

### **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. [SCHOOL RE-OPENING \(COVID-19 Pandemic\) UPDATE #2](#)
4. Report from: Committee of the Whole (private) – July 27, 2020
5. [Written Notice of Motion: Trustees Miller/Danko re: Math Curriculum Implementation](#)
6. Adjournment



## EXECUTIVE REPORT TO BOARD

**TO:** BOARD

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

**DATE:** July 27, 2020

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

**RE:** SCHOOL RE-OPENING (COVID-19 Pandemic) UPDATE #2

---

### ACTION MONITORING X

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

#### **Background**

Staff provided an update through a monitoring report to board on July 13, 2020. The report included an outline of the Ministry of Education's expectations, feedback from consultations and other inputs including a parent/guardian/caregiver survey, the steps being taken towards implementing enhanced public health measures, critical timelines, and an overview of elementary and secondary school plans for three possible service delivery scenarios (Conventional-A, Adaptive-B and Remote-C) including child care and before/after school programs.

The board's senior team met with Ministry of Education representatives the morning of July 27, 2020 to review the HWDSB plan for re-opening schools. As noted in the previous report, several working committees, coordinated through a central contingency planning table continue to undertake the necessary actions based on the Ministry of Education's expectations including the feedback received from the review meeting as well as ongoing advice from Hamilton Public Health.

The guiding principles used in establishing the re-opening plans remain: safety for all, minimizing the disruption to regular school day routines as much as possible, ease of transition between the three potential scenarios, honouring collective agreements and employee terms and conditions and fiscal responsibility.

#### **1. Enhanced Public Health Measures**

The following provides a summary of the overall strategy being put in place to reduce the risk of transmission of COVID-19. To maximize safety, HWDSB is using a "layered" approach with multiple measures to reduce the risk of COVID-19 spread. These measures will be implemented for a conventional return to school (Scenario A) with enhancements, as described, if an adaptive mode (Scenario B) becomes necessary. A list of HWDSB procedures being developed and/or revised to support enhanced public health measures is included in Appendix-A.

##### **A. Cleaning**

The HWDSB COVID-19 Cleaning Procedure is based on the Public Health Ontario – Cleaning and Disinfection in Public Settings document. HWDSB uses hospital grade disinfectant cleaner as part of the regular cleaning protocol.

As such, emphasis will be on the frequent cleaning of equipment and high touch surfaces (e.g. doorknobs, accessible push buttons, hydration stations, light switches, toilet and faucet handles, electronic devices, tabletops, eating areas including tables, sinks, and countertops, phones, photocopiers, staff areas including fridge handles, microwave buttons, as well as faucet handles in all rooms, railings, cabinet handles, hard surfaces on shared seating areas, and shared keyboards) a minimum of twice a day and regularly beyond that. The use of shared items will be discouraged or cleaned between cohort use. The Program Division is currently reviewing specific curriculum needs and where necessary will provide guidance on alternative approaches to the sharing of resources. A detailed cleaning and disinfecting protocol has been established for dealing with spaces and equipment should there be a confirmed case of COVID-19 within a school.

In order to accommodate the increased frequency in cleaning, school-based caretaking staff shifts will be modified and community use of school facilities (excluding licensed child care and before/after school programs) will be suspended until further notice.

## B. Physical Adaptations

Drinking fountains in all schools will be bagged and not used. Hydration stations will be provided for the filling of personal water bottles. Plexiglass barriers, similar to those used in other service industries will be installed in school main offices and where needed, portable barriers will be provided should physical distancing and/or other recommended measures are not possible. The number of urinals in washrooms will be restricted to allow for appropriate physical distancing and to mitigate the overall time required for additional daily cleaning.

Throughout the spring and summer staff have been working to increase the available physical space within schools with staff personal belongings being removed and overall decluttering. This will allow for a better opportunity to physically distance in either a conventional (Scenario A) or adaptive (Scenario B) return to school. Sample classrooms have also been established with increased physical distancing between students of approximately 2 metres. Should the need arise in an adaptive situation (Scenario B), staff are prepared to reset classrooms in all schools in a manner that will accommodate cohorts of approximately 15 students spaced about 2 metres apart.

Common areas such as gymnasiums, cafeterias, hallways, entrances, parking lots, and learning commons will also be structured to facilitate physical distancing through the use of temporary barriers, markings (e.g. arrows/circles) and signage.

## C. Hand Hygiene

It is understood that a critical approach to reducing the risk of COVID-19 transmission is proper hand hygiene by everyone. As such, schools are being equipped with hand-washing or hand-sanitizing stations in classrooms and other key points throughout the building. Where possible, hand-washing is preferred over the use of alcohol-based hand sanitizer. An important consideration in the placement and frequency of alcohol-based hand sanitizer stations is compliance with local fire codes. As described in section J (Supplies) a process has been established to ensure that an adequate amount of daily hand hygiene product is available to schools and that classroom levels will be maintained through regular monitoring. Regularly scheduled hand hygiene breaks will be implemented in an age-appropriate manner across schools including upon entry, before and after any breaks such as nutrition breaks, recess, lunch as well as other times as needed. As described in section F (Signage), age-appropriate signage has been created and will be displayed widely within classrooms and around schools (inside/outside) stressing the importance of hand hygiene as well as reminders on how to properly clean one's hands. Staff are developing age-appropriate lessons for the direct teaching and reinforcement of proper hand hygiene and respiratory etiquette (e.g. sneezing into elbow) by everyone.

#### D. Cohorting

Cohorting is the process of grouping students to minimize the number of students and staff any individual comes in contact with and to maintain consistency in those contacts as much as possible. Based on the advice of Hamilton Public Health, students should be grouped (cohorting) and should remain with that cohort as much as possible. Reducing the number of individuals one interacts with over a prolonged period of time is another key approach to reducing the risk of COVID-19 transmission as well as facilitating contact tracing and cleaning should a confirmed infection occur. Within a conventional delivery approach (Scenario A) students will be grouped within their assigned classes based on the grade-level/course class size ratios (e.g. 20-23 students in regular grades 1 to 3 classes). For an adaptive delivery (Scenario B) students may be further sub-divided into smaller cohorts so as to achieve the recommended physical distancing within the classroom (e.g. 15 students spaced 2 metres apart) and reduce the overall number of students in the school on any given day. A further mitigation strategy or “layer” is to subcohort the group of 15 into smaller groups based on transportation or before and after care, thereby providing a “bubble” of children who interact together within the cohort of 15. The cohort strategy may necessitate that students only attend in-person on alternate days. This is further explained within the elementary and secondary school models for Scenario-B as well as in the section on students requiring special education supports and services. Planning is underway to assign students into cohorts with an emphasis on keeping students from the same household within the same cohort (i.e. cohort A or B) where possible, regardless of grade or school so as to facilitate family planning and transportation.

