



## Program Committee

Monday, November 30, 2020

Virtual Meeting – will be posted online the following day  
Hamilton-Wentworth District School Board  
20 Education Court, P.O. Box 2558  
Hamilton, ON L8N 3L1

### AGENDA: 5:30-8:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. International Education - HWDSB Readiness Plan for International Students
4. Partnership Priority Update
5. Student Learning & Achievement Report
6. Adjournment



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** November 30, 2020

**PREPARED BY:** Sue Dunlop, Superintendent of Student Achievement  
Heather Moffat, Principal of International Education

**RE:** International Education, HWDSB Readiness Plan for International Students

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**Action X**                      **Monitoring** ☐

### Recommended Action:

That HWDSB confirms its support and commitment to HWDSB International Education in compliance with the guidelines pertaining to a school board's readiness to accept international students as established by the Ontario Ministry of Education and the Canadian Federal Government.

### Rationale/Benefits:

HWDSB has been welcoming international students to both elementary and secondary students since 2005. This year, Ontario has been participating in ongoing discussions with the federal government on how to confirm and support school boards' readiness to welcome back international students returning from out of country. In July, the federal government issued some guidance and direction and on August 7, 2020, Health Canada set out further requirements to be met by school boards in order to welcome international students.

All school boards intending to accept students from outside Canada must have plans in place that include specific details about how they will meet the provincial and federal criteria to demonstrate readiness. The Readiness Plan components are outlined in *Appendix A: Federal Public Health Institutional Readiness Requirements for International Students*. In addition, school boards are required to submit a resolution supporting an international student program that meets provincial and federal requirements for the 2020-21 school year.

HWDSB has submitted its plan to the Ministry of Education and awaits approval. For more information about our plan, see *Appendix B: HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide* and *Appendix C: Attestation for K-12 Public-Private Designated Learning Institutions – Framework to Ensure Institutional Readiness to Accept International Students to Ontario*.

The Attestation of Readiness and supporting documentation will be reviewed jointly by the Ontario Ministry of Education and Federal health authorities to determine if the HWDSB plan meets their criteria. The intention would be to extend the entry to Canada exemption to all international students with valid study permits and are current HWDSB students or have a letter of acceptance from HWDSB.

### Background:

In November 2005, the Board approved a recommendation that HWDSB establish recruitment procedures for attracting International Visa Students to the HWDSB in order to enhance program opportunities in schools and to increase sources of revenue. Over time, we have increased the numbers of international students. International Education staff, including the Marketing and Recruitment Supervisor and the Principal of International Education, have been involved in activities to attract international students to HWDSB, including:

- Participation in Educational Fairs including Vietnam, Brazil, China and Japan;
- The creation of a roster of Board approved agents and guidelines for agents;
- Development of promotional materials, such as brochures, [board website](#), student orientation packages;
- Membership on provincial and national committees, such as the Canadian Association of Public Schools International (CAPS-I) and Ontario Association of School Districts-International (OASDI) to discuss strategy and best practices;
- The establishment of international relationships and friendship agreements in mainland China;
- Establishment of procedures, protocols within the HWDSB Welcome Centre.

#### **Benefits of International Students in HWDSB:**

- Students' horizons and scope of possibilities are broadened;
- Our students have a better appreciation of Canada's place in the world, in part, by interacting with students from other countries;
- Global competencies that are critical for success in the international integrated economy are built. Among these, establishing personal relationships is a key competency.
- International fee-paying students bring revenue to the Board, City of Hamilton and communities. In 2019 -2020, international students generated a total revenue of approximately \$ 3.3 million for HWDSB.
- Programming and staff support for all students is enhanced;
- The HWDSB is recognized as a leader in the province for its adherence to the vision of global education, its enhanced programming, and its commitment to all students.

#### **COVID –19 Impact on International Student Enrolment in HWDSB:**

The COVID-19 pandemic has had a significant impact on international education around the world. Travel restrictions related to border closures and reduced flight availability have limited the ability for international students to enter our country.

- In Canada, borders closed to travel March 18, 2020. Only international students with Study Permits approved prior to March 18 were allowed to enter Canada.
- On November 17, 2020, Ontario K-12 sector was approved by Immigration, Refugee and Citizenship Canada (IRCC) to allow international students with study permits approved after March 18 to enter Canada. However, individual school boards must be approved by the Ministry of Education in order to allow their own international students to join during the rest of the 2020-2021 school year.

As of October 31, 2020, a total of 151 (146 secondary and 5 elementary) international students were studying in HWDSB, a decline of approximately 40% compared to the same time in 2019. Among the 151 international students, 20 students are studying remotely from their home country.

We have thirty-three (33) NEW (24 secondary and 9 elementary) international students with paid tuition fees wanting to join HWDSB in the second semester this year. Nine (9) of these students have been approved a Study Permit to travel to Canada but can't make travel arrangements until HWDSB's readiness plan for welcoming international students is approved by the Ministry of Education.

## Appendix A: School Board/Private School International Education Plans - Key Components

*Note for school boards and private schools: In developing your plans for welcoming international students in the 2020-21 school year, please ensure that all elements listed below are included and clearly outlined in your school plan. Please note that non-inspected schools that operate campuses should include these in their plans. Boards or private schools whose students stay with host families should also include direction or provision for these families in their plans.*

Section A: Overall Requirements for Quarantine Plans		Please clearly indicate below where/how each item is addressed and specify any relevant page numbers
1	Protocols to consult with Health Canada to enforce the <i>Quarantine Act</i> if there are any breaches during the mandatory quarantine period?	Consequences for breaching the mandatory quarantine requirements under the Quarantine Act are stated in the HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (page 4)  HWDSB Protocol 1.06 Responding to Student Behaviour
2	Protocols for physical distancing that include promoting staff and students to: <ul style="list-style-type: none"> <li>- Practice physical distancing of minimum 2m at all times during the quarantine period and,</li> <li>- Wear a face covering (i.e., non-medical mask) where physically distancing is not possible or required.</li> </ul>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 3, 9, 10, 14 and 15)  HWDSB Protocols 1.02 Student Mask Protocol 1.04 Signage 1.05 Use of Personal Protective Equipment 1.07 Fundamental Public Health Measures for Students
3	Protocols for hand hygiene	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 3, 10, and 15)  HWDSB Protocol 1.07 Fundamental Public Health Measures for Students

4	Protocols for face covering (i.e. non-medical masks)	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 3, 9,10 and 15)  HWDSB Protocol 1.02 Student Mask Protocol
5	Protocols for environmental cleaning with specific references to Public Health Ontario's <a href="#">Cleaning and Disinfection for Public Settings</a> guidance document	HWDSB Protocol 1.10 Cleaning and Disinfecting
6	Protocols for daily <a href="#">symptom screening</a>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 10, 11, 12, 13 and 14)  HWDSB Protocols 1.01 Student Screening 1.07 Fundamental Public  Attestation form (available in various languages) to be completed prior to first entry to school after quarantine has ended (English and Chinese versions of this form are in the supporting documents section)
7	Protocols for communicating infection prevention and control strategies or students and staff	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 14, 15 and 16)  HWDSB Protocols 1.04 Signage 1.07 Fundamental Public Health Measures for Students
<b>Section B: Pre-Arrival Plan Requirements</b>		
8	A pre-arrival communication that will be sent to arriving students and any co-arriving immediate family members, that includes:	See the attachment: HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide

8a	An explanation of the need for students to sign an attestation or pledge confirming their understanding of their pre-arrival and quarantine requirements.	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 2)  HWDSB International Student Pre-departure, Travel and Quarantine Protocols Form
8b	Encourages students and their family members to download the Government of Canada's ArriveCAN app prior to arrival.	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 6 and 7)
8c	Clearly details in full the post-arrival logistics after entering Canada, as included in Requirement 9	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4, 5, 7, 8, 9 and 10)
9	Protocols for post-arrival logistics after entering Canada that fully detail:	
9a	Transportation from airport to their quarantine location	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 5 and 9)  HWDSB Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form
9b	The requirement for a 14-day quarantine	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4, 9 and 10)
9c	Quarantine accommodations and logistics	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4, 5 and 9)  HWDSB Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form
9d	Consequences for breaching quarantine that make specific reference to the federal <i>Quarantine Act</i>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4 and 9)
9e	How any medical care or testing will be facilitated as required during their quarantine	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11 and 12)

		In the supporting documents section:  Guard.me insurance summary  Keep.meSAFE brochure
10	Details any institutional policies established by the DLI for this group of students, including but not limited to additional costs and fees that may be charged to students in order to provide quarantine services.	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 5, 9 and 12)
<b>Section C: In-Quarantine Plan Requirements</b>		
11	A transportation plan on how the arriving students and their family members will be traveling from their port of entry to their quarantine accommodations, that includes:	
11a	Protocols for students and co-arriving family members to be met by the DLI's representative or designate at the point of entry	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 9)
11b	Protocols for students and co-arriving family to be provided, on arrival, with a new medical mask by the DLI representative or their host designate and reminded to practice physical distancing and hand hygiene throughout travel.	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 9)
11c	Protocols for students and co-arriving family to be actively screened for signs and symptoms of COVID-19 prior to meeting the DLI representative at the port of entry	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 9)
11d	Protocols for students and co-arriving family to be taken to their quarantine	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 9)

	accommodation in a private transportation arranged by the DLI	
11e	Confirmation that there will be no planned or unplanned stops excluding urgent medical stops during travel to the quarantine site and that students and co-arriving family are expected to arrive at their accommodation directly from their port of entry. If requiring an unplanned and urgent medical care following arrival, en route to quarantine accommodations, the DLI representative or host designate should inform health care providers of the quarantine status of the student (and their co-arriving immediate family) as they have recently arrived to Canada.	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 9)
12	Details of the quarantine accommodation options and all associated logistics, that include:	
12a	A description of the accommodation setting	<p>Students will be placed in privately owned homes arranged by their custodian or Service Provider. These homes are not monitored by HWDSB.</p> <p>The accommodation conditions for meeting quarantine requirements are also described in the HWDSB Custodian or Service Provider's Acknowledgement of COVID-19 Protocols for International Students Form</p> <p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4 and 5)</p>



12b	Each student or student family unit having their own room with a private bathroom	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4 and 5)</p> <p>HWDSB Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form</p>
12c	Protocols for appropriate accommodations to properly support disabilities or other health conditions.	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 11)
13	<p>The details of logistics for supporting students and their family members with essential needs throughout the full duration of the quarantine period, that at a minimum must include:</p> <ul style="list-style-type: none"> <li>- Food and water</li> <li>- Medical care, including testing</li> <li>- Mental health supports</li> <li>- Social supports</li> <li>- Phone or internet services</li> <li>- Environmental cleaning protocols</li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4, 5, 11, 12 and 13)</p> <p>HWDSB Custodian or Service Provider's Acknowledgement of COVID-19 Protocols for International Students Form</p>
14	Protocols for encouraging students and their family members to self-monitor and use the ArriveCAN app for their daily symptom reporting	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 6, 12 and 13)
15	<p>Protocols for the DLI or a designate of the DLI to provide daily monitoring of the students and their immediate family for the duration of their quarantine, through phone calls, texts, or emails by DLI representative or their designate for:</p> <ul style="list-style-type: none"> <li>- Development of new symptoms</li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 12 and 13)</p> <p>HWDSB Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form</p>

	<ul style="list-style-type: none"> <li>- Compliance with the quarantine</li> <li>- Ensuring their essential needs are met</li> </ul>	
16	Protocols and mechanisms for students and their family members to notify the DLI representative or their host designate if they develop symptoms and require medical care, including COVID-19 testing.	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11, 12 and 13)
17	Protocols for implementing COVID-19 testing, arranged for by the DLI, of all students who have entered Canada prior to the start of their studies, as well as at any point during quarantine for symptomatic individuals	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11 and 12)
17a	Where testing will not take place in the same site as the quarantine, plans must provide full details of transportation to and from the testing site provided by the DLI that include provision of non-medical masks, any other personal protective equipment, social distancing, and protocols for limiting any unnecessary contact with any other person while outside of quarantine for testing purposes.	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11 and 12)
18	Communication plans that provide COVID-19 resources and information to students and their families that are accessible (e.g. plain language, pictures, symbols, available as needed in languages other than English and French as appropriate by students)	<p>HWDSB Public Web Page: resources include visuals, signage, flowcharts, explanations about school reopening  <a href="https://www.hwdsb.on.ca/about/covid19/">https://www.hwdsb.on.ca/about/covid19/</a></p> <p>HWDSB Public web page and as handouts: translated Student screening tools, attestation forms  <a href="https://www.hwdsb.on.ca/about/covid19/student-screening-translated-documents/">https://www.hwdsb.on.ca/about/covid19/student-screening-translated-documents/</a></p>

19	<p>Definitions of protocols, roles and responsibilities for all DLI staff, representatives, and/or designates that include:</p> <ul style="list-style-type: none"> <li>- The DLI's Public Health Institutional Readiness Plan</li> <li>- Training on COVID-19 infection prevention and control practices, including how to use personal protective equipment as required</li> <li>- Provision of personal protective equipment and other resources required to complete their tasks</li> </ul>	<p>HWDSB School Re-opening Plan  <a href="https://www.hwdsb.on.ca/about/covid19/">https://www.hwdsb.on.ca/about/covid19/</a></p> <p>All HWDSB staff received Board wide training on PPE use and COVID safety protocols upon school reopening September 2<sup>nd</sup> and 3<sup>rd</sup>, 2020.</p> <p>1.05 Use of Personal Protective Equipment</p> <p>All staff receive a daily allotment of 2 medical masks per day, hand sanitizer as needed, disinfectant surface spray, and face shield.</p>
20	For DLIs that are hosting underaged students (under 18 years old), clear designation of custodian status and health care authorization/guardianship	HWDSB requires all International Students under 18 years old to provide notarized custodianship declaration documents from their Canadian custodian and parents. See a blank copy of the Custodianship Declaration form provided by the Federal Government of Canada in the supporting documents section.
<b>Section D: Post-Quarantine Plan Requirements</b>		
21	Protocols for maintaining records of the student and their immediate co-arriving family's completion of the quarantine period.	<b>HWDSB International Student COVID-19 Tracking</b> Spreadsheet (in supporting document section) to be maintained by International Student Staff to document arrival date, quarantine end date and COVID test completion.
22	Protocols for ongoing communication and resources on COVID-19 provided to students following quarantine	<p><b>Family updates</b> on Board Website and by phone messages.  <a href="https://www.hwdsb.on.ca/about/covid19/">https://www.hwdsb.on.ca/about/covid19/</a></p> <p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 14, 15 and 16)</p>

23	<p>Protocols and mechanisms for ensuring that students and their immediate co-arriving family members have access to, or are linked to culturally appropriate:</p> <ul style="list-style-type: none"> <li>- Primary care health services</li> <li>- Mental health services and supports</li> <li>- Social services and community organizations as relevant to each student's needs</li> </ul>	<p><b>Guard.me insurance</b> program-mandatory for all international students and optional for family members. (brochure attached in the supporting documents section)</p> <p>Medical clinic locations provided through Guard.me which can be found at <a href="https://www.guard.me/clinic-search.php">https://www.guard.me/clinic-search.php</a></p> <p><b>Keep.meSAFE-counselling</b> services in various languages is part of the student medical coverage provided through Guard.me. Brochures shared with students and a copy is attached in the supporting documents section.</p> <p><b>HWDSB Social Work Services Community Resource Guide</b> (in the supporting documents section)</p>
<b>Section E: Outbreak Management Plan Requirements</b>		
24	An Outbreak Prevention and Management Plan	HWDSB Protocol 1.16 Communication – Symptomatic or Confirmed Positive Case Protocol (in the supporting documents section)
25	Within the Outbreak Prevention and Management Plan, commitment and protocols to enable the DLI's full cooperation in assisting local public health units in their outbreak investigation and management.	HWDSB Protocol 1.16 Communication – Symptomatic or Confirmed Positive Case Protocol (in the supporting documents section)
26	A clearly identified liaison who can act as the point person for the institution to liaise with relevant authorities, (e.g. MCU, local public health unit)	HWDSB Superintendent Sharon Stephanian
27	Protocols for how the DLI will identify and manage a potential case or a contact on their premises for students and staff following quarantine, which includes but is not limited to:	<p>HWDSB Board School Reopening Protocols (in the supporting documents section):</p> <p>1.11 Students who Fail the Daily Screen</p> <p>1.12 Students who become Symptomatic at School</p> <p>1.13 Staff Fails Screen</p> <p>1.14 Staff who become Symptomatic at School</p>

		<p>1.16 Communication – Symptomatic or Confirmed Case Positive Protocol</p> <p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 16)</p>
27a	Having a clear communication plan for its entire community (staff and students) on daily screening/symptom monitoring and staying at home when symptomatic;	<p><b>My Child Has Displayed Covid-19 Symptoms, Now What?</b> Available as a handout from school (attached in the supporting documents section) and on-line at <a href="https://www.hwdsb.on.ca/about/covid19/#Health-Measures">https://www.hwdsb.on.ca/about/covid19/#Health-Measures</a> (under the Enhanced Public Health Measures)</p> <p><b>Flowchart –Symptomatic Child at School or Child Care Decision Guide</b> (attached in the supporting documents section)</p> <p><b>Family updates</b> on Board Website and by phone messages.  <a href="https://www.hwdsb.on.ca/blog/covid-19-update-to-families-27-october-8-2020/">https://www.hwdsb.on.ca/blog/covid-19-update-to-families-27-october-8-2020/</a></p>
27b	Identifying nearby COVID-19 assessment centres where members can get tested;	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11 and 12)</p> <p><b>My Child Has Displayed Covid-19 Symptoms, Now What?</b> Available as a handout from school (attached in the supporting documents section) and on-line at <a href="https://www.hwdsb.on.ca/about/covid19/#Health-Measures">https://www.hwdsb.on.ca/about/covid19/#Health-Measures</a> (under the Enhanced Public Health Measures)</p>
27c	In the event of a suspected or confirmed case on an on-campus residential setting, that there is a plan to ensure successful self-isolation of this individual, including provision of self-isolation facilities and	No on-campus residence

	essential services to support this isolation.	
28	Confirmation that DLIs and/or their host designates are prepared to continue providing all necessary quarantine supports as outlined in Section C should the student and/or their co-arriving family members require an extension of their quarantine period (i.e. because they become symptomatic with COVID-19 and/or tested positive).	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 13)



# HWDSB

## INTERNATIONAL STUDENT PRE-DEPARTURE, TRAVEL, ARRIVAL AND QUARANTINE GUIDE

Supporting Our International Students in Staying Safe During COVID-19

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## Introduction

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Welcome to Canada! Welcome to Hamilton-Wentworth District School Board (HWDSB)! We are very happy that you will join the International Student Program at HWDSB this year during this challenging time.

In light of COVID-19 pandemic, all international students travelling to Canada will be required to follow specific travel, immigration and quarantine requirements issued by the national and provincial governments of Canada and Canadian public health authorities.

