

HWDSB

Special Board Meeting

Monday, August 10, 2020

Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

AGENDA: 5:00 pm *audio of this meeting will be posted online the following day*

1. Call to Order
2. O Canada
3. [Delegation re: School Re-Opening \(submitted by A. Nielsen-Jones and C. Elson\)](#)

Reports Staff:

4. [School Re-Opening \(Covid-19 Pandemic\) Update #3](#)
5. Adjournment

curiosity • creativity • possibility

Heather Miller
Officer of Trustee Services, HWDSB
By email: hmiller@hwdsb.on.ca

Christine Bingham
School Board Trustee, Wards 1 and 2
By email: cbingham@hwdsb.on.ca

Sue Dunlop
Superintendent of School Achievement, HWDSB
By email: mbaines@hwdsb.on.ca

Manny Figueiredo
Director of Education, HWDSB
By email: director@hwdsb.on.ca

David Thorne
Principal, Earl Kitchener Elementary School
By email: dthorne@hwdsb.on.ca and earlkitchener@hwdsb.on.ca

Andrea Horwath
MPP, Hamilton Centre
By email: horwatha-qp@ndp.on.ca

cc: Cindy Stranak, Chair, Earl Kitchener Parent Council, By email: cindy@stranak.ca
Doug Ford, Premier, Government of Ontario, By email: premier@ontario.ca
Stephen Lecce, Minister of Education, Government of Ontario, By email:
stephen.lecce@pc.ola.org

August 7, 2020

Dear Officer of Trustee Services Miller, Trustee Bingham, Superintendent Dunlop, HWDSB
Director of Education Figueiredo, Principal Thorne and MPP Horwath:

Ms. Miller: We request that this letter be provided to all HWDSB Trustees as soon as possible, so that they may have a chance to review this communication in advance of the meeting on Monday, August 10, 2020.

We are writing as concerned parents of children at Earl Kitchener Elementary School in order to express our grave concerns regarding the recently announced Ministry of Education directives for school reopening and the anticipated forthcoming HWDSB guidelines.

Our top priority is the health and safety of our children, and the children at other schools within the HWDSB, as well as that of teachers, staff, and all of their families. We are committed to

working with you to implement measures that will increase safety at EK, while ensuring our children's learning experience and socio-emotional well-being are not compromised.

We were heartened to learn that HWCDSB is looking into reducing elementary class sizes, and anticipate that HWDSB will consider implementing such measures as well.

We are additionally heartened by the measures that HWDSB committed to taking through its [Executive Report to Board](#) (July 27, 2020); however, there are additional, crucial measures that HWDSB must take in order to ensure the safe reopening of our school in September 2020.

Further, we wish to underscore Sick Kids' ["Joint Statement on Reopening Schools"](#) (August 5, 2020), which indicated that, "Our guidance statements stress the critical importance of an appropriate bundle of health and safety measures – with emphasis on hand hygiene, cleaning, physical distancing, class sizes, cohorting, masking for older students when distancing is not possible, and improved ventilation in classrooms – to mitigate risk for students, teachers and school staff, and families."

In light of the above, we require concrete actions from you to make a safe reopening possible.

Requested Actions

In particular, we are requesting that Trustee Bingham (and any other Trustee who receives this letter) introduce and/or amend and vote at upcoming meetings of the HWDSB or its Committees for such motions as are required to:

1. **Mandate that no indoor classroom be operated except with fifteen (15) or fewer students or such number of students as required to make it practical to maintain a consistent minimum physical distance of two (2) metres between people** (students and staff) in classrooms. Wherever possible, floor markings should be provided in hallways and classrooms to facilitate appropriate distancing.
2. **Mandate that if student numbers in any class exceed fifteen (15) or such number of students as required to make it practical to maintain a consistent minimum physical distance of two (2) metres between people (students and staff) in an ordinary classroom, that class shall be held either outdoors or in an indoor space sufficiently large and well ventilated** to make it practical to maintain a consistent minimum physical distance of two (2) metres (such as a gymnasium within the school itself or another facility).
3. **Allocate such funds as are required to equip outdoor classrooms for all classes that cannot be accommodated indoors in accordance with the above restrictions.**
4. **Mandate that all indoor classrooms or other indoor spaces to be used by students shall be adequately ventilated, including, at minimum, windows that open and appropriate mechanical ventilation, and allocate such funds as required to accomplish this.**
5. **Mandate and allocate such funding as reasonably required to ensure that every classroom and bathroom be equipped with a hand washing station, soap and paper towel, and that alcohol-based hand sanitizer is readily available to students and teachers throughout the school and in the school yard.**

6. **Mandate and allocate such funding as reasonably required to ensure that every bathroom is cleaned no less than four (4) times per day.**
7. **Mandate that water bottle filling stations replace water fountains throughout the school.**
8. Recognizing that HWDSB has committed to allowing students whose parents have opted to enroll them in remote learning are permitted and able to return to in-class learning with five (5) days' notice, **ensuring that students whose parents initially elect in-class learning are permitted and able to in return switch to remote learning on demand.** To this end, and to maintain social connections among students, the Board should, wherever practical, permit remote learning students, self-isolating students, or students who for any other reason are temporarily uncomfortable attending in person to participate in virtual activities that connect them to the school community.
9. **Mandate and allocate such funding as is necessary to ensure that every Education Assistant (EA), supply teacher, and other person present in HWDSB schools but not specifically named in the directives shall have access to PPE to a standard they are satisfied with.**
10. Providing that, **should it not be practical within the remaining time to prepare for safe reopening in accordance with Public Health guidance and also in accordance with the above criteria, the reopening of HWDSB schools may be delayed to such a date as necessary to make it practical.**

Separately, we are requesting that Trustee Bingham and other Trustees who receive this letter initiate a motion, resolution, amendment, or such other such measure to bring about a formal declaration by the Hamilton Wentworth District School Board that the amount of funding allocated by the Ministry of Education is inadequate to permit safe resumption of classes, and that safe resumption will require additional funding as outlined by the HWDSB.