#### E. Ventilation (HVAC)

The HWDSB Facilities Management Division has been working with third-party professionals to review the ventilation conditions in all classrooms and school buildings in general. Advice from Public Health has indicated that a normally operating HVAC system should be sufficient in schools and in isolation spaces. Routine maintenance including regular filter replacements will be completed. The filters will be changed as per the manufacturer's instructions or after construction work. If needed, adjustments will be made where possible and/or alternate learning and common spaces may be designated.

#### F. Signage

Visual cues and reminders are being created and will be widely displayed in classrooms and throughout school common areas including hallways and washrooms. Signs will focus on hand-hygiene, respiratory etiquette, telling an adult if feeling ill, physical distancing (including floor markings), keeping to the right when walking inside the school (including stairways) and mask wearing. Signage is being developed using age appropriate images and language and reflective of the diverse HWDSB community. The signage is also being developed with attention to destigmatizing the illness of COVID-19 and making it safe to share that you are feeling unwell with a staff member. Signage on exterior doors will be provided in the 10 common languages spoken by HWDSB families. This will include information about symptoms of COVID-19, access to building processes as well as contact information. Staff are currently working with the City of Hamilton to align messaging with that provided for child care. See Appendix-B for samples of signage being developed.

#### G. Access to School Sites

Consistent with current practices for elementary and secondary schools, access to school premises will remain restricted. In order to further enhance public health measures, visitors, including parents/guardians/caregivers, will be directed to wait outside of the school while contacting the main office (by phone or school entrance intercom system) and access to the school building will only be provided when necessary. Should an individual require access to the school they will be expected to complete an appropriate COVID-19 screening (see section-H, Screening), hand sanitization and, if deemed appropriate, masking along with established sign-in/sign-out protocols. Enhanced cleaning measures (see section-A, Cleaning) of high-touch surfaces will be implemented. Overall, the goal will be to limit access by non-school specific students and staff as much as

possible, including volunteers. To that end, community use of school facilities will be suspended until further notice.

#### H. Screening

A draft procedure outlining student and staff COVID-19 screening expectations has been developed in consultation with Hamilton Public Health (see Appendix-C). Screening for students and staff will have two components: (a) an HWDSB document outlining the screening criteria and symptoms that would require a student or staff member to remain at home and/or be required to leave the school along with the necessary steps needed prior to return and (b) an individual responsibility to perform the screening on a daily basis and to take the appropriate actions including a notification process.

Parents/guardian/caregivers will be provided with the documentation (with translation available) prior to the start of the school year (tentatively August 24 to September 4) for their attestation that they have read, understood and will abide by the expectations until such time as the requirement is revoked by the board. The attestation will be collected and stored in the HWDSB student information system for each student in accordance with legislative regulations. Students will not be permitted to attend school until the attestation is completed. A comprehensive communication campaign will be launched to ensure that this information is received by all families and opportunities for questions and follow-up are provided.

All staff will be expected to complete a COVID-19 screening attestation process facilitated through Human Resource Services. Screening for visitors to schools will be conducted in accordance with Hamilton Public Health guidance and in most cases will require individuals to answer key screening questions prior to entry for each visit.

#### I. Outbreak Protocol

Staff are currently working with Hamilton Public Health and the Hamilton-Wentworth Catholic DSB, in consultation with the Ministry of Education, to establish consistent protocols in the event of a health concern for a student or staff member that may require they be sent home pending follow-up or a confirmed case of COVID-19. The protocols will include communication, contact tracing, cleaning, and other steps such as the possible temporary closure of a school (or part of a school) as well as the potential need to shift to a different delivery scenario (e.g. from conventional to adaptive or fully remote). The protocols will need to take into consideration a number of factors including the student, staff or family member's contact with others (e.g. transportation, before/after school programs). Key to this process will be information that is up-to-date, centralized and easily accessible by those required.

#### J. Supplies

The securing of essential supplies to implement the enhanced public health measures including a minimum of one month's supply inventory available at all times is a high priority. Orders have been placed for the months of September and October with at least half or more of the required items already received. This includes cleaning supplies, hand washing soap, alcohol-based hand sanitizer, Personal Protective Equipment (PPE) for use by designated staff (in consultation with Hamilton Public Health), including gloves, face-shields and medical grade face masks. Washable and reusable face coverings have been ordered for all staff (2 per employee). Should the Ministry of Education indicate a different expectation with respect to face masks by staff and/or students, further steps will be taken to ensure that adequate supplies are maintained.

#### K. Public Health/CJHSC engagement

HWDSB staff will continue to engage regularly with Hamilton Public Health and will ensure that relevant information is shared with union presidents and the board's Central Joint Health and Safety Committee (CJHSC) throughout the summer. An information session for CJHSC members is scheduled for the week of

July 27. Further information sessions to gather feedback on the development of protocols will be planned throughout August.

## **2. Student Mental Health and Well-Being**

HWDSB has worked closely with partners and continues to develop resources and establish programs to support all students as they transition back to school in the fall regardless of the delivery scenario. As outlined in the report on July 13, a summer institute to assist staff with emotion coaching and mental health literacy is being offered this summer. Throughout September, schools will be supported with the implementation of these strategies including *30 Lessons in 30 Days* to be delivered to all students. The goals of this learning are to:

- build a community of care in every classroom;
- support students and staff as they adapt to new ways of working and learning together;
- build trusting relationships (student/staff and student/student);
- keep students and staff safe, physically, emotionally, culturally and socially; and
- create a foundation for deeper conversations and learning throughout the school year.

More specific, targeted supports will also be available such as information sessions for students/families focussing on skill building to successfully manage the return to in-person school attendance and groups will be offered for those students/families who require more intensive support in the areas of anxiety, mood, transitions, activation and readiness for treatment. Finally, more individualized support will be available to students and families who require that level of intensive support through mental health professionals employed by the Board and through pathways to services in the community.

Signage in schools is also being developed to raise awareness about the supports available for student mental health and well-being.

## **3. Support for Staff**

Supporting all staff will be essential as school re-opens and the 2020-21 school year begins. As noted previously, the three professional activity days scheduled prior to students' first day; regularly scheduled school staff meetings in the fall; and, a host of professional learning opportunities (both during the summer and in the first weeks of the school year) will be leveraged to assist staff in addressing the challenges posed by these unique public health circumstances. This will include readiness training for principals and vice-principals prior to September 1 together with ongoing monthly networking sessions to address emerging issues. Additional support will be provided to those in their first two years of their roles. Readiness training for school staff, delivered by principals/vice-principals, on health and safety and the enhanced public health measures will be a significant focus on those early professional activity days.

