

### **Virtual Meeting Norms:**

- All callers are to place themselves on mute
- Roll call is in place for attendance and for questions

**AGENDA: 6:30 pm \*audio of this meeting will be posted online the following day\***

1. Call to Order
2. O Canada

Reports Staff:

3. [Revised School Year Calendar 2020-2021](#)
4. [September 2020 Start-up Report](#)
5. Report from: Committee of the Whole (private) – July 13, 2020
6. Adjournment



## EXECUTIVE REPORT TO BOARD

**TO:** SPECIAL BOARD

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

**DATE:** July 13, 2020

**PREPARED BY:** Jeff Gillies, Superintendent of Student Achievement

**RE:** 2020-21 Revised School Year Calendars

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Action   X                      Monitoring   ☐

### Recommended Action:

That the revised 2020-21 School Year Calendars be approved for submission to the Ministry of Education no later than July 24, 2020.

### Rationale/Benefits:

Following approval of the draft 2020-21 School Year Calendars by trustees on April 20, 2020 the Ministry of Education informed school boards that 2020-21 school year calendar submissions were not being considered at that time due to the uncertainty around the reopening of schools for September.

On June 30, 2020, the Minister of Education issued a memo providing new guidance and deadlines for 2020-21 school year calendar submissions. In order to maximize instruction time for students and support staff training prior to reopening of schools, the Ministry is advising boards to:

1. Start the school year by September 1, 2020
2. Schedule three PA days prior to the start of student instruction.

The revised school year calendars (Appendix A) reflect Ministry guidance and comply with *Regulation 304, School Year Calendars and Professional Activity Days*. The revisions have been prepared in consultation with the School Year Calendar Advisory Committee and endorsed by Executive Council.

Consultation with the coterminous board has taken place to align the revised PA day on September 1, 2020.

The school year calendars are to be submitted to the Ministry for final approval by July 24, 2020.

### Summary:

**Elementary**

<b>Start Date for Students</b>	Tuesday September 8, 2020
<b>End Date for Students</b>	Thursday June 29, 2021
<b>Professional Activity Days</b>	September 1, 2 & 3, November 27, January 29, March 5, June 4

**Secondary**

	<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
<b>Start Date for Students</b>	September 8, 2020	February 2, 2021
<b>End Date for Students</b>	January 22, 2021	June 21, 2021
<b>Examination Days (5)</b>	January 25 – 29, 2021	June 22 – June 28, 2021
<b>Professional Activity Days</b>	Sept 1, 2 & 3, Nov. 27, Feb. 1	Mar. 5, June 29

**Professional Activity Days**

	<b>ELEMENTARY</b>	<b>Focus</b>		<b>SECONDARY</b>	<b>Focus</b>
X/C	September 1	Ministry/Board Priorities	X/C	September 1	Ministry/Board Priorities
X/C	September 2	Health & Safety Training	X/C	September 2	Health & Safety Training
X/C	September 3	Self-Directed Professional Learning	X/C	September 3	Self-Directed Professional Learning
X	November 27	Parent Reporting	X	November 27	Improvement Process
	January 29	Evaluation & Reporting		February 1	Transition/Promotion
X/C	March 5	Improvement Process	X/C	March 5	Improvement Process
C	June 4	Evaluation & Reporting	C	June 29	Transition/Promotion

X=Joint Elementary and Secondary PA Day

C=Coterminous Board PA Days

The original report was presented to the Board on April 20, 2020 and can be found here:

<https://www.hwdsb.on.ca/wp-content/uploads/meetings/Board-Agenda-1587119758.pdf>

[illegible]

<b>FD</b>	FIRST DAY FOR STUDENTS	<b>PA</b>	SYSTEM-WIDE PROFESSIONAL ACTIVITY DAY	<b>B</b>	SCHOOL HOLIDAY
<b>LD</b>	LAST DAY FOR STUDENTS	<b>PA</b>	PROFESSIONAL ACTIVITY DAY	<b>H</b>	STATUTORY HOLIDAY

- As per the requirements of O. Reg 304, the school year shall commence on or after September 1 and will end on or before June 30.
- The minimum number of school days required in a school year calendar is 194. Any school days not designated as professional activity days are to be regarded as instructional days. As a result, the minimum number of instructional days per school year is 187.
- School boards may designate up to seven professional activity (PA) days per school year. Three of those PA days must be devoted to provincial education priorities identified by the Minister.
- A board may designate up to ten instructional days as examination days.
- The deadline for submission of regular school calendars is May 1<sup>st</sup>.

[illegible]

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- A board may designate up to ten instructional days as examination days.
- The deadline for submission of regular school calendars is May 1<sup>st</sup>.



## EXECUTIVE REPORT TO BOARD

**TO:** SPECIAL BOARD

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

**DATE:** July 13, 2020

**PREPARED BY:** Peter Sovran, Associate Director of Education, Learning Services

**RE:** SCHOOL RE-OPENING (COVID-19 Pandemic)

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### ACTION MONITORING X

The following report provides an update on the HWDSB planning for the re-opening of schools for the 2020-21 school year.

#### **Background:**

In an anticipation of the need for additional steps in the re-opening of schools for the 2020-21 school year, HWDSB staff commenced foundational work in early May focusing on enhanced safety measures, summer programming and exploring adaptive models of delivery. On June 19, 2020, as part of the provincial government's plans on Re-Opening Ontario, the Ministry of Education released a guidance document, *Approach to reopening schools for the 2020-2021 school year* ([www.ontario.ca/page/approach-reopening-schools-2020-2021-school-year](http://www.ontario.ca/page/approach-reopening-schools-2020-2021-school-year)). Several working committees, led by members of Executive Council and coordinated through a central contingency planning table, are undertaking the necessary actions based on the Ministry of Education's guidelines.

#### **Ministry of Education: Approach to reopening schools for the 2020-2021 school year**

The Ministry of Education has indicated that school boards must prepare for three scenarios throughout the 2020-21 school year. Based on the public health circumstances school boards will be directed on the scenario to be implemented. School boards have been advised to develop scenarios that may be interchangeable within the school year. The first scenario (Scenario A) is one which sees all students returning to school with regular routines and with enhanced public health protocols. The second scenario (Scenario B) is an adaptive approach with a modified school day routine with smaller class sizes per day, the grouping of students ("cohorting") and in-school attendance on alternate days or weeks. This scenario would also involve enhanced public health protocols. The third scenario (Scenario C) would have no in-school routines. Students would continue their learning from home with enhanced remote delivery.

As per the Ministry of Education guidelines, attending school in-person will be voluntary for as long as the public health circumstances dictate. Parents, guardians, and caregivers choosing not to send their child to school in-person during this time will be offered remote learning and where possible, this will continue within the structure of their assigned class and teacher(s).

Should there be a time where school boards are directed to implement Scenario B, students with high levels of special education needs will be provided the option to attend school in-person on a daily basis rather than alternate days or weeks.

The Ministry of Education guidelines encourage active transportation or private (parent/guardian/caregiver) provided transportation where possible so as to ease pressure on transportation demands and to focus available transportation capacity on those students that would otherwise not be able to attend school without it while maintaining physical distancing between students on buses by reducing bus capacity. School boards will work with transportation consortiums and refer to Transport Canada's Federal Guidance for School Bus Operations.

The guidance document also sets forth general expectations for school boards: to have regular communication with parents; strategies for academic success; recommendations to provision, where possible, access to standardized digital tools; to collaborate with childcare and before/after school care providers; to work closely with employee groups, and above all, to prioritize the health and safety of students, staff and families.

Health and safety measures expected to be addressed by schools boards as part of re-opening includes: (a) physical health protocols that provide a layered approach with multiple measures to reduce the risk of COVID-19 spread such as hand washing, physical distancing, cleaning, cohorting, personal protective equipment where appropriate, screening, contact tracing and strategies for those with a higher risk of infection; (b) mental health and well-being supports for students will be a core-element of each plan and will include a toolkit from School Mental Health Ontario. Protocols will need to be established for the cleaning of schools such as the disinfecting of frequently touched surfaces; staff self-screening and self-assessment as well as protocols for contact tracing in the event of a student or staff member testing positive for COVID-19.

The Ministry of Education has indicated that discussions with provincial representatives of employee groups continue as they examine potential central collective agreement issues with each scenario. Further direction on matters such as the supervision of students may be forthcoming and will need to be incorporated into board plans.

### **Input and Consultation**

A survey of parents, guardians and caregivers was issued between June 25 and July 1, 2020. A *ThoughtExchange* was also conducted with teaching staff between June 24 and June 30. In addition, meetings have been held with all labour partners and invitations extended to participate on working committees as well as other opportunities to provide input. Ongoing discussions have also continued with senior officials from the Hamilton-Wentworth Catholic DSB, including the Transportation Governance Committee, in an effort to share approaches and align practices where possible, particularly with respect to transportation.

The parent/guardian/caregiver survey had over 10,000 responses with representation indicated from all grades and across all HWDSB schools. Survey questions were based on the Ministry of Education guidelines and the foundational work done by committees. The results can be found in Appendix A. Overall, the survey results would suggest that parents, guardians and caregivers are most concerned about the physical and mental well-being of students and are interested in learning more about the added safety measures and supports that will be implemented. The vast majority of respondents (approximately 72%) indicated that they would send their child to school upon re-opening with a small number (approximately 8%) noting that a limitation on school bus transportation would be a barrier to returning. For elementary schools an alternate day model (approximately 45%) was preferred by respondents over an alternative week approach (approximately 18%) should the need arise for an adaptive scenario of delivery. For secondary schools, more respondents favoured an option where all students (grades 9 to 12) have an opportunity for some face-to-face, in-school learning (approximately 21%) over full distance learning for grades 11 and 12 and increased face-to-face learning for grades 9 and 10 (approximately 14%), within an adaptive model.

An analysis of the themes that emerged from the teacher *ThoughtExchange* is currently underway by the HWDSB Research and Analytics Department. Generally speaking, the issues raised were similar to those noted by labour partners: overall safety and well-being of staff; workload and supports for each of the scenarios; and personal caregiving circumstances should an adaptive scenario be required.

### **Enhanced Public Health Protocols**

Staff have been engaging regularly with Hamilton Public Health prior to and throughout the closure and have continually consulted with Hamilton Public Health as part of the foundational work in establishing protocols for enhanced safety measures. Ongoing consultations will continue during the summer for each aspect of the planning for Scenarios A and B.

With guidance and support from Hamilton Public Health, creating processes and structures to enhance student and staff safety are paramount. Processes and structures are being reviewed and modified to mitigate or reduce risk through added health measures. Three fundamental processes include:

- Student and staff screening – these processes will emphasize the need for students and staff to remain home if they feel unwell, have symptoms of COVID-19 or if someone that they have come in close contact with is ill with suspected or positive COVID-19 in the past 14 days.
- Hand hygiene and respiratory etiquette – these processes will be emphasized through signage and direct, age-appropriate teaching, effective hand washing/sanitizing, sneezing and coughing techniques.
- Physical distancing – this process will be emphasized through signage and direct, age-appropriate teaching, what it means to be physically distanced. This will involve structural changes to the layout of classrooms (e.g. desks 2 metres apart), plexiglass barriers and signage throughout the school.

