



## **2021-22 Guide to Reopening Kikendaasogamig Elementary School**

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### **Introduction**

In this section:

1. Purpose and application
2. Elementary
3. Remote learning

This document constitutes a return to school direction issued by the **Chippewas of Nawash Unceded First Nation Board of Education (CNUFNBOE)** and the Ministry of Education and approved by the Office of the Chief Medical Officer of Health for the purposes of regulations made under the Reopening Ontario (A Flexible Response to COVID-19) Act, 2020.

For the 2021-22 school year, the **CNUFNBOE** will continue to focus on supporting the health, safety and well-being of students, families and staff. Based on advice from the Chief Medical Officer of Health, schools are permitted to open for in-person learning with health and safety measures in place for the 2021-22 school year.

The CNUFNBOE will monitor the COVID-19 situation, including ongoing risks related to variants of concern (VOCs) and alignment with broader provincial guidance and direction. The CNUFNBOE will continue to work with the local public health units (PHUs) to assess key measures to inform and update guidance and direction, including lifting measures when appropriate. Local public health units may require additional or enhanced health and safety measures based on local experience and data. Medical officers of health in local public health units also have statutory powers under the *Health Protection and Promotion Act*, which they may use to address outbreaks or risks of COVID-19 transmission in schools.

A measured approach to reopening schools is important to support schools to maximize health and safety as places to work and learn and remain open to in-person learning for the full school year.

Students will attend in-person learning daily for the full school day (five instructional hours) at Kikendaasogamig Elementary School (KES) in Neyaashiinigiing. As noted in Ontario "Memorandum 2021:B07 Planning for the 2021-22 School Year", remote learning will remain an option.

The CNUFNBOE encourages KES to continue to work closely with the local public health unit on the reopening plans and throughout the 2021-22 school year.

## Learning recovery and renewal

The COVID-19 pandemic has had a significant impact on the delivery of education in Neyaashiinigmiing and across the globe over the past two school years. School boards, educators, students and their families have demonstrated resiliency and flexibility in responding to changes in their learning environments.

While the COVID-19 pandemic has affected students differently, there are key themes emerging including the need to focus on student mental health and well-being, supports for early reading and math and the re-engagement of students. These themes make up the foundation of the Board's plan to support learning recovery and renewal. The Board is working with KES to support these priorities.

Educators will continue to assess students' strengths and areas of need throughout the school year at key instructional times to support students in building foundational knowledge in advance of new content.

Free online tutoring services are available for students and over 85,000 students have accessed these services annually. Additional resources and training will be available for educators to support their students' learning recovery and renewal this school year.

## Purpose and application

This document constitutes a return to school direction issued by the Ministry of Education and approved by the Office of the Chief Medical Officer of Health for the purposes of regulations made under the *Reopening Ontario (A Flexible Response to COVID-19) Act, 2020*.

It applies to schools (publicly funded and private schools) where regulations made under the *Reopening Ontario (A Flexible Response to COVID-19) Act, 2020* require schools to operate in accordance with a return to school direction in order to open.

This direction will be re-evaluated regularly and, where required, updated based on public health advice throughout the 2021-22 school year.

The CNUFNBOE will employ multiple strategies and a layering of controls to support healthy and safer environments for students and staff as detailed below.

## Elementary

The KES will reopen with conventional in-person delivery of learning, with enhanced health and safety protocols.

Elementary school students in kindergarten through Grade 8 will attend school five days per week, with 300 minutes of instruction per day, remaining in one cohort for the full day. Cohorted classes will stay together and with one teacher, where possible. Students may be placed into small groups (for example special education support, English-language learning) with students from other cohorts.

Students may use common spaces (for example, gym, library). Members of different cohorts can interact outside with distancing encouraged or inside with distancing and masking. Specialized education staff and teachers, such as the Anishinaabemowin teacher, education support staff (for example, education assistants) are permitted to go into classrooms to provide the full breadth of programming for students.