Feedback from parents/guardians/caregivers and staff based on the experience of remote learning during the school closure period in the spring has also prompted the following actions, led by the HWDSB Program Division:

- i) The standardization of digital learning platforms. The Hub (Brightspace by D2L) with MS Teams will be utilized and supported for remote learning. Throughout the spring and summer over 2400 educators received training on using The Hub and nearly all educators have received some form of training on using MS Teams with students.
- ii) Remote/blended learning supports. Self-paced, online learning modules have been developed to support the delivery of remote/blended learning.
- iii) Remote/blended learning supports for curriculum areas that are typically more hands-on (e.g. The Arts, Health and Physical Education, Technological Studies). Guidelines for the safe and effective delivery of enhanced remote learning, including the use of non-digital resources.
- iv) Enhanced resources and content. Leveraging partnerships and accessing vendors to widen the scope of content available for educators.
- v) Ongoing learning for educators. A variety of supports during the first 6 weeks of school focussed on engaging students that are learning remotely.

#### **4. Engagement and Communications**

HWDSB employee groups have been involved in the return-to-school planning process. This has ranged from providing feedback to participation on committees. Engagement with all employee groups remains a commitment as plans are further developed and implementation begins.

Parents, guardians and caregivers have also played an important role in informing plans. As noted in the July 13 report, a survey was conducted between June 25 and July 1, 2020 with over 10,000 responses. 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. Feedback from this survey was also key in shaping the models proposed for adaptive delivery (Scenario B) as described in the sections on Elementary Schools and Secondary Schools respectively.

Through the work of HWDSB's IIT Division and Communications and Community Engagement Department, the HWDSB Parent Portal will be launched this summer and will provide parents, guardians and caregivers a single point of access for applications such as Safe Arrival, attendance, student forms, School Cash Online, and report cards. This portal will be used to capture the screening attestation described in section-H under Enhanced Public Health Measures, any ongoing notifications about illness or other aspects of the screening process, and whether a student will be choosing not to attend school in-person during the conventional (Scenario A) and/or adaptive (Scenario B) delivery modes. The Parent Portal is linked to the board's student information system allowing authorized users access to this important, up-to-date, information.

Regular, transparent and detailed communication is vital to ensuring that all members of the HWDSB community are aware of the steps being taken for a safe and supported return-to-school. Throughout the summer, bi-weekly updates will continue to be provided to staff and families. Important announcements, such as the direction provided by the Ministry of Education and how to access to the Parent Portal, will be provided as soon as they are known.

#### **5. Elementary Schools**

The enhanced public health measures described in section 1 of this report will be implemented across HWDSB elementary schools for both the conventional (Scenario A) and adaptive (Scenario B) delivery modes. In an effort to achieve minimal disruptions to regular school routines, school start and end times will remain the same as will student and teacher timetables/assignments (as best as possible). However, school-based adjustments will be required for transitions throughout the day, such as entry and exit doors, nutrition and recess breaks as well as the use of specialized spaces such as the gymnasium and outdoor areas so as to minimize the gathering of large groups. Students will remain in their assigned classrooms for the entire school day, including nutrition breaks unless they are utilizing a specialized space. Teachers will meet with students in the student assigned classroom whenever possible to reduce the need for student movement throughout the school.

The Program Division is currently developing protocols for the use of shared curriculum resources such as musical instruments and physical education equipment based on the advice of Hamilton Public Health. Regular hand-hygiene breaks will be implemented throughout the day and all students will receive age-appropriate instruction and reminders about proper hand-hygiene, respiratory etiquette, mental health and wellness checks, telling an adult if they are not feeling well, physical distancing including staying to the right when travelling inside the school and masking (as directed by the Ministry of Education).

Should the public health circumstance necessitate the implementation of an adaptive delivery mode (Scenario B) HWDSB elementary schools will implement an alternative day model while maintaining the day 1 to 5 cycle

(see Appendix D). Students will attend in-person, based on their cohort designation (A or B) on either Monday/Wednesday and alternate Fridays or Tuesday/Thursday and alternate Fridays. As noted in the previous report, students requiring high levels of special education supports and services will be provided an opportunity to attend daily (see section 7 – Students Requiring Special Education Supports and Services).

Parents will be directed to use the Parent Portal to indicate if they do not want their child to attend school in-person. Should a parent choose not to send their child to school, every effort will be made to maintain the student's current assigned class/teacher(s). However, it may become operationally necessary to assign students electing to continue to attend remote-only to different staff. Students learning remotely (either by choice or if it is not their in-person school day during the adaptive mode, Scenario B) will utilize the board-standard learning platform (The Hub with MS Teams). The Program Division is also exploring alternative remote learning opportunities that may utilize both digital and non-digital approaches. Appreciating the uncertainty and challenging decision a parent faces when choosing remote-only learning there will be an opportunity to switch to in-person attendance with five (5) school days notice (to allow for any adjustments that may be required to class set-up, transportation and/or other programs). In an effort to achieve as much stability as possible with the learning environments, switching back and forth between remote and in-person attendance will be strongly discouraged.

Remote learning (Scenario C) will continue to follow the regular school day routines as much as possible including some structured time for direct teaching. As described in section 3 – Support for Staff, the HWDSB Program Division is undertaking a number of steps to assist staff with the engagement of students that are learning remotely.

## **6. Secondary Schools**

The enhanced public measures described in section 1 of this report will be implemented across HWDSB secondary schools for both the conventional (Scenario A) and adaptive (Scenario B) delivery modes. This may also include potential changes to lunch locations, staggered travel times between periods, and limits on extra curricular activities as well as special consideration for experiential/co-operative learning, dual credits and alternative education. School start and end times will remain the same for the conventional mode (Scenario A) and start times will be maintained for the adaptive mode (Scenario B) although dismissal will need to be adjusted (transportation times will remain constant). Students will continue to receive daily instruction for all of their enrolled courses regardless of the delivery mode (conventional, adaptive or remote). After careful consideration of a variety of options and with significant input from the secondary teachers' employee group and secondary school principal and vice-principal representatives, the adaptive model (Scenario B) chosen will provide significant flexibility and maximizes the time for student-teacher interaction for the full complement of courses each semester within the approved school year calendar framework (see Appendix – E).

As with elementary schools, the Program Division is currently developing protocols for the use of shared curriculum resources in secondary schools including musical instruments, physical education equipment, and technological studies equipment based on the advice of Hamilton Public Health. Students will be prompted through lessons and signage throughout the school about the enhanced public health measures as well as the mental health and wellness supports available.

Should the public health circumstance necessitate the implementation of an adaptive delivery mode (Scenario B) HWDSB secondary schools will implement an alternate day rotational model that will include a combination of in-person at school instruction and remote learning. Students will attend in-person, based on their cohort designation (A or B) on either Monday/Wednesday and alternate Fridays or Tuesday/Thursday and alternate Fridays for 145 minutes and then be dismissed (those not attending in-person would continue with remote learning). Following an 80-minute transitional time they will then engage in 3 x 40 minute periods of remote learning (adjusted accordingly for schools that operate on a 5 period day). A rotation would be applied so that students have the opportunity to engage with each of their courses in-person throughout the semester. The refinement of this model from the one proposed in the July 13 report, through the ongoing collaboration with employee groups, will now allow for the possibility of transitioning from the adaptive mode (Scenario B) to



either the conventional mode (Scenario A) or remote mode (Scenario C). As noted in the previous report, students requiring high levels of special education supports and services will be provided an opportunity to attend daily (see section 7 – Students Requiring Special Education Supports and Services).