With the three fundamental processes as foundational, Hamilton Public Health supports the Ministry of Education direction on cohorting as a means to reduce the spread of COVID-19 if a student or staff member tests positive for the illness. Cohorting means grouping students together for their time within the school building. Multiple staff may interact with the students however students should only interact with others within their cohort. The number of staff interacting with the cohort should be minimized. At this point in time, if one member of the cohort is diagnosed with COVID-19, all students and staff connected with the cohort will likely be asked to self-isolate by Hamilton Public Health. Cohorting limits the potential spread of COVID-19. Hamilton Public Health recommends designing a model for Scenario B with students being part of only one cohort and then consider when there might be a need for exceptions.

The health and well-being landscape of the community as a result of COVID-19 is constantly evolving. Staff continue to consult with Hamilton Public Health on all aspects of school opening including:

- *Physical distancing support* – staff (following a Public Health approved procedure), removed personal belongings from classrooms in order to maximize space for students.
- *Visual cues and signage* – signage related to symptoms of COVID-19 and physical distancing are posted on all entry doors and have been translated into multiple languages. Additional signage is being developed (e.g. hand hygiene/respiratory etiquette, removing and disposing of masks and gloves, physical distancing floor markers).
- *Staggered entry, exit, nutrition breaks and recess schedules* to maximize physical distancing and support cohorting. Where possible, students will eat lunch in their classroom with their cohort to ensure chances of contact and transmission are minimized.
- *Limiting parents, visitors, and volunteers coming into schools.*
- *Hand washing/sanitizing stations* – including the consideration of schedules to stagger use before and after lunch and prior to going outside.
- *Personal Protective Equipment (PPE)* – Hamilton Public Health has recommended Level 1 Medical Masks for certain circumstances including staff providing personal care to students or who may come into contact with bodily fluid. Staff are developing a procedure related to effective use of PPE and supporting frontline staff in making “point of care risk assessments” on when to use PPE.
- *Cleaning and sanitizing* – HWDSB uses hospital grade disinfectant cleaner as part of the regular cleaning protocol. As such, emphasis will be on the frequent cleaning of high touch surfaces (e.g. railings, door knobs, washrooms) twice a day and regular cleaning beyond that. The use of shared items will be discouraged or cleaned between cohort use.
- *Suspected COVID-19 Procedures* – this includes the procedure for staff to follow if a student or staff member feels unwell during the school day, including immediate care and isolation. Case and contact



management to support contact tracing by Hamilton Public Health, cleaning, reporting and communication will be part of the procedure.

- *Transportation* including cleaning protocols and physical distancing.
- *Utilization of outdoor spaces* as much as possible, including for lunch breaks.
- *Staff Learning* to support student and staff safety.
- *Other operations* explored with Hamilton Public Health to date including use of lockers, cubbies, emergency drills, administering medication, before and after school programs, and nutrition programs.

Communication with families throughout this process is paramount and multiple strategies will be used. Appendix B provides some examples of classroom layouts for Scenario B as well as examples of plexiglass installations in school main offices.

*Mental Health and Well-Being Supports* are important prior to September and ongoing. In August, a number of HWDSB learning opportunities are available for students and families (see Appendix C). Recognizing that the return to school in September will be unlike any other, resources are being developed so that students are cared for and supported as they adjust to new routines and realities. To support staff, daily lesson plans are being developed in collaboration with Hamilton Public Health that will guide learning during the first six weeks of school.

### **Timelines**

- Ongoing to last week of July – Finalize plans for scenarios A, B and C including establishment of cohorts
- Ongoing to start of school year – Implement enhanced public health protocols at each school such as plexiglass barriers in main offices, hand washing/sanitizing stations, signage
- Last week of July – Review of HWDSB School Re-Opening plans by Ministry of Education
- July 27 – Board Report on School Re-Opening (COVID-19) #2
- August 4 onwards – Ministry of Education direction to school boards on scenario for the start of the school year
- August 4 onwards (following Ministry of Education direction) – implementation of specific measures based on the scenario for the start of the school year

### **Elementary Schools**

Staff have been planning for all three scenarios (Scenario A – full return; Scenario B – adaptive return; Scenario C – full remote) with a view to minimize disruption to regular school day routines as much as possible. The goal for elementary schools is to maintain the continuity of learning within the established class structure as much as possible while providing enhanced public health protocols including, if necessary, restrictions on class size and cohorting. As such, Scenarios A, B and C would maintain established school start/end times although nutrition breaks and recess times; use of specialized rooms such as gymnasiums, music and learning commons; and the general movement of students within the school, may need to be adjusted to support the enhanced public health protocols.

Planning is underway to establish cohorts of students within the guidelines of approximately 15 per class per day. In an effort to minimize disruption to families and to facilitate transportation planning the placement of students into a cohort (Cohort A, Cohort B) will take into consideration students from the same family. Implementation of cohorts would only apply should it become necessary, due to public health circumstances, to adopt Scenario B as directed by the Ministry of Education. Due to the variability in class sizes from kindergarten to grade 8 and noting that some parents, guardians and caregivers may choose to not send their child to school in these circumstances, cohort sizes may vary and the need to alternate days to accommodate more than one cohort per class may also vary. As noted in the Ministry of Education guidelines, students with

high levels of special education needs may attend daily. Planning continues so as to determine a recommended approach to achieve this goal.

In reviewing the input from parents, guardians and caregivers and in consultation with Hamilton Public Health staff are recommending at this time, an alternate day model for Scenario B (Cohort A: Monday/Wednesday and Alternate Fridays; Cohort B: Tuesday/Thursday and Alternate Fridays). Appendix D outlines the models being explored for Scenario B with considerations for each. The recommended model at this time for Scenario B allows for ease of transition between all three scenarios while maintaining continuity of learning for students within the established class/teacher(s) and regular school routines. The current recommended model for Scenario B has been utilized by HWDSB schools, including transportation services, in the past for kindergarten programs prior to the implementation of full-day kindergarten (FDK).

As per the Ministry of Education guidelines, students that do not attend school in-person while public health measures remain in effect, will be offered remote learning. In order to maintain regular school day routines for all students, it is recommended that class assignments and scheduled times remain consistent for each scenario and whether a student is learning remotely by choice or if it is not their cohort's day to attend school in-person. This blended approach to learning would be supported by the board's standardized digital learning environment (The Hub with MS Teams).

All staff within schools play a vital role in supporting student learning and fostering an environment where students feel safe, supported and accepted. Input from all employee groups on the planning for each scenario is important as will ongoing feedback during the implementation stages. Ongoing discussions will continue throughout July ahead of a review by the Ministry of Education and final scenario plans will be provided in a future report to the Board of Trustees.

There will be a noticeable difference in the school experience for the 2020-21 school year for students, parents, guardians, caregivers and staff regardless of the scenario that is in place. Aspects of each scenario will likely cause some additional challenges for some. Every effort will be made to provide opportunities for input and where possible to make adjustments as needed throughout the process.

### **Secondary Schools**

Planning has also been underway for each scenario (Scenario A – full return; Scenario B – adaptive return; Scenario C – full remote) in secondary school, again with a view to minimizing disruption to regular school day routines as much as possible. In addition, planning for secondary schools has taken into consideration student choice with respect to course selection and pathways. All scenarios have been developed without changes to school start times. Dismissal and end times however, may vary depending on the scenario and the model selected for Scenario B. Overall, the enhanced public health protocols for secondary schools with Scenario A and B will mean changes to the movement of students throughout the school, lunch routines and potentially extracurricular activities and events.

Students will be cohorted within each course (Cohort A and B with approximately 15 students per cohort). Hamilton Public Health have advised the board to develop models for Scenario B that limit student movement between more than one cohort without a minimum of a five school day break. It is understood that there may be some exceptions to this structure and that such exceptions would potentially result in a greater number of students and staff requiring self-isolation should someone test positive with COVID-19. Based on the advice of Hamilton Public Health and in an effort to minimize disruption to student course selections, timetables and staff teaching assignments, the recommended model for Scenario B at this time would be Model 1 – The Rotation Model. Appendix E outlines the models being explored for Scenario B with considerations for each. Further discussions with employee groups will be required to ensure that collective agreement expectations are met or a mutually agreeable alternative is found. As noted in the Ministry of Education guidelines, students with high levels of special education needs may attend daily. Planning continues so as to determine a recommended approach to achieve this goal.

It is worth noting that unlike elementary schools, once secondary schools commence with Scenario B, should it be necessary, the adopted model's schedule will need to be followed for the duration of the semester (and potentially longer) even if the direction is then given to shift to either Scenario A or C. Also, most models, other than the recommend model (The Rotation Model), would require a potential change to the school year calendar and would be significantly challenging to implement if not started at the beginning of the semester.

As per the Ministry of Education guidelines, students that do not attend school in-person while public health measures remain in effect, will be offered remote learning. In order to maintain regular school day routines for all students, it is recommended that class assignments and scheduled times remain consistent for each scenario and whether a student is learning remotely by choice or if it is not their cohort's day to attend school in-person. This blended approach to learning would be supported by the board's standardized digital learning environment (The Hub with MS Teams).

Similar to elementary schools, there will be a noticeable difference in the school experience for the 2020-21 school year for students, parents, guardians, caregivers and staff regardless of the scenario that is in place. This will be further enhanced should the need arise to shift to Scenario B. Opportunities for input and where possible, adjustments, will continue to be part of the planning and implementation process.

#### **Child Care and Before and After School Programs**

HWDSB staff continue to meet with Early Learning and Child Care (ELCC) partners to plan for summer programming as well as for September. ELCC partners are currently gathering the names of children who are registered for before and after school programs. Staff are exploring whether it will be possible to cohort children into their classes based on this additional parameter. In addition, staff are meeting with the City of Hamilton and Hamilton-Wentworth Catholic DSB to explore community supports should there be the need to shift to Scenario B and students are not attending school in-person on a daily basis.