## Remote learning

Remote learning will remain an option for parents even as KES is planning for students to return to in-person learning. KES will provide students learning remotely with up to 300 minutes of learning opportunities and adhere to requirements outlined in CNUFNBOE Remote Learning Policy 2021. This policy outlines remote learning requirements for KES, including providing access to remote learning devices and minimum synchronous learning time.

To be prepared for a potential closure, CNUFNBOE and KES have plans in place so they can move to remote learning quickly to ensure continuity of learning for students. Staff, students and families will be aware of the CNUFNBOE remote learning plan should the need arise to move to remote learning in the event of classroom, school or board closure.

The ministry provides all school boards access at no cost to a Virtual Learning Environment (VLE) for use by educators and students, powered by D2L's Brightspace. The VLE is a secure online learning management system for hosting and delivery of online, remote and blended learning. School boards should ensure that all educators and educational support staff have an account to access their board's learning management system.

## Protective strategies

In this section

1. Screening
2. Student masks
3. Staff personal protective equipment (PPE)
4. Hand hygiene and respiratory etiquette
5. Distancing and congregating
6. Recess and breaks outdoors
7. Inclement weather days
8. Cleaning and disinfection standards and protocols
9. Shared materials
10. Shared spaces
11. Lunch protocols
12. Food programs
13. Assemblies
14. Visitors

The CNUFNBOE and KES employ multiple protective strategies and a layering of controls to support healthier and safer environments for students and staff as detailed below. There is not one specific measure that will prevent transmission from occurring in schools, but rather there are multiple structural and individual elements that contribute to making schools healthier spaces and reduce the risk of infection to in-person attendees.

Each of the control measures listed below provides some benefit in reducing spread. However, it is the combination and consistent application of these layered controls as a bundle that is most effective for reducing disease spread in the school.

## Screening

All staff and students must self-screen every day before attending school. CNUFNBOE/KES will provide parents with a checklist to perform daily screening of their children before arriving at school and self-assessment tools should be made available to staff to ensure awareness of possible symptoms of COVID-19. The province will continue to provide a [screening tool](#) for use by all school boards and may update this throughout the school year. Local public health units may designate a commensurate or more restrictive screening tool for local use.

All staff and students who are experiencing symptoms consistent with COVID-19 as identified in the screening tool, must not attend school and should follow the guidance provided in the screening tool, which may include seeking appropriate medical attention as required, and/or getting tested for COVID-19.

## On-site screening

The ministry may direct school boards and schools to perform daily on-site confirmation of self-screening, such as during a period of potential higher transmission (for example, after a holiday period). KES will have a process in place to implement on-site confirmation of self-screening of individuals prior to or upon their arrival at school, if directed to do so.

If CNUFNBOE directs KES to perform daily on-site confirmation of self-screening students, staff, and visitors will need to provide daily confirmation or proof that they have self-screened, in a form deemed appropriate and accessible by the school or school board (for example, proof of completed paper copy of screener, mobile application indicating a "pass") prior to or upon their arrival at school. The principal and those designated within the school will be responsible for ensuring all students, staff and visitors have completed and passed their daily COVID-19 self-screen.

If deemed accessible by the school or the board, results from the online provincial screening tool can also be downloaded as a PDF or emailed to the school.

Any staff, student, or visitor that does not pass the screening procedures should not attend school.

## Student masks

Students in Grades 1 to 8 are required to wear properly fitted non-medical or cloth masks indoors in school, including in hallways and during classes, as well as on school vehicles. Masks may be temporarily removed indoors for the following activities, with a minimum distance of two metres maintained between cohorts and as much distancing as possible within a cohort to:

1. engage in low-contact physical activity (read [health and physical education](#))
2. consume food or drink (read [lunch protocols](#))

Students are not required to wear masks outdoors, but distancing will be encouraged between cohorts as much as possible.

Students in kindergarten are encouraged but not required to wear non-medical or cloth masks in indoor spaces, as well as on school vehicles.

