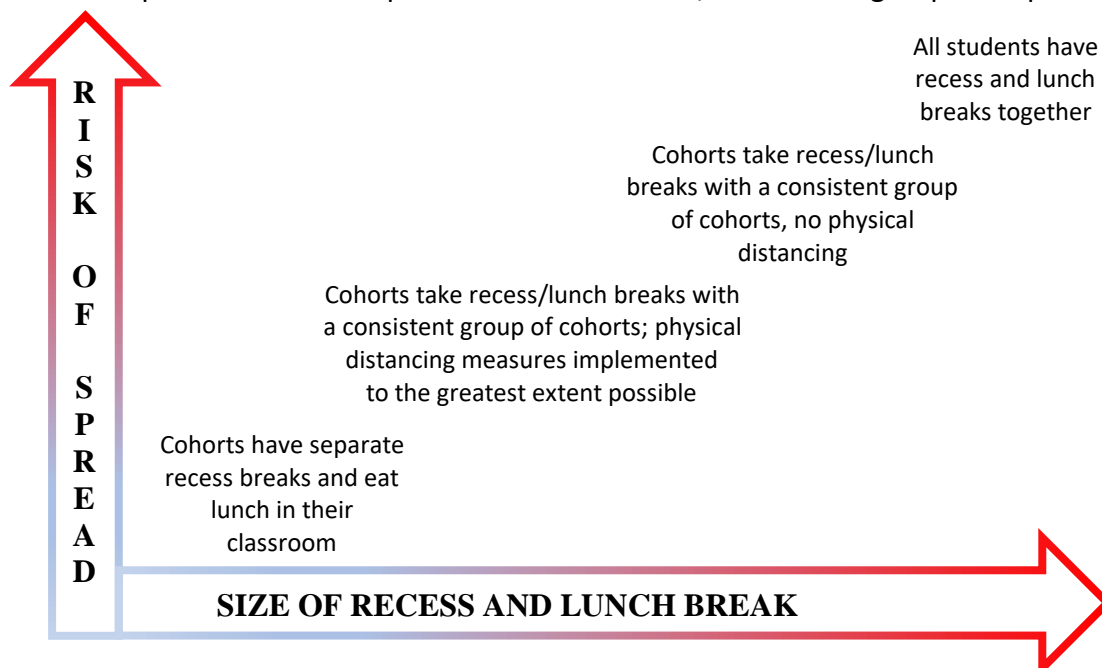
### Recess and Lunch Breaks Under Scenario 1

Principals are encouraged to develop plans and practices that support the separation of **school cohorts** or individuals to the greatest extent possible. The goal is to ensure that the greatest physical distance possible is maintained between individuals. This can be achieved in a variety of ways, such as:

- Students wash and sanitize hands prior to eating
- Cohorts eat lunch in their classroom (this is a function of staff availability)
- Separate recess and lunch breaks for each cohort (this will not be feasible in larger schools)
- Separate recess and lunch breaks for groups of cohorts, where cohorts are separated to the greatest extent possible, through assigned seating areas for lunch and assigned parts of the play fields for outdoor breaks and the group of cohorts does not change from day to day
- When and where possible, lunch will be eaten outdoors
- Consideration should be given to maintaining a closed campus
- Additional noon hour support will be provided and paid for by the district

### Risk vs. Size of Recess and Lunch Break Groups

The relationship between risk of spread and size of recess/lunch break groups is depicted below.



**Required Practice for Management of Recess and Lunch Breaks Under Multiple Scenarios:**

<b>MANAGEMENT OF RECESS &amp; LUNCH BREAKS</b>			
School as usual	Scenario 1	Scenario 2	Scenario 3
All students eat together in groups without boundaries	Students eat together by cohort or set groups of cohorts, with physical distancing measures in place as much as possible to reduce cross-contamination between cohorts	Students eat with their cohort	Students learn from home and lunch breaks are determined by student and parent
All students play together in groups without physical distancing measures	Students play together by cohort or set groups of cohorts, with physical distancing measures to reduce cross-contamination between cohorts	Students play within their cohort	Students learn at home and recess breaks are determined by student and parent
Students may sign out equipment or use classroom equipment to play outside	Each cohort has its own equipment for students to use	Each cohort has its own equipment for students to use	No equipment required
Resources and equipment cleaned and sanitized as per district standards and recommendations	Use of shared items should be avoided; resources and equipment that must be shared must be cleaned and sanitized between each use	Use of shared items should be avoided; resources and equipment that must be shared must be cleaned and sanitized between each use	No equipment required