**Appendices for September Start-Up Report**

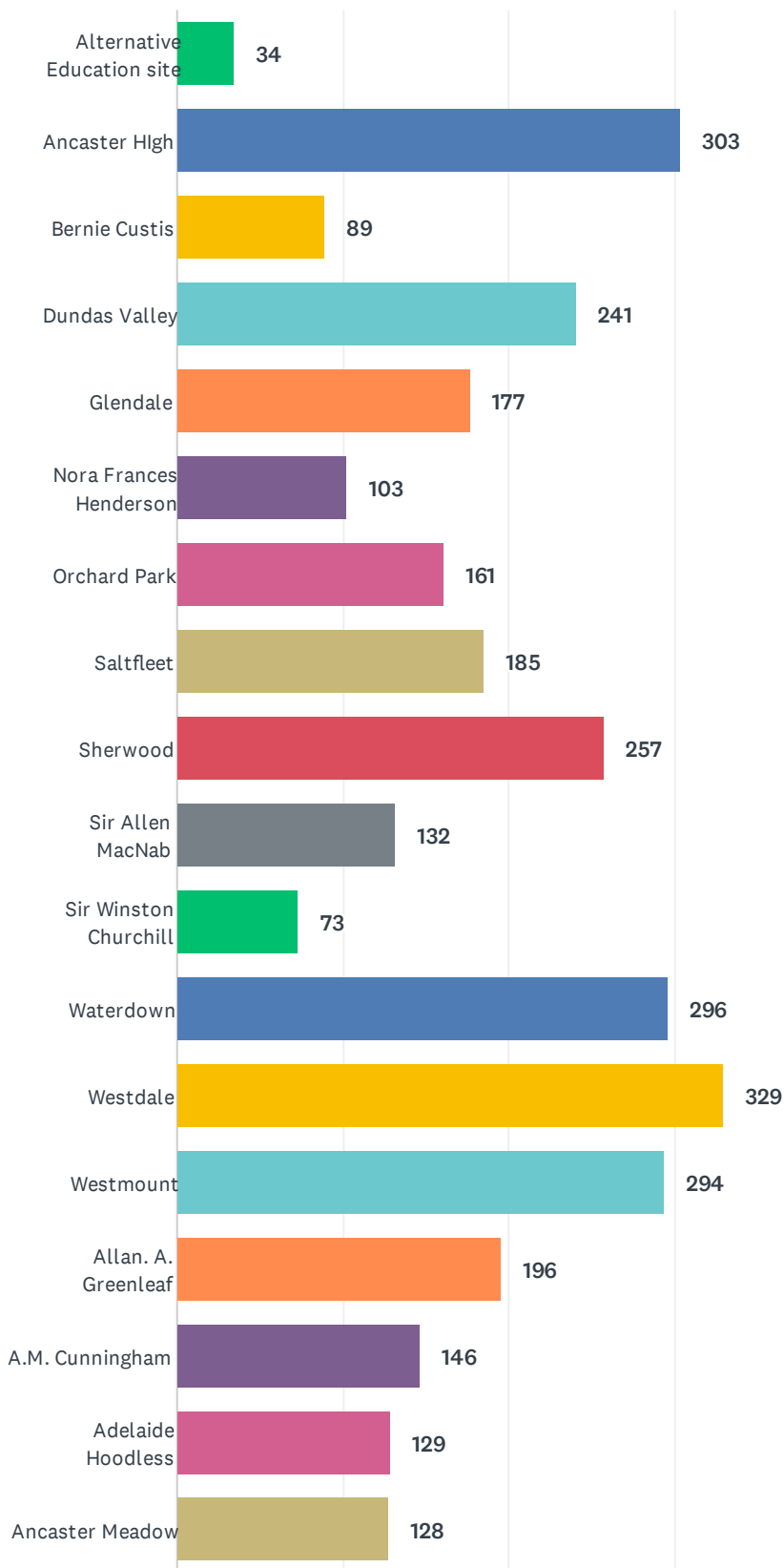
Appendix A: Parent-Guardian-Caregiver Survey Results	p. 4-8
Appendix B: Examples of Classroom Layouts and School Main Office with enhanced public health protocols	p. 4-29
Appendix C: Mental Health and Well-Being Supports for Students	p. 4-33
Appendix D: Elementary Models for Scenario B	p. 4-36
Appendix E: Secondary Models for Scenario B	p. 4-39

## Appendix A:

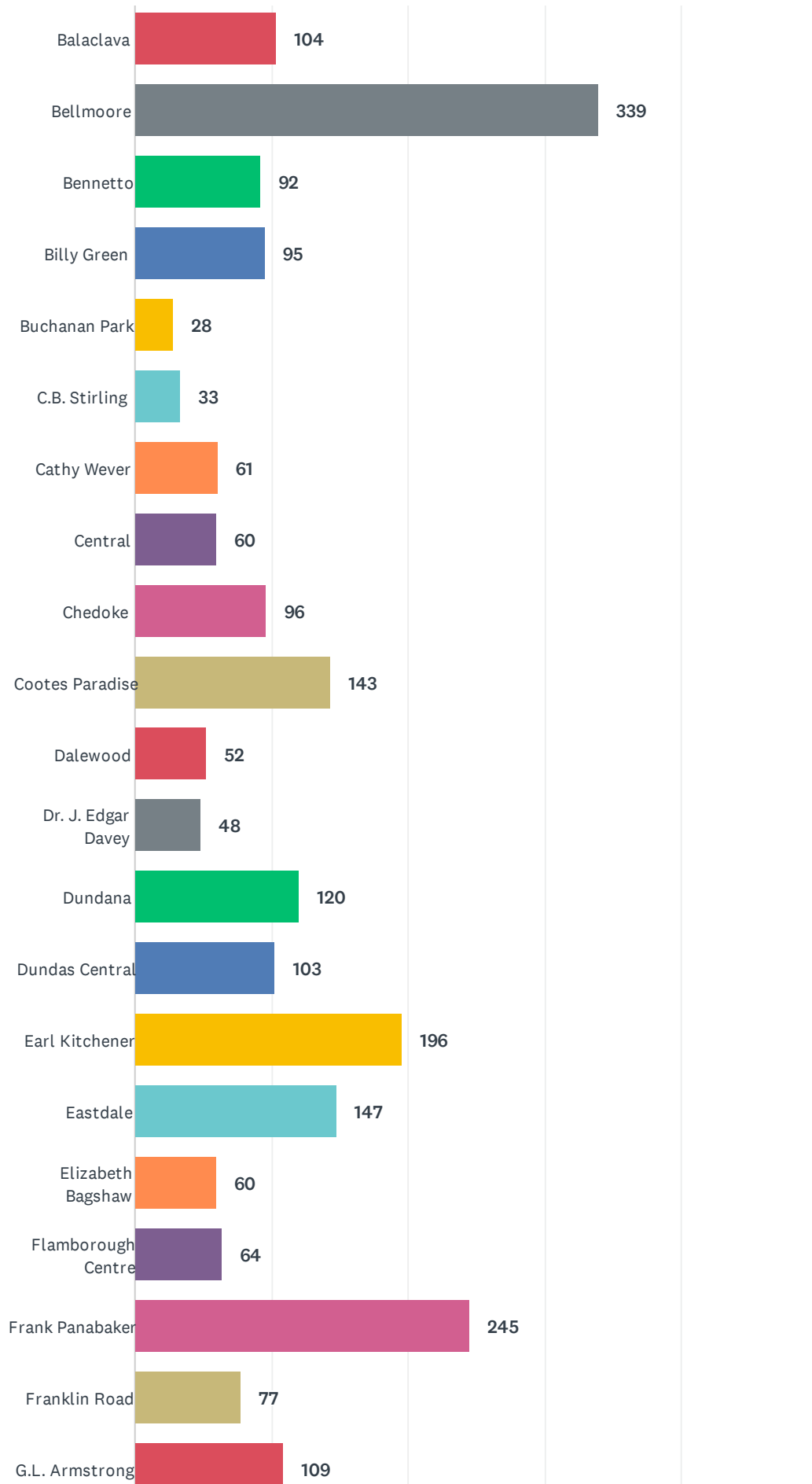
### Parent-Guardian-Caregiver Survey Results

# Q1 What school does your child attend? If you have more than one child, please select a school that one of your children attends.