Parents will be directed to use the Parent Portal to indicate if they do not want their teen to attend school in-person (similar provisions will be made for students that are 18 years and older). Should a parent choose not to send their teen to school, every effort will be made to maintain the student's current assigned class/teacher. However, it may become operationally necessary to assign students electing to continue to attend remote-only to different staff. Students learning remotely (either by choice or if it is not their in-person school day during the adaptive mode, Scenario B) will utilize the board-standard learning platform (The Hub with MS Teams). Similar to elementary schools, there will be an opportunity to switch to in-person attendance with five (5) school days notice (switching back and forth between remote and in-person attendance will be strongly discouraged).

Remote learning (Scenario C) will continue to follow the regular school day routines as much as possible including some structured time for direct teaching utilizing the board standardized platforms, The Hub with MS Teams.

## **7. Students Requiring Special Education Supports and Services**

A key component of the plan to support students requiring special education supports and services will be a focus on transitions. Where possible, in-person school visits for students requiring moderate to significant levels of special education support will be scheduled prior to the first day of classes. During this time, students and their families will be guided through the enhanced public health measures and new routines for the conventional (Scenario A) and adaptive (Scenario B) delivery modes. Some routines, such as entry/exit and washroom use may differ for a small group of students if necessary, based on need. Students and families will also be supported through the creation of social stories that can be rehearsed with the student prior to school entry. Signage and process charts will be adapted so as to be accessible to learners who do yet access print while remaining age appropriate. Protocols are being established with service providers (e.g. LHIN) that will require access to schools to support students.

In keeping with the practice of minimizing student movement and maintaining student cohorts, there will be a shift in some program delivery for both the conventional (Scenario A) and adaptive (Scenario B) modes. Off-site programs such as the Innovation Centre, Centre for Success, EXSL Centres and the Elementary Social Communications Program, will be delivered through an itinerant approach where Specialized Services staff will meet students in their assigned schools/classrooms. There will also be a shift towards curriculum-based programming for students in self-contained special education classes as educational excursions outside of the school grounds will be restricted until further notice. Supports to assist staff with these shifts will be provided and will include, as required, system-based staff deployed to specific schools/classrooms. In general, every effort will be made to support students in their assigned classrooms. Staff working with students requiring hand-over-hand support will also be provided with the appropriate personal protective equipment (PPE).

High-intensity support programs such as Empower Reading at the elementary and secondary school levels and AIM at the elementary school level will continue in the conventional (Scenario A), adaptive (Scenario B) and remote (Scenario C) modes. Students that do not attend in-person will receive these supports through remote instruction during the school day in a structured manner where possible.

Students assigned to self-contained special education classes and those students in a regular class and whose diagnosis or disability requires direct support to access the curriculum and attend school; may require significant assistance and have limited independence and/or have specific requirements including health/medical, safety, self-help and/or social communication, will be provided the opportunity to attend in-person daily during an adaptive (Scenario B) mode. While every effort will be made to minimize disruption, it may become operationally necessary to change a student's class assignment and/or assigned staff in such a circumstance. In addition to those students described above, all other students receiving special education

support will be monitored throughout an adaptive phase (Scenario B) and may be offered an opportunity to attend in-person daily should the need arise.

In the event that remote learning (Scenario C) is implemented or should a parent/guardian/caregiver elect to have the student learn remotely, daily instruction will occur. The Specialized Services Division has prepared a series of resources to support staff, students and families with remote learning (see Appendix - F).

## **8. Transportation**

As indicated in the previous report, 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. Work continues through Hamilton-Wentworth Transportation Services to establish protocols in line with Transport Canada's Federal Guidance for School Bus Operations. This will include face coverings (masks) for drivers (and potentially riders), adherence to physical distancing measures (where possible), reminders of hand-hygiene and respiratory etiquette and enhanced cleaning. Enhance clearing of high touch surfaces will also be applied. The same screening practices and outbreak protocol described in sections H and I under Enhanced Public Health Measures will apply for students and school bus operators will be expected to implement similar steps for drivers.

Through the guiding principles of safety, minimizing disruption, ease of transition between delivery scenarios, and fiscal/human resource responsibility, routes are being planned based on existing school start/end times for all eligible riders based on HWDSB policy. At this time, courtesy transportation may proceed as outlined in HWDSB policy and procedures however, public health circumstances and operational demands may require that this offering be revisited.

## **9. Technology**

As part of the HWDSB 21st Century Learning Strategy all secondary students are provided with a 1:1 device. Elementary classrooms have been provisioned with class kits from grades 4-8. During the school closure period a comprehensive survey was undertaken to determine student need for devices and/or internet access. Available devices were deployed and additional internet-enabled devices were acquired and distributed. The board currently has an adequate inventory of both regular and internet-enabled devices for distributed as required. The Ministry broadband project has been completed and as result all schools have 1 Gigabyte access.

## **10. Financial Implications**

There are a number of costs associated with preparing for a return to school with COVID 19. There are additional costs related to personal protective equipment (PPE), additional hand hygiene, additional cleaning, plexiglass barriers, HVAC inspections and other costs such as signage and floor decals. The total estimated cost for the Board is approximately \$2.1 million for 2020-21 as indicated in Appendix G. Many of these supplies have been ordered for school start up and therefore will be a cost in 2019-20. The remainder of the supplies will be ordered through the Ministry of Government of Consumer Services (MGCS) as directed and costs may decrease as a result. Trustees will be updated as more accurate information becomes available.

In addition, staff have provided an estimated cost if HWDSB were to hire occasional teachers to provide remote learning for those families choosing to stay home. The estimate is approximately \$27.7 million for 15% of our students. This is not the model that staff are recommending and is provided for information only.

**11. Other****A. School Year Calendar**

At the July 13, 2020 special board meeting, Trustees approved the 2020-21 school year calendar for submission to the Ministry of Education (see item #3 – July 13, Special Board - <https://www.hwdsb.on.ca/wp-content/uploads/meetings/Special-Board-Agenda-1594657957.pdf>.) The school year calendar includes three (3) professional activities from September 1 to 3 in advance of the first school day for students. A significant focus of these professional activity days, along with regularly scheduled school-based staff meetings throughout the fall, will be on enhanced public health safety measures and staff readiness to support student learning and well-being in conventional (Scenario A), adaptive (Scenario B) and/or remote (Scenario C) delivery modes.