**Please read the information in this Guide carefully and make sure to ask for help with any part you don't understand. This is important because by not following these protocols, you may be denied boarding on your flight or may be denied entry to Canada upon arrival. Government authorities may also fine travellers who do not follow quarantine requirements. Additionally, you may not be able to start classes if you don't follow these required guidelines.**

At HWDSB, our top priority remains the safety and wellbeing of all our students, our staff, our schools and our communities. All international students are obligated to follow all regulations and recommendations from the Government of Canada and Canadian public health authorities.

At the end of this Guide you will find the [HWDSB International Student Pre-departure, Travel, Arrival, and Quarantine Protocols- COVID 19 form](#), the [HWDSB International Student Quarantine Plan](#) and the [HWDSB Custodian or Service Provider's Acknowledgement of COVID-19 Protocols for International Students form](#). You must send a completed and signed copy of ALL 3 documents to [nfan@hwdsb.on.ca](mailto:nfan@hwdsb.on.ca) BEFORE leaving your home country. If your forms are assessed acceptable, you will be provided with a [Letter of Support](#) for you to travel to Canada which you must pack in your carry-on bag and show to immigration officers when travelling to Canada.



## COVID-19 Terms

Please become familiar with the following COVID-19 related terms and follow health protocols suggested in the pictures or videos below.

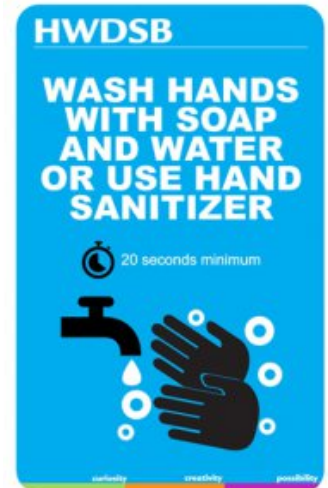
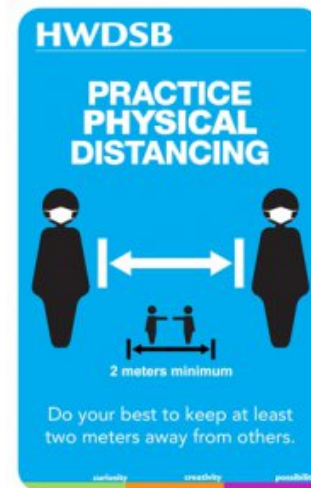
### Social / Physical Distancing

Keep at least 2 meters between you and others. Avoid crowded spaces and places.

### Wash Hands or Use a Hand Sanitizer

Wash hands thoroughly for 20 seconds often and use hand sanitizer when you can't wash hands.

Watch the [Hand Hygiene](#) video on how to wash hands.



### Wear a Mask Properly

You should wear a mask on the flight, at the airport, in transit from the airport to your quarantine location and in school. Also wear a mask when you can't keep 2 meters from others. Watch the video below

[COVID-19: How to wear a non-medical mask or face covering \(video\)](#)

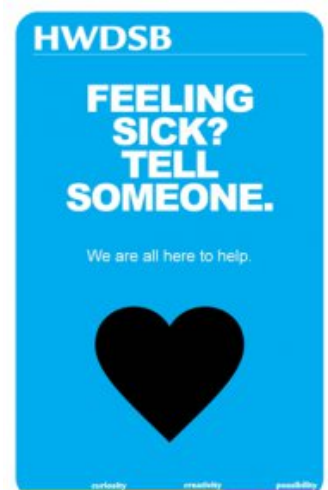


### Quarantine / Self-Isolation

Stay in a place in isolation to prevent exposing others or yourself to COVID-19.

### Self-Monitoring

Check your health for signs or symptoms of COVID-19. Tell your parents or custodians of any health-related issues you are experiencing.



## Pre-Departure

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### Communicating with the HWDSB Admissions Office

After you have been approved a student Visa and booked a flight to travel to Canada, you or your custodian should immediately email Ms. Nancy Fan at [nfan@hwdsb.on.ca](mailto:nfan@hwdsb.on.ca) to provide your arrival date and indicate if any of your immediate family members will be arriving with you at the same time. You **must** send a copy of the following **3 forms** (which you will find at the end of this Guide) to Ms. Nancy Fan and receive a confirmation that your forms are **assessed acceptable** BEFORE departing your home country:

1. **HWDSB International Student Pre-departure, Travel, Arrival and Quarantine Protocols - COVID-19 Form**
2. **HWDSB International Student Quarantine Plan**
  - You and your co-arriving family members (if any) must **quarantine/self isolate for 14 days** from the date of arrival in Canada.
  - The Quarantine Plan is **mandatory** as required by the **Federal Government of Canada**.
  - Your Quarantine Plan should include information on the place you will stay including access to water, food, Internet and medication, and how you'll get to your destination, get your groceries and access essential services and medical care.
  - The **penalties** for not following your quarantine plan or failing to provide accurate information could lead to: **a fine up to \$750,000, 6 months of jail time and being found inadmissible**, removed from Canada and banned from entering for 1 year under the federal **Quarantine Act** (a Canadian law).
3. **HWDSB Custodian or Servicer Provider's Acknowledgment of COVID-19 Protocols for International Students Form**

**You will NOT be able to begin the International Student Program at HWDSB if you don't submit ALL 3 forms prior to your arrival.** After these forms are received and considered acceptable, the HWDSB Admissions Office will order your medical insurance through Guard.me and provide you with a [Letter of Support](#) which you must pack a copy in your carry-on bag to show to border services officers when travelling to Canada.

### Communicating with Your Canadian Custodian or Host Family

- Contact your Canadian custodian, service provider (for students 18 or above), or host family before departing to get to know each other. WeChat, WhatsApp, or Zoom are all good ways to meet your custodian, service provider or host family virtually.
- Speak and confirm with your custodian or service provider about your **Quarantine Plan** after arrival in Canada. Make sure your **quarantine location** meets the following criteria:
  - ✓ Has a **private bedroom** and a **private bathroom** for you. It is not in a group or community living arrangement.
  - ✓ Has access to **water, food, medication** and **heat** during the winter months.
  - ✓ Has access to the **Internet** so you can check emails or connect with parents and friends and school staff online and conduct the COVID-19 daily screening online.

- ✓ Does not have people who are 65 years or older or who have underlying medical conditions (heart/lung disease, diabetes, cancer) or compromised immune systems.
- Private service providers charge approximately \$600 for 14 days of quarantine accommodation (with a private bedroom and a private bathroom) including 3 meals per day and access to the Internet. If extra days are needed for quarantine purposes, rates will be prorated. Make sure you have pre-arranged a suitable accommodation with your custodian or service provider prior to departing your home country. Also, make sure you can stay beyond 14 days if need to, for instance, while waiting for a COVID test result or having developed symptoms or becoming ill and needing to extend your quarantine.
- Know who and where you will be meeting after arriving at the airport and make sure a **private transportation** has been arranged for you and your co-arriving family members (if any).
- Carry your driver's and your custodian's cell phone number(s) at all times.
- If you want to obtain a Canadian phone number and phone plan before arrival in Canada, you may consider using PhoneBox <https://try.gophonebox.com/newarrivals/>.

## Packing

In your **carry-on bag**, pack the following:

- ✓ Passport
- ✓ Study Permit (if obtained before) or Study Permit Approval Letter (to show to the immigration officer upon arrival to exchange for a Study Permit)
- ✓ Letter of Acceptance from HWDSB
- ✓ Letter of Support for International Students Travelling to Canada during COVID-19 from HWDSB
- ✓ HWDSB International Student Quarantine Plan
- ✓ Notarized Custodianship documents
- ✓ Record of Immunization (vaccination)
- ✓ Contact information for your custodian or homestay host or service provider
- ✓ Change of clothes (in case of delayed luggage)
- ✓ Masks (2 or more)
- ✓ Travel-sized hand sanitizer (check your airline's requirement for carrying liquid items)
- ✓ Disinfecting wipes and hygiene products

In addition, pack the following in your checked luggage:

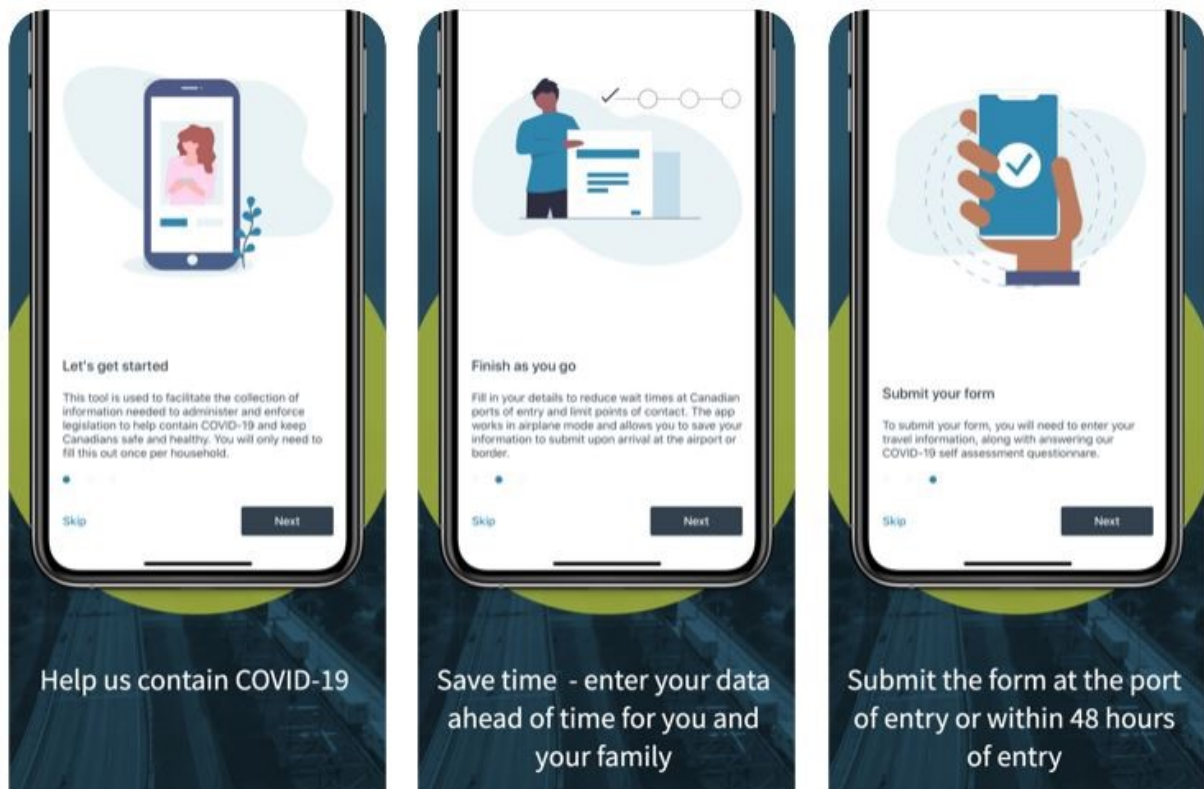
- ✓ 60 disposable face masks or some cloth/reusable masks (**you will be provided with masks to wear in school by HWDSB if you don't have any**)
- ✓ A large bottle of hand sanitizer
- ✓ Personal and feminine hygiene products
- ✓ Sufficient clothing for 14 days in case laundry is not available during quarantine

## ArriveCAN App



The Government of Canada requires all travellers to provide specific information upon entry into Canada. The **ArriveCAN app** enables you to submit contact information and details of your plan for quarantine as required under current emergency orders under the **Quarantine Act** up to 48 hours prior to your arrival.

- You can download the **ArriveCAN app** on your mobile device through the App Store <https://apps.apple.com/us/app/canarrive/id1505394667?mt=8> or Google Play <https://play.google.com/store/apps/details?id=ca.gc.cbsa.coronavirus>.
  - You can also fill out the web-based form here: <https://arrivecan.cbsa-asfc.cloud-nuage.canada.ca/privacy>
  - Submit your information via the app within **48 hours before** arriving in Canada.
  - Upon arrival you will be given a **Token Number** which must be entered into the App as this is the way that the Government of Canada monitors quarantine. **Failure to do so may result in a fine.**
  - You are **encouraged** to submit your daily symptoms through this app during the 14 days after arriving in Canada.
- Here are the steps to set up the ArriveCAN App on an Iphone:





### Enter your information

07:53

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

Surname  
Smith

First Name  
John

Initial or Middle Name (optional)

Date of Birth  
1991-01-01

Travel Document

Document Type  
Passport

Country of Issue  
Canada

Document Number  
CA123456

Previous NEXT

### Supports multiple travellers staying at the same location

07:55

Travellers

✓ Smith, John

✓ Smith, Jackie

ADD ANOTHER TRAVELLER

### Complete the questionnaire

07:56

Complete this Quarantine Plan Questionnaire

Previous NEXT

### Fill information about your symptoms

21:00

Are you or any of the travellers listed on this form experiencing any of the following symptoms?

Symptoms are defined as:

- Cough
- Difficulty breathing
- Fever

John Smith NO YES

Jackie Smith NO YES

### Submit your form

21:00

Thank you for filling out your travel information

If you are satisfied that the information you have provided is complete, tap submit to finish.

YOUR SUMMARY

Port of Entry: Pearson International Airport ...

Arrival Date: 2020-07-14 20:57

Contact: 16136551234

2 Travellers

Previous SUBMIT

### Show your receipt to an officer

19:32

YOUR SUMMARY

Pearson International Airport - Terminal 1

AC123

Jul 12, 2020, 19:32

2 Travellers

TRAVELLERS

✓ John Smith EWK2CP-1

✓ Jackie Smith EWK2CP-2

Present this Confirmation # to the Border Services Officer

**EWK2CP**

July 12, 2020, 19:32:34

DONE

### Remember! You must submit your form only within 48 hours of entry to Canada

07:57

Canada

Thank you for filling out your travel information

Come back within 48 hours of entering Canada to complete your COVID Self-assessment

How are you entering Canada?

Select from one of the following.

Entry by Air

## Flight / Airport Best Practices

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- No one should travel when sick. Commercial airline restrictions may also prevent you from boarding your plane if you're sick.
- Wear a mask.
- Practice physical distancing (minimum 2 metres from others).
- Wash hands frequently and avoid touching your face.
- Use hand sanitizer regularly and as necessary, particularly before eating.
- Sanitize personal space and high-touch areas (armrests, seat belts, tray tables, screens)
- Minimize trips to the washroom (flush the toilet with the seat cover down).
- Touch as few surfaces as possible.
- Keep mobile phone charged and if using throughout the flight to watch movies or play games, clean it with a disinfecting wipe frequently.
- Bring some snacks as restaurants or stores may be closed.
- Bring a refillable water bottle.

**If you develop symptoms during your flight to Canada, tell a border services officer when you arrive in Canada. This is required under the *Quarantine Act* (a Canadian law). If you don't, you could be charged with a crime.**

If you do not have symptoms but believe you were exposed to someone who was sick with COVID-19, under the *Quarantine Act*, you must report this to a border services officer when you get to Canada. The border services officer will give you instructions to follow.

## Arrival in Canada

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Upon arrival in Canada you should proceed through the airport with physical distancing (2 meters away from other people.)

Have the following documents ready to show to the immigration officer:

- ✓ Passport, Study Permit or Approval Letter from Canada Immigration to exchange for a study permit
- ✓ Print outs of **Letter of Acceptance** and **Letter of Support for International Students Travelling to Canada during COVID-19** provided by HWDSB.
- ✓ Your **HWDSB International Student Self-Isolation Plan**.
- ✓ A copy of your homestay profile, including name and contact information.
- ✓ Contact information for the person picking you up at the airport

You will also be required to undergo a screening by a border services or quarantine officer to assess for symptoms. If you have symptoms of COVID-19, you won't be allowed to enter Canada and should follow boarder services officers' directions.

After you are cleared by Canada Border Services officer to enter Canada, you will then:

- Text the person picking you up to advise the flight has arrived.
- Pick up baggage while physical distancing and wearing your mask/face covering.
- Exit the baggage area and go directly to the location previously agreed upon to meet the driver while physical distancing at all times.

## Transportation from Your Point of Entry to Quarantine Location

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You and any of your co-arriving family members must follow the protocols below when traveling from your point of entry to the quarantine location:

- Use a **private transportation - only one student and any of their co-arriving family members** in one vehicle **excluding taxis and Uber** other than the driver.
- Transportation must be pre-arranged with your Canadian custodian or Service Provider (for students 18 or above). You must travel from the point of entry to the quarantine location directly without stopping on the way to the quarantine location unless for medical emergencies.
- You and your co-arriving immediate family members (if any) must wear a suitable non-medical **mask or face covering** while in transit.
- **Practise physical distancing** at all times in transit.
- Avoid contact with others while in transit:
  - Sit as far from the driver as possible;
  - Remain in the vehicle as much as possible;
- **Transportation cost** from the Toronto Pearson Airport to a quarantine location in Hamilton is approximately \$120 (Canadian dollars) for one student and \$150 for a student and their co-arriving immediate family members per vehicle.

## Quarantine Requirements

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### Mandatory 14-day Quarantine / Self-Isolation

As required by the Government of Canada, as a traveller to Canada, you **must quarantine/self-isolate for 14 days starting from the date you arrived in Canada, even if you have no symptoms**. If you don't follow this order, there will be **significant penalties** from the Government of Canada. The penalties for not following your quarantine plan once you're in the country can include, a fine of up to \$750,000, 6 months of jail time and being found [inadmissible](#), removed from Canada and banned from entering for 1 year.



During your quarantine, you should only leave your home to seek medical care. Where possible, you should seek services over the phone or the Internet or ask for help from friends, custodians or service providers (for students 18 or above) with essential errands.

After arriving in Canada, Government of Canada officials will call you to monitor compliance with the mandatory quarantine. You must be prepared to answer calls from **1-888-336-7735 to verify your compliance during your 14-day quarantine**. When contacting you during quarantine to ensure compliance, the Canadian Government will **never** ask you for financial information.

## During Quarantine

### When Self-Isolating You Should:

- ✓ Stay in your assigned room and away from others including your host family members.
- ✓ Do not go to school or public places (e.g. mall, stores, restaurants, gyms, libraries)
- ✓ No visitors unless essential (e.g. care providers)
- ✓ Stay away from seniors (65 years or older) and people with chronic medical conditions (e.g. diabetes, lung/heart problems, cancer) or immune deficiency.
- ✓ If you must go out to seek medical care or to get tested for COVID-19:
  - a. Do not use public transportation, e.g. bus, taxi, train or Uber. Use a pre-arranged private transportation.
  - b. You must keep a distance of at least 2 meters.
  - c. Wear a non-medical mask or face covering that covers your nose and mouth when around people.
- ✓ Wash hands often with plain soap and water for at least 20 seconds.
- ✓ Cover your mouth and nose with your elbow (or use a tissue) when coughing or sneezing - avoid coughing into either your hands or into the air. Dispose of used tissues right away into a trash bin and immediately wash your hands.
- ✓ Use of the bathroom:
  - a. Use a private bathroom
  - b. Clean the bathroom regularly with cleaning products provided
  - c. Flush the toilet with the lid down
- ✓ Stay connected – text, email or use WeChat, Face Time, Zoom or WhatsApp to connect with your parents, friends, custodian and host family.
- ✓ Establish a ‘routine’ as quickly as possible (don’t stay awake all night and sleep all day).
- ✓ Daily Screening



You must complete a daily [COVID-19 Symptoms Screening](#) online with the help with your custodian or service provider, who will then communicate the information with the HWDSB Welcome Centre staff. The online tool will tell you if you need to seek any medical help.