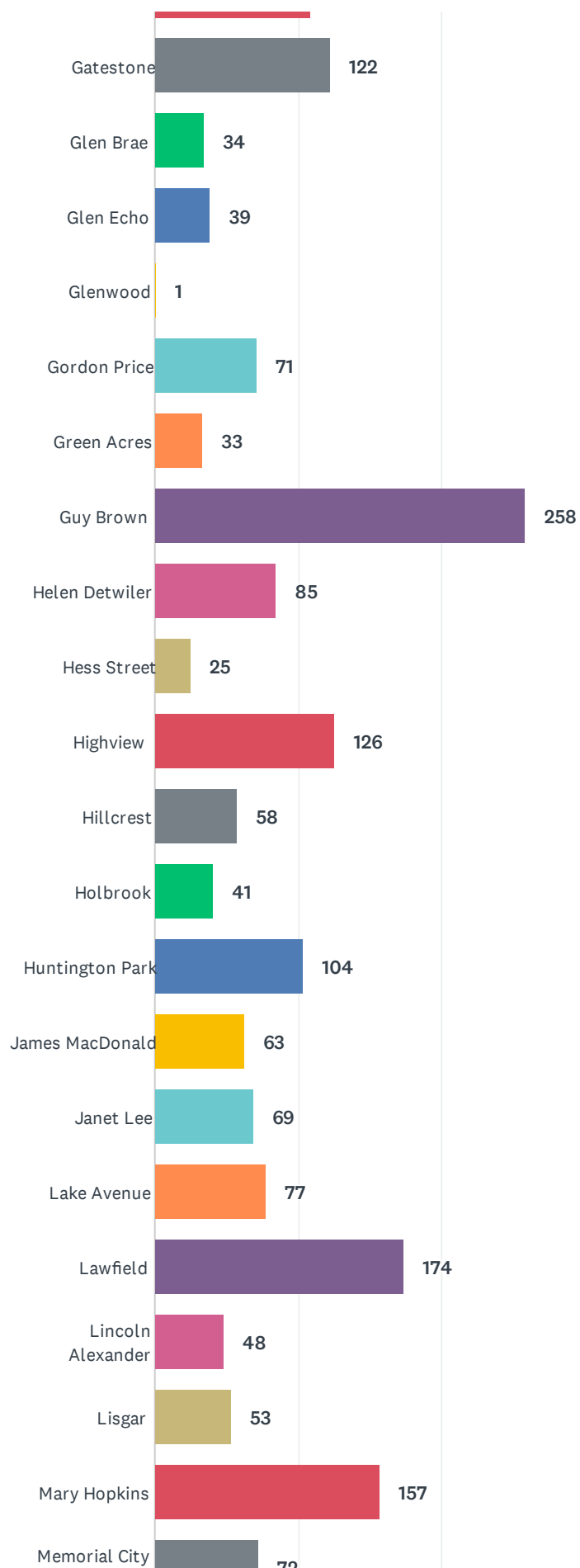
Answered: 10,517 Skipped: 120



# Parents and Guardians on School Reopening

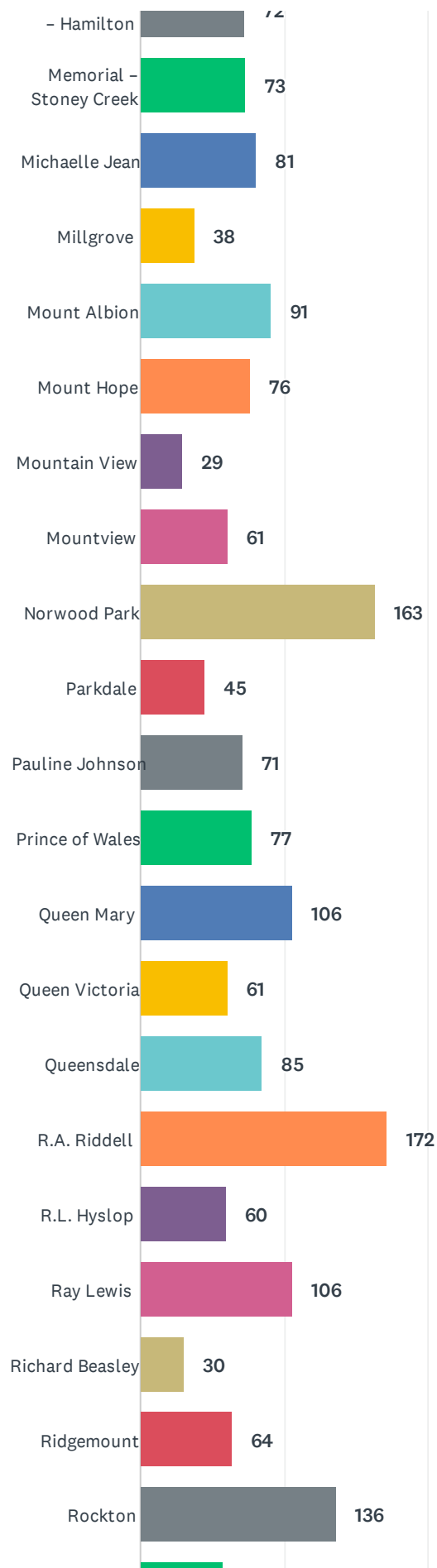


# Parents and Guardians on School Reopening

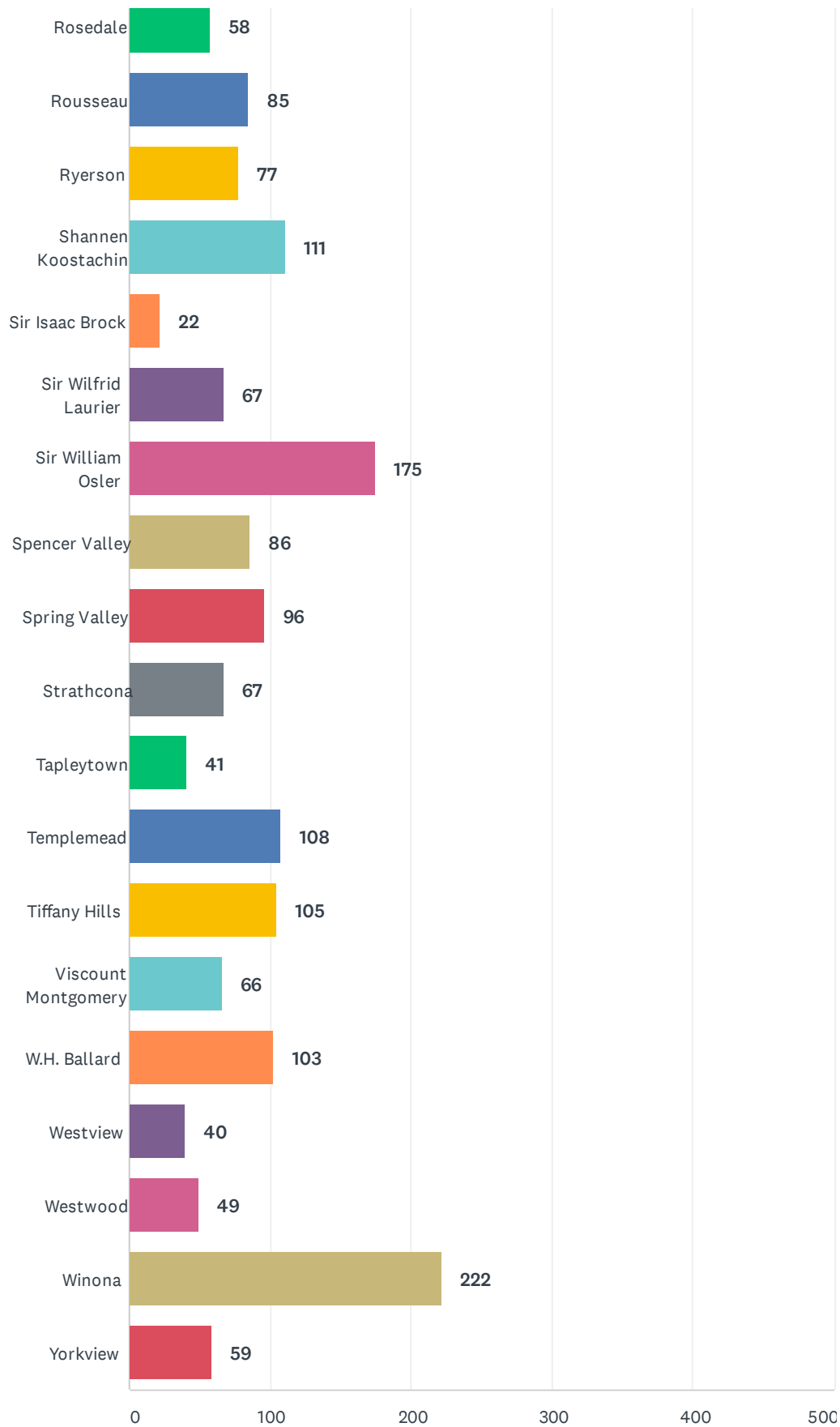




# Parents and Guardians on School Reopening

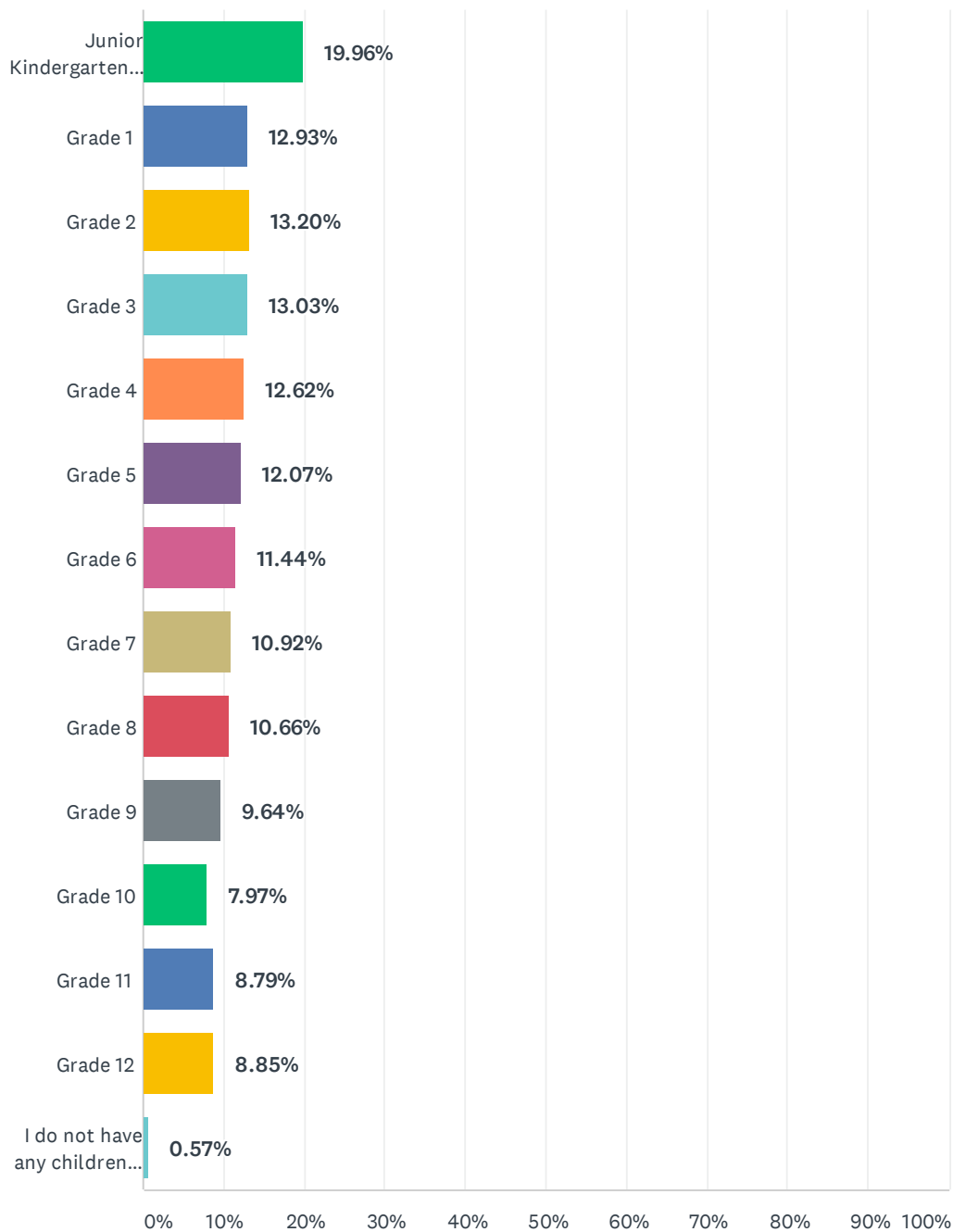


# Parents and Guardians on School Reopening



## Q2 What grade is your child entering in September? Please select multiple grades if you have more than one child.

Answered: 10,584 Skipped: 53



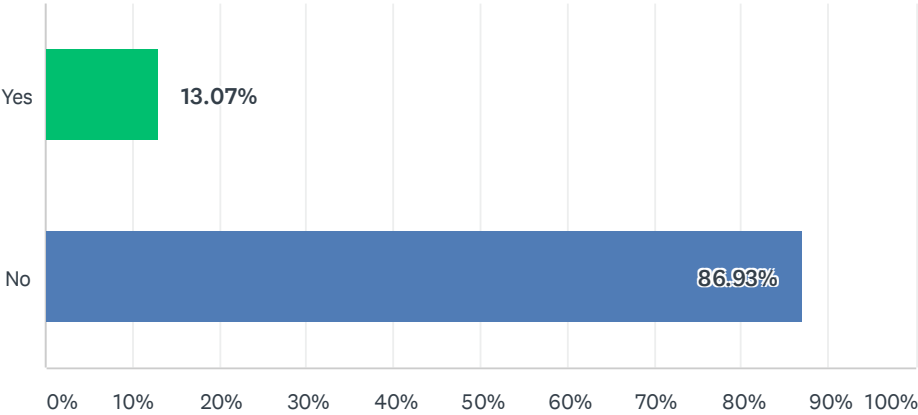
# Parents and Guardians on School Reopening

419

ANSWER CHOICES	RESPONSES	
Junior Kindergarten or Kindergarten	19.96%	2,113
Grade 1	12.93%	1,369
Grade 2	13.20%	1,397
Grade 3	13.03%	1,379
Grade 4	12.62%	1,336
Grade 5	12.07%	1,277
Grade 6	11.44%	1,211
Grade 7	10.92%	1,156
Grade 8	10.66%	1,128
Grade 9	9.64%	1,020
Grade 10	7.97%	844
Grade 11	8.79%	930
Grade 12	8.85%	937
I do not have any children returning in September	0.57%	60
Total Respondents: 10,584		

Q3 Does any child in your home require Special Education supports and services (e.g., for medical or behavioural complexities)?