**Appendices: SCHOOL RE-OPENING (COVID-19 Pandemic) UPDATE #2**

Appendix A: HWDSB procedures being developed and/or revised to support enhanced public health measure	p. 3-12
Appendix B: Signage samples	p. 3-13
Appendix C: COVID-19 screening expectations (draft)	p. 3-16
Appendix D: Elementary School Adaptive (Scenario B) Model	p. 3-20
Appendix E: Secondary School Adaptive (Scenario B) Model	p. 3-21
Appendix F: Specialized Services – list of resources in support of remote learning	p. 3-23
Appendix G: Cost of PPE	p. 3-24

**Appendix A – HWDSB COVID-19 Procedures****System**

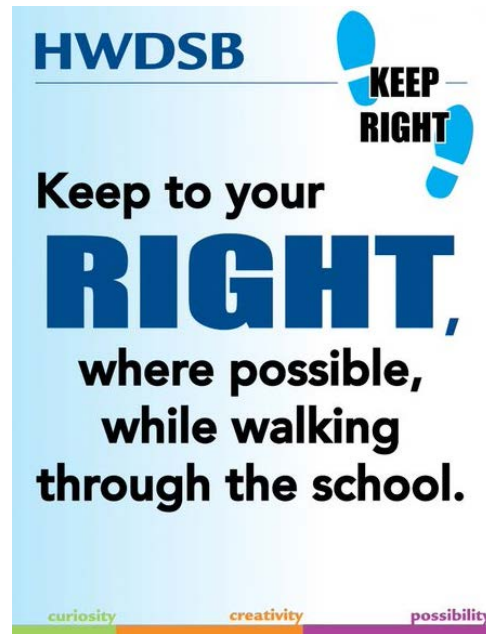
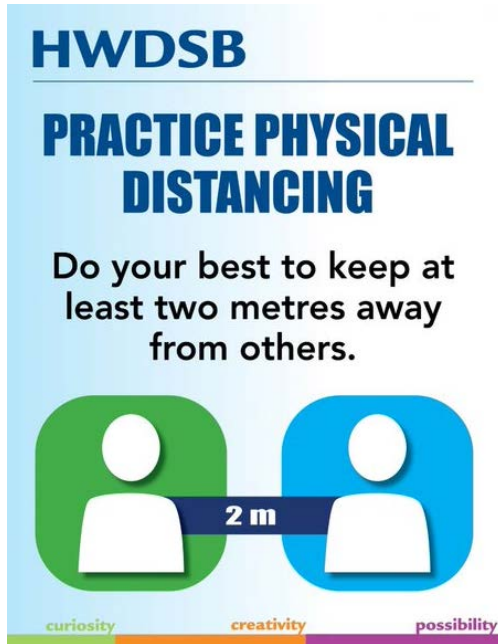
- Student Screening
- Staff Screening
- Visitor/Third Party Screening
- Contact Tracing
- Exclusion
- Symptomatic Students
- Symptomatic Staff
- School Cleaning

**Elementary**

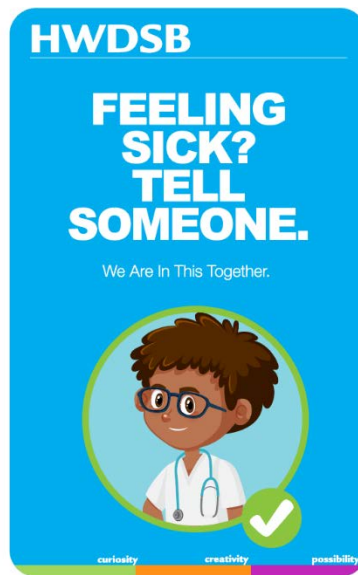
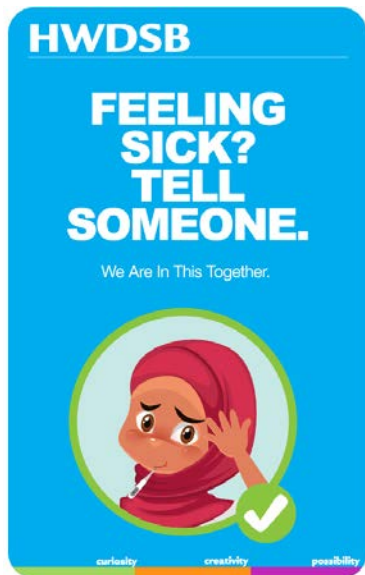
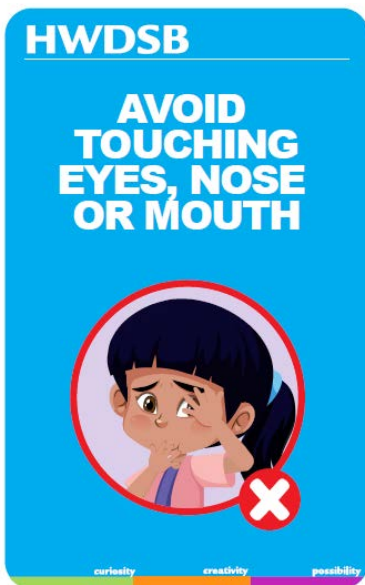
- Playground Equipment
- Set Up of Classrooms
- Staff Room
- Washroom and Fountain Procedures
- School Contingency Action Team
- Dedicated Spaces
- Entry and Exit
- Learning Commons
- Movement around the School
- Nutrition Breaks