- ✓ If you need to seek medical help, contact your custodian or service provider for assistance. They can help you find a clinic or contact Maple Medical & mobileDOCTOR through your Guard.me insurance company <https://www.guard.me/covid-19.php#insureds>. Or, they can help you contact Telehealth at 1-866-797-0000.
- ✓ Mental Well-being  
If you are experiencing loneliness, home sick, sadness or any other mental health issues, you should inform your parent and Canadian custodian. You have access to the **keep.meSAFE** program through your Guard.me insurance and you don't need to pay any extra fees. You can download the **keep.meSAFE app** from <https://www.guard.me/keepmesafe.php>. You may also call **keep.meSAFE** at 1-844-451-9700. You may talk, text or video chat with a certificated counselor **in your native language 24/7** and your personal information will be kept confidential.
- ✓ In a **medical emergency, call 911** immediately.

### COVID-19 Testing

- As required by the Ministry of Education, you and any of your co-arriving immediate family members must be tested for COVID-19 at least once during your quarantine period.
- **If you do not have any symptoms (asymptomatic), you must have passed your 14-day quarantine period prior to access testing at a publicly-funded assessment centre.**
- **If you have symptoms (symptomatic), you should be tested, as soon as possible, and can make an appointment at assessment centres (not at pharmacies).** See information on assessment centres in Hamilton on Page 12 of the Guide.
- Participating pharmacies are by appointment only and can only test asymptomatic (no symptoms) personnel.
- You will stay in quarantine while waiting COVID-19 testing results.
- You should inform your custodian and HWDSB Welcome Centre staff of your testing result. A copy of your result is NOT required by HWDSB.
- If you have been tested positive, you will be directed by Public Health to isolate and you must follow directions and instructions from local Public Health.
- Your custodian or service provider should help you book a COVID-19 test, and arrange a private transportation for you to travel to the testing site from your quarantine location and back. A COVID-19 test can be booked online at [www.HamiltonCOVIDTest.ca](http://www.HamiltonCOVIDTest.ca) or by calling Hamilton Public Health at **905-974-9848** from 8:30 am to 4:30 pm.

- Assessment & Testing Centres in Hamilton include the following sites. More information can be found at [www.hamilton.ca/coronavirus/assessment-centres](http://www.hamilton.ca/coronavirus/assessment-centres)

#### **Drive-Through COVID-19 Testing Centre**

Dave Andreychuk Mountain Arena 25 Hester Street, Hamilton

**Hours of Operation:** 10 am to 3 pm daily. At your allotted appointment time drive around the rear of the building to the Zamboni entrance and wait for staff to signal you to drive inside the arena for testing.

#### **East End Assessment Centre**

2757 King Street East, Hamilton

**Hours of Operation:** Monday to Friday 4 to 10 pm | Saturday, Sunday & Holidays 9 am to 3 pm

#### **West End Assessment Centre**

690 Main Street West, Hamilton

**Hours of Operation:** 9 am to 5 pm daily

#### **St. Joe's Mountain COVID-19 Testing Centre**

100 West 5th Street, Hamilton **Hours of Operation:** Monday to Friday 4:30 to 7:30 pm | Saturday & Sunday 1 to 7 pm

- You and your custodian or service provider must wear a non-medical mask and keep social distancing (2 meters apart from others) and limit any unnecessary contact with any other person while outside of quarantine site for testing.
- **COVID-19 testing associated cost:** if you have appointed a Custodian from a private company, you may be charged approximately \$150 Canadian dollars for arranging a private transportation and accompanying you to and from the testing location to your quarantine location.

### Support from HWDSB Welcome Centre Staff

During your quarantine, HWDSB Welcome Centre staff will get in touch with you by phone, text, email or social media (WeChat, WhatsApp or Zoom) to discuss your overall well-being. They will also:

- Remind you to complete **daily** the **COVID-19 self-assessment** <https://COVID-19.ontario.ca/self-assessment/> with the help with your custodian or service provider;
- Remind you to get a COVID-19 test done and follow physical distancing, face covering and hand hygiene rules when getting tested for COVID-19;
- Encourage you to use the **ArriveCAN app** to submit your symptoms;
- Encourage you to download the **keep.meSAFE app** from <https://www.guard.me/keepmesafe.php> to your mobile device for mental health support;
- Remind you to comply with quarantine requirements and safety and health protocols recommended or directed by Public Health.

## Support from Your Custodian or Service Provider

During your quarantine, your Custodian or Service Provider (for students 18 years or older) will check in **daily** with you to go over the following:

- Check your overall all well-being.
- Encourage you to use the **ArriveCAN app** to submit your symptoms.
- Help you complete daily the **COVID-19 self-assessment** <https://COVID-19.ontario.ca/self-assessment/> and communicate the information with the HWDSB Welcome Centre staff.

## If You Feel Sick or Develop Symptoms during Quarantine

- COVID-19 Symptoms include: fever, new or worsening: cough, shortness of breath, sore throat, runny nose, nasal congestion, difficulty swallowing, change in taste or smell, nausea/vomiting, diarrhea, and abdominal pain. Atypical signs and symptoms (particularly in children, older persons and persons living with a developmental disability): unexplained fatigue, delirium, unexplained/increased falls, headache, chills, croup, conjunctivitis (pink eye), multisystem inflammatory vasculitis (in children), unexplained tachycardia and decreased blood pressure.
- If you require **urgent** care, **call 911**, and inform them of your travel and contact history and symptoms.

If you are experiencing even mild symptoms you should:

- ✓ Contact your custodian or service provider (for students 18 and above) immediately.
- ✓ With the help from your Custodian or Service Provider (for students 18 and above), complete the COVID-19 self-assessment online <https://COVID-19.ontario.ca/self-assessment/> to determine what you should do next. If you are unsure if you need to book a COVID-19 test, contact Telehealth 1-866-797-0000 with the help from your custodian or service provider.
- ✓ Anyone with whom you had close physical contact (e.g., in your household) in the two days before your symptoms started or after symptoms started should also self-isolate.
- ✓ Isolate for 14 days beginning when your symptoms started.
- ✓ After 14 days, you can stop isolating if you have been symptom-free, (i.e. feeling well) for at least 24 hours, or as directed by Public Health Services. But you should continue with physical distancing measures.
- ✓ If you are still unwell at 14 days, inform your Canadian custodian or service provider (for students 18 or above) who can help you contact Telehealth 1-866-797-0000.

Should you need to extend your quarantine, HWDSB Welcome Centre Staff and your Custodian or Service Provider (if you are 18 or above) will continue to provide all necessary quarantine supports to you during the extended quarantine period.

## After Quarantine

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### Mandatory Attestation and Daily Screening

After quarantine, **BEFORE** you can go to school in-person or enter any school board building or site, you must have done ALL of the following:

1. Your custodian or you if you are 18 or above have completed a one-time **Attestation** through the Parent Portal or sent a paper copy to school. You may see the Attestation form in English and some other languages at this link:  
<https://www.hwdsb.on.ca/about/covid19/student-screening-translated-documents/>
2. Your custodian or you if you are 18 or above must complete **the daily COVID-19 School Screening** at <https://COVID-19.ontario.ca/school-screening/>. You can see a copy of the **COVID-19 School Screening tool** in English and some other languages at this link:  
<https://www.hwdsb.on.ca/about/covid19/student-screening-translated-documents/>.  
**If you answer Yes to any questions, you have failed the screening and must NOT attend school and must follow suggestions on the website.**

### If You Fail the Daily COVID-19 School Screening

If you display symptoms you will be expected to follow the **Symptomatic Student at School or at Home Decision Guide**. In addition, your custodian or you (if you are 18 years or older) must complete the **Attestation for Return to School Following Illness** <https://www.hwdsb.on.ca/wp-content/uploads/2020/10/Attestation-for-return-to-school-after-illness-OR-self-isolation-1.pdf> before you can return to school in-person.

### Notice to School

- Your custodian or you (if you are 18 years or older) is to report your absence following normal reporting processes but identifying COVID-19 Related as the rationale.

### School Principal Communication

- Your School principal or designate will contact your custodian or you (if you are 18 years or older) advising you to contact Public Health Services (Hamilton – 905-974-9848) for testing. They will send a copy of the *Symptomatic Students or Staff at Home Decision Guide* and information on Hamilton Assessment Centres available in [locations](#) across the

city by appointment. Your custodian or you (if 18 or above) will be asked to contact the school after that call to discuss the next steps, including your continued learning.

## Public Health Measures When Attending School In-Person

### Student Masks

- All students will be required to wear a non-medical or cloth mask while indoors in a school or on a bus, including in hallways and during classes. Outdoor times like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts, provided proper physical distancing measures are taken.
- Masks must cover the nose, mouth and chin without gaping. This increases the benefits of mask wearing.
- Students may wear their own non-medical masks provided the students' own mask can be worn in the appropriate manner. Non-medical masks will also be made available for students at school.
- The City of Hamilton offers this helpful illustration on mask usage.



- We also suggest that you watch this video: [COVID-19: How to wear a non-medical mask or face covering \(video\)](#)

### Physical Distancing:

- All students are expected to practice physical distancing (2 meters apart) as much as possible in classrooms, hallways, outside and other areas of the school.
- **Signage** is present in schools to remind you to maintain physical distance whenever possible (2 metres). See school signage at this link: <https://www.hwdsb.on.ca/about/covid19/resources/signage/>

### Hand Hygiene:

- Students should wash your hands with soap and water for 20 seconds or use hand sanitizer. Hand sanitizer will be provided to all classrooms, including those with sinks.
- Watch the [Hand Hygiene](#) video on how to wash hands.

### Students Who Become Symptomatic at School

If you feel ill with a COVID-19 symptom at school you should speak to your teacher or a staff member immediately. If a student is ill with a COVID-19 symptom or a staff member observes a student with COVID-19 symptom(s) (with no known underlying health reason) the following should happen:

- Educator to contact the office to report an ill student.
- School Principal or designate to escort the student to a designated, supervised isolation area at the school maintaining a distance of at least 2 metres from others. Staff member will wear medical mask and face shield.
- School will call custodian/caregiver to pick up student as soon as possible.
- School will provide the custodian/guardian/caregiver with the *Attestation for Return to School Following Illness, My Child has Displayed COVID-19 Symptoms, Now What?*, and the *Symptomatic Student or Staff at School Decision Guide*.
- Supervision of the symptomatic student(s) must be maintained until a parent or caregiver arrives. Supervision should be at a distance of at least 2 m where possible. The employee will wear PPE (gloves, medical mask and face shield).
- The staff member caring for the student should perform hand hygiene. The staff should also avoid contact with the child's respiratory secretions. The staff member must perform hand hygiene after any contact with the ill student.
- If tolerated, the ill student should wear a disposable, medical mask while waiting for pickup.
- Tissues should be provided to the student to support proper respiratory etiquette. Ask the student to put the soiled tissues into the lined garbage can (touchless). Hand hygiene should also be practiced.

**Due to the evolving nature of the COVID-19 pandemic, Public Health protocols may change often. Please stay informed by checking the Hamilton-Wentworth District School Board COVID-19 Website often: <https://www.hwdsb.on.ca/about/COVID19/>.**

## Key Resources

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**COVID-19 Daily School Screening Tool**

<https://COVID-19.ontario.ca/school-screening/>

**COVID-19 Resources at Hamilton-Wentworth District School Board**

<https://www.hwdsb.on.ca/about/COVID19/>

**Hamilton Public Health COVID-19 Hotline**

905-974-9848 or <https://www.hamilton.ca/coronavirus>

**Public Health Ontario**

<https://www.publichealthontario.ca/>

**Government of Ontario**

<https://COVID-19.ontario.ca/index.html>

**How to Self Isolate Poster – Public Health Ontario**

<https://www.publichealthontario.ca/-/media/documents/ncov/factsheet-COVID-19-how-to-self-isolate.pdf>

**Government of Canada – COVID-19 Travel Restrictions**

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

**Ontario Ministry of Education**

<https://www.ontario.ca/page/ministry-education>

**Toronto Pearson International Airport Health Measures**

<https://www.torontopearson.com/en/healthy-airport/measures-in-place-in-response-to-COVID-19>



We look forward to welcoming you to the Hamilton-Wentworth District School Board (HWDSB) International Student Program in September 2020. During the Covid-19 pandemic, our top priority remains the health and safety of all our students, host families, schools and communities. International students must follow the regulations and recommendations from various authorities, including the Government of Canada, provincial and local public health authorities and HWDSB in order to participate in the International Student Program at HWDSB.

Please review and check EACH box below to indicate that you and your parent understand, agree and will follow the guidelines. Please email a completed and signed copy of this form to [nfan@hwdsb.on.ca](mailto:nfan@hwdsb.on.ca) BEFORE you leave your home country.

- ☐ I have read in full, understand and agree to comply with the requirements in *the HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide*.
- ☐ I am aware of the student's requirements to comply with the Government of Canada's **Quarantine Act** and local public health authorities, and the serious consequences/ penalties for not complying with the Act.
- ☐ I have set up the **ArriveCAN App** on my phone or completed the web-based form for submitting my travel contact information to the Government of Canada.
- ☐ I have completed and emailed a copy of the **HWDSB International Student Quarantine Plan** to [nfan@hwdsb.on.ca](mailto:nfan@hwdsb.on.ca) and packed a printed copy in my carry-on bag to show to immigration officers when travelling to Canada.
- ☐ I have completed and emailed a copy of the **HWDSB Custodian or Service Provider's Acknowledgement of COVID-19 Protocols for International students** form to [nfan@hwdsb.on.ca](mailto:nfan@hwdsb.on.ca).

**Student and Parent, please read very carefully before signing:**

Self-Isolation is a requirement of the Quarantine Act and is mandatory. Students who are in private homestay arrangements or with parents or friends must also self-isolate for 14 days. By signing below, I affirm that I have read understand and agree to comply with the expectations listed in this document.

***I clearly understand if I do not follow these expectations in this Guide, I will not be allowed to start in the school and I risk being dismissed from the international student program at HWDSB. We understand that students and parents are responsible for any government imposed fines incurred due to breach of the Quarantine Act and regulations from the Governments of Canada.***

Student Legal Name (Printed):		
Student Signature:		Date:
Parent 1	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other (please specify): _____	
Full Legal Name (Printed)		
Parent Signature:		Date:
Parent 2, if applicable	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other (please specify): _____	
Full Legal Name (Printed):		
Parent Signature:		Date:

**Student Information**

Last Name:	First Name:
Date of Birth (mm/dd/yyyy):	Citizenship:
Date Study Permit was Issued (mm/dd/yyyy)	Passport Number:
Contact Phone number:	Email address:

**Flight Information**

Arrival date (mm/dd/yyyy):	Arrive time:
Flight number:	
Direct Flight? <input type="checkbox"/> Yes <input type="checkbox"/> No	If no, name stop-over city & country:
Departure from (city, country):	Arrive in (city, country):

**Canadian Custodian or Service Provider (for Students 18 or Above) Information**

Name:	
Phone number:	Email:

**Parent Information (if Co-arriving with Student)**

Name	
Phone number	Email:

**Quarantine Location and Contact Information**

Quarantine Address	
Apt. No.: _____	Street No. : _____ Street Name: _____
City: _____	Province: _____ Postal Code: _____
Location Type: <input type="checkbox"/> Homestay Family <input type="checkbox"/> Relative's home <input type="checkbox"/> Friend's home <input type="checkbox"/> Short-term Rental	
Who arranged your quarantine location: First Name _____ Last Name _____	
Relationship to you: <input type="checkbox"/> Custodian <input type="checkbox"/> Service Provider <input type="checkbox"/> other: _____	
3 meals and Wi-Fi are provided at the quarantine location <input type="checkbox"/> Yes <input type="checkbox"/> No	
Any exposure to vulnerable population (seniors 65 or above, people with chronic medical conditions (e.g., diabetes, heart/ lung disease, cancer) or weak immune system? <input type="checkbox"/> Yes <input type="checkbox"/> No	
How will groceries be delivered to you? Please specify:	
Contact Phone Number at Quarantine location:	Email:

**International Student Medical Insurance Information:**

Hamilton-Wentworth District School Board international students are required to purchase a comprehensive medical insurance policy, administered by Guard.me. The coverage of this policy includes emergency and preventative medical services, treatment for non pre-existing medical

conditions, as well as COVID-19 related treatment, if needed. It also includes a mental health support program called Keep.meSAFE which HWDSB international students can access 24/7 in their own language via texts, phone calls and video calls.

### **International Student Self-Isolation/ Quarantine Plan:**

Hamilton-Wentworth District School Board international students have been advised to quarantine in their homes for 14 days immediately from the date they arrive in Canada. Students and their Canadian custodians or accompanying parents have also been advised about precautions to take during their travel to minimize the risk of contracting COVID-19.

Student's Canadian custodians or service providers (for students 18 or above) have been advised how to support the student's quarantine requirements. Students will travel directly to their quarantine location where they will self-isolate in their room for 14 days. During this time, students will not leave their home (unless to seek medical care or get a COVID-19 test) or have contact with their host family. The host families will be responsible for providing students meals to the outside of their room. Student's Canadian custodians or Service Providers (for students 18 or above) will remain in contact with students during this time to ensure their compliance with these requirements.



## Custodian or Service Provider's Acknowledgment of COVID-19 Protocols for International Students

The Federal Government of Canada requires international students (under the age of 18 in Ontario) (the “**Student**”) to have a Canadian custodian in place while the Student is studying in Canada if the Student’s parent is not accompanying the Student to Canada. At HWDSB, a Student’s custodian may be a relative, a family friend or personnel from a private company (referred to herein as a “**Custodian**”). The Custodian must understand the protocols regarding quarantine requirements provided in the **HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide** (the “**Quarantine Guide**”).

If the Student is 18 years or older, s/he may choose to enlist the services of a local company (referred to herein as a “**Service Provider**”) to assist with arrangements for transportation, quarantine location, COVID-19 testing, medical care and with understanding the quarantine protocols listed in this document.

Due to the Covid-19 pandemic, it has become increasingly important that the local Custodians or Service Providers understand clearly and help the Student(s) in their care understand and comply with arrival and quarantine requirements issued by Canadian federal and provincial governments and the health protocols stated in the **HWDSB Covid-19 School Re-opening Plan** (the “**Plan**”) found at [www.hwdsb.on.ca/about/covid19/](http://www.hwdsb.on.ca/about/covid19/).