The CNUFNBOE will continue to refer to [Public Health Agency of Canada \(PHAC\)](#) and [Public Health Ontario \(PHO\)](#) for guidance on appropriate mask types and usage.

Students are expected to bring their own masks to wear on student transportation and at school. Non-medical 3-ply masks will also be made available by schools for students if needed.

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

## **Exceptions**

Reasonable exceptions to the requirement to wear masks are expected to be put in place by schools and school boards. Boards are asked to carefully review their masking exceptions policies and ensure that students are supported to wear masks to the greatest extent possible.

Students with sensory or breathing difficulties may be exempted by the school principal, guided by school board policies.

## **Staff personal protective equipment (PPE)**

The CNUFNBOE will continue to provide all school staff and school bus drivers, with required PPE, including medical masks (surgical/procedural), eye protection and other PPE based on their specific role/job functions (for example, gloves, gowns).

Required PPE and critical supplies and equipment (for example, disinfectant, hand sanitizer), will continue to be purchased and readily available at the CNUFNBOE office and KES.

Medical masks (surgical/procedural) are required to be worn by school staff and visitors indoors in school, including in hallways and during classes. Staff are not required to wear medical masks outdoors. Staff must maintain at least two metres distance when consuming food/drinks.

Reasonable exceptions to the requirement for staff to wear masks will apply.

Eye protection should be used as per occupational health and safety requirements. Eye protection for school bus 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.

## **Special education needs**

Where necessary for faces to be seen for lip reading to support students who are deaf or hard of hearing, masks with clear sections may be appropriate.

**Hand hygiene and respiratory etiquette**

Appropriate hand hygiene and respiratory etiquette are among the most important protective strategies. KES will train students on appropriate hand hygiene and respiratory etiquette, including the use of alcohol-based hand rub (ABHR), and reinforce its use.

This may involve scheduling breaks to allow students to wash their hands at appropriate times during the school day.

Hand hygiene is to be conducted by anyone entering the school and incorporated into the daily schedule at regular intervals during the day, above and beyond what is usually recommended (for example, before eating food, after using the washroom).

Staff and students will be provided with targeted, age-appropriate education in proper hand hygiene and respiratory etiquette. Local public health units can provide additional guidance. Age-appropriate posters or signage should be placed around the school.

1. Soap and water are preferred as the most effective method and least likely to cause harm if accidentally ingested.
2. Alcohol based hand rub (ABHR) can be used by children. It is most effective when hands are not visibly soiled.
3. For any dirt, blood, body fluids (urine/ feces), it is preferred that hands be washed with soap and water.
4. Safe placement of the alcohol based hand rub (ABHR) to avoid consumption is important, especially for young children.
5. Support or modifications should be provided to allow students with special needs to regularly perform hand hygiene as independently as possible.
6. Cover your mouth and nose with a tissue when you cough or sneeze. Put your used tissue in the waste basket.
7. Tissues and lined, no-touch waste baskets (for example, foot pedal-operated, hand sensor, open basket) will be provided.

Staff and students will have the supplies they need to conduct appropriate hand hygiene and respiratory etiquette and these supplies should be easily accessible.

Alcohol based hand rub (ABHR) with a minimum 60% alcohol concentration will be available throughout the school (including ideally at the entry point to each classroom) and/or plain liquid soap in dispensers, sinks and paper towels in dispensers.

Required critical supplies, for example, hand sanitizer, will continue to be readily available at KES.

Refer to Public Health Ontario's [how to wash your hands \(PDF\)](#) fact sheet.

Refer to Health Canada's [hard-surface disinfectants and hand sanitizers \(COVID-19\): list of hand sanitizers authorized by Health Canada](#), including which sanitizers may be appropriate for different groups of staff and students.

## **Distancing and congregating**

As much distancing as possible between students, between students and staff and between staff members will be promoted. Physical distancing measures are to be layered with other public health measures such as screening, hand hygiene, cohorting, enhanced cleaning and masking.