## Appendix B – Signage Examples

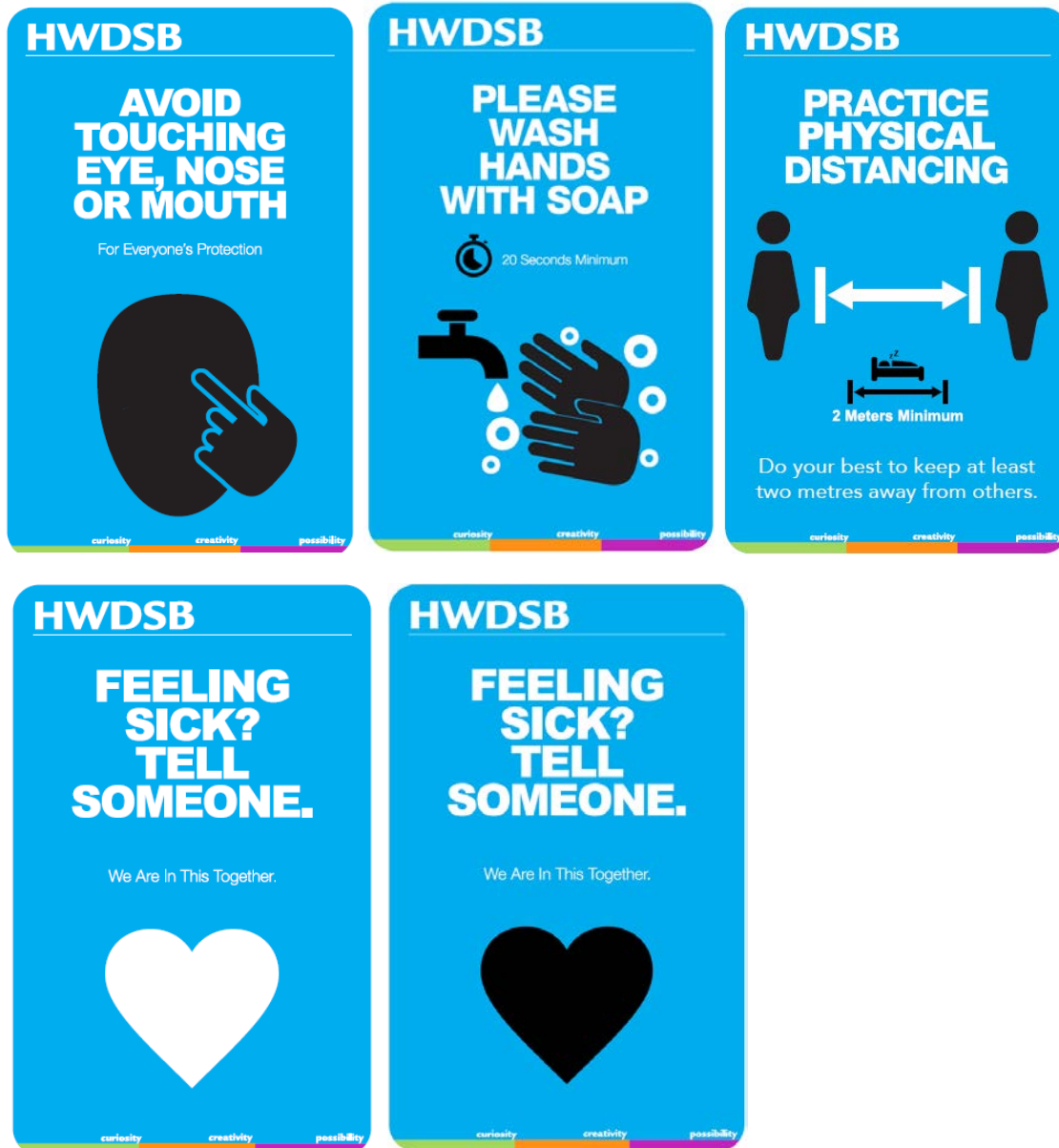
General:



Elementary:



Secondary:





## Appendix C – DRAFT Student Screening Procedure

# Student Screening (COVID-19)

Hamilton-Wentworth District School Board wants to provide a safe and healthy learning and working environment for both students and staff. Parents/guardians/caregivers, school staff and students (over age 18) must be aware of the screening process for students, prior to daily entry. In addition, staff must be aware of and must implement exclusion criteria as outlined in this document.

## Direction

Parents/guardians/caregivers and students over age 18 will be provided with a checklist to perform **daily** screening of their children/themselves (if over age 18) **before** arriving at school. They may complete the *HWDBS COVID-19 Student Screening Checklist* daily or the Ontario online [self assessment](#).

From August 24<sup>th</sup> to September 4<sup>th</sup>, parents/guardians/caregivers and students over age 18 will receive detailed information on COVID-19 screening and exclusion criteria. Prior to beginning school on September 8<sup>th</sup>, parents/guardians/caregivers and students over age 18 must complete a **one time** attestation indicating the following:

If you have any questions about statements below, please contact the student's school prior to completion.

Note: The term "student" is intended to be inclusive and refers to the child of the parent/guardian/caregiver or the student if they are age 18 or older.

- ☐ I have read and understood the document "*HWDSB Access Guidelines During COVID-19*"
  - ☐ I understand that prior to the student attending school, I must complete a **daily** COVID-19 Screen either by reviewing the "*HWDBS COVID-19 Student Screening Checklist*" or the Ontario online [self assessment](#).
  - ☐ I will follow the instructions at the completion of the Screen.
  - ☐ I understand that if the student is feeling ill they must remain home and I will contact the school to report the absence.
  - ☐ I understand that if the student begins to feel ill during the day with COVID-19 symptoms, they will be isolated and I will be contacted to pick them up immediately.
  - ☐ I understand that if I send the student to school with COVID-19 symptoms I will be risking the health and safety of my child, other students and staff.
  - ☐ I understand that I must complete the attestation for each student that attends a HWDSB school.
  - ☒ I understand that if one student in my home has symptoms, all students in my home must be tested and will remain out of school until the results of the test are known. – **confirm with Public Health**
  - ☐ I understand that I must complete the daily COVID-19 Screen for each student that attends a HWDSB school.
- Students will not be allowed to attend school until the attestation is complete.
  - Parents/guardians/caregivers or students (over age 18) will complete the attestation through the ParentPortal App.
  - PowerSchool will document completion of the attestation.

- School administration will contact any families who have not completed the attestation for each child (August 26<sup>th</sup> onward).
- A Daily Screening Communications Strategy will be developed and will focus on use of social media, school and board websites and SchoolMessenger (message and texts)

It is essential that strict exclusion policies are in place for symptomatic students and staff.

#### **When to Exclude:**

A student should be excluded when displaying any signs or symptoms of COVID-19 (low threshold).

Common symptoms include:

- *Fever (feeling hot to the touch)*
- *Cough that's new or worsening (continuous, more than usual)*
- *Shortness of breath (out of breath, unable to breathe deeply)*

Other symptoms include:

- *Barking cough, (making a squeaky or whistling noise when breathing)*
- *Chills*
- *Sore throat or difficulty swallowing*
- *Runny, stuffy or congested nose (unrelated to seasonal allergies or other known causes/conditions)*
- *Lost sense of taste or smell*
- *Headache that's unusual or long lasting*
- *Digestive issues like nausea/vomiting, diarrhea, stomach pain unrelated to known cause or condition*
- *Extreme tiredness that is unusual (fatigue, lack of energy)*
- *Falling down often*
- *Muscle aches that are unusual or long lasting*
- *Pinkeye (conjunctivitis)*
- *For young children and infants: sluggishness or lack of appetite*

#### **End of exclusion**

- Ill students, if **not** tested, must be excluded for 14 days from onset of symptoms.
- Students who **test negative** for COVID-19 must be excluded until 24 hours after symptom resolution.
- Students who **test positive** for COVID-19 must be excluded from school for 14 days after the onset of symptoms and clearance has been received from the local public health unit to return to school.

In all cases students may participate in learning from home.