Particularly, the Custodian or Service Provider is expected to know, and hereby attests that s/he understands the following important protocols:

- International Students and co-arriving family members (if any) must **quarantine for 14 days** from the date they arrive in Canada in accordance with the Quarantine Guide.
- International Students and co-arriving family members (if any) must be met by the Custodian or Service Provider at the point of entry following **physical distancing** and **hand hygiene** protocols. Students and co-arriving family are to be provided with a new **mask/face covering** by the Custodian or Service Provider that meets provincial or federal standards.
- International Students and co-arriving family members (if any) must travel in a **private transportation (one student/family per vehicle excluding taxis and Uber)** from the point of entry to the quarantine location **directly, without stopping on the way to the quarantine location unless for medical emergencies**. Students and accompanying family members must **wear a suitable mask/face covering** while in transit.
- International Students and co-arriving family members (if any) must have a **suitable place of quarantine** that meets the Quarantine Guide requirements and the following criteria:
  - has the necessities of life (**food, water, Internet, medication**) without having to leave the quarantine location for 14 days;
  - Students and co-arriving family members (if any) have a private bedroom and a private bathroom; the quarantine location is not a group living environment;
  - is not shared with those who are 65 years or older or who have underlying medical conditions or compromised immune systems for example lung/heart disease, cancer, and diabetes, unless the person is a co-arriving family member who will be quarantined with the Student.
- During the Student’s quarantine, the Custodian or Service Provider will help the Student book a **COVID-19 test** and arrange **private transportation (one student per vehicle excluding taxis and Uber)** and accompany the Student to and from the testing location in **Hamilton**. If the Student doesn’t have any symptoms, s/he must have passed their 14-day quarantine period **PRIOR** to accessing testing at an assessment centre or a participating pharmacy. If the Student has symptoms, then s/he should be tested,

as soon as possible and make an appointment at assessment centres (not at pharmacies). The Student and his/her Custodian or Service Provider must wear a non-medical mask and keep social distancing (2 meters apart from others) and limit any unnecessary contact with any other person while outside of quarantine site for testing. While waiting for the results, Students should remain in quarantine and the Custodian or Service Provider should continue to monitor the Student and complete their daily screening.

- During the Student's quarantine, the Custodian or Service Provider must help their Student complete **daily** the [Symptom Screening](#) and communicate this information with the HWDSB Welcome Centre staff ([nfan@hwdsb.on.ca](mailto:nfan@hwdsb.on.ca) and [lzhang@hwdsb.on.ca](mailto:lzhang@hwdsb.on.ca)) for monitoring purposes. The Custodian or Service Provider should help the Student seek medical advice or care when needed by contacting Telehealth or medical clinics and/or Guard.me insurance company. The Custodian or Service Provider will remind Students of accessing Keep.meSAFE program for mental health support.
- After the Student's quarantine, before the Student can attend school in-person or access a board building/site, the Custodian or Service Provider must help their Student submit a **one-time Attestation** to school. The form has been translated to other languages and can be found [here](#).
- After Students begin attending school, the Custodian or Service Provider must help their Students complete **daily** the [Covid-19 School Screening online](#) or using the Covid-19 School Screening tool which can be downloaded [here](#).
- If a Student displays symptoms of COVID-19 they will be expected to follow the **Symptomatic Student at School or at Home Decision Guide** (the "**Symptomatic Guide**"). In addition, Custodians will need to complete the **Attestation for Return to School Following Illness** before the Student returns to school. Service Providers should help the Student complete the **Attestation for Return to School Following Illness**. The Custodian will follow normal absence reporting procedures to report Student's absence.

By signing below, the Custodian or Service Provider (when there is no custodian) acknowledges that s/he has read, understands and will adhere to the protocols stated above. The undersigned attests and acknowledges that s/he has received or electronically accessed a copy of the Quarantine Guide, the Plan and the Symptomatic Guide.

Name of Student: \_\_\_\_\_

Custodian Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Service Provider Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

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

By signing this form, I further attest that I have authority to bind Hamilton-Wentworth District School Board.

November 19, 2020



(Name)

(Date)

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

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

Mark With (x) To Confirm	Plan Requirements	Comments  Include page # references to plan
<b>Section A: Overall COVID-19 Response Requirements for K-12 Private Schools and School Boards</b>		
<b>x</b>	<p><b>1. Compliance with federal, provincial and local health guidelines</b> - The DLI attests that it will comply with federal, provincial, and local health guidelines and protocols for businesses and other organizations such as school boards and private schools, consistent with the Government of Ontario's plan for reopening the province in stages: <a href="https://www.ontario.ca/page/reopening-ontario-stages">https://www.ontario.ca/page/reopening-ontario-stages</a>.</p> <p>The DLI will meet the requirements set out in this table for as long as it appears on the federal list of approved designated learning institutions.</p>	<b>Attestation only</b>
	<p><b>2. Outbreak and Case Management Plan:</b> The DLI has a plan in place to support local public health unit with its case management and outbreak response in its community. This plan is developed in conjunction with relevant local public health units and the plan aligns with local and provincial public health guidelines.</p> <p>Specifically, the Outbreak and Case Management Plan includes:</p>	
<b>x</b>	<ul style="list-style-type: none"> <li><i>A commitment and protocols to enable the DLI's full cooperation in assisting local public health units in their outbreak investigation and management.</i></li> </ul>	HWDSB Protocol 1.16 Communication – Symptomatic or Confirmed Positive Case Protocol (in the supporting documents section)
<b>x</b>	<ul style="list-style-type: none"> <li><i>A clearly identified liaison who can act as the point person for the institution to liaise with relevant authorities (e.g. EDU, local public health unit).</i></li> </ul>	HWDSB Superintendent Sharon Stephanian is the HWDSB point person to liaise with local public health unit.
<b>x</b>	<ul style="list-style-type: none"> <li><i>A clear communication plan for its entire community (staff and students) on daily screening/symptom monitoring prior to coming onto the campus and staying at home when symptomatic.</i></li> </ul>	HWDSB School Reopening Protocols (in the supporting documents section): 1.01 Student Screening 1.11 Students who Fail the Daily Screen

		<p>1.12 Students who become Symptomatic at School</p> <p>1.13 Staff Fails Screen</p> <p>1.14 Staff who become Symptomatic at School</p> <p><b>My Child Has Displayed Covid-19 Symptoms, Now What?</b> Available as a handout from school (attached in the supporting documents section) and on-line at <a href="https://www.hwdsb.on.ca/about/covid19/#Health-Measures">https://www.hwdsb.on.ca/about/covid19/#Health-Measures</a> (under the Enhanced Public Health Measures)</p> <p><b>Flowchart –Symptomatic Child at School or Child Care Decision Guide</b> (attached in the supporting documents section)</p> <p><b>Family updates</b> on Board Website and by phone messages.  <a href="https://www.hwdsb.on.ca/blog/covid-19-update-to-families-27-october-8-2020/">https://www.hwdsb.on.ca/blog/covid-19-update-to-families-27-october-8-2020/</a></p>
×	<ul style="list-style-type: none"> <li>• <i>Identification of nearby COVID-19 assessment centres where international students and their co-arriving family members can get tested.</i></li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11 and 12)</p> <p><b>My Child Has Displayed Covid-19 Symptoms, Now What?</b> Available as a handout from school (attached in the supporting documents section) and on-line at <a href="https://www.hwdsb.on.ca/about/covid19/#Health-Measures">https://www.hwdsb.on.ca/about/covid19/#Health-Measures</a> (under the Enhanced Public Health Measures)</p>



×	<ul style="list-style-type: none"> <li><i>In the event of a suspected or confirmed case in an on-campus residential setting, a plan to ensure successful self-isolation of this individual, including provision of self-isolation facilities and essential services to support this isolation.</i></li> </ul>	No on-campus residence
×	<ul style="list-style-type: none"> <li><i>The DLI has a protocol for publicly communicating outbreaks of COVID-19 affecting or implicating international students and any immediate family members to the entire school community (staff and students) including, but not limited to, signage posted at entrances and in public spaces, and through online communication, such as websites, social media, and email.</i></li> </ul>	<p>HWDSB communicates outbreaks of Covid-19 through its website and communication to impacted students and families.  <a href="https://www.hwdsb.on.ca/about/covid19/confirmed-cases-of-covid-19/">https://www.hwdsb.on.ca/about/covid19/confirmed-cases-of-covid-19/</a></p> <p>HWDSB Protocol 1.16 Communication - Symptomatic or Confirmed Positive Case Protocol (pages 3 and 4, in the supporting documents section)</p>
×	<ul style="list-style-type: none"> <li><i>The DLI has a protocol for notifying relevant local, provincial, and/or federal law enforcement authorities of:</i> <ul style="list-style-type: none"> <li><i>Any compliance issues within the 14-day mandatory quarantine period to law enforcement authorities; and</i></li> <li><i>Any cases of COVID-19 infection during the 14-day mandatory quarantine period to local public health units and the Ministry of Education.</i></li> </ul> </li> </ul>	<p>HWDSB Superintendent Sharon Stephanian is the HWDSB point person to liaise with local public health unit.</p> <p>HWDSB Protocol 1.16 Communication – Symptomatic or Confirmed Positive Case Protocol (in the supporting documents section)</p>
	<p><b>3. DLI's Overall COVID-19 response plan and protocols:</b> The DLI confirms that it has all the protocols in place to ensure the health and safety of its international and domestic students and staff. In particular:</p>	
×	<ul style="list-style-type: none"> <li><i>Protocols for physical distancing, capacity limits, and mask requirements for staff and students,</i></li> </ul>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 3, 9, 10, 12, and 15)

	<i>which comply with applicable requirements and local public health guidelines</i>	HWDSB Protocols (in the supporting documents section) 1.02 Student Mask Protocol 1.04 Signage 1.05 Use of Personal Protective Equipment 1.07 Fundamental Public Health Measures for Students
✕	<ul style="list-style-type: none"> <li>• <i>Protocols for hand hygiene</i></li> </ul>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 3, 10, and 16)  HWDSB Protocol 1.07 Fundamental Public Health Measures for Students
✕	<ul style="list-style-type: none"> <li>• <i>Protocols for face covering (i.e. non-medical masks)</i></li> </ul>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 3, 9,10 and 15)  HWDSB Protocol 1.02 Student Mask Protocol
✕	<ul style="list-style-type: none"> <li>• <i>Protocols for environmental cleaning (e.g., see <u>Public Health Ontario's Cleaning and Disinfection for Public Settings</u>)</i></li> </ul>	HWDSB Protocol 1.10 Cleaning and Disinfecting
✕	<ul style="list-style-type: none"> <li>• <i>Protocols for daily symptom screening</i></li> </ul>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 10, 11, 12, 13 and 14)  HWDSB Protocols (in the supporting documents section) 1.01 Student Screening

		<p>1.07 Fundamental Public</p> <p>Attestation form (available in various languages) to be completed prior to first entry to school after quarantine has ended (English and Chinese versions of this form are in the supporting documents section)</p>
×	<ul style="list-style-type: none"> <li><i>Protocols for communicating infection prevention and control strategies for students and staff</i></li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 14, 15 and 16)</p> <p>HWDSB Protocols 1.04 Signage 1.07 Fundamental Public Health Measures for Students</p>
<b>Section B: Pre-Arrival Requirements</b>		
	<p>1. Requirements are communicated to international students and their co-arriving immediate family members <b><i>in advance</i></b> of travel to Canada that explains the following:</p>	
×	<ul style="list-style-type: none"> <li><i>The legal requirement for a 14-day quarantine.</i></li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4, 9 and 10)</p>
×	<ul style="list-style-type: none"> <li><i>Consequences for breaching quarantine that make specific reference to the Quarantine Act and any DLI-specific policies as relevant.</i></li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4 and 9)</p>
×	<ul style="list-style-type: none"> <li><i>An explanation of the need for students to sign an attestation or pledge confirming their understanding of their pre-arrival and quarantine requirements.</i></li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 2)</p> <p>HWDSB International Student Pre-departure, Travel and Quarantine Protocols Form</p>

×	<ul style="list-style-type: none"> <li>Details for any institutional policies established by the DLI for this group of students, including but not limited to, additional costs and fees that may be charged to students in order to provide quarantine services during the 14-day initial period as well any additional quarantine periods should the student become a confirmed case.</li> </ul>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 5, 9 and 12)
×	<ul style="list-style-type: none"> <li>Mandatory 14-day quarantine by international students and co-arriving immediate family members is provided and/or approved by the DLI: <ul style="list-style-type: none"> <li>At the institution; or</li> <li>At a private quarantine location that meets the requirements set out under 14-Day Quarantine Requirements, with arrangements made prior to arrival and assessed to be acceptable in advance by the DLI and by the Government of Canada at the time and point of entry.</li> </ul> </li> </ul>	HWDSB International Students are required to provide a completed <b>HWDSB International Student Quarantine Plan</b> and a completed <b>Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form</b> to the Admissions Office and be considered acceptable prior to departing from their home country. If assessed not acceptable, the student and/or co-arriving immediate family members will be notified and asked to provide a revised plan that meets the quarantine protocols.
×	<ul style="list-style-type: none"> <li>Post-arrival logistics which fully detail the quarantine accommodations and logistics and how any medical care or testing will be facilitated as required during their quarantine.</li> </ul>	<p><b>Quarantine Accommodations and Logistics -</b> HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4, 5 and 10)</p> <p><b>Medical Care or COVID-19 Testing -</b> HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11 and 12)</p>
×	2. As a best practice, international students and their co-arriving immediate family members are encouraged to download the Government of Canada ArriveCAN	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 6 and 7)

	application prior to arrival at the border and complete the information required.	
✕	3. Institutions provide appropriate transportation of international students and their co-arriving immediate family members to their quarantine location consistent with Government of Canada recommendations (i.e., wearing a mask for onward domestic travel; travelling directly to place of quarantine) and plan fully details of transportation arrangements from airport to the quarantine location.	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 9)  Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form
✕	4. Mandatory 14-day quarantine by international students and co-arriving immediate family members is provided at: <ul style="list-style-type: none"> <li>• The institution; or</li> <li>• A private quarantine location that meets the requirements set out under 14-Day Quarantine Requirements, with arrangements made prior to arrival and assessed to be acceptable in advance by the DLI and by the Government of Canada at the time and point of entry.</li> </ul> Post-arrival logistics should fully detail the following: <ul style="list-style-type: none"> <li>• Quarantine accommodations and logistics</li> <li>• How any medical care or testing will be facilitated as required during their quarantine</li> </ul>	HWDSB International Students are required to provide a completed HWDSB International Student Quarantine Plan and a completed Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form to the HWDSB Admissions Office and be considered acceptable prior to departing from their home country. If assessed not acceptable, the student and/or co-arriving immediate family members will be notified and asked to provide a revised plan that meets the quarantine protocols.  <b>Quarantine Accommodations and Logistics -</b> HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4, 5 and 10)  <b>Medical Care or COVID-19 Testing -</b> HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11 and 12)

		In the supporting documents section: Guard.me insurance summary Keep.meSAFE brochure
×	<p>5. Where there are additional costs or fees charged by the DLI to students as a result of this plan, the DLI will ensure and confirm with students in writing that:</p> <ul style="list-style-type: none"> <li>students are fully aware and have agreed to all costs in advance of departure for Canada; and</li> <li>any student who chooses not to proceed with their education/training as a result of these additional costs is provided with appropriate refunds of any other fees or tuition paid in advance in accordance with any refund policies and refund requirements that apply to the DLI.</li> </ul>	<p>HWDSB International Students are informed of additional costs or fees associated with quarantine accommodation, private transportation from the point of entry to the quarantine location and taking the COVID-10 test in the HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 5, 9 and 12).</p> <p>International Students pay these additional fees to their Custodians or Service Providers directly. HWDSB is not involved with charging these additional fees.</p>
×	6. For DLIs that are hosting underaged students (under 18 years old), clear designation of custodian status and health care authorization/guardianship.	HWDSB requires all International Students under 18 years old to provide notarized custodianship declaration documents from their Canadian custodian and parents. See a blank copy of the Custodianship Declaration form provided by the Federal Government of Canada in the supporting documents section.
<b>Section C: 14-Day Quarantine Requirements</b>		
	1. Quarantine arrangements for international students and co-arriving immediate family members meet the minimum requirements listed below:	
×	<ul style="list-style-type: none"> <li><i>A transportation plan on how the arriving students and their immediate family members will be travelling from their port of entry to their quarantine accommodation that includes:</i></li> </ul>	HWDSB International students and their co-arriving family members will be met at the point of entry and be provided private transportation to their quarantine location by the student's custodian or the custodian's designate. Relevant

	<ul style="list-style-type: none"> <li>○ <i>Protocols for students and co-arriving immediate family members to be met by the DLI's representative or designate at the point of entry;</i></li> <li>○ <i>Protocols for students and co-arriving family to be provided, on arrival, with a new medical mask by the DLI representative or their host designate and reminded to practice physical distancing and hand hygiene throughout travel;</i></li> <li>○ <i>Protocols for students and co-arriving family members to be actively screened for signs and symptoms of COVID-19 prior to meeting the DLI representative at the port of entry;</i></li> <li>○ <i>Protocols for students and co-arriving family members to be taken to their quarantine accommodation in a private transportation arranged by the DLI;</i></li> <li>○ <i>Confirmation that there will be no planned or unplanned stops during travel to the quarantine site and that students and co-arriving family members are expected to arrive at their accommodation directly from their port of entry.</i></li> </ul> <p><i>Note: If it is not feasible for a DLI representative or designate to meet students/co-arriving immediate family members at the point of entry, institutions should provide contact information of a DLI representative to the students/co-arriving immediate family members in case any assistance is required, and make arrangements for a virtual check-in post-arrival to ensure that the above stated protocols are followed and provide contact details for a DLI</i></p>	<p>protocols are detailed in the <b>HWDSB Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form</b>, which must be provided to the HWDSB Admissions Office prior to students and their co-arriving immediate family members leaving their home country.</p> <p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 9)</p>
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	<i>representative or designate that students may contact if needed.</i>	
✕	<ul style="list-style-type: none"> <li>• <i>Detailed quarantine accommodation options and all associated logistics, that include:</i> <ul style="list-style-type: none"> <li>○ <i>A description of the accommodation setting;</i></li> <li>○ <i>Each student or student family unit having their own room with a private bathroom;</i></li> <li>○ <i>Protocols for appropriate accommodations to properly support disabilities or other health conditions.</i></li> </ul> </li> </ul>	<p>Students will be placed in privately owned homes arranged by their custodian or Service Provider. These homes are not monitored by HWDSB.</p> <p>The accommodation conditions for meeting quarantine requirements are also described in the HWDSB Custodian or Service Provider's Acknowledgement of COVID-19 Protocols for International Students Form.</p> <p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4 and 5)</p>
✕	<ul style="list-style-type: none"> <li>• <i>Logistics for supporting students and their family members with essential needs throughout the full duration of the quarantine period, that at a minimum must include:</i> <ul style="list-style-type: none"> <li>○ <i>Food and water</i></li> <li>○ <i>Medical care (virtual or in-person as required), including testing</i></li> <li>○ <i>Mental health supports</i></li> <li>○ <i>Social supports</i></li> <li>○ <i>Phone or internet services</i></li> <li>○ <i>Environmental cleaning protocols</i></li> </ul> </li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 4, 5, 11, 12 and 13)</p> <p>HWDSB Custodian or Service Provider's Acknowledgement of COVID-19 Protocols for International Students Form</p>
✕	<ul style="list-style-type: none"> <li>• <i>Protocols for the DLI or designate of the DLI to provide daily monitoring of the students and their immediate family for the duration of their quarantine, through phone calls, texts, or emails by DLI representative or their designate for:</i> <ul style="list-style-type: none"> <li>○ <i>Development of new symptoms</i></li> </ul> </li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 12 and 13)</p>