# VOLUNTEERS AND VISITORS TO THE SCHOOL

## Rationale for Special Consideration

Volunteers and visitors play an important role in the school community. Volunteers and visitors include parents, parent volunteers, guest employees, consultants, support workers, psychologists, interpreters, etc. The introduction of a volunteer or a visitor to the classroom increases the risk of transmission. It is important that schools take steps to both safeguard the integrity of the cohort and ensure contact tracing will identify volunteers or visitors to the classroom.

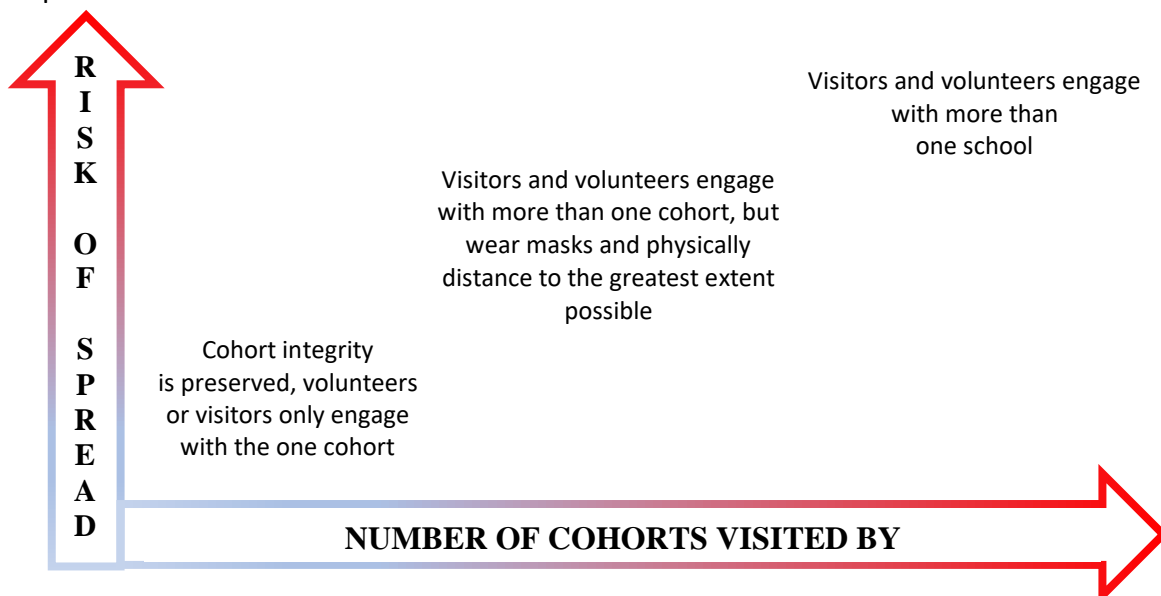
## Volunteers and Visitors Under Scenario 1

Volunteers and visitors are welcome in CCSD schools, as long as they are following the health measures outlined (Health Screening, physical distancing, hand washing and wearing masks). All volunteers must take the volunteer orientation that outlines COVID-19 safety measures and are required to wear a mask while in the school whenever 2m distancing cannot be achieved. There are a number of safeguards schools can implement in order to reduce the risk of spread. Measures must be taken to ensure protocols exist that allow for the identification of all volunteers and visitors who may have had contact with a school cohort. This can be achieved by ensuring the volunteer/visitor sign-in log identifies which school cohort the volunteer/visitor will visit.