### **HWDSB COVID-19 Student Screening Checklist**

**1. Does the student, or anyone in your household, have any of the following symptoms:**

- ☐ *Fever (feeling hot to the touch)*
- ☐ *Cough that's new or worsening (continuous, more than usual)*
- ☐ *Shortness of breath (out of breath, unable to breathe deeply)*

**2. Does the student have any of the following symptoms:**

- ☐ *Barking cough, (making a squeaky or whistling noise when breathing)*
- ☐ *Chills*
- ☐ *Sore throat or difficulty swallowing*
- ☐ *Runny, stuffy or congested nose (unrelated to seasonal allergies or other known causes/conditions)*
- ☐ *Lost sense of taste or smell*
- ☐ *Headache that's unusual or long lasting*
- ☐ *Digestive issues like nausea/vomiting, diarrhea, stomach pain unrelated to known cause or condition*
- ☐ *Extreme tiredness that is unusual (fatigue, lack of energy)*
- ☐ *Falling down often*
- ☐ *Muscle aches that are unusual or long lasting*
- ☐ *Pinkeye (conjunctivitis)*
- ☐ *For young children and infants: sluggishness or lack of appetite*

**3. Has the student traveled internationally within the last 14 days (outside Canada)?**

- ☐ Yes
- ☐ No

**4. Has the student had close contact with a confirmed or probable COVID-19 case?**

- ☐ Yes
- ☐ No

**5. Has the student had close contact with a person who is sick with new respiratory symptoms or who recently travelled outside Canada in the last 14 days?**

- ☐ Yes
- ☐ No

If you answered **NO** to all questions the student has passed the screening and can attend school today. If during the school day the student begins to feel unwell, they should let the teacher know.

***If you answered YES to any of the screening questions, or you refuse to answer the questions, then the student has failed the screening and you should contact Public Health (905) 974-9848 for testing or your Family Doctor. Please contact the student's school to report the absence. If the student is tested for COVID-19, your school would appreciate knowing the outcome of that test. If there is more than one HWDSB student living in the home, all children must complete testing and remain home. Confirm with Public Health***

***Helpful Reminders While in School***

- wash your hands often with soap and water for at least 20 seconds
- use alcohol-based hand sanitizer if soap and water are not available
- try not to touch your eyes, nose or mouth
- maintain a physical distance of at least 2 m (6 feet)
- wear a mask if you are unable to practice physical distancing
- cough and sneeze into your sleeve and not your hands
- if you begin to feel unwell, please let a staff member know

### Appendix D: Elementary School Adaptive (Scenario B) Model

**Elementary Schools – Model for Adaptive (Scenario B) i.e. modified school day routine, smaller class sizes per day, cohorting and alternate day/week in-person attendance**

**NOTE:** The proposed elementary school model for the Adaptive mode (Scenario B) would be able to be engaged throughout the school year to and from either the Conventional model (Scenario A) or Remote model (Scenario C). This proposed Adaptive model (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.

Proposed Adaptive mode (Scenario B): 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.

## Appendix E – Secondary Adaptive Model for Scenario B

### The Rotational Model

#### SCHOOLS WITH 4 PERIODS

Block 1 – 145 minutes

Travel time + lunch 80 minutes

Block 2 – 40 minutes

Block 3 – 40 minutes

Block 4 – 40 minutes

#### SCHOOLS WITH 5 PERIODS

Block 1 – 145 minutes

Travel time 80 minutes  
(+ lunch when the rotating block in block 1 would have been a student or teacher's lunch)

Block 2 – 40 minutes

Block 3 – 40 minutes

Block 4 – 40 minutes

Block 5 – 40 minutes

### Four Period Day

	Monday	Tuesday	Wednesday	Thursday	Friday Week 1	Friday Week 2
<b>Block 1:</b> <b>8:50 - 11:25</b> <b>145 minutes</b>	Cohort A F2F	Cohort B F2F	Cohort A F2F	Cohort B F2F	Cohort A F2F	Cohort B F2F
<b>Dismissal</b> <b>11:25 - 12:45</b> <b>80 minutes</b>	DISMISSAL/ TRAVEL	DISMISSAL/ TRAVEL	DISMISSAL/ TRAVEL	DISMISSAL/ TRAVEL	DISMISSAL/ TRAVEL	DISMISSAL/ TRAVEL
<b>Block 2</b> <b>12:45 - 1:25</b> <b>40 minutes</b>	PERIOD 2 REMOTE	PERIOD 2 REMOTE	PERIOD 2 REMOTE	PERIOD 2 REMOTE	PERIOD 2 REMOTE	PERIOD 2 REMOTE
<b>Block 3</b> <b>1:30 - 2:10</b> <b>40 minutes</b>	PERIOD 3 REMOTE	PERIOD 3 REMOTE	PERIOD 3 REMOTE	PERIOD 3 REMOTE	PERIOD 3 REMOTE	PERIOD 3 REMOTE
<b>Block 4</b> <b>2:15 - 2:55</b> <b>40 minutes</b>	PERIOD 4 REMOTE	PERIOD 4 REMOTE	PERIOD 4 REMOTE	PERIOD 4 REMOTE	PERIOD 4 REMOTE	PERIOD 4 REMOTE

### Rotations for Four Period Day:

- Four rotations over the semester.
- Each rotation lasts ~19 school days with a turnaround period of 5 school days between each rotation.
- Includes PA Days and Exam Days

**Five Period Day**

	<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> <b>8:35-11:05</b> <i>145 minutes</i>	Cohort A F2F	Cohort B F2F	Cohort A F2F	Cohort B F2F	Cohort A F2F	Cohort B F2F
<b>Dismissal</b> <b>11:05-12:25</b> <i>80 minutes</i>	DISMISSAL TRAVEL	DISMISSAL TRAVEL	DISMISSAL TRAVEL	DISMISSAL TRAVEL	DISMISSAL TRAVEL	DISMISSAL TRAVEL
<b>Block 2</b> <b>12:25-1:05</b> <i>40 minutes</i>	PERIOD 2 REMOTE	PERIOD 2 REMOTE	PERIOD 2 REMOTE	PERIOD 2 REMOTE	PERIOD 2 REMOTE	PERIOD 2 REMOTE
<b>Block 3</b> <b>1:05-1:45</b> <i>40 minutes</i>	PERIOD 3 REMOTE	PERIOD 3 REMOTE	PERIOD 3 REMOTE	PERIOD 3 REMOTE	PERIOD 3 REMOTE	PERIOD 3 REMOTE
<b>Block 4</b> <b>1:45-2:25</b> <i>40 minutes</i>	PERIOD 4 REMOTE	PERIOD 4 REMOTE	PERIOD 4 REMOTE	PERIOD 4 REMOTE	PERIOD 4 REMOTE	PERIOD 4 REMOTE
<b>Block 5</b> <b>2:25-3:05</b> <i>40 minutes</i>	PERIOD 5 REMOTE	PERIOD 5 REMOTE	PERIOD 5 REMOTE	PERIOD 5 REMOTE	PERIOD 5 REMOTE	PERIOD 5 REMOTE

Rotations for Five Period Day:

- Five period day timetable will mean five rotations over the semester.
- Each rotation lasts ~15 school days with a turnaround period of 5 school days between each rotation.
- Includes PA Days and Exam Days