	<ul style="list-style-type: none"> <li>○ <i>Compliance with the quarantine</i></li> <li>○ <i>Ensuring their essential needs are met</i></li> </ul>	HWDSB Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form
✕	<ul style="list-style-type: none"> <li>• <i>Protocols and mechanisms for students and their family members to notify the DLI representative or their host designate if they develop symptoms and require medical care, including COVID-19 testing.</i></li> </ul>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 13)
✕	<ul style="list-style-type: none"> <li>• <i>Definitions of protocols, roles and responsibilities for all DLI staff, representatives, and/or designates that include:</i> <ul style="list-style-type: none"> <li>○ <i>The DLI's Public Health Institutional Readiness Plan</i></li> <li>○ <i>Liaising with and supporting public health units in case and outbreak management as appropriate</i></li> <li>○ <i>Training on COVID-19 infection prevention and control practices, including how to use personal protective equipment as required</i></li> <li>○ <i>Provision of personal protective equipment and other resources required to complete their tasks</i></li> <li>○ <i>Provision of all necessary materials and supports to help students and their families to successfully complete their quarantine.</i></li> </ul> </li> </ul>	<p>HWDSB School Re-opening Plan  <a href="https://www.hwdsb.on.ca/about/covid19/">https://www.hwdsb.on.ca/about/covid19/</a></p> <p>All HWDSB staff received Board wide training on PPE use and COVID safety protocols upon school reopening September 2<sup>nd</sup> and 3<sup>rd</sup> 2020.</p> <p>1.05 Use of Personal Protective Equipment</p> <p>All staff receive a daily allotment of 2 medical masks per day, hand sanitizer as needed, disinfectant surface spray, and face shield.</p>
	2. Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices. Plans must include:	
✕	<ul style="list-style-type: none"> <li>• <i>Communications plans that provide COVID-19 resources and information to students and their families that are accessible (e.g., plain language, pictures, symbols, available as needed in languages other than English and French as appropriate by students).</i></li> </ul>	<p>HWDSB Public Web Page: resources include visuals, signage, flowcharts, explanations about school reopening  <a href="https://www.hwdsb.on.ca/about/covid19/">https://www.hwdsb.on.ca/about/covid19/</a></p>

		<p>HWDSB Public web page and as handouts: translated Student screening tools, attestation forms</p> <p><a href="https://www.hwdsb.on.ca/about/covid19/student-screening-translated-documents/">https://www.hwdsb.on.ca/about/covid19/student-screening-translated-documents/</a></p>
×	<ul style="list-style-type: none"> <li>• <i>Protocols and mechanisms for ensuring that students and their immediate co-arriving family members have access to, or are linked to culturally appropriate:</i> <ul style="list-style-type: none"> <li>○ <i>Primary care health services;</i></li> <li>○ <i>Mental health services and supports;</i></li> <li>○ <i>Social services and community organizations as relevant to each student's needs;</i></li> <li>○ <i>Anti-racism, and COVID-19 stigma supports; and</i></li> <li>○ <i>Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices.</i></li> </ul> </li> </ul>	<p><b>Guard.me insurance</b> program-mandatory for all international students and optional for family members. (brochure attached in the supporting documents section)</p> <p>Medical clinic locations provided through Guard.me which can be found at <a href="https://www.guard.me/clinic-search.php">https://www.guard.me/clinic-search.php</a></p> <p><b>Keep.meSAFE-counselling</b> services in various languages is part of the student medical coverage provided through Guard.me. Brochures shared with students and a copy is attached in the supporting documents section.</p> <p><b>HWDSB Social Work Services Community Resource Guide</b> (in the supporting documents section)</p> <p>Share the <b>Social Stigma associated with Covid19 document</b> with custodians and homestay hosts and service providers.</p>
<b>Section D: Post-Quarantine Requirements</b>		
	<p>The DLI will continue to support international students and any immediate family members after they complete their 14-day quarantine period and have the following protocols in place:</p>	

✕	1. <i>Protocols for maintaining records of the student and their immediate co-arriving family's completion of the quarantine period.</i>	<b>HWDSB International Student COVID-19 Tracking</b> Spreadsheet (in supporting document section) to be maintained by International Student Staff to document arrival date, quarantine end date and COVID test completion.
✕	2. <i>Protocols for ongoing communication and resources on COVID-19 provided to students following quarantine.</i>	<b>Family updates</b> on Board Website and by phone messages. <a href="https://www.hwdsb.on.ca/about/covid19/">https://www.hwdsb.on.ca/about/covid19/</a>  HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 14, 15 and 16)
✕	3. <i>Protocols and mechanisms for ensuring that students and their immediate co-arriving family members have access to, or are linked to culturally appropriate:</i> <ul style="list-style-type: none"><li>• <i>Primary care health services;</i></li><li>• <i>Mental health services and supports;</i></li><li>• <i>Social services and community organizations as relevant to each student's needs;</i></li><li>• <i>Anti-racism, and COVID-19 stigma supports; and</i></li><li>• <i>Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices.</i></li></ul>	The HWDSB Welcome Centre Staff will continue to provide necessary supports to its international students and their co-arriving immediate family members through ongoing check-ins via phone, texts, email or social media.  <b>Guard.me insurance</b> program-mandatory for all international students and optional for family members. (brochure attached in the supporting documents section) Medical clinic locations provided through Guard.me which can be found at <a href="https://www.guard.me/clinic-search.php">https://www.guard.me/clinic-search.php</a>  <b>Keep.meSAFE-counselling</b> services in various languages is part of the student medical coverage provided through Guard.me. Brochures shared with students and

		<p>a copy is attached in the supporting documents section.</p> <p><b>HWDSB Social Work Services Community Resource Guide</b> (in the supporting documents section)</p> <p>Share the <b>Social Stigma associated with Covid19</b> document with custodians and homestay hosts and service providers.</p>
×	<p>4. <i>Confirmation that DLIs and/or their host designates are prepared to continue providing all necessary quarantine supports as outlined in Section C should the student and/or their co-arriving family members require an extension of their quarantine period (i.e., tested positive for COVID-19 – see Section E).</i></p>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Page 14)</p> <p>HWDSB Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form</p>
<b>Section E: COVID-19 Testing for Institutions Welcoming International/Domestic Students from Outside Canada</b>		
	<p>International and domestic students, as well as co-arriving immediate family members of international students, who are in quarantine as a result of having entered Canada within two weeks prior to the start of their studies are tested for the COVID-19 virus at least once during their quarantine period.</p> <p>Please note that international students will continue to qualify for publicly-funded testing and testing is available at an assessment centre or a participating pharmacy by appointment only and free of charge. However, in order for asymptomatic international students to access testing at a publicly-funding assessment centre they must have passed their 14-day quarantine period.</p> <p>Symptomatic students should be tested, as soon as possible, and can make an appointment at assessment centres (not at pharmacies) or can be tested at the institution's on-site testing centre.</p> <p>Plans must include the following:</p>	

×	<ul style="list-style-type: none"> <li>• <i>Protocols for implementing COVID-19 testing, arranged for by the DLI, of all students who have entered Canada prior to the start of their studies by Day 14 of their quarantine</i></li> </ul>	HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11 and 12)
×	<ul style="list-style-type: none"> <li>• <i>Where testing will not take place in the same site as the quarantine, plans must provide full details of transportation to and from the testing site provided by the DLI that include provision of non-medical masks, any other personal protective equipment, social distancing, and protocols for limiting any unnecessary contact with any other person while outside of quarantine for testing purposes. DLIs are to arrange and support students in meeting this requirement as much as possible.</i></li> </ul>	<p>HWDSB International Student Pre-Departure, Travel, Arrival and Quarantine Guide (Pages 11 and 12)</p> <p>HWDSB Custodian or Service Provider's Acknowledgement of Covid-19 Protocols for International Students Form</p>
Section F – School board resolution (to be completed by school boards only)		
	<ul style="list-style-type: none"> <li>• <i>School board resolution approving an international student program that meets current federal and provincial requirements for the 2020-21 school year.</i></li> </ul>	In process and expected from Board of Trustees by February 22, 2021. We must work within the Board governance structure and this is the earliest date available.



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** November 30, 2020

**PREPARED BY:** Shawn McKillop, Manager of Communications and Community Engagement

**RE:** Partnership Priority Update

Action ☐

Monitoring ☒

### Rationale/Benefits:

The following report provides a mid-year update on the HWDSB Annual Plan Report for Partnerships, based on the progress made to date. The mid-year report reflects challenges and celebrations within this priority area.

### Background:

The Partnership priority within the Strategic Directions outlines a plan to strengthen collaboration with new and existing community partners to enhance opportunity for students. The Hamilton Foundation for Student Success is a contributing entity to the Partnership priority.

As schools re-opened in September 2020, the Communications and Community Engagement department has continued to support the connection between community and schools. The traditional services within the Partnership portfolio continue while staff adapt to the changing and emerging needs of students, families and partners.

The draft Board Annual Plan for the Partnership priority for the 2020-21 school year includes:

**Goal:** All new and existing community partnerships will enhance opportunities for students.

**Target:** The number of virtual partnership opportunities to support students will increase by 75 per cent.

### Strategies:

1. Collect and analyze partnership data for the system and High Priority Schools.
2. Align community partners' goals with student needs in High Priority Schools.
3. Support partners in providing virtual opportunities for our students to address inequities (income disparity, mental health, racism).

### COVID-19 Impacts

In preparation for school re-opening, and to support the daily operations of schools with COVID-19 positive case management, the HWDSB COVID-19 Case Management Committee was formed.

The Communications and Community Engagement department collaborate with Health and Safety and Human Resources to manage all positive student and staff COVID-19 cases. The department's involvement in COVID-19 case management communication is the team's service during the pandemic effort. This support includes:

- Connection with Hamilton Public Health Services when a positive case has been identified
- Coordination of meeting with Hamilton Public Health Services, school administrators, and COVID-19 Case Management Committee
- Support in staffing implications and coverage
- Identification of isolation requirements
- Communication supports includes administrator scripts, office scripts, continuity of learning letters, staff messaging and a community letter to be shared on the school website

## **Community Engagement**

### **Virtual Partnership Strategy**

In the spring, the Communications and Community Engagement department developed a virtual partnership strategy to adapt to distance learning. With this proactive response in supporting partners, the team was able to continue to enhance learning opportunities for students and families.

The Virtual Partnership Strategy includes the HWDSB Partnerships Team, which utilizes MS Teams as a platform to share resources and unique experiences provided by partners, to students and educators. Examples of partners currently on this platform include McMaster Children and Youth University, Art Gallery of Hamilton, Greenpeace and Telling Tales.

The Partnership Opportunities Memo is also included in this virtual strategy. Partnership opportunities continue to be shared with administrators frequently and consistently. This weekly memo provides current and appropriate opportunities provided by our partners. Administrators have access to sharing several valued offerings for their classroom experience. While these experiences have traditionally been in-person opportunities, community partners have transitioned their support to be delivered virtually. The Communications and Community Engagement department continues to collaborate with community organizations to support the development of programs to meet current HWDSB needs.

Since schools re-opened in September, the Community Engagement team distributed twelve unique partnership opportunities to administrators. These include free virtual tours to the Art Gallery of Ontario, resources and support from Hamilton Public Library, and the Hamilton Philharmonic Orchestra educational school concerts.

### **Nutrition Support**

Equitable access to nutrition opportunities is a priority for Hamilton-Wentworth District School Board. There were several factors to consider when organizing these programs during a challenging school year with COVID-19 restrictions.

Special attention has been placed on the health and safety parameters related to administer nutrition programs. Low-risk food items that require no/minimal preparation are being relied upon for use in schools. The distribution of food items to students has also been an area of careful consideration. Grab-and-Go bins, as opposed to served meals, are being utilized for the 2020-21 programs. Through the Well-Being: Food for Families Ad Hoc Committee, specific HWDSB Nutrition Protocols have been developed to inform school nutrition programs in the areas of food selection, preparation, and distribution.

The Community Engagement department continues to collaborate with community organizations who have traditionally supported HWDSB schools in the equitable access to food needs. As these needs of our schools and families have changed due to COVID-19, the department remains committed to maintaining transparent

communication with these organizations. HWDSB main nutrition partners include: The Hamilton Bulldog's Foundation, Food4Kids and Tastebuds.

### Focus on Youth

The COVID-19 pandemic dramatically impacted the Focus on Youth program for 2020. Despite limitations on in-person placements and additional safety protocols and training, new and successful aspects of the program were introduced. Many of these new elements will be utilized in the program going forward.

Hamilton-Wentworth District School Board's 2020 Focus on Youth (FOY) program ran from July 13 to August 28, 2020. The program provided high quality summer program opportunities for children and youth in Hamilton's high need areas by:

- providing employment opportunities for 50 youth in Hamilton with an emphasis on youth who are deemed to be "students in risk situations" for a variety of factors;
- providing leadership training and professional development opportunities for youth employed within the program;
- improving the quality of life for children and youth in communities with high and moderate needs and who have limited access to organized summer programming;
- strengthening structures for collaboration within HWDSB and with community partners to build capacity for students and Hamilton families in school neighborhoods with high and moderate needs; and
- increasing the number of free program opportunities for children and youth in Hamilton.

#### New FOY Program Components:

- a. **Structure** - As confirmation of the program was provided in May, the Community Engagement team had a limited timeframe to plan and implement FOY. To ensure the integrity of the experience remained similar to previous years, placement opportunities were offered for 6-weeks. One major change was the implementation of a full, one-week virtual training experience, differing from the two-day experience previously provided. Offering training in this format allowed for a more fulsome exploration of topics, high-quality guest speakers, as well as the ability to discuss a wide variety of support areas.
- b. **Technology** - To successfully implement the 2020 Focus on Youth program, all student employees were provided with an internet-enable iPad. This technological support was critical to ensuring equitable access to the program for students, as well the success of full participation in all aspects of Focus on Youth. The technology allowed students to safely take part in the pre-employment training, as well as virtual placements and meetings throughout the course of the summer. This approach will be utilized in future Focus on Youth programs.
- c. **Placement Streams** - One of the most significant changes to the 2020 program was the placement streams offered to students. The leadership team implemented two new streams of placement, and vastly pivoted the traditional community agency placement stream. The 2020 streams included:
  - a. Community Agency Placements
  - b. HWDSB Summer Learning Programs
  - c. Senior Connectedness Program

The new streams provided more diverse opportunities for students with varying strengths and allowed the program to offer experiences which have not previously been included in the program. By working with different community agencies in the agencies stream, students were exposed to different supports and resources in Hamilton neighbourhoods. They were also afforded the opportunity to work on unique and meaningful projects that would make real impact for that agency and its members. The Senior Connectedness Stream was extremely successful and allowed the students to learn empathy and care while giving back to their neighbours.



- d. **At/In-Risk Demographics** - It is also important to note that COVID-19 impacted the demographics of those traditionally deemed “at/in-risk”. The current situation has exasperated challenges that a number of HWDSB students face and has also dramatically changed the demographic of students deemed “in/at-risk.” Students that have traditionally experienced stable and supportive households, may now find themselves living with different circumstances. This was taken into consideration when selecting successful applicants.

### **Hamilton Foundation for Student Success**

#### **COVID-19 Relief Fund**

The COVID-19 Relief Fund was launched on March 27, 2020 with a focus on fulfilling HWDSB students’ nutritional and technological needs during the Ministerial Closure. Donations to the Foundation resulted in \$132,500 being transferred to the HWDSB. These funds provided 170 internet equipped iPad to students without access to appropriate technology or internet and \$37,000 was turned into 740 grocery gift cards valued at \$50 which were distributed to HWDSB families in need.

#### **Student Awards**

Student awards play a key role in helping students stay in school, realize their dreams and build a rewarding career. In 2019-20 the Foundation worked with donors and schools to present a total of 708 student awards valued at \$88,267. A financial award gives a student much more than money. It gives them encouragement and recognition for hard work and achievement. It is a tangible reminder for the student that others share a belief in the importance of education.

#### **Student Support Grants**

Student Support Grants were established in order to respond to emergency or extraordinary needs of HWDSB students. These requests are intended to support a student’s basic personal needs, contribute to helping a student come to or stay in school, or support a student who wants to participate in a school activity where lack of funds would mean the student could not participate.

Sadly, not all students have what they need to be successful while at school. A lack of resources means that some students cannot take advantage of extra-curricular activities, class trips, music lessons, sporting groups or clubs. It means that students arrive at school without appropriate winter clothing to play outside or without a nutritious lunch. With the support of incredible donors, the Foundation offers Student Support Grants to ensure students have what they need to be able to come to school and what they need to stay in school.

In 2019-20 the Foundation received 377 Student Support Grant applications valued at \$70,639.88. Student Support Grants opened on October 1, 2020. From October 1, 2020 to November 20, 2020 a total of 99 grant applications totaling \$19,582 have been approved. Student Support Grants are funded entirely through donations.

#### **Be Safe Bundles**

A partnership between the Foundation and HWDSB, the sale of Be Safe Bundles will open on November 30, 2020. The Bundle consists of HWDSB branded non-medical face mask, aluminum water bottle, lanyard and hand sanitizer and will sell for \$25.00. All proceeds will support Student Support Grants.

This fall, HWDSB students have returned to school facing incredible challenges. COVID-19 has meant that many students are struggling in many ways. Some have experienced job loss in their family and were limited in their own job opportunities over the summer while others are grappling mentally and socially. All of this has led to a dramatic increase in the requests for support being received by the Foundation. To meet the needs of our students, we are placing a special importance on our Student Support Grants this year.

### **Looking Ahead**

- **Board Annual Plan:** In January 2021, the Board Annual Plan will be finalized and shared with HWDSB students, staff, parents and community.
- **Community Engagement Report Card:** Another area the Community Engagement department is working towards for the 2020-21 school year is the biennial Community Engagement Report Card. A priority of HWDSB's Board Annual Plan is to strengthen collaboration with new and existing community partners and to enhance engagement opportunities for students and families. For this reason, the Community Engagement survey is deployed to ask community partners what HWDSB does well and how engagement with community partners can be improved. This survey will be launched in early 2021, with results available in the spring.
- **Grey Cup 2021:** The Communications and Community Engagement department continues to work with other HWDSB departments and community organizations to provide unique experiences that enhance student achievement and well-being. The partnership between HWDSB and the Hamilton Tiger-Cats is an example of one of these longstanding and supportive relationships. Through continuous planning, HWDSB and the Hamilton Tiger Cats are identifying many ways to collaborate for Grey Cup 2021, which will take place in Hamilton in November 2021. The Community Engagement and Program departments are working to plan several key school programs related to the Grey Cup. In addition to educational supports, this event will also involve use of HWDSB facilities, which will further deepen the connection between the organizations.



# HWDSB Annual Plan Report

**Name of Report:** Student Learning and Achievement Report

**Date:** November 30, 2020

Priority: Student Learning and Achievement: We will improve student learning and achievement through effective instructional strategies

## 2019-20 Annual Plan

### Goal #1: All students reading.

Target: At least 75 per cent of grade one students achieving a B- or above on their June report card.