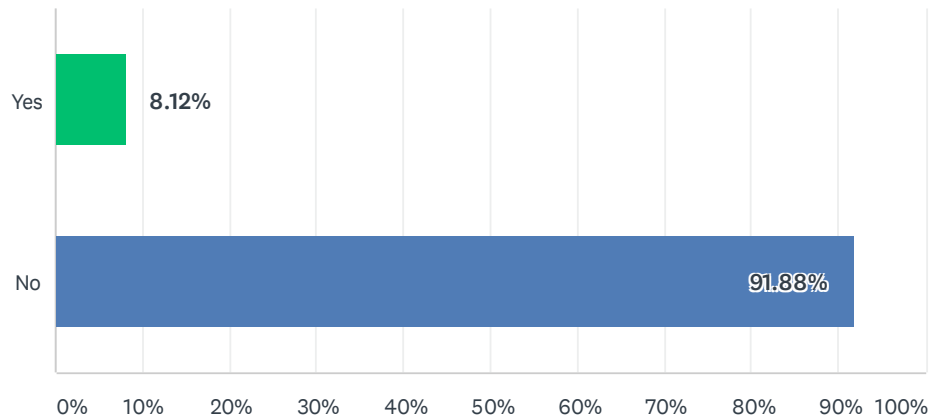
Answered: 10,410 Skipped: 227



ANSWER CHOICES	RESPONSES	
Yes	13.07%	1,361
No	86.93%	9,049
TOTAL		10,410

**Q4 Is any child in your home considered to be part of an "at-risk group" with regard to COVID-19? (e.g., compromised immune system due to chronic medical conditions such as kidney, liver or lung disorders, serious heart conditions, diabetes, etc.)**

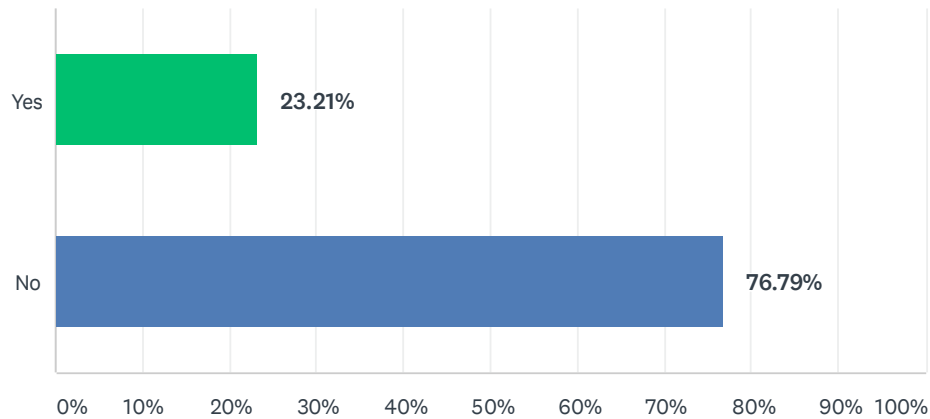
Answered: 10,403 Skipped: 234



ANSWER CHOICES	RESPONSES	
Yes	8.12%	845
No	91.88%	9,558
TOTAL		10,403

**Q5 Are any other household family members considered to be part of an "at-risk group" with regard to COVID-19? (e.g., is over the age of 70, has a serious heart condition, compromised immune system, kidney disease, liver disease, diabetes, etc.)**

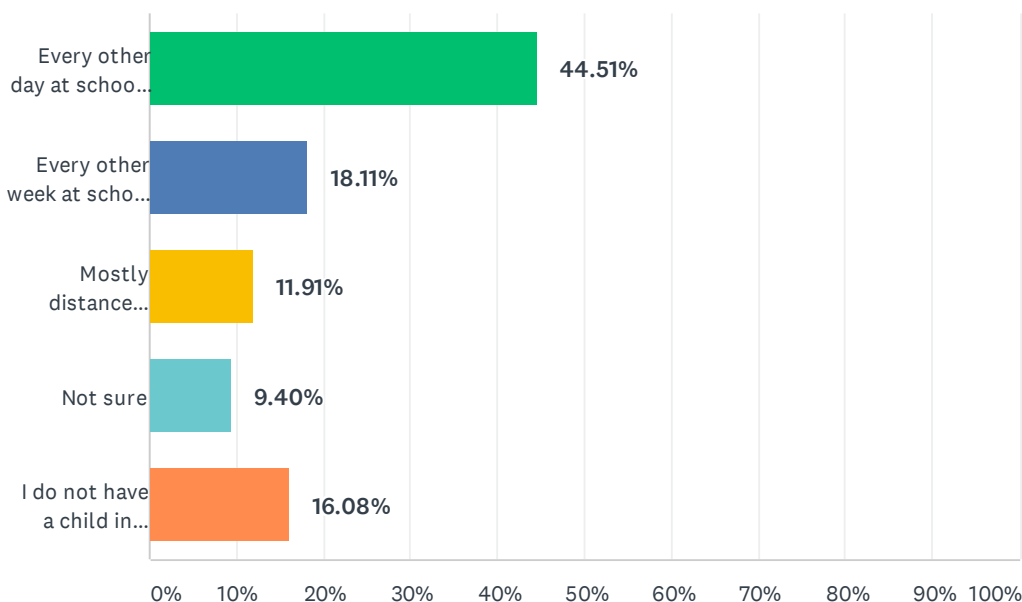
Answered: 10,410 Skipped: 227



ANSWER CHOICES	RESPONSES	
Yes	23.21%	2,416
No	76.79%	7,994
TOTAL		10,410

**Q6 As directed by the Ministry of Education and with the safety measures listed above, we are preparing for each of the 3 possible school reopening scenarios and are asking for your input. Which of the options below would work best for your child (children) in elementary school in the event that we cannot return to school as normal?**

Answered: 9,875 Skipped: 762

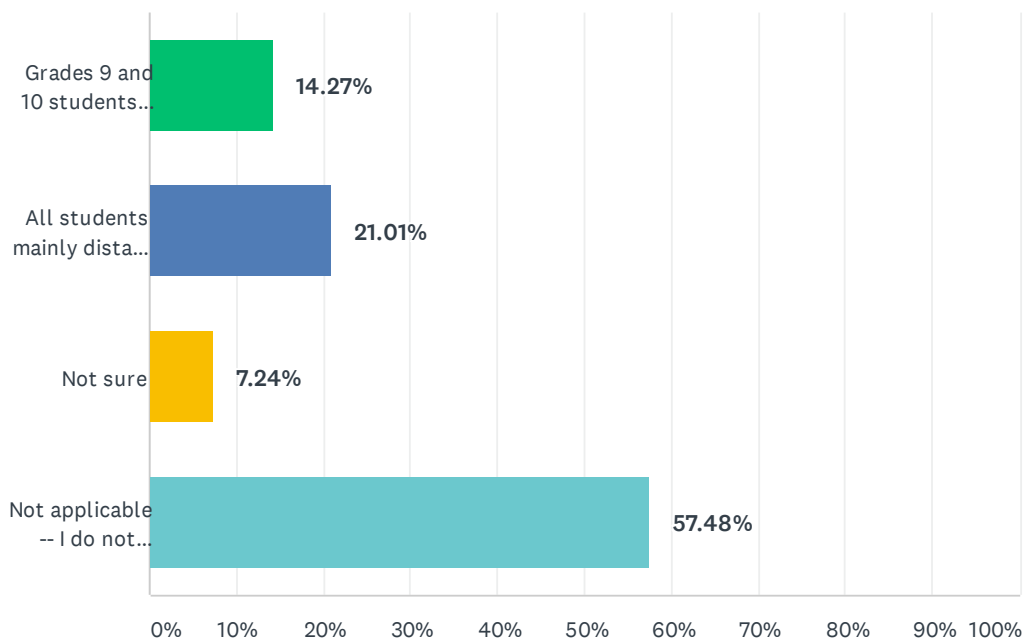


ANSWER CHOICES	RESPONSES
Every other day at school (i.e., half the school comes on Monday, Wednesday, Friday and half the school comes on Tuesday and Thursday; and then it rotates)	44.51% 4,395
Every other week at school (i.e., half the school comes one week, and the other half comes the following week)	18.11% 1,788
Mostly distance learning at home with a small number of in-person classes at school	11.91% 1,176
Not sure	9.40% 928
I do not have a child in elementary school	16.08% 1,588
<b>TOTAL</b>	<b>9,875</b>



## Q7 For secondary students: Which of the options below would work best for your child (children) if we cannot return to school as normal?

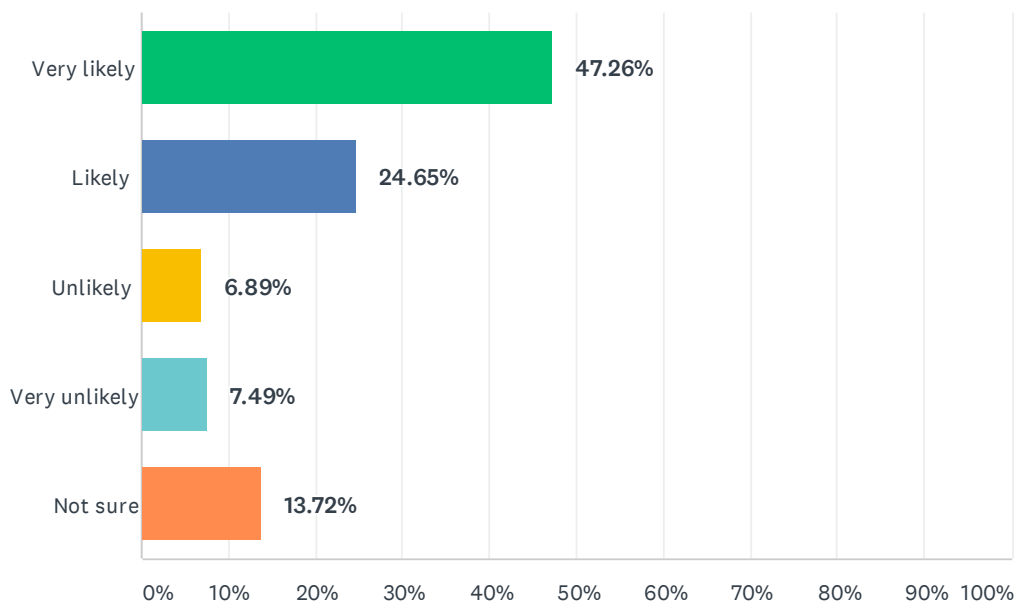
Answered: 9,149 Skipped: 1,488



ANSWER CHOICES	RESPONSES	
Grades 9 and 10 students attending school in isolated groups (called cohorts) and grades 11 and 12 students distance learning full time at home.	14.27%	1,306
All students mainly distance learning at home with scheduled in-school days for groups of students for face-to-face learning	21.01%	1,922
Not sure	7.24%	662
Not applicable -- I do not have children in secondary school	57.48%	5,259
TOTAL		9,149