It is highly recommended that volunteers only work with one cohort in the school and the number of volunteers in each classroom be limited. Volunteers and visitors are required to wear a mask. Exceptions to this requirement includes district staff who must remove their mask to provide a service (e.g. speech therapists may need to remove their mask or the student's in order to demonstrate mouth shape).

## Risk vs. Number of Cohorts Visited by Volunteers/Visitors

The relationship between risk of spread and number of cohorts visited by volunteers and visitors is depicted below.



## Required Practice for Volunteers and Visitors Under Multiple Scenarios

<b>VOLUNTEERS AND VISITORS</b>			
School as usual	Scenario 1	Scenario 2	Scenario 3
Volunteers and visitors are not required to self screen	Volunteers and visitors must self-screen prior to entering the school	No volunteers or visitors (except CCSD staff) in the school	Volunteers and visitors may have the opportunity to engage with students virtually, as determined by the teacher
Volunteers and visitors may play a role in several classrooms and schools	Volunteers and visitors will be limited regarding the number of cohort/class/school involvements	No volunteers or visitors (except CCSD staff) in the school	Volunteers and visitors may have the opportunity to engage with students virtually, as determined by the teacher





## FIELD TRIPS

### Rationale for Special Consideration

Field trips often bring groups of students together and as a result, increase the risk of transmission among students from different cohorts. In addition, field trips often require the use of transportation, placing larger numbers of students from different cohorts at risk for cross contamination. As such, Alberta Health has recommended that, to align with physical distancing, field trips requiring group transportation should be avoided under Scenario 1. In addition, it is difficult to ensure the standards of external facilities meet district safety requirements.