*Strategy: Investing in People. Provide differentiated professional learning on comprehensive literacy instruction, assessment, and interventions for all reading specialists, kindergarten and grade one educators.*

*If there are multiple, differentiated opportunities for professional learning, then educators will further refine their expertise in knowing their learning, knowing their learner, and responding to their learner.*

The annual professional learning plan for the Early Reading Strategy and the goal of All Students Reading focused on three key areas: Knowing the Learning, Knowing the Learners, and Responding to the Learners. Due to the labour action in the fall/winter of 2019-20 and the school closure by ministerial order ("school closure") from March through to June 2020, the professional learning plan was largely paused for the better part of the 2019-20 school year.

The plan was focused on providing effective phonics instruction. The Program Division developed a number of resources to support effective phonics instruction and assessment in kindergarten and grade one classrooms, including *Phonics Instruction Guide: Kindergarten to Grade One—English* and *Phonics Instruction Guide: Kindergarten to Grade One —French Immersion*. Reading Specialist teachers (Reading Specialists), kindergarten and grade one educators, principals and vice-principals all received role-specific professional learning regarding the Early Reading Strategy in the fall of 2019-20.

Where possible, Reading Specialists led learning for classroom educators on:

- Understanding and being aware of the HWDSB Early Reading Strategy Tools, with a focus on *Milestones for ELLs* and the *Phonics Instruction Guide: Kindergarten to Grade One*;
- Using effective assessment practices for all learners and how to use assessment tools such as the *Phonological Screener* and the *Milestones*;
- Using the *Guiding Principles for English Language Learners Literacy Instruction* and *Milestones for ELLs* to support reading acquisition for ELLs; and
- Assessing and monitoring progress for all learners.

The school closure period in the Spring required a shift in focus from professional learning on how to teach students to read to learning how to teach students to read within a remote learning environment. Reading Specialists received intense training on the use of MS Teams as a digital learning environment for both staff and students. This training enabled Reading Specialists to support classroom educators as they transitioned quickly to providing reading instruction in a remote setting.

Executive Council monitored this strategy through learning session feedback and the needs expressed by educators, principals and vice-principals during the school closure period.

*Strategy: Leveraging effective Practices. Implement effective reading instruction and assessment practices in kindergarten and grade one classrooms.*

*If educators implement effective reading instruction and assessment practices daily, then students will have a greater opportunity to become proficient readers.*

The HWDSB Early Reading Strategy outlined the need for daily, high-quality reading instruction during a 100-minute literacy block in all grade one classrooms. On-going assessment of student progress, based on HWDSB tools such as *The Phonological Screener* and *The Early Reading Milestones resource*, enabled educators to focus instruction on student learning need. Grade one educators structured their literacy block to provide opportunities for modelled, shared and guided instruction, as well as independent practice of reading and writing skills. Reading instruction in a Kindergarten classroom occurred as an extension of the play-based model with short, focused reading instruction taking place within the context of the play that is naturally occurring. Small group, formal instruction, usually began for year two kindergarten students near the end of the school year in preparation for grade one. Effective reading instruction occurred within a learning environment containing learning resources that reflected the interests, identities, and needs of the students. During the school closure period these effective practices had to shift quickly, and educators needed to adapt to engaging with students in a remote setting. Educators provided modelled or shared reading via MS Teams at the whole class level. They also created separate MS Teams meetings for guided reading and to assess student reading progress. Educators adopted practices such as digital choice boards that enabled students to choose digital texts and literacy activities that were of interest. The HWDSB System Learning Commons saw increased usage of resources as educators developed a new remote literacy program. The *Camp Power* and the *Gap Closing* summer learning programs built on these practices, and the expertise of classroom educators, to continue reading instruction for students in July.

Executive Council monitored this strategy through the collation and synthesis of school and classroom visit observation data in consultation with school principals and vice-principals.

*Strategy: Refining Measures of Progress. Regularly monitor the progress students make towards becoming effective readers by the end of grade one at the classroom, school, and system levels.*

*If educators utilize tools that identify student progress and monitor reading comprehension levels for all students on a regular basis, then gaps in learning can be identified and addressed in a timely manner*

Throughout the school year, staff closely monitored the progress that students made towards attaining B- in Reading by the end of grade one. In the classroom, educators primarily monitored by collecting assessment information through observations, conversations, or products. Tools, such as the *Phonological Screener* or the *Development Reading Assessment* (DRA) were used by educators to assess and monitor student progress. This continued during the school closure period.

At the school level, the principal led the progress monitoring. Through classroom visits, they monitored student progress and used a Student Progress Tracker to record and track the progress of all students towards earning a B- by the end of grade one. Where possible, the principal led regular monitoring meetings that included the reading specialist, classroom educator and learning resource teachers. At the system level, the family of schools superintendents of student achievement monitored progress through school visits and discussions with principals and vice-principals.

Digital tools continued to be developed and used to support the work of monitoring student progress at the school, school, and system levels. At the classroom level, a digital phonological screener was provided to reading specialists and kindergarten educators to record and analyze student progress on acquiring

phonological awareness. *PowerTeacher Pro*, the HWDSB standard assessment, evaluation, and reporting tool, was available for grade one classroom teachers to capture on-going student achievement of the curriculum expectations. PowerSchool, the HWDSB student information system was used to store the assessment data captured through these tools. Staff extracted this data into reports that were analyzed to measure progress towards targets or to identify trends in student learning.

Executive Council monitored this strategy through the work of the Student Data Strategy Committee.

*Strategy: High Priority Schools Strategy: Implement the next phase of the High Priority Schools plan.*

*If we have enhanced support for reading in High Priority Schools, then we will better understand and address the literacy learning needs of students in these schools.*

The execution of the High Priority Schools Strategy in 2019-20 built on the work of 2018-19. Each High Priority School had a full-time Reading Specialist, with one exception, and an Early Childhood Educator in each kindergarten classroom. The cap for kindergarten classrooms in High Priority Schools was 26 rather than 29.

The Case Management Pilot that started in 2018-19 was paused due to the labour action and then the school closure. The pilot consisted of five High Priority Schools exploring a team-approach process where the reading progress of one student examined and a plan was co-developed and implemented to address a specific identified need. Following a period of about four to six weeks the team would meet again to review the impact of the plan and collaboratively plan a next step. The intended impact of Case Management was to deepen the classroom teacher's expertise in knowing the learning, knowing the learner, and responding to the learner through the focused learning needed to enact the next steps. Then, that learning would be transferred to supporting other students in the class.

***In 2019-20 67% of HWDSB students achieved at least a B- in Reading on their June 2020 report card. (See Appendix A: 2019-20 Student Learning and Achievement Data)***

## **Goal #2: Improvement in Mathematics.**

Target: The gap between HWDSB and the province for those students performing at or above the provincial standard on the junior (grade 6) EQAO math assessment will be narrowed by June 2020.

*Strategy: Investing in People. Provide differentiated professional learning on comprehensive math instruction, assessment, and interventions for grades 4 through 6 teachers and learning resource teachers.*

*If there are multiple, differentiated opportunities for professional learning, then educators will further refine their expertise in knowing their learning, knowing their learner, and responding to their learner.*

The professional learning plan supporting the Junior Math Strategy and the goal of Improvement in Mathematics focused on three key areas: Knowing the Learning, Knowing the Learners, and Responding to the Learners. The revised Ministry Math Strategy identified schools that should receive "targeted" support. As a result, six math facilitators supported grade six math educators in twelve elementary schools. The grade six teachers in the remaining targeted schools received enhanced support by Program Division consultants. All other schools within the board received support from the Program Division.

Professional learning focused on deepening educators' understanding of the *Focus on the Fundamentals of Math* document and the five skill areas:

1. Working with Numbers;
2. Recognizing and applying understanding of number properties;
3. Mastering math facts;
4. Developing mental math skills;
5. Developing proficiency with operations.

The HWDSB Math Teams embedded opportunities to become more familiar with the HWDSB *Math Scope and Sequence* and *Mental Math Continuum* into all professional learning. For schools with math facilitators, the learning was job-embedded through co-planning, co-teaching, and co-assessing. For other schools, the learning occurred in learning teams using a blended learning model of self-paced learning on The HUB followed by face-to-face learning sessions.

Similar to the Early Reading Strategy, the professional learning for the Junior Math Strategy needed to adjust due to labour action and school closure. During the fall learning teams of grade six Math teachers received learning on how to use The *Knowing Your Learner Protocol* to identify student learning needs in the five skill areas in the *Fundamentals of Math*. They became aware of how they can use this process to examine student learning, identify gaps in the learning, and, then plan for instruction. The learning included how to provide descriptive feedback based on learning goals and success criteria, as well.

The Specialized Services department led a professional learning project for learning resource teachers and their principals in 2019-20. The professional learning focus for this group included:

- How to understand the psycho-educational sub-tests of students with a learning disability to map learner profiles, which focus on student strengths in math;
- How to assess student math understanding and gain insight into student mathematical thinking and strategy development on a framework of primary numeracy development, specifically using the *Student Continuum of Numeracy Development: Addition and Subtraction* (Lawson, 2016); How to understand and develop student thinking in numeracy for students with a learning disability using targeted next steps and strategies to close student achievement gaps;
- How to ensure learning resource teachers understand and promote productive and inclusive beliefs about teaching and learning of mathematics related to learners (students?) with a learning disability;
- How to support classroom teachers in implementing Universal Design for Learning (UDL) in their classrooms to focus on academic gap closing for students with learning disabilities in math;
- How to modify within grade level with a change in either the complexity of the expectations and/or the number of expectations for students with a learning disability.

With school closure, all professional learning shifted to MS Teams and The HUB, HWDSB's standardized digital platforms. The Program Division created a network structure, by grade, on MS Teams to connect educators, share resources, and provide learning. The Math Team facilitated sessions on using the TVO virtual resources TVO Mathify and mPower to provide math learning remotely.

Executive Council monitored this strategy through learning session feedback and the needs expressed by educators, principals and vice-principals during the school closure period.

*Strategy: Leveraging Effective Practice. Implement effective math practices in classrooms, including a focus on fundamental concepts and skills.*

*If educators use daily, dedicated, evidence-based comprehensive math strategies, then students will have a better opportunity to comprehend fundamental math concepts and skills.*

The 2019-20 Junior Math Strategy built on the previous year's focus on the development of fundamental math skills within a comprehensive math program. A comprehensive math program builds both conceptual

understanding and fundamental skills. Through a variety of different tasks, it provides students with opportunities to apply and their knowledge and skill.

Every HWDSB Junior Math classroom had a 60 minute, uninterrupted Math Block, daily. Within the physical classroom, tools and resources such as manipulatives, mathematical tools, dual language materials, assistive technology, and digital tools were available to all students. Posted learning goals and success criteria as well as visuals that students can refer to as a resource for learning were evident in classrooms. Instructional practice, as with reading, was blend of modelled, shared, and guided activities. For instance, educators taught mathematical concepts prior to having students embark on activities such as problem-solving. Whole class opportunities to solve a problem or explore a concept through a strategy such as number talks, supported student learning, as did targeted, guided lessons to close a skill gap for a small group.

Effective assessment practices are crucial to student learning in mathematics. Using diagnostic tasks to determine student prior knowledge and skill occurred at the outset of each new unit of learning. Providing on-going descriptive feedback based on posted learning goals and success criteria provided students with a clear understanding of the learning expected. Collecting evidence of student learning through various means (observations, conversation, and products) rather than relying on summative tests was vital to accurately assessing student learning.

Educators used a variety of strategies to close gaps in student learning based on the needs of their learners. These practices included providing different tasks, based on student profile, that asked students to apply taught concepts and procedures. Educators created and implemented a plan based on student learning need and provided small group guided instruction on a regular basis. These practices should be evident in all classrooms.

As with Early Reading, school closure required educators to learn how to provide effective instruction remotely. Educators used MS Teams to provide whole and small group instruction and used The HUB (or another platform) to post tasks and assignments. Students were able to collaboratively solve problems or complete tasks within either MS Teams or the HUB, for example.

Executive Council monitored this strategy through the collation and synthesis of school and classroom visit observation data in consultation with school principals and vice-principals.

*Strategy: Refining Measures of Progress. Monitor the progress students make towards understanding math concepts by the end of grade 6.*

*If the understanding of fundamental math concepts and skills is monitored for students on a regular basis, then gaps in student learning can be identified and addressed in a timely manner.*

At the classroom level, grade six classroom teachers used the *Mental Math Continuum* to monitor students' progress in acquiring fundamental math concepts and skills. Teachers were encouraged to adopt PowerTeacher Pro as a tool to record assessment data and generate a class report to help identify trends.

At the school level, principals led the monitoring of student progress. Classroom visits enabled principals to monitor student progress. Principals set targets for the percentage of students meeting the provincial standard in grade six Mathematics. Principals considered data in PowerSchool, such as progress report and term one report card data, to set targets and monitor progress.

The grade six Math Progress Tracker Pilot was on hold during school closure. In this pilot, grade six teachers in targeted schools will regularly provide EQAO style assessment tasks for students to complete independently. The assessment data from these tasks provided an indication if a student was on-track towards meeting the provincial standard on EQAO, as well as providing assessment for learning data that can be used to support the student in the future.

At the system level, the family of schools superintendents of student achievement monitored the progress for their family of schools through reviewing of the School Annual Plan with the Principal; school and classroom

visits; and through Principal Learning Team conversations. Executive Council reviewed monitoring data by family of schools to monitor the overall progress towards targets.

Executive Council monitored this strategy through the work of the Student Data Strategy Committee.

**The EQAO Junior (Grade 6) Math Assessment was cancelled by the Ministry of Education for 2019-20 . As such, there is no measurement of this target. As a proxy, June report card data was analyzed and the percentage of students meeting the provincial standard (B-) was approximately 80%, an increase of about 3% points from the 2018-19 cohort.**

### **Goal #3: All students graduating.**

Target: At least 83 per cent of students will graduate within five years, by August 2020.

*Strategy: Investing in People. Provide differentiated professional learning on meeting the needs of students in-risk for grades 7 through 10.*

*If there are multiple, differentiated opportunities for professional learning, then educators will further refine their expertise in knowing their learning, knowing their learner, and responding to their learner.*

The professional learning plan supporting the All Students Graduating Strategy was focused on how to support learners enrolled in Applied courses (e.g. Mathematics, English, and Canada and World Studies) as well as deepening the understanding about the programs and pathways that keep students engaged in school. The learning focused on how to develop the literacy skills students need to be successful in these subjects with the goal of increasing the Ontario Secondary School Literacy Test (OSSLT) success rate for first time writers. The learning explored the conditions needed for student engagement and success, including: how experiential learning can be used to engage students more fully in the learning; how digital tools and platforms can engage and support learners; and, how students can use multiple opportunities to demonstrate their learning.

There was also an emphasis on assessment for learning practices within the professional learning provided to educators teaching Applied courses. With student writing being an area of on-going need, there was a focus on effective assessment practices designed to improve writing skills. Using posted learning goals and success criteria to refer to when providing feedback, for instance, was highlighted as vital to improving writing.

Professional learning focused on creating learning experiences that engage students in the subject material. Learning on how to respond to student need in the area of writing with the appropriate instructional approaches (e.g. modelling, small group instruction, 1:1 conferencing, micro-lessons) was also provided.

The Continuous Learning and Improvement-Applied initiative (CLIA) continued for teachers of grade nine Mathematics (Applied). Two math facilitators supported three targeted schools each. These facilitators worked directly in Grade Nine classrooms with students, and coached staff on effective practices by co-planning, co-teaching, and co-assessing. The math consultant supported the remaining schools. The Math Team facilitated learning teams in the use of the *Knowing Your Learner Protocol* to identify student learning needs and then provide purposeful instruction based on student needs.

To support students in choosing appropriate pathways, be engaged in school, and progress to graduation, principals/vice-principals, student services teachers, and student success teachers received learning on:

- The available school, system, and community program and pathway opportunities for students;
- How to effectively plan for student success for students in all five pathways;
- How to use Enterprise Reporting in the Student Information System to identify, track, and intervene with students at-risk of not graduating.

With school closure in the spring the professional learning focus shifted to using MS Teams and The HUB as professional and student learning platforms. MS Teams became a venue for bi-weekly Department Head



networks where educators collaboratively solved problems, as well as shared effective practices and resources. Elementary and secondary Student Success Teachers also met as groups, to develop and share strategies for engaging and supporting learners remotely.

Executive Council monitored this strategy through learning session feedback and the needs expressed by educators, principals and vice-principals during the school closure period.

*Strategy: Leveraging Effective Practice. Implement effective instructional and student success practices, with a focus on approaches for students in-risk of not graduating.*

*If educators utilize daily, dedicated, evidence-based student success and instructional strategies, then students will have a better opportunity to demonstrate improved learning and achievement.*

The 2019-20 Student Success Strategy built on the previous year's focus on supporting the achievement of learners in Applied courses and deepening the understanding of how to engage students in the programs and pathways that meet their goals.

Effective practice within schools focused on student learning and student engagement. In each subject area, educators used their knowledge of how to effectively engage students and foster student learning to enhance student success. For example, effective learning in Canada and World Studies courses included providing experiential learning opportunities and making connections between subject content with student experiences and real-life application. Experiential learning opportunities (e.g. excursions, simulations, virtual reality) engaged students and created an understanding of the practical applications of their learning. In addition, teachers used their knowledge of school, system and community programs and pathways to support students, and therefore improve student engagement or re-engagement in learning. Students felt included when teachers used student interests and identities as resources for learning and ensured that student identities and experiences were evident in both learning materials and in how students demonstrated their learning.

Effective assessment practices improved student learning and student efficacy (confidence). For instance, connecting feedback to learning goals and success criteria posted in the classroom. Specific to Applied courses in 2019-20, teachers provided targeted feedback and instruction on how to develop literacy skills, with a focus on writing skills.

There were a variety of effective practices that responded to student need and improved student success. For instance, Student Success Teams (student success teacher, principal and vice principal, student services staff, learning resource teachers and social worker) met regularly to create student success plans for students at-risk or potentially at-risk. They used strategies such as credit rescue, credit recovery, purposeful timetabling/programming, and accessing HWDSB and community supports to intervene when students were in-risk or at-risk. Schools re-engaged students who had left school before graduating (early leavers) into programs or programming that matched students' need. A system Early Leaver Re-Engagement teacher connected with "hard to reach" students to programs leading to graduation. More than a dozen students graduated in 2019-20 due to this teacher's work and over 80 were re-engaged in HWDSB programming. Schools encouraged students to engage in system program and pathways such as Specialist High-Skills Major, Ontario Youth Apprenticeship Program, and Dual Credits.

Executive Council monitored this strategy through the collation and synthesis of school and classroom visit observation data in consultation with school principals and vice-principals.

*Strategy: Refining Measures of Progress. Regularly monitor the progress all secondary school students make towards graduation at the school and system levels.*

*If graduation progress is monitored on a regular basis, then students at-risk of not graduating can be identified and supported with the appropriate intervention.*

The monitoring strategy for the All Students Graduating goal continued the work of the previous school years. At the school level, Student Success Teams tracked student attendance and credit accumulation to identify students at risk and intervened as needed. Reports available through the Student Information System (PowerSchool) provided the data needed to monitor student progress towards graduation. A new At-Risk report in 2019-20, enabled school staff to identify students potentially at-risk of not graduating. It also allowed schools to enhance supports for in-coming students who may be at-risk. These reports identified a number of criteria that, in combination, may indicate that a student is at-risk of not graduating (e.g., being suspended, attaining below provincial standard in grade nine EQAO, being unsuccessful in attaining 8 of 8 or 16 of 16 credits in grades nine and ten). Family of schools superintendents of student achievement continued to monitor credit attainment, community hours, and OSSLT status for year four and five students.