## Q8 If schools re-open for in-class learning in September, how likely are you to send your child (or children)?

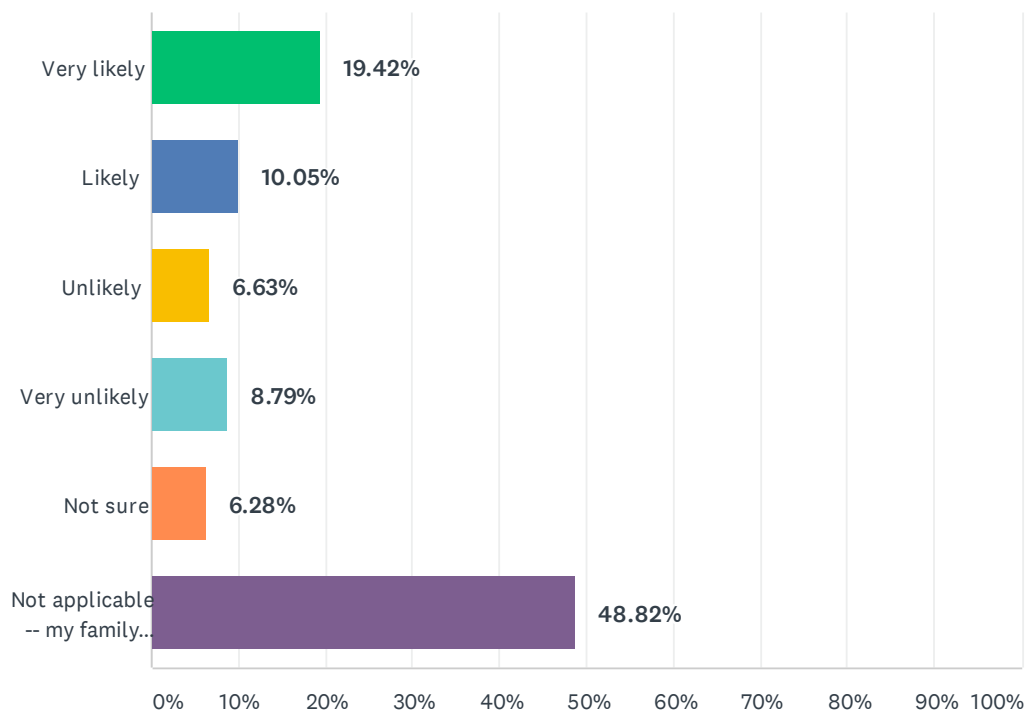
Answered: 10,003 Skipped: 634



ANSWER CHOICES	RESPONSES	
Very likely	47.26%	4,727
Likely	24.65%	2,466
Unlikely	6.89%	689
Very unlikely	7.49%	749
Not sure	13.72%	1,372
TOTAL		10,003

## Q9 If schools re-open in September and your child (or children) is eligible for transportation, how likely are you to use the school bus for the upcoming 2020-2021 school year?

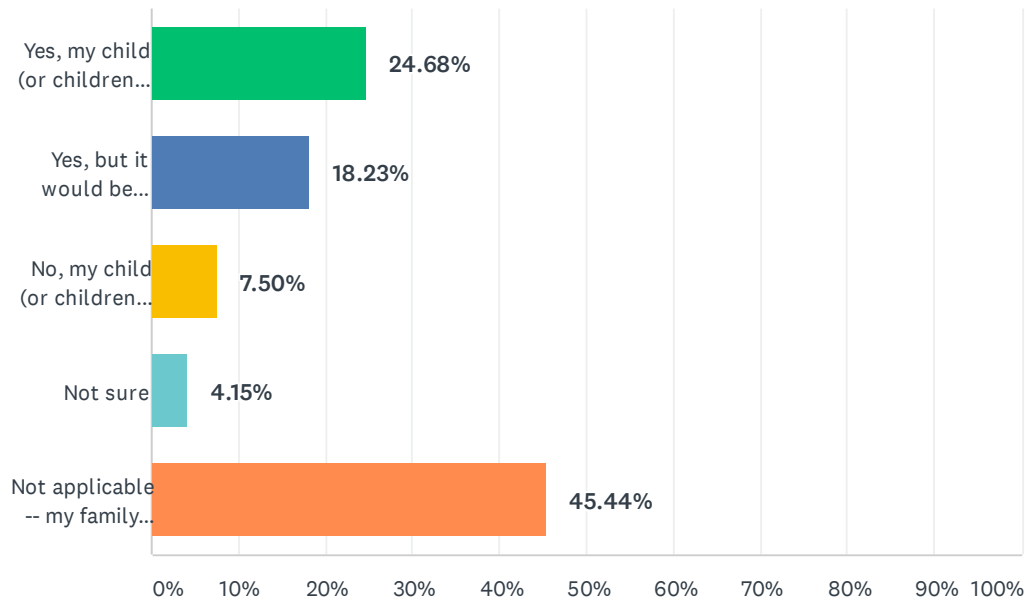
Answered: 9,993 Skipped: 644



ANSWER CHOICES	RESPONSES	
Very likely	19.42%	1,941
Likely	10.05%	1,004
Unlikely	6.63%	663
Very unlikely	8.79%	878
Not sure	6.28%	628
Not applicable -- my family does not rely on busing to get to school	48.82%	4,879
TOTAL		9,993

## Q10 If busing is reduced or not available for health and safety reasons in the fall, would you be able to get your child (or children) to school?

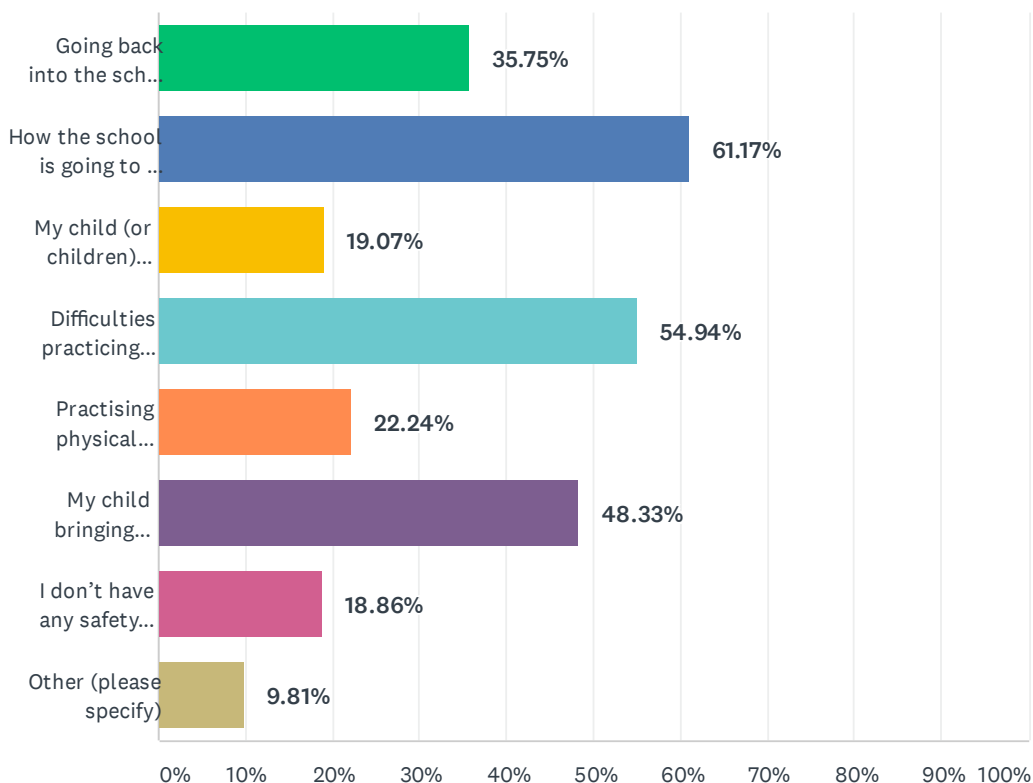
Answered: 9,972 Skipped: 665



ANSWER CHOICES	RESPONSES	
Yes, my child (or children) would continue to attend school without difficulties	24.68%	2,461
Yes, but it would be difficult	18.23%	1,818
No, my child (or children) would not be able to attend school	7.50%	748
Not sure	4.15%	414
Not applicable -- my family does not rely on busing to get to school	45.44%	4,531
<b>TOTAL</b>		<b>9,972</b>

# Q11 Do you have any of the following safety concerns about your child (or children) returning to school? Please check all that apply.

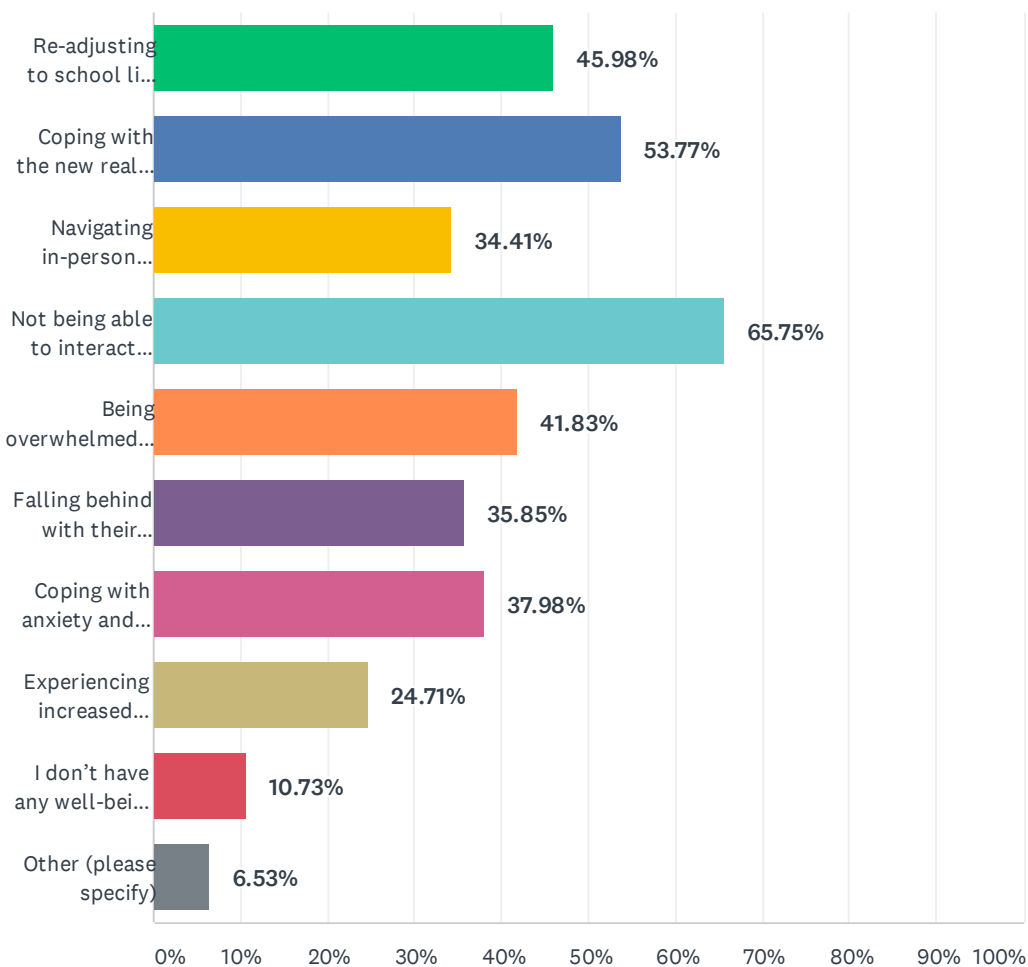
Answered: 9,722 Skipped: 915



ANSWER CHOICES	RESPONSES	
Going back into the school too early	35.75%	3,476
How the school is going to be disinfected and what the Hamilton Public Health Services guidelines dictate	61.17%	5,947
My child (or children) getting to school (e.g., public transportation, school bus)	19.07%	1,854
Difficulties practicing physical distancing rule at my child's (or children's) school	54.94%	5,341
Practising physical distancing when my child requires direct support	22.24%	2,162
My child bringing COVID-19 home and infecting other members of my household	48.33%	4,699
I don't have any safety concerns	18.86%	1,834
Other (please specify)	9.81%	954
Total Respondents: 9,722		

## Q12 Do you have any of the following well-being concerns about your child (or children) returning to school? Please check all that apply.