Schools are encouraged to remove unnecessary furniture and place desks with as much distancing as possible, and to allow teachers as much teaching space as possible. Desks should face forward rather than in circles or groupings.

Staff are expected to utilize outdoor and land-based learning opportunities with their students, when possible.

Periods of student movement should be staggered, if possible, to limit student congregation in the hallways.

Congregation of teachers/staff should be limited to minimize potential for adult-to-adult transmission.

Where possible, special consideration for physical distancing should be taken for classrooms with fixed equipment (for example, science labs or technological education classrooms).

## **School arrival and departure and signage**

KES will develop school arrival and departure procedures that support physical distancing where possible. Approaches will include:

1. maximizing the use of all possible entrances and exits to support the beginning and end of the school days
2. creating designated routes for students to get to and from classrooms
3. providing visual cues or physical guides, such as tape on floors or sidewalks and signs/posters on walls, to guide appropriate distances in lines/queues and at other times (for example, guides for creating "one-way routes" in hallways)
4. Hand sanitizer will be available in school entrances and exits and in classrooms.

## **Recess and breaks outdoors**

Students do not need to stay within their cohort during recess and breaks outdoors, but distancing will be encouraged between cohorts as much as possible.

Shared materials outdoors are permitted, with appropriate hand hygiene and respiratory etiquette.

## **Inclement weather days**

CNUFNBOE will develop inclement weather plans and policies which may include pivoting to remote learning. The plans will include an approach for heat days.

CNUFNBOE and KES will develop the plans in consult with the Community Emergency Response Group and the Nawash Health Centre.

## **Cleaning and disinfection standards and protocols**

### **Cleaning protocols**

KES will review their cleaning protocols and reinforce them if needed to meet current public health requirements.

Refer to Public Health Ontario's [environmental cleaning fact sheet \(PDF\)](#).

Refer to Health Canada's [hard-surface disinfectants and hand sanitizers \(COVID-19\)](#) for approved products.

### **Cleaning products**

Products that provide both the cleaning and disinfection action are preferable due to ease of use (for example, hydrogen peroxide products). The school will only use cleaning and disinfectant products that have a drug identification number (DIN). Check the expiry date of the products prior to use. These should be used according to the manufacturer's instructions.

Required critical supplies, for example, disinfectant, will continue to be Readily available.

### **Cleaning program**

KES will develop a program for cleaning and disinfecting the school, including reviews of existing practices to determine where enhancements might be made, including frequency and timing of cleaning and disinfection, areas to clean and/or disinfect, choice of cleaning products, child safety, staffing, signage, and PPE for cleaning staff.

### **High touch surfaces**

Focus will be on regular hand hygiene to reduce the risk of infection related to high touch surfaces. Cleaning plus disinfection will be conducted twice daily at a minimum, however, more frequent cleaning and disinfection may be necessary, depending on the frequency of use and extent of soilage. This includes washrooms (for example, toilet fixtures, faucets), eating areas (for example, tables, sinks, countertops), doorknobs, light switches, handles, desks, phones, keyboards, touch screens, push buttons, handrails, computers, photocopiers, and sports equipment.

### **Shared materials**

Shared materials are important for learning (for example, toys for imaginative play in kindergarten, manipulatives for math, computers and other tech materials, books, art supplies, indoor physical education equipment and shared outdoor equipment). The use of shared materials is permitted. The risk associated with transmission with shared objects is low. The focus will be on regular hand hygiene and respiratory etiquette to reduce the risk of infection related to shared equipment, particularly when regular cleaning of shared objects is not feasible.

### **Shared spaces**



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Shared rooms, libraries (for group and individual use, for example, drop-in study time, etc.) and computer labs, are permitted. Use of lockers/cubbies is permitted. When different cohorts interact in shared indoor spaces, masking and as much distancing as possible will be maintained between cohorts.

### **Lunch protocols**

Students may eat together:

1. outdoors, without distancing indoors, with a minimum distance of two metres maintained between cohorts and as much distancing as possible within a cohort.