Executive Council monitored this strategy through the work of the Student Data Strategy Committee.

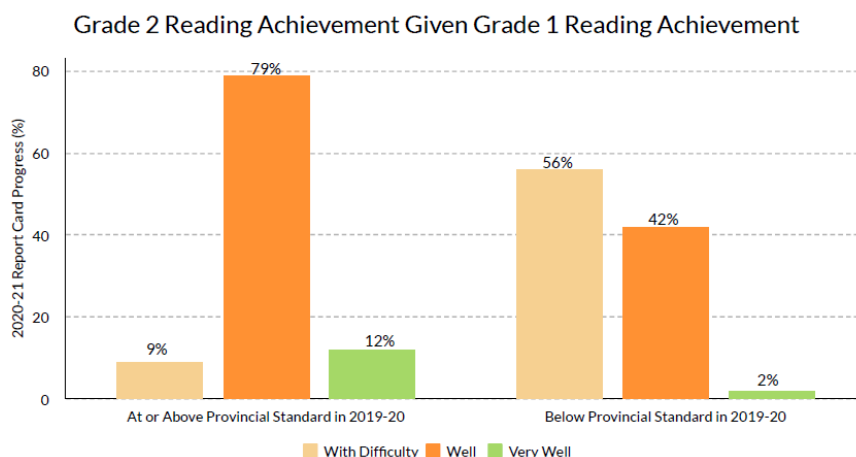
**The Ministry of Education will report on graduation rates for the 2015-16 cohort in Spring, 2021. HWDSB system level data indicates that we are on-track to meet the target of 83% of students graduating by August, 2020. (See Appendix A: 2019-20 Student Learning and Achievement Data)**

## Student Learning, Achievement, and Engagement Fall 2020

With the prolonged period of school closure by Ministerial Order in the Spring and this Fall's re-opening during the COVID-19 pandemic a preliminary review of measures related to student learning and engagement would be appropriate at this time. Student progress reports and attendance information have been used to provide a snapshot and comparison. Similar variables will be used to monitor progress throughout the year.

### Early Reading

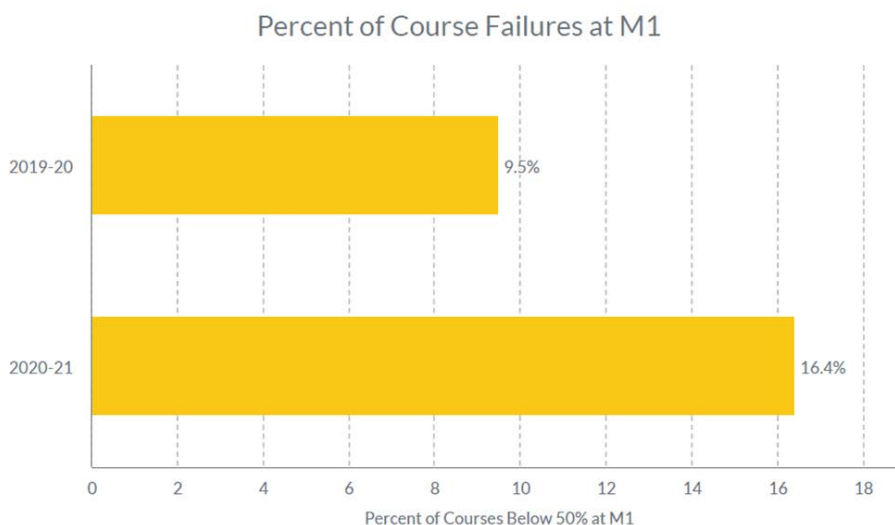
The October 2020 elementary Progress Report data outlined to the right, *Grade 2 Reading Achievement Given Grade 1 Reading Achievement*, indicates that 91% of students at or above the provincial standard in Reading, as reported by the June 2020 Report Cards, were progressing well or very well in Language (reading). However, 56% of students who did not meet provincial standard were progressing with difficulty. In High Priority Schools, this percentage was 69.5%, highlighting the importance of the dedicated Reading Specialists deployed to each High Priority School.



Staff anticipated challenges in grade two student reading achievement. Reading Specialists started the 2020-21 school year in grade two classrooms to support educators in implementing early reading practice, determining student learning needs, and co-planning interventions and supports for students who did not earn a B in reading in June 2020. Reading Specialists used September and October to co-plan, co-teach, and co-assess with grade two classroom teachers as job-embedded learning. Beginning in November, they returned to their traditional role with kindergarten and grade one educators—co-teaching, co-planning, and co-assessing. Further Early Reading data is available in **Appendix B: 2020-21 Student Achievement and Engagement Data**.

### Secondary School Student Achievement

In October 2020, the percentage of courses with students progressing with difficulty, according to preliminary report card data was 22%. This may indicate that a student is not on-track to obtain their credit. This percentage is 6% higher than the fall of 2019-20 (see *Appendix B: 2020-21 Student Achievement and Engagement Data for more information*). By the November mid-term report, the failure rate in courses was 16%. The chart to the right provides a comparison of the percentage of courses where student marks were currently below 50% (mid-term, semester one 2019-20 vs. 2020-21).



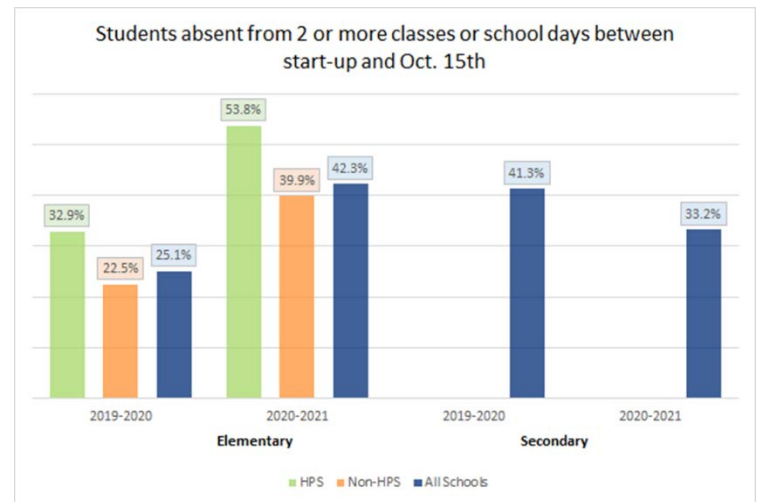
While concerning, there are several months remaining in the semester and opportunities for additional support. The cancellation of exams and the use of previously scheduled exam days as additional time for student support may further contribute to improved outcomes. This variable will be closely monitored, and appropriate actions taken should the trend continue.

### Student Attendance

Attendance patterns may be an indicator of student engagement in learning. The graph below, *Student Attendance*, provides a snapshot of elementary and secondary school student attendance during the first six weeks of the 2020-21 school year in comparison to the same period in 2019-20. The data indicates that attendance at elementary schools has declined while attendance has actually been somewhat improved for secondary school students compared to last year. The percentages in the charts represent the percentage of students who were absent two or more consecutive days (elementary) or classes (secondary).

#### Elementary Attendance

Several factors may have contributed to the increase in absenteeism in elementary schools. Many families have moved away from Hamilton or have chosen home schooling over attending school. Attendance procedures require students to be marked absent for 15 consecutive school days before being removed from the school roll. These absences are captured within this data. As well, school leaders report that many families who decided to move to Remote Learning after the beginning of the school year, held their children out of school until they could be registered in Remote Learning. The rolling opening of Remote Learning classes may have also contributed to the increase in absenteeism as some students experienced a delay in starting school.



Staff is currently developing plans to re-engage families in attending a HWDSB school, be it Remote Learning or at a home school. Families in High Priority Schools, in part because High Priority Schools had a larger increase in absenteeism, will be the initial audience for re-engagement efforts. Building on the experiences from Camp Power, the HWDSB summer learning program for High Priority Schools, the programming will focus on reading and mathematics with opportunities for parent involvement and engagement.

#### Secondary Attendance

Attendance in secondary schools during the first six weeks of 2020-21 was somewhat improved from the same period in 2019-20. While encouraging, a further analysis will be undertaken to explore if there are any differences based how classes are taken during each rotation (i.e. in-person or remote).

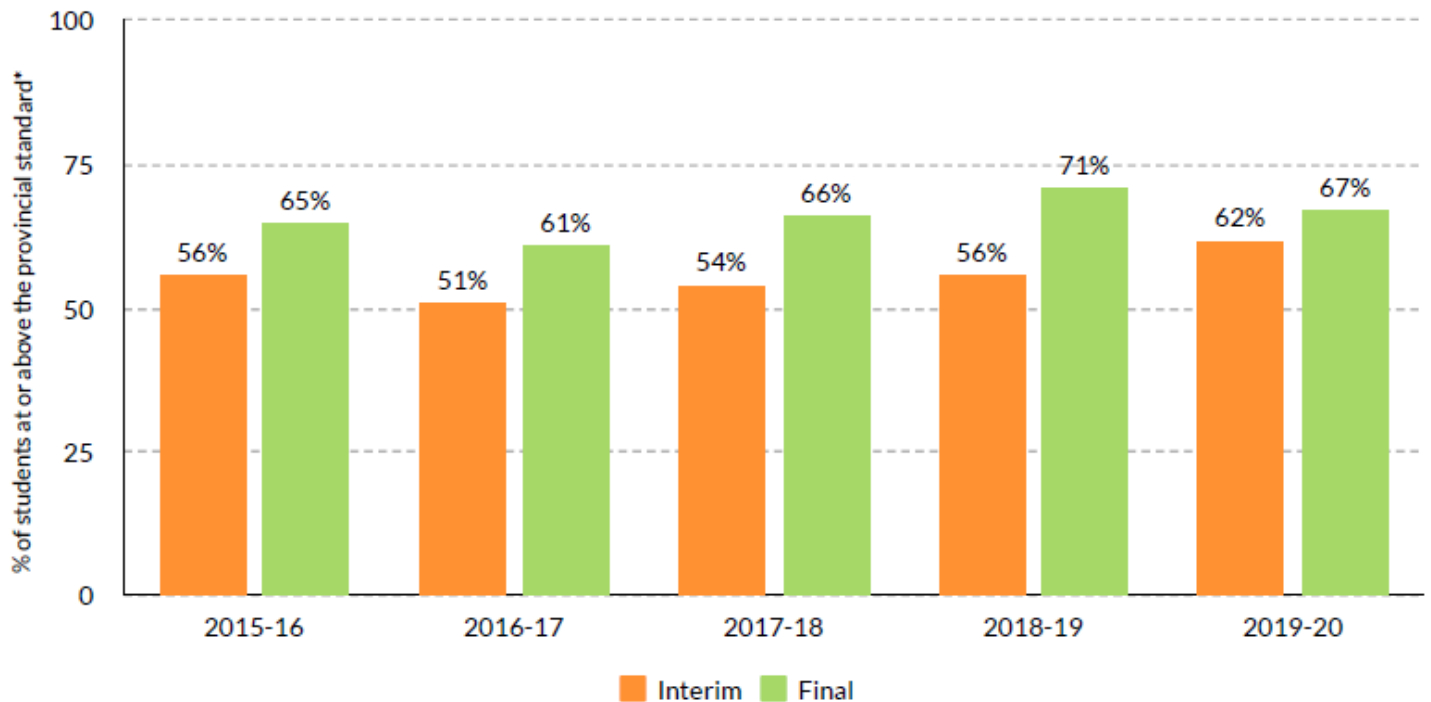
## Appendix A: 2019-20 Student Learning and Achievement Data



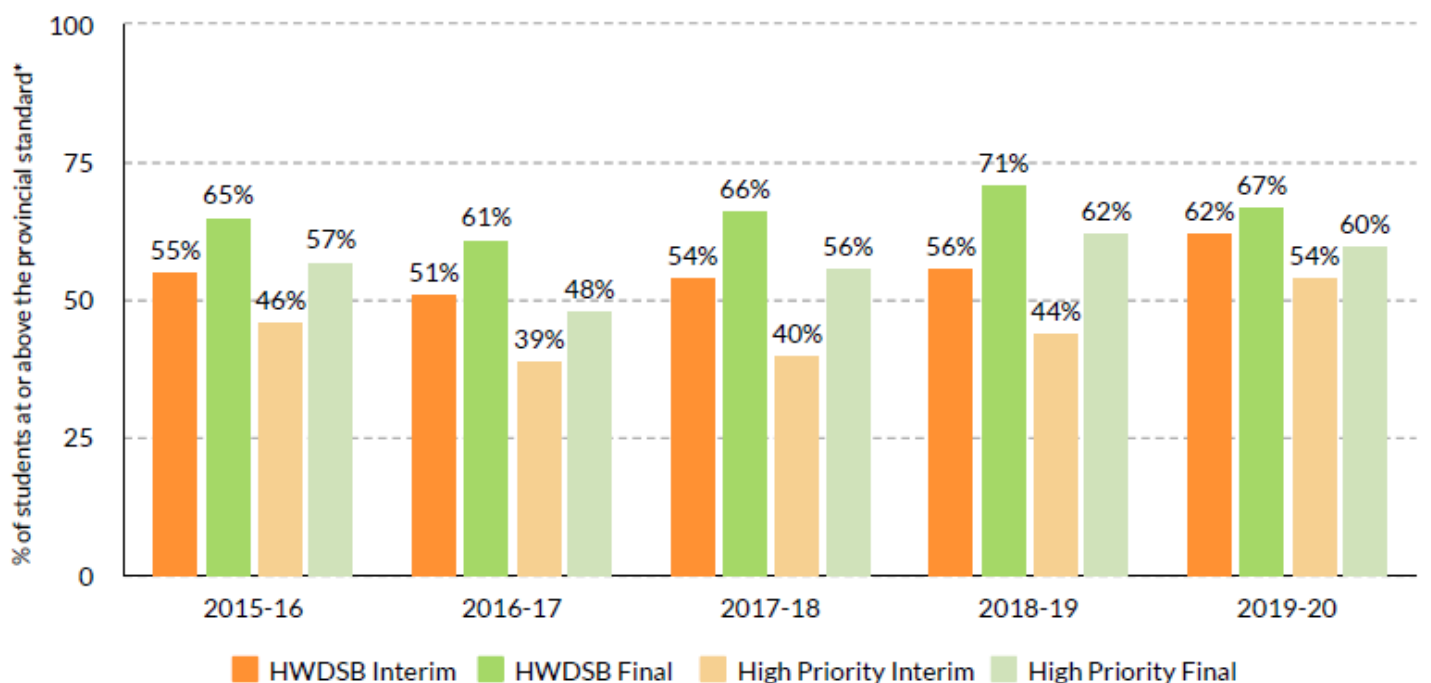
### ALL STUDENTS READING BY THE END OF GRADE ONE

TARGET: At least 75 per cent of Grade 1 students achieving at or above provincial standard\* on their June 2020 report card.