## Appendix F

## Specialized Services: Resources to Support Staff, Students and Families with Remote Learning

Resource	Details
Learning4Success <a href="https://learning4success.commonshwdsb.on.ca/">https://learning4success.commonshwdsb.on.ca/</a>	To support learners on significantly modified programs with a developmental disability or autism spectrum disorder
Centre4Success <a href="https://centreforsuccess.commonshwdsb.on.ca/">https://centreforsuccess.commonshwdsb.on.ca/</a>	To support learners with a learning disability
Enrichment and Innovation Centres <a href="https://gifted.commonshwdsb.on.ca/">https://gifted.commonshwdsb.on.ca/</a>	To support learners who are gifted
Educator Resources for Students of Low Incidence <a href="https://hwdsb.elearningontario.ca/d2l/home/16109588">https://hwdsb.elearningontario.ca/d2l/home/16109588</a>	To support learners who are <ul style="list-style-type: none"> <li>▪ Deaf and Hard of Hearing or</li> <li>▪ Blind and Low Vision</li> </ul>
GLE Course: 10/20/30/50	To support students who have an Individual Education Plan or who have been identified as an exceptional pupil
Help Your Child Learn At Home: <a href="https://www.hwdsb.on.ca/wp-content/uploads/2020/03/LearnDistance-ParentTips.pdf">https://www.hwdsb.on.ca/wp-content/uploads/2020/03/LearnDistance-ParentTips.pdf</a>	To support parents/guardians with tips and strategies to optimize learning at home



**Hamilton-Wentworth District School Board  
Board of Trustees Special Board Meeting  
July 27, 2020**

**Appendix G**

***Costs Associated With COVID-19***

**Personal Protective Equipment**

Shields	1/school based employee	35,000
Disposable Type 1 Medical Grade Masks	2/day per school based employee	540,000
Gloves	5/day for approximately 1,000 employees	- *
Gowns	Supervising Symptomatic Students	16,000
Reusable Cloth Face Coverings	We have ordered 14,000	32,000
Hand Hygiene		
Hand Sanatizer	Approximately 1,000 classrooms without sinks plus other areas	794,000
Hand Soap	Triple regular use	173,000
Additional Cleaning Supplies		
Disinfectant	Triple regular use	75,000
Disposable cleaning cloths	Triple regular use	18,000
Plexiglass Barriers	1 permanent for the office and 4 movable per school Education Centre where necessary	85,000
HVAC Inspections		200,000
If we are to use an third party to do inspections, approx. \$2,000/school		
Other	Signage, floor decals, etc.	<u>100,000</u>
		<u><u>2,068,000</u></u>

\* It is not expected that there will be additional glove use compared to prior years.

It is expected that classroom teachers will be responsible for the learning of students who choose remote learning. If this is not the case, in order to maintain fluidity, the classes will not be reorganized and occasional teachers will be required to teach these students.

Based on the parent survey that was completed, there are 15% of families that are unsure or will not be sending their students back to school.

Therefore, if we assume 15% of students with an average class size of 23 and an average teacher cost of \$85,000

27,717,000

**Notice of motion regarding New Math Curriculum – Support to delay Implementation**

**Submitted by: Trustee Miller and Danko**

**July 27, 2020 Special Board meeting**

Whereas;

The Ministry of Education announced the new math curriculum on June 23, 2020, during the final week of the 2019-2020 school year and during the Covid-19 pandemic; and

Whereas;

A joint statement made by The Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario English Catholic Teachers' Association (OECTA), and the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) on June 26, 2020 (See Appendix A) who noted that:

*Ontario educators are committed to the success of our students and are open to changes to our curriculum that improve learning outcomes. However, the recent announcement by the Ontario government of a new math curriculum to be implemented this fall is unrealistic and counterproductive.*

*The changes to the math curriculum are substantial and will require significant time, collaboration and new resources to be properly implemented. At a time when school boards and educators are preparing for schools to safely reopen and addressing student learning gaps, it is short-sighted to require that resources be diverted from those efforts to try to comply with an unrealistic two-month timeline set by the government...;*

And;

Whereas;

In addition to acknowledging the additional efforts required by school staff and administration to ensure transition for students back to school, HWDSB will need to direct significant administrative time and resources to ensure safe return to school, including but not limited to additional funding for remote/blended learning; mental health and well-being supports, including staffing and resources for intensive social work and psychological supports; additional staffing and resources to address gaps in literacy and numeracy, as well as build educator capacity in digital learning; transitional staffing resources including additional special education funding; transitional staffing resources for children with special needs, many of whom have been without therapy or respite care for an extended period; additional student success teachers to aid students in the transition from elementary to secondary schools; and addressing the substantial information technology gaps in the system, including replacing budgets that boards used to purchase IT and Internet service during the course of this pandemic; provide ongoing support to continue supports for IT and Internet.

**Be it resolved:**

That the Board support the Chair in writing to the Ministry of Education to delay the implementation of the new math curriculum until COVID-19-related school operation changes are well established and resources can be directed to rolling out the new curriculum in a responsible way.

## Appendix A

<https://etfo.ca/AboutETFO/MediaRoom/MediaReleases/Pages/Education%20Unions'%20Joint%20Statement%20on%20Introduction%20of%20Ontario%20Math%20Curriculum.aspx>

# Education Unions' Joint Statement on Introduction of Ontario Math Curriculum

June 26, 2020

TORONTO – The Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario English Catholic Teachers' Association (OECTA), and the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) released the following statement today.

Ontario educators are committed to the success of our students and are open to changes to our curriculum that improve learning outcomes. However, the recent announcement by the Ontario government of a new math curriculum to be implemented this fall is unrealistic and counterproductive.

The changes to the math curriculum are substantial and will require significant time, collaboration and new resources to be properly implemented. At a time when school boards and educators are preparing for schools to safely reopen and addressing student learning gaps, it is short-sighted to require that resources be diverted from those efforts to try to comply with an unrealistic two-month timeline set by the government.

AEFO, ETFO, OECTA and OSSTF, who collectively represent teachers and education workers in all publicly funded school boards, call on the government to reconsider its plan and delay the implementation of the new math curriculum.

Instead, a two-year timeline for implementation would provide the government, school boards and educators the necessary time to ensure that adequate professional development takes place and to develop the resources and support that a new curriculum requires.

When schools reopen in the fall, educators will be focused on helping students transition back to school after months of school closures triggered by the pandemic. They will be focused on helping close the learning gaps and addressing mental health needs deepened by the ongoing health crisis and supporting students and their families during these uncertain times. The government should be helping educators and students by directing additional supports and resources to these efforts, instead of creating more uncertainty and additional barriers.

For more information, please contact any of the following media relations representatives:

- **AEFO** – Marilynne Guevremont at 613-850-6410, or via email at [mguevremont@aefo.on.ca](mailto:mguevremont@aefo.on.ca)
- **ETFO** – Valerie Dugale at 416-948-0195, or via email at [vdugale@etfo.org](mailto:vdugale@etfo.org)
- **OECTA** – Michelle Despault at 416-925-2493, ext. 509, or via email at [m.despault@catholicteachers.ca](mailto:m.despault@catholicteachers.ca)