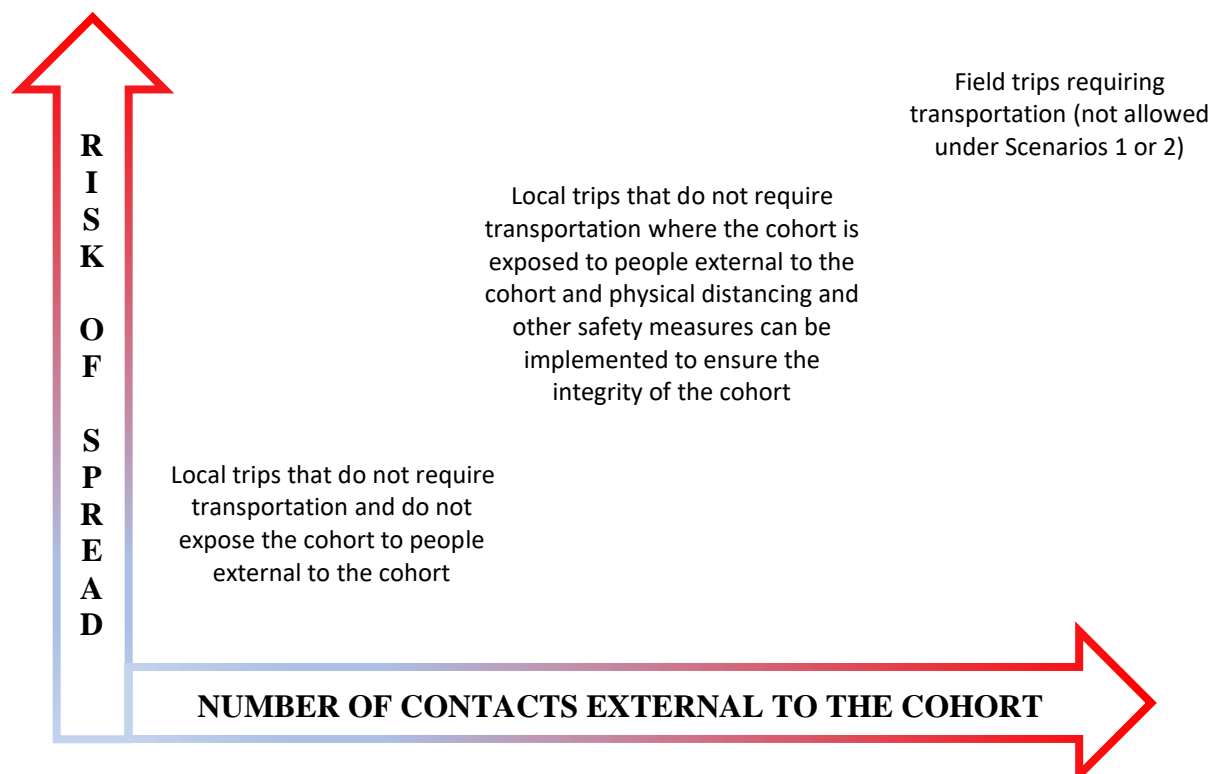
### Field Trips Under Scenario 1

As noted above, Alberta Health has made the recommendation that, to align with physical distancing, field trips requiring group transportation should be avoided. **This includes Campus Calgary/Open Minds trips.** This recommendation does afford classroom teachers the opportunity to consider the role field trips play in their program. Teachers may consider field trips under the following circumstances:

- Consider online and virtual field trips
- Local trips that don't require transportation, provided steps are taken to support physical distancing and other safety measures (masking) may occur (e.g. kindergarten walks exploring their neighbourhood, class trip to the pond, etc.)
- Field trips requiring use of transportation are not allowed

### Risk vs. Field Trips

The relationship between risk of spread and field trips is depicted below.



## Required Practice for Field Trips

FIELD TRIPS			
School as usual	Scenario 1	Scenario 2	Scenario 3
Multiple classes and grades travel together on busses to off-campus locations to support and enhance curricular outcomes	Only field trips that do not require transportation, can maintain the integrity of the cohort and ensure the use of physical distancing and other safety measures are permitted	No field trips are permitted; virtual links that may achieve the outcomes usually accomplished by field trips may be considered	Virtual links that may achieve the outcomes usually accomplished by field trips may be considered



## SUMMARY

The situation regarding COVID-19, and the safe opening of schools under Scenario 1, is evolving as new science and best practices emerge. CCSD is working closely with Alberta Health and Alberta Education to ensure a safe return to school under Scenario 1 in-school classes resume (near normal with health measures). Safety is everyone's concern. All of us have a role to play in keeping our schools safe, including:

1. Staying home when sick, isolating immediately if you have COVID-19 symptoms: cough, fever, shortness of breath, runny nose or sore throat
2. Washing hands often with soap and water for at least 20 seconds or use hand sanitizer
3. Practicing physical distancing and maintaining cohort integrity
4. Sanitizing surfaces
5. Wearing a mask

All staff, students and families should be familiar with the information provided by Alberta Health Services, including, but not limited to, the following documents:

[2020-2021 School Re-Entry Plan](#)  
[Guidelines for School Re-Entry Scenario 1](#)  
[Implementing School Re-Entry Guidance](#)  
[Alberta Health Daily Checklist](#)  
[COVID-19 in School \(K-12\) Settings](#)  
[Guidance for Preschools](#)  
[Guidance for Cohorts](#)  
[Guidance for restaurants, cafes, pubs and bars](#)  
[Guidance for playgrounds](#)  
[Guidance for sport, physical activity and recreation](#)  
[Guidance for libraries](#)  
[Guidance for indoor events](#)  
[Guidance for public transit](#)  
[PPE and Non-medical Masks for Non-Health Care Settings](#)  
[Parent's Guide 2020-2021 School Year](#)  
[City of Calgary Face Coverings By-Law](#)  
[Guidance for Parents of Children Attending School or Daycare](#)

Thank you to all staff, students, parents/guardians, visitors and volunteers for their support as we continue to work through these challenging times. This handbook is the foundation of our School Re-Entry plan, and we will continue to respond to questions and concerns from the field. If you have any questions or concerns please contact your local school principal or email [inquiries@cssd.ab.ca](mailto:inquiries@cssd.ab.ca).



## Appendix A – CCSD Mask Compliance Protocol

At times, individuals including students, employees, and visitors to our buildings may appear without a mask. An individual may have a legitimate reason why he or she is not wearing a mask. On the other hand, it is possible that an individual will state he or she refuses to wear a mask even though the individual has no need to be accommodated.