Each student is encouraged to bring their own drink bottle that is labeled, kept with them during the day and not shared.

Use of shared microwaves/kitchen space is permitted.

### **Food programs**

Nutrition/third party food programs and non-instructional food events (such as a pizza day) are permitted to operate, provided that food handlers use adequate food handling and safety practices.

### **Assemblies**

School assemblies or other student/school gatherings are permitted and should follow the relevant Chippewas of Nawash requirements and/or provincial requirements under the *Reopening Ontario Act*. This can include multiple cohorts in alignment with provincial capacity limits and includes allowance for in-school student to student peer support programs such as "reading buddies".

### **Visitors**

Any visitors to a school are required to self-screen and to wear a medical mask (for example, surgical/procedural) while on school premises. A medical mask will be provided by the school if needed.

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

At the advice of the local public health unit, KES may be asked to restrict visitor access.

## **Student transportation**

In this section

1. Capacity
2. Masks are required
3. Assigned seats
4. Cleaning

### **Capacity**

School vehicles can operate at full capacity. Vehicles for elementary students will reduce capacity where possible. The seat directly behind the driver in school buses is to remain empty to maintain physical distancing between the driver and students. This distancing measure may not be applicable to other vehicle types such as vans or cars. Where school vehicles are able to operate at less than full capacity, students will be seated in a manner that maximizes physical distancing.

Active forms of travel (for example, walking and cycling) are encouraged to ease pressure on transportation demand.

Windows should be opened when feasible to increase ventilation.

### **Masks are required**

The use of non-medical masks for students in grades 1 to 12 is required on school vehicles. Students in kindergarten are encouraged to wear masks on student transportation. Exceptions will be made for students with medical conditions or special needs that prevent masking.

### **Assigned seats**

Students will be assigned seats and a record of the seating plan is to be provided to the Principal and be kept to assist with contact tracing in the case of a student or driver contracting COVID-19. Students who live in the same household or are in the same classroom cohort should be seated together where possible.

### **Cleaning**

School vehicles will follow an enhanced cleaning protocol of disinfecting high-touch surfaces (for example, handrails, seatbacks) at least twice daily.

Student transportation service providers must consider and follow the [health and safety guidance during COVID-19 for student transportation employers](#) released by the Public Services Health and Safety Association.

## **Ventilation**

CNUFNBOE will continue optimizing air quality in classrooms and learning environments through monitoring and improving ventilation and/or filtration. This is a key element in the multiple protective strategies to support healthy and safe learning environments for students and staff.

For schools with full mechanical ventilation, school boards are expected to:

1. have all ventilation systems inspected and in good working order prior to the start of the school year
2. use the highest-grade filters possible, preferably MERV 13 filters
3. undertake frequent filter changes through the school year
4. operate ventilation systems 2 hours or more before and after school occupancy
5. calibrate HVAC systems for maximum air flow and increased fresh air intake

This guidance also applies to schools with mechanical ventilation for parts of schools, such as additions.

For schools or parts of schools without mechanical ventilation, school boards are expected to place standalone high efficiency particulate air (HEPA) filter units in all classrooms and learning environments. These units ensure particle filtration of air and improve air exchange. These units must be sized for the classroom or learning environment that is being used. In larger classrooms and learning environments, more than one HEPA unit may be required.

In addition, school boards are encouraged to support outdoor education where possible and open windows where this augments ventilation for classrooms and learning environments.

CNUFNBOE will follow the updated ventilation best practice guideline for school boards for the 2021-22 school year upon receipt of the Ministry memo.

## **Vaccination**

Vaccination is an important tool to help stop the spread of COVID-19 and allow students, families, and staff to safely resume normal activities. Vaccination rates may provide opportunities to reduce measures over time. CNUFNBOE will work with the Nawash Health Centre and the local public health unit to reach out to families to promote vaccination.