Answered: 9,683 Skipped: 954



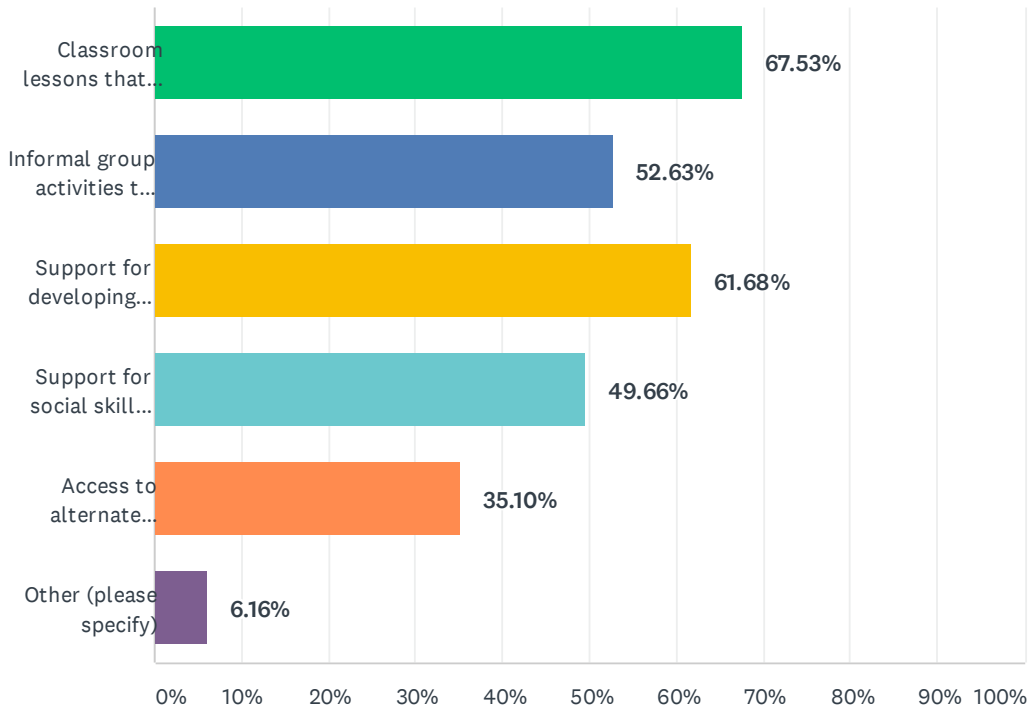
## Parents and Guardians on School Reopening

426

ANSWER CHOICES	RESPONSES	
Re-adjusting to school life (social and academic)	45.98%	4,452
Coping with the new reality of school	53.77%	5,207
Navigating in-person interactions with others	34.41%	3,332
Not being able to interact with their friends like they used to	65.75%	6,367
Being overwhelmed trying to catch-up on their learning	41.83%	4,050
Falling behind with their learning because they are not up to grade level	35.85%	3,471
Coping with anxiety and fear	37.98%	3,678
Experiencing increased anxiety with adults wearing face coverings	24.71%	2,393
I don't have any well-being concerns	10.73%	1,039
Other (please specify)	6.53%	632
Total Respondents: 9,683		

# Q13 What supports would benefit your child's (or children's) well-being in preparing for the return to school and in the fall? Please check all that apply.

Answered: 8,516 Skipped: 2,121

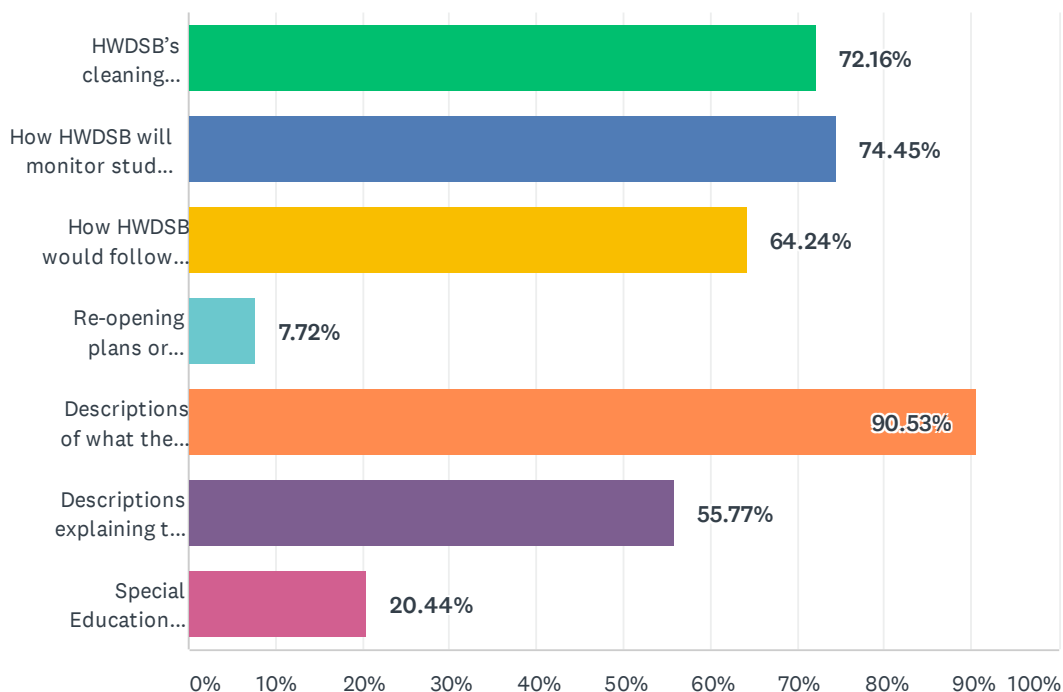


ANSWER CHOICES	RESPONSES
Classroom lessons that include social emotional learning skills (e.g., skills that are needed to start and keep friendships, complete tasks, and stay positive in the face of stress)	67.53% 5,751
Informal group activities to support resilience, reduce stress or worry	52.63% 4,482
Support for developing school routines (e.g., organization, study habits, etc.)	61.68% 5,253
Support for social skills, making new friends, and building healthy relationships	49.66% 4,229
Access to alternate learning spaces other than the classroom for calming purposes	35.10% 2,989
Other (please specify)	6.16% 525
Total Respondents: 8,516	



**Q14 To prepare your child (or children) for returning to school, what information and resources related to COVID-19 would be helpful? Please check all that apply.** Information and resources about:

Answered: 8,920 Skipped: 1,717



ANSWER CHOICES	RESPONSES	
HWDSB's cleaning protocols for all classrooms and equipment	72.16%	6,437
How HWDSB will monitor student and staff health	74.45%	6,641
How HWDSB would follow current recommendations regarding personal protective equipment (e.g., face masks)	64.24%	5,730
Re-opening plans or schools sent throughout the summer	7.72%	689
Descriptions of what the school day will look like upon returning to class	90.53%	8,075
Descriptions explaining the need for facial covering and physical distancing on school property and on buses	55.77%	4,975
Special Education resources relate to returning to school	20.44%	1,823
Total Respondents: 8,920		

## Appendix B:

Examples of Classroom Layouts and School Main  
Office with enhanced public health protocols

**Appendix B****Examples of Classroom Layouts and School Main Office with enhanced public health protocols****1. Kindergarten****2. Grade 1 Classroom**



3. Secondary school classroom



4. Secondary school science lab



## 5. School main office



## Appendix C:

# Mental Health and Well-Being Supports for Students



## Mental Health & Well-being Programming

The COVID-19 response has created a documented need for mental health and well-being supports. We hope that the summer 2020 treatment groups below – for students and for caregivers – will be of help to those seeking support.

### Virtual and Telephone Support

(Monday to Friday, 9 a.m. to 4 p.m.)

Social Workers are available to provide single session and on-going support to students and parent/givers of HWDSB. Referrals for the following mental health and well being support groups can also be accessed through this contact information.

- Call 905-527-5092, ext. 2038
- Text 365-366-7721
- Use the HWDSB Helps app for iOS and Android and located on the We Help website.

### Groups for Students

#### AFFIRM –Secondary

Project Youth AFFIRM is now offering 8 FREE ONLINE sessions of coping skills training for anyone between 14 and 18 years old who identifies as lesbian, gay, bisexual, pansexual, Two Spirit, trans, non-binary, queer and/or questioning your sexuality or gender. The goals of AFFIRM are to decrease unhelpful thoughts, learn stress coping skills to navigate mental health and the COVID-19 pandemic, make healthy choices for your sexual and mental health, and build community with other Two Spirit and LGBTQIA+ youth. Visit [www.projectyouthaffirm.org](http://www.projectyouthaffirm.org) and click "Participate" to fill out the online registration form. This group will be offered in July and August.

#### AFFIRM –Elementary (Grades 7/8)

Project Youth AFFIRM is now offering 8 FREE ONLINE sessions of coping skills training for anyone between 12 and 13 years old who identifies as lesbian, gay, bisexual, pansexual, Two Spirit, trans, non-binary, queer and/or questioning your sexuality or gender. The goals of AFFIRM are to decrease unhelpful thoughts, learn stress coping skills to navigate mental health and the COVID-19 pandemic, make healthy choices for your sexual and mental health, and build community with other Two Spirit and LGBTQIA+ youth. Visit [www.projectyouthaffirm.org](http://www.projectyouthaffirm.org) and click "Participate" to fill out the online registration form. This group will be offered in July and August.

#### Virtual Teen Activation Group (TAG)

*(Offered in a virtual format through MS Teams, starting July 13.)*

TAG is a treatment group for adolescents struggling with depression and anxiety who are not ready to access other treatment options at this time. The group is based on Cognitive Behaviour Therapy (CBT) and Behaviour Activation Therapy. The goal of the group is to help students reduce their depressive and anxious symptoms and increase their overall activity level, so they can access other treatment options or no longer require treatment.

The group engages in education sessions, as well as social and physical activities. Through these sessions and activities, students learn strategies to increase healthy behaviours and enjoyable activities thereby improving their quality of life.

TAG is open to students in grades 9 to 12, who show signs of depression and/or anxiety, who recognize these signs and are ready to take steps to make changes in these areas.