Please see the following pathways to resolve these situations. It is imperative for principals and District leaders to demonstrate reasonableness and discuss possible accommodations with any individual who appears without a mask.

### K to Gr 12 Student Not Wearing Mask

For students in Grades 4 to 12, we follow CMOH Order 33-2020, which requires non-medical face masks for these students.

For students in Kindergarten to Grade 3, our decision to exceed the minimum requirements of CMOH Order 33-2020 and require non-medical face masks also for these students is supported by medical research and our authority to manage the schools we operate.

Stop the student from entering school, or if in the school pull them aside for conversation.



Ask student to wear mask and provide a mask to the student if needed.



If student refuses (or parent refuses to have child wear mask).



Admin converses with student/parent about why they will not wear mask. This conversation would include conversation about when masks can be removed for breaks and other supports that will be provided to help the students in a masked environment.



If a medical reason exists (breathing concerns, mental health, inability to put on/remove mask independently) other accommodations for the student are considered. This could include distancing the student in the classroom (or another room if this is not possible) or face shield plus distancing. A medical note is not required to confirm the medical reason, but admin may request more information about the medical reason so admin can consider how best to accommodate the student.

If no medical reason exists, conversation with the student or parent and possible accommodations could be considered for Grades 4 to 12 and should be considered for Kindergarten to Grade 3 given that CMOH Order 33-2020 deals with these two age groups differently. Progressive discipline could be considered as a last resort, though such a step would be very unlikely for younger age groups.



If no accommodations can be accepted by parent/student in cases with medical concerns, online education can be provided as the final option.

If student/parent continues blanket refusal without medical concerns, online education can be provided as the final option.

### Employee working with K to Gr 12 Students Not Wearing Mask

For all employees, we follow CMOH Order 33-2020, which requires non-medical face masks for all staff members, including staff members who work with students in Kindergarten to Grade 3.

Administration should pull the employee aside for conversation or respond to the staff member's correspondence with a desire to converse further.



Ensure that the employee has a mask and provide one if necessary.



If staff member does not wish to wear the mask, admin converses with employee about why they will not wear mask. This conversation would include conversation about when masks can be removed and other supports that will be provided to help the staff in a masked environment.



If a medical reason exists (breathing concerns, mental health, inability to put on/remove mask independently) other accommodations for the employee are considered. This could include distancing 2m from the students or other staff in the classroom/school (if possible) or using a face shield plus distancing. Admin is entitled to request a medical note from the employee to confirm the medical reason and to obtain more information about how best to accommodate the employee. If a medical note is obtained, the supervisor is asked to share with the Health and Leaves Team.

If no medical reason exists, conversation with the employee about possible accommodations could be considered. Progressive discipline could be considered as a last resort.

Updates: August 24, September 2, September 21, October 8, 2020



If no accommodations can be accepted by employee in cases with or without medical concerns, the case can be referred to Leaves and Health Management team in HR. Each case will be considered on a case by case basis.

### Visitors to Any School Not Wearing a Mask

For all visitors, we follow CMOH Order 33-2020, which requires non-medical face masks for all individuals who attend a school who are neither students nor staff.

Administration should pull the visitor aside if a mask is not worn upon entry or when the visitor is seen without a mask.



Ensure that the visitor has a mask and provide one if necessary.



If visitor does not wish to wear the mask, admin directs the visitor to put on a mask. If a medical reason exists (breathing concerns, mental health, inability to put on/remove mask independently) other accommodations for the visitor are considered. This could include distancing 2m from students or staff in the classroom/school (if possible) or using a face shield plus distancing. A medical note is not required to confirm the medical reason, but admin may request more information about the medical reason so admin can consider how best to accommodate the visitor.

If no medical reason exists, conversation with the visitor about other possible accommodations could be considered.



If the visitor continues blanket refusal without medical concerns, the possibility of denying physical access to the school can be considered after consulting with the Area Director, but the visitor must be offered other means of continuing to communicate with the school remotely.