[Learn more about COVID-19 vaccines for youth.](#)

## **Mental health and student supports**

In this section:

1. Mental health
2. Student supports

### **Mental Health**

Student mental health and well-being is considered a top priority, as good mental health is fundamental to a student's ability to learn and to succeed at school and in life.

CNUFNBOE will implement a tiered approach to mental health that will support all students and target intensive help to those who have been most affected by the COVID-19 pandemic.

Planning should include remote delivery of mental health services, using virtual care platforms, if needed.

CNUFNBOE will collaborate with child and youth mental health agencies to support strong connections for students requiring more intensive supports. This will ensure the best use of mental health resources and supports is made across the broader provincial integrated system of care.

A key priority of recovery is to make sure that all children return to school. CNUFNBOE will focus on reaching all children to actively monitor their attendance and engagement. KES will ensure remedial programs also target students who experience greater barriers to access, and when supports are provided, the school and the board will work to prioritize comprehensive supports that acknowledge mental health and well-being.

The board and the school will focus on understanding the needs of students and collaborating with community partners to deliver culturally relevant supports for students.

The Ministry of Education will share materials with school boards through an e-community that can be used to provide information and training to educators on student mental health and well-being supports.

In addition, [School Mental Health Ontario](#), the Ministry of Education's student mental health implementation partner, is providing school boards with comprehensive back to school resources. The Special Education Resource Teacher will customize the resources to address local priorities when providing professional learning to educators and other school staff prior to the return to school and during the upcoming school year.

### **Student supports**

To ensure that students with special education needs are supported as schools reopen, KES will consider additional planning and transition time for students with special education needs to support a smooth transition.

KES will consider changes in the school environment, unique student identities and/or remote learning needs when reviewing and updating individual education plans (IEPs) and to ensure continued access to assistive technology.

The safe return of medically fragile students will be supported by consulting with local public health units on options for personal protective equipment, staff training and potential continued remote learning where return is not possible. Students and parent/guardians should also consult with their health care providers.

Students will continue to have access to the community-based health and school-based rehabilitation services they need to effectively participate in learning and in school. KES will consult the local public health unit and community partners on the development of protocols that lay out the process for access, screening requirements, etc., as required. In general, the protocols will allow registered health professionals, including rehabilitation service providers, to deliver services in-person in school when clinically appropriate, subject to public health guidance and any applicable legislative requirements. Protocols will include support for remote delivery where parents and students have elected remote learning.

KES will work to being particularly aware of the local needs of children and youth in care (CYIC), as many have experienced disproportionately precarious challenges in stable learning environments. With changes of residence or guardianship that may have taken place, school administrators have the responsibility to identify these students and ensure their well-being and academic success.

Health and safety protocols, mental health and well-being is one of the topics for the mandatory professional activity (PA) days. Consideration to supporting students with special education needs should be integrated across all professional learning topics. To ensure readiness for the 2021-22 school year, the ministry encourages school boards to address this topic prior to the start of student instruction. The ministry will provide resources to support boards in the implementation of the PA days. Materials will be available in August through the virtual learning environment and throughout the 2021-22 school year.

## **Specific academic programs and requirements**

In this section

1. Music
2. Health and physical education
3. Field trips
4. EQAO

### **Music**

Music programs are permitted in areas with adequate ventilation (read [ventilation](#)). Singing and the use of wind instruments will be permitted:

1. Use of wind instruments is permitted indoors within a cohort with a minimum distance of two metres or more. As much distance as possible will be encouraged and use of large, well-ventilated spaces will be prioritized.
2. Use of wind instruments is permitted outdoors in mixed cohorts with distancing encouraged.
3. Singing is permitted indoors. Masking is encouraged but not required for singing indoors with a minimum distance of two metres between cohorts and as much distancing as possible maintained within a cohort.

If shared, proper sanitization of wind instruments will occur between use.