#### Grade 1 Reading Achievement



#### Grade 1 Reading - High Priority Schools

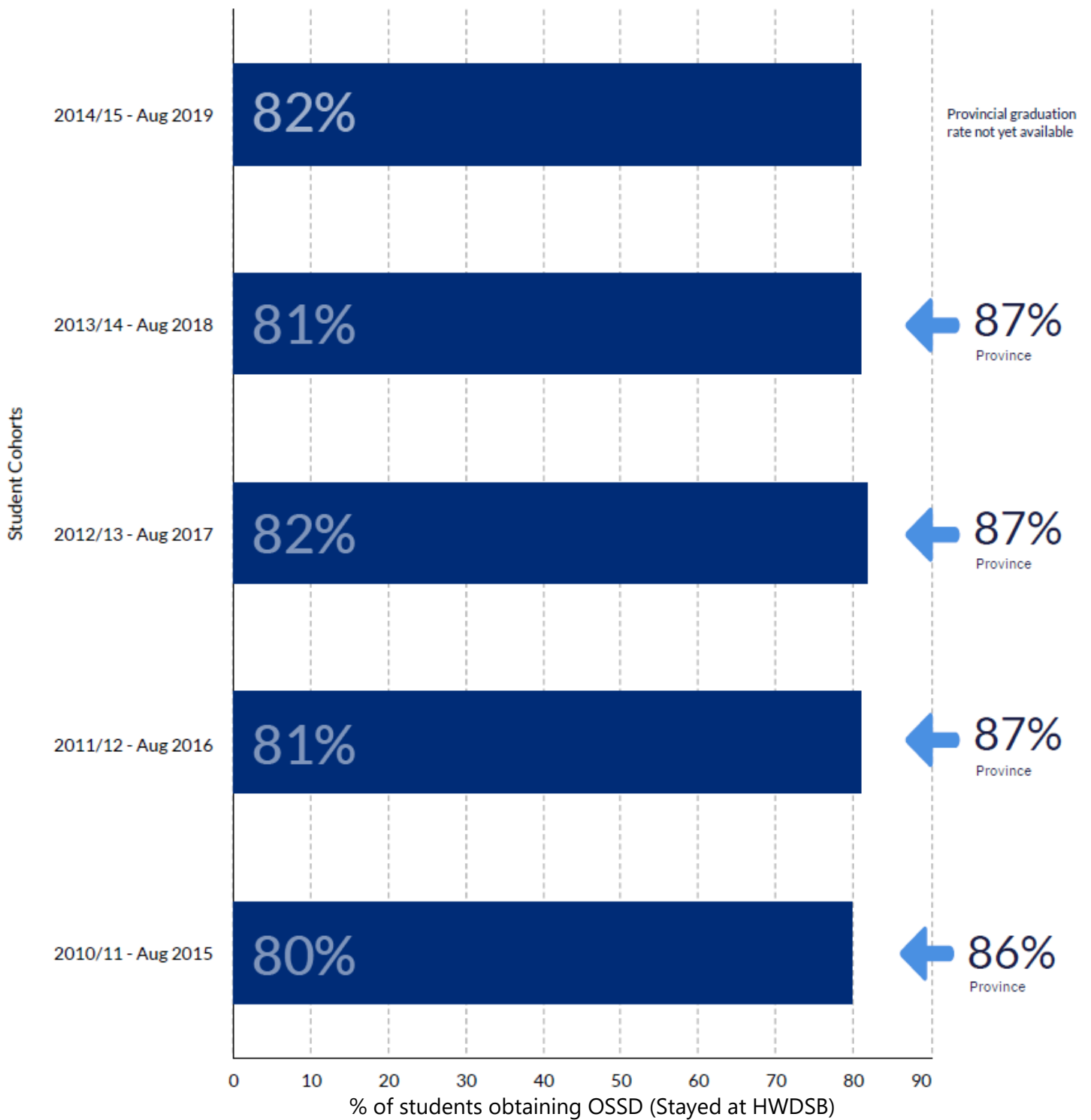


#### Graduation Rate – 5 Year



## ALL STUDENTS GRADUATING

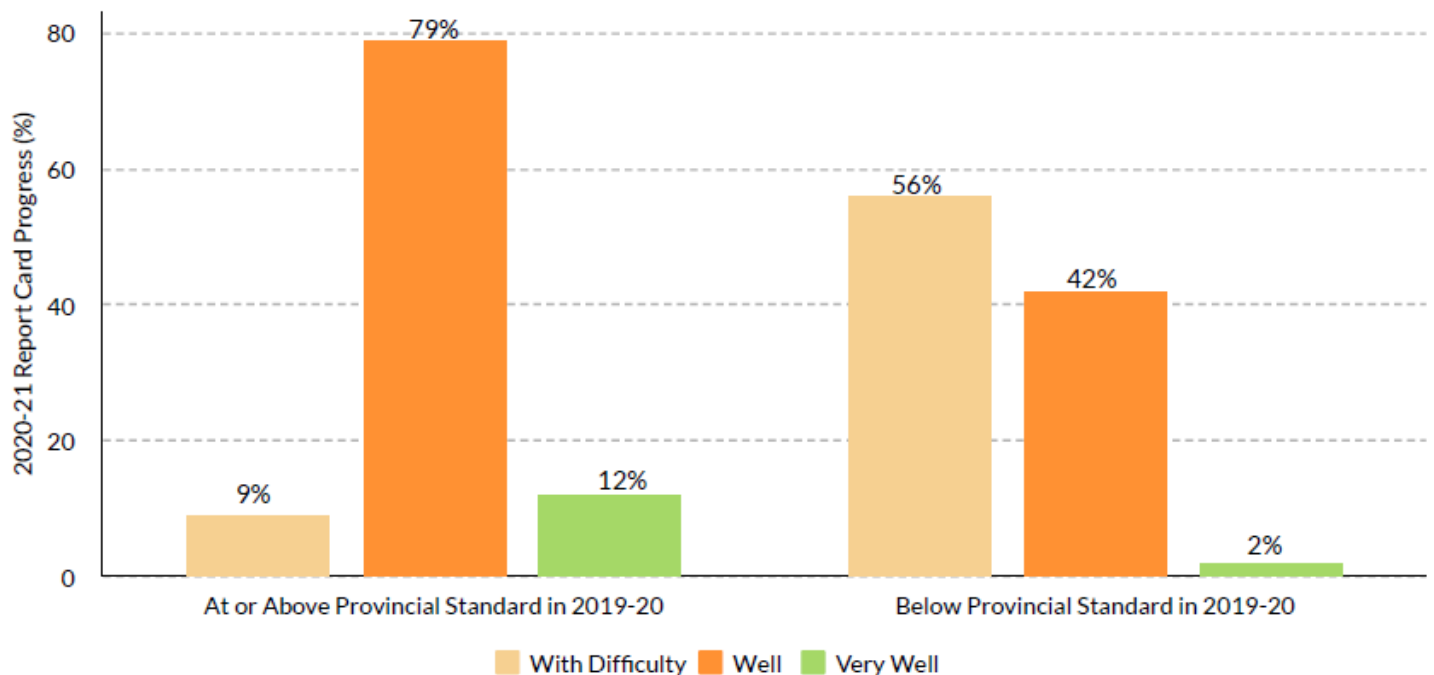
TARGET: At least 83 per cent of students will graduate within five years, by August 2020.



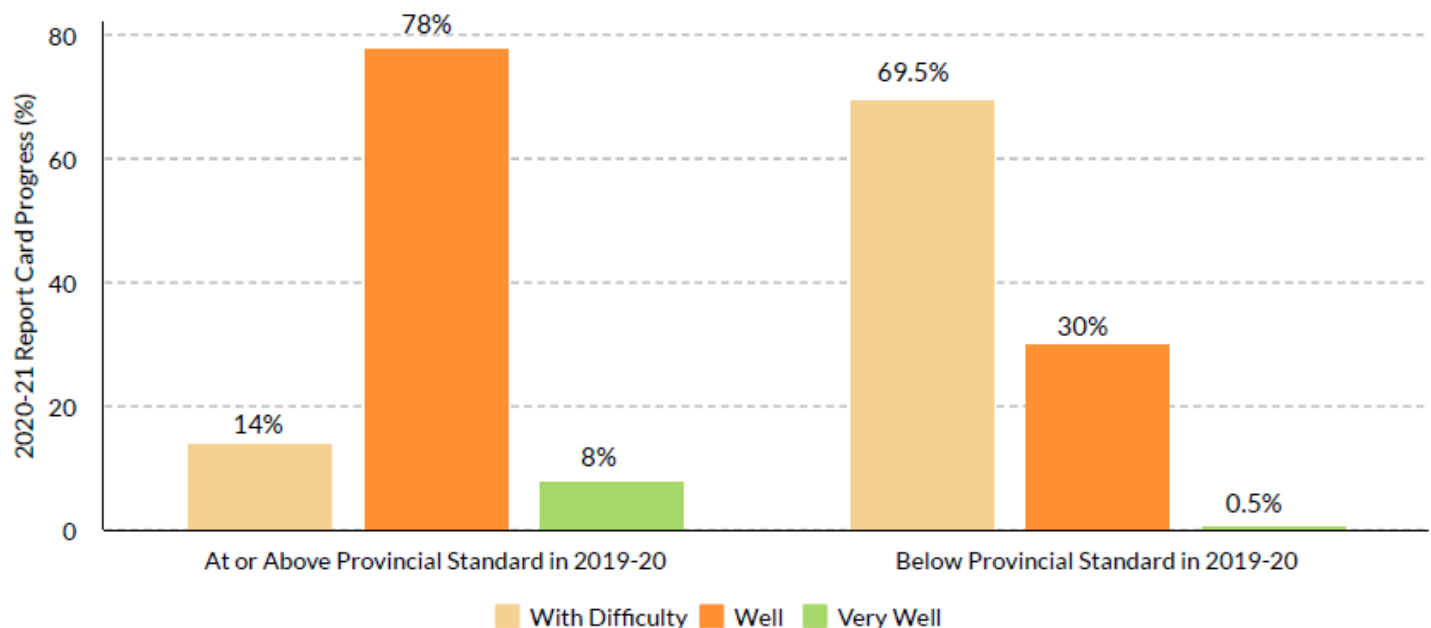
## Appendix B: 2020-21 Student Achievement and Engagement Data

## A Breakdown of Grade 2 Reading Achievement 2020-21 by Grade 1 Reading Achievement 2019-20

### Grade 2 Reading Achievement Given Grade 1 Reading Achievement

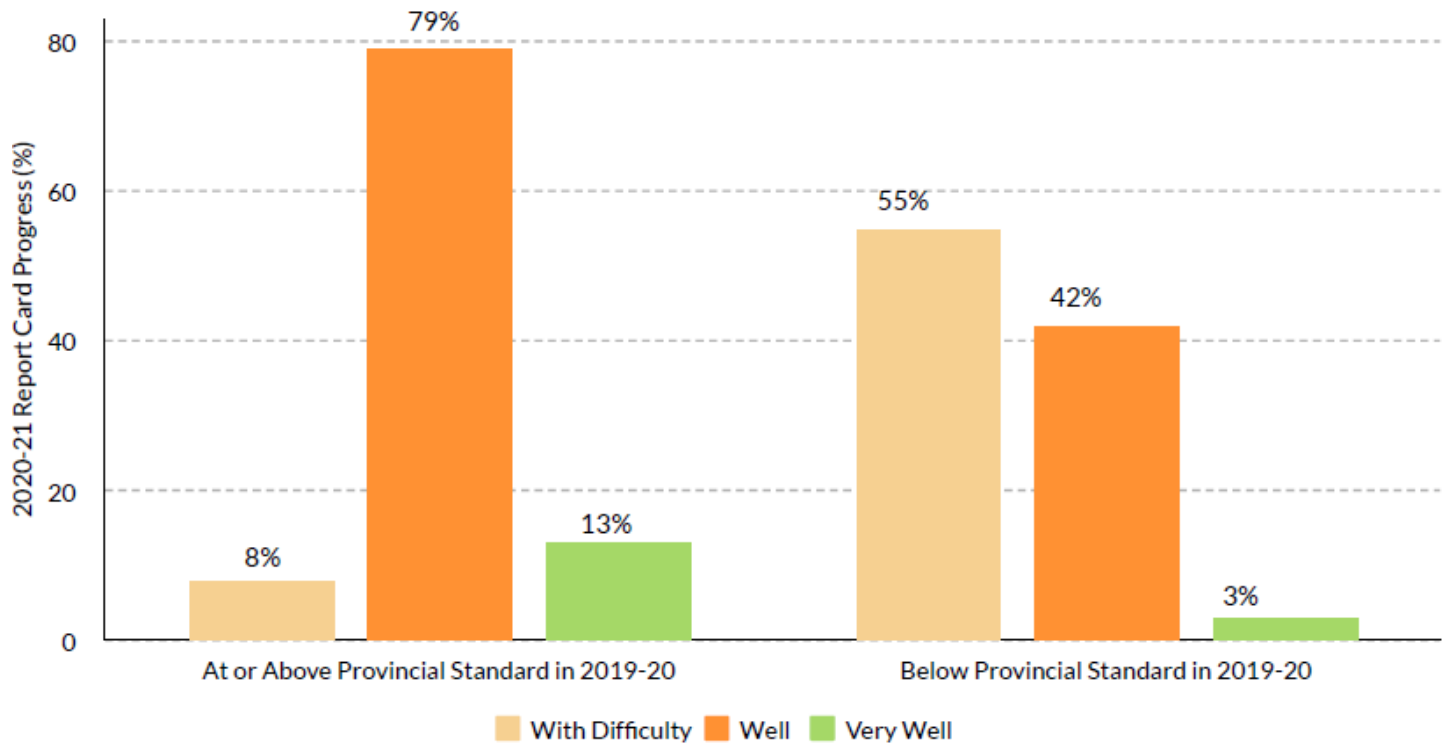


### Grade 2 Reading Achievement Given Grade 1 Reading Achievement - High Priority Schools

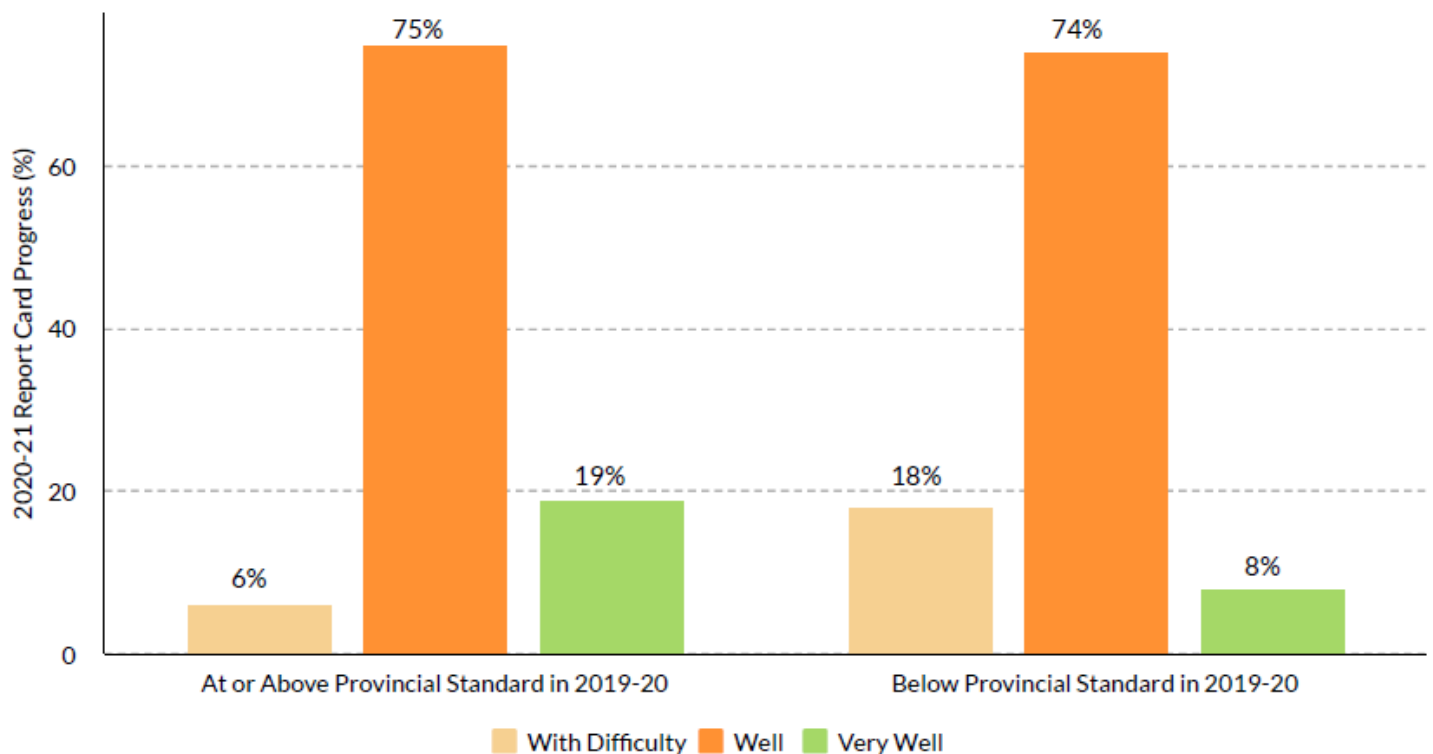


\*Provincial Standard is "B-" or above

## Grade 2 Reading Achievement Given Grade 1 Reading Achievement: Non-high Priority Schools



## Grade 2 Reading Achievement Given Grade 1 Reading Achievement: Remote Day School

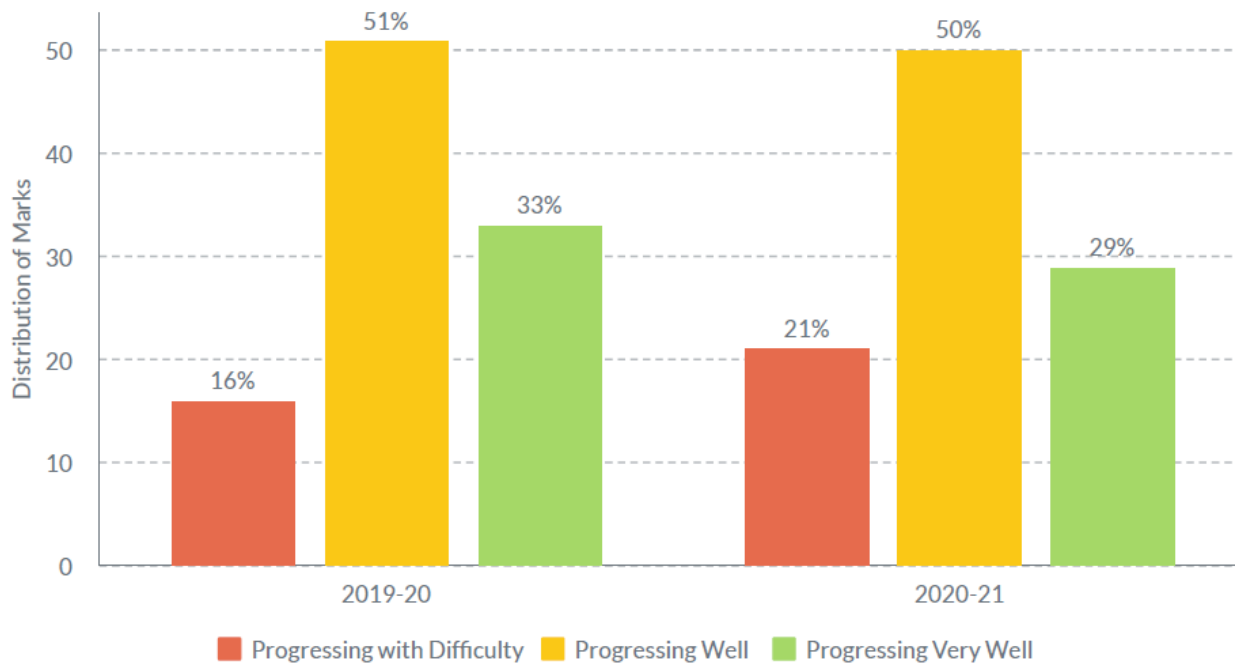


\*Provincial Standard is "B-" or above

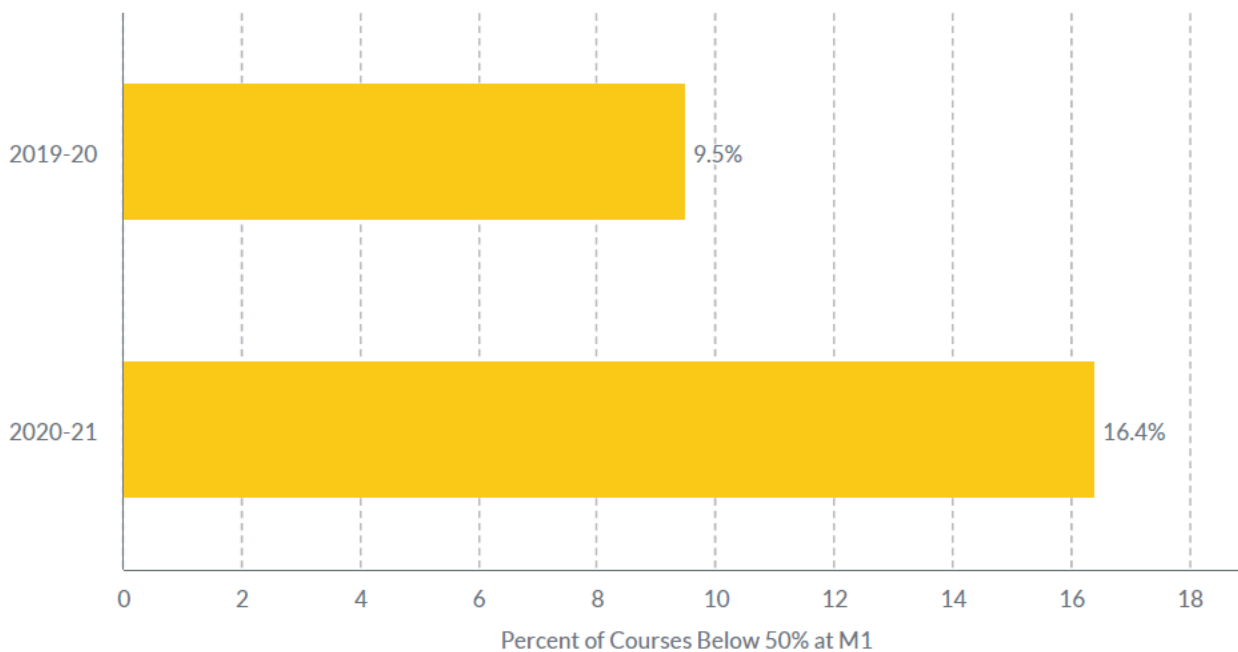


## Secondary Student Achievement Data Fall 2020-21

### Semester 1: Progress Report Marks



### Percent of Course Failures at M1



### Student Attendance Data