## Virtual Chilled

*(Virtual offering via MS Teams, also with information for caregivers. Sessions in July and August.)*

Chilled is an evidence-based anxiety treatment program for adolescents in grades 7 to 12 who are experiencing worry or anxiety that is impacting their daily functioning. The program focuses on teaching adolescents strategies to find better ways to manage their anxiety. Chilled uses Cognitive Behavioural Therapy (CBT) techniques and provides participants with knowledge, practical skills, and tips on how to face fears and overcome worries.

## Getting Ready for Grade 9 – Secondary Transition Group

*(Runs from the week of August 24 to mid-September, hope for in-person sessions with physical distancing pending public health parameters.)*

This is a newly developed group that recognizes the transition from elementary school to secondary is a challenging time that has been made even more overwhelming by COVID-19. This group is for students currently in grade 8 starting high school in September 2020, who are expressing heightened worry and anxiety about integrating into their secondary school, and would benefit from additional supports to navigate this transition.

## A Place to Start – Introduction to Mental Health Treatment Group

*(Four sessions, runs twice weekly, starting the week of August 17.)*

A Place to Start is designed to help support students in grades 7-12, who are struggling with anxiety and mood related issues, but not ready to fully commit to some of our other groups or more intensive one-on-one work. Students who find themselves struggling with self-expression, self-awareness and goal-setting often find it overwhelming to starting working towards change. A Place to Start aims to help students develop a starting point and the “know how” to develop a road map to the changes that they want to see in their lives.

## What to Expect – Student Session

*(Six session group that runs twice a week, starting the week of August 17.)*

One of the most challenging aspects of the pandemic is the unknown – this can be very worrisome for students who are planning to return to school in the fall and are unsure about what to expect. This group is designed for students in grades 7 to 12, who are finding that their worry and anxiety is overwhelming their excitement and willingness to return to class. This group will focus on learning about what they can expect, exploring mood and anxiety related to the new learning environment, and activities to embed their newly learned skills for coping into their school day.

## Groups for Caregivers

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### Virtual Cool Little Kids

*(In July and August, with two weekly sessions over a three-week period using the MS Teams platform.)*

The Cool Little Kids Program is an anxiety prevention program for primary caregivers of children in Junior Kindergarten to Grade 1 who show signs of being shy, withdrawn or inhibited. The program uses Cognitive Behavioural Therapy (CBT) techniques and gives caregivers knowledge, practical skills and tips on how to help their young child manage and overcome anxiety, including how to manage setbacks and maintaining progress after the group ends.

### Virtual Families Worrying Less Together

*(In July and August, with two weekly sessions over a three-week period using the MS Teams platform.)*

Families Worrying Less Together is an anxiety treatment program for primary caregivers of children in grades 3 to 6 who show signs of being shy, worried, excessively fearful or inhibited. The program uses Cognitive Behavioural Therapy Techniques and gives participants knowledge, practical skills, support and tips on how to help their child manage and overcome anxiety. Caregivers will also gain an increased understanding of their own reactions to their child's behaviour, and learn how their own worries about their child can be managed differently.

## What to Expect – Caregiver Session

*(Sessions offered in afternoons and evenings starting the week of August 17, hopefully in person with physical distancing, pending public health parameters.)*

For caregivers, the need to receive clear and consistent messaging about how best to keep our children safe, has been at the forefront during the pandemic. HWDSB is offering 90-minute information sessions for caregivers of an HWDSB student of any age, with the aim to explore caregivers' own stress and worries about sending kids back to school and how best to support your child as you navigate this transition together.



## Appendix D:

### Elementary Models for Scenario B

## Appendix D

### Elementary Schools – Models for Scenario B (modified school day routine, smaller class sizes per day, cohorting and alternate day/week in-person attendance)

**NOTE:** Each elementary school model for Scenario B would be able to be engaged throughout the school year to and from either Scenario A or C. Models for Scenario B would not require a change to the official school year calendar and adhere to existing school start and end times. As per Ministry of Education guidelines, students from each class would be designated into cohorts of approximately 15 students (Cohorts A and B). In an effort to minimize disruption to families and to facilitate transportation planning the cohorting will group students from the same family on the same day.

#### Model I: The Alternate Day Model

Cohort A attends on Mondays, Wednesdays, and every other Friday

Cohort B attends on Tuesdays, Thursdays, and every other Friday

All cohorts engage in remote learning.

#### COHORT SCHEDULE (in-school attendance)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cohort A	Cohort B	Cohort A	Cohort B	Cohort A
Week 2	Cohort A	Cohort B	Cohort A	Cohort B	Cohort B

#### Considerations:

- This model provides consistency regarding days of in-person attendance and is consistent with previous models used by the board for alternate day kindergarten. This model also minimizes the time that students do not attend school in-person.
- An alternate day model was preferred by respondents to the parent, guardian and caregiver survey.
- Students that choose not to attend in-person will continue to follow the schedule through remote learning.
- School start/end times remain the same.
- Transportation provided for eligible students at the start/end of the day.
- Blended learning approach using the board standardized digital learning environment (The Hub with MS Teams)
- No changes to the school year calendar required.

Model 2: The Alternate Back-to-Back Day Model

Cohort A attends on Mondays, Tuesdays, and every other Wednesday

Cohort B attends on Thursdays, Fridays and every other Wednesday

All cohorts engage in remote learning.

**COHORT SCHEDULE (in-school attendance)**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<b>Cohort A</b>	<b>Cohort A</b>	<b>Cohort A</b>	<b>Cohort B</b>	<b>Cohort B</b>
<b>Week 2</b>	<b>Cohort A</b>	<b>Cohort A</b>	<b>Cohort B</b>	<b>Cohort B</b>	<b>Cohort B</b>

**Considerations:**

- This model provides consistency regarding days of in-person attendance. This model maximizes the frequency of days that students attend in-person.
- An alternate day model was preferred by respondents to the parent, guardian and caregiver survey.
- Students that choose not to attend in-person will continue to follow the schedule through remote learning.
- School start/end times remain the same.
- Transportation provided for eligible students at the start/end of the day.
- Blended learning approach using the board standardized digital learning environment (The Hub with MS Teams)
- No changes to the school year calendar required.

## Appendix E:

### Secondary Models for Scenario B

## Appendix E

**Secondary Schools – Models for Scenario B (modified school day routine, smaller class sizes per day, cohorting and alternate day/week in-person attendance)**

**NOTE:** Each secondary school model for Scenario B will need to be followed for the duration of at least one semester once engaged. This is required to ensure that students and staff meet the required instructional times for each course. Some models will only be possible however if engaged from the onset of a semester and may necessitate a change to the official school year calendar.

The model illustrations assume a 4 period day with 75 minute periods and are based on starting at the start of the semester. Adjustments would be applied accordingly for schools that operate on a 5 period day and/or different period lengths and where possible for start times that different that the beginning of the semester.

### Model 1: The Rotation Model

*Overview:* Students are engaged in all four courses over a period of about 21 days within each cycle (rotation). Students would attend a half day in school on alternate days for one course and then have a half day of Remote Learning for their other courses. Each rotation would conclude with a period of 5 school days where all students would continue to engage through remote learning so as to create a time gap before students enter a different cohort as advised by public health officials.

Cohort A attends on Mondays, Wednesdays, and every other Friday

Cohort B attends on Tuesdays, Thursdays, and every other Friday

All cohorts engage in remote learning.

### SCHEDULE for Rotation 1

[illegible]

**SCHEDULE for Rotation 2**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday Week 1</b>	<b>Friday Week 2</b>
<b>Block 1</b> <i>In-school</i> <i>150 minutes</i>	Course 2 Cohort A	Course 2 Cohort B	Course 2 Cohort A	Course 2 Cohort B	Course 2 Cohort A	Course 2 Cohort B
<b>Block 2</b> <i>Remote</i> <i>50 minutes</i>	Course 1 All students	Course 1 All students	Course 1 All students	Course 1 All students	Course 1 All students	Course 1 All students
<b>Block 3</b> <i>Remote</i> <i>50 minutes</i>	Course 3 All students	Course 3 All students	Course 3 All students	Course 3 All students	Course 3 All students	Course 3 All students
<b>Block 4</b> <i>Remote</i> <i>50 minutes</i>	Course 4 All students	Course 4 All students	Course 4 All students	Course 4 All students	Course 4 All students	Course 4 All students

There would be two subsequent rotations so that each course could be in Block 1 for In School learning.

*Considerations:*

- This model may be engaged anytime from the start of the semester up to 4 days prior to the end of the semester (adjusted for a 5 period day school). Once engaged the model must continue until the end of the semester.
- Students are dismissed after Block 1 and would be expected to leave the school. Transportation will only be provided at the end of the school day. Any student eligible for and choosing to use transportation at the end of the day would remain with their cohort for lunch and blocks 2-4. Supervision of students would need to be considered.
- Students that choose not to attend in-person will continue to follow the schedule through remote learning.
- School start/end times remain the same.
- Transportation provided for eligible students at the start/end of the day. No transportation provided following the Block 1 dismissal.
- Blended learning approach using the board standardized digital learning environment (The Hub with MS Teams)
- No changes to the school year calendar required. Examination days remain at the end of the semester

Model 2: The Quadmester Model

*Overview:* The semester is divided in half and students attend school for two courses at a time. Students are cohorted into Course 1 (Cohorts A and B) and then again for Course 2 (Cohorts C and D). At the halfway mark, they are granted those two credits and then start the next quadmester of two courses. Hamilton Public Health notes that adopting this type of model would enhance the consequences of a positive test and contact tracking as students would be actively part of more than one cohort during the in-school portion of instruction.

Model Two A: ABAB/Alternate Fridays

Cohorts A and C attends on Mondays, Wednesdays, and every other Friday

Cohort B and D attends on Tuesdays, Thursdays, and every other Friday

**WEEK 1 SCHEDULE**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Block 1</b> <i>150 minutes</i>	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort A
<b>Block 2</b> <i>150 minutes</i>	Course 2 Cohort C	Course 2 Cohort D	Course 2 Cohort C	Course 2 Cohort D	Course 2 Cohort C

**WEEK 2 SCHEDULE**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Block 1</b> <i>150 minutes</i>	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort A	Course 1 Cohort B	Course 1 Cohort B
<b>Block 2</b> <i>150 minutes</i>	Course 2 Cohort C	Course 2 Cohort D	Course 2 Cohort C	Course 2 Cohort D	Course 2 Cohort D

*Considerations:*

- This model must be engaged from the start of the semester or an adjustment would be required for the remainder of school year with a different model and a change to the official school year calendar.
- Students attend for a full day within two different cohorts and continue their student through remote learning on the days that they do not attend. Lunch time routines with enhanced public health protocols would be required.

- Students that choose not to attend in-person will continue to follow the schedule through remote learning.
- School start/end times remain the same for schools following a 4 period day. Changes to school end times would be required for schools following a 5 period day to allow for a common lunch time.
- Transportation provided for eligible students at the start/end of the day.
- Blended learning approach using the board standardized digital learning environment (The Hub with MS Teams)
- Changes to the school year calendar may be required. Examination days would need to be adjusted to include days following the completion of the first quadmester.
- Continuity with a teacher for the duration of the Block would not be possible for all courses. Additional supervision coverage would be required.