### **Health and physical education**

In elementary health and physical education courses, the use of gymnasiums, indoor physical education equipment and shared outdoor equipment are permitted with distancing. High and low-contact activities are permitted:

1. High-contact activities are only permitted outdoors. Masking is not required.

Low contact activities are permitted indoors. Masking is encouraged but not required indoors for low-contact physical activities if a minimum distance of two metres can be maintained between cohorts and as much distancing as possible maintained within a cohort.

Further guidance on health and physical education will be shared with school boards.

### **Field trips**

Day trips and overnight stays are permitted and will follow the relevant provincial requirements under the *Reopening Ontario Act*.

For day and overnight trips, anyone entering the area will be screened upon arrival and the pick-up/drop-off of students should happen outside of the area or within a designated and isolated

area. Students will be cohorted throughout the duration of the trip, with the number of students and staff to a cohort varying based on grouping arrangements.

Daily accurate records of individuals entering the program setting (name, contact information, time of arrival/ departure, screening completion) will be established and is required to facilitate contact tracing.

Staggering arrival and departure times will be in place to support cohorting and physical distancing measures.

Operating programs in consistent cohorts (with assigned staff members) who stay together will be implemented and maintained throughout the duration of the program.

### **EQAO**

For the 2021-22 school year, regular EQAO assessments for grades 3 and 6 will resume in the new digital format for math, reading and writing. Students in Grade 9 math will write the Grade 9 math digital adaptive assessment and the results of the assessment may count towards up to 10% of the student's final mark. EQAO assessments are required to be done in-person at the school. Students learning remotely can choose to participate in the EQAO 21 assessments in-person at the discretion of the school board as long as all applicable health and safety measures can be met.

## **Extra-curricular activities and community use of schools**

In this section

1. Clubs
2. Before and after school programs
3. Community use of schools

### **Clubs**

Clubs, activities, sport teams, bands (without wind instruments) and extra-curriculars are permitted. Cohorts may interact outdoors with physical distancing encouraged, and indoors with masking and appropriate physical distancing.

Direction in sections on protective strategies and specific academic programs and requirements apply to all extra-curricular activities.

### **Before and after school programs**

Schools, child care operators and authorized recreation providers in schools should follow the guidance for before and after school programs and collaborate to ensure that student lists and information are maintained and readily available to be provided to public health for contact tracing purposes in accordance with all applicable legislation, including the *Municipal Freedom of Information and Protection of Privacy Act*.

### **Community Use of School Building**

The Community Use of School Building is permitted, provided activities are aligned and approved per CNFUFNBOE policy ESA 3.18.00 and follow public health guidance and direction.

CNUFNBOE will resume community use of the school and ensure compliance with the First Nation and applicable provincial requirements under the *Reopening Ontario Act*. CNUFNBOE and KES will work with the Nawash Health Centre and the public health unit to develop a plan for community access to school property and facilities. Any and all visitors to the school are required to self-screen and to wear a mask while on school premises. At the direction of the CNUFNBOE and/or the advice of the local public health unit, to the school may restrict community access.

KES and community groups will collaborate to ensure that student/visitor lists and information are maintained and readily available to be provided to public health for contact tracing purposes in accordance with all applicable legislation, including the *Municipal Freedom of Information and Protection of Privacy Act*.

## **Provincial and First Nations schools**

In this section

1. First Nations schools

### **First Nations schools**

KES is a First Nations school within the CNUFNBOE and has modified the Ontario guidance document to align with the structure of the First Nation and its Board of Education. CNUFNBOE and KES will work with the Nawash Health Centre and the Grey Bruce Public Health Unit to ensure safety for all staff, students, and its school community.

### **Protocols for emergency management and fire safety**

On September 4, 2020, the Office of the Fire Marshal issued Fire Marshal Directive 2020-001, "Total evacuation fire drills in schools during COVID-19 pandemic" that provided flexibility for the 2020-21 school year.

For the 2021-2022 school year, it is essential to plan for procedures to conduct fire drills aligned with public health advice. We will continue to incorporate a flexible and balanced approach when conducting fire drills at KES.