Our reasons for requesting the above measures are articulated in greater detail below.

Following Evidence-Based Public Health Directives

The [Ministry of Education guidelines](#) do not align with current best available scientific evidence and public health directives. [Data cited in the Sick Kids report](#) notes that a distance of less than two (2) may be acceptable only if students are asymptomatic and wearing a face covering. The [data included in the report](#) also states that one (1) metre provides some protection but the study cited clearly recommends two (2) metres distancing be universally accepted based on their meta-analysis. **Ultimately, Sick Kids recommended to the Ministry of Education that class sizes be capped at fifteen (15) students, advice that the Ministry ignored at the elementary school level.**

With this evidence in mind, we would like you to request that schools **ensure two (2) metres distancing wherever possible through hallway and floor markings as well as in classrooms.** This should include looking into how schools could make best use of the space available within the school building, in the neighbouring community spaces and making use of

outdoor space (i.e. holding classes outside). This will be particularly important for Full Day Kindergarten classes, which are often crowded with over twenty-eight (28) very young children who do not understand the concept of physical distancing and require more physical support. We would also like to be assured that **EAs, supply teachers, and others not specifically named in the directives will have access to adequate PPE.**

Study after study shows [good ventilation](#) is critical for minimizing COVID19 cases. The Sick Kids report also recommends this. **Classrooms which are to be used need to have good ventilation systems in place.** This might mean keeping doors open, installing fans and air purifiers, and making sure windows can open fully and safely. **We reiterate our request for holding classes outdoors as much as possible and securing space within the community for large classes which cannot ensure distancing of two (2) metres.** Once again, we are committed to working closely with you to troubleshoot any logistical challenges and potentially fundraise for necessary equipment (i.e. fans, air filters, canopies for outdoor classes, etc.). Although rigorous cleaning protocol of surfaces will be necessary, we need to acknowledge the most important mode of transmission for COVID19 is through the air and thus invest in reducing airborne risk of transmission.

Hand hygiene is of utmost importance in stopping the spread of COVID-19. We are requesting that **every classroom and bathroom be equipped with a hand washing station, soap, and paper towel.** In addition, alcohol based hand sanitizer must be available throughout the school and in the school yard. Water fountains throughout the school should be replaced with touchless water bottle filling stations.

Moving Between Remote and In-Class Learning

Parents are feeling immense pressure to decide within the next couple of weeks whether they will physically be sending their children to school for in-class learning or opt for remote online learning. As the Ministry's guidelines do not adhere to public health advice, many parents are reluctantly leaning towards remote learning. Families with immunocompromised members feel they do not have any choice but to opt for remote learning.

We are heartened that HWDSB has committed to allowing **children whose parents have opted for remote learning to return to in-class learning with five (5) days' notice.** Additionally, every effort must be made to connect students learning remotely to their school community and provide supplementary learning material that does not require use of a digital device (books, worksheets, paper materials, etc).

EK is more than just a school. It's a community hub and strives to be a welcoming, inclusive, and anti-oppressive space for children and their families to connect and grow. Families opting for remote learning need access to the school community and culture and we request that the HWDSB and EK's administration **work with parents to figure out a way for remote learners to still be connected to the school community.**

Clear and Timely Communication Between School and Families

Communication between the school, Trustee and the EK community is of utmost importance once school reopens. We are requesting that the **school consider avenues to quickly disseminate important information** (e.g. twitter, rapid emails, robocalls) and to ensure written communications are clear, concise, accessible, and highlight important issues in the subject

heading. A clear communication plan should be developed for parents of children with special needs.

Some items that would benefit from detailed clear communication as soon as possible include:

- How will physical distancing be managed at school start and end times? How will late students be processed?
- What will cohorts look like? What will happen with PhysEd, Music, and other teachers who would usually be moving between cohorts?
- What will the process be if someone in a cohort shows symptoms? What will the process be if someone in a cohort tests positive?
- What will happen in the event of an outbreak?
- What will happen for lunch time? At recess?
- What kind of cleaning protocols will be implemented?
- How will screening be done?
- Will there be assemblies of any sort?
- How will the safety of students requiring additional support and students from racialized backgrounds ([known to have higher COVID related risks](#)) be prioritized?

Implementation of Challenging Logistics and Delayed School Reopening

Given the extremely short timelines and extensive planning, procurement and implementation necessary to ensure schools are as safe as possible when they reopen, we are requesting that the **HWDSB explore the option of a delayed school reopening by two (2) to three (3) weeks**. We should not be rushing to open schools on September 8th if all safety equipment and protocols are not in place. Three (3) PA days scheduled at the beginning of September are not nearly enough time for safety training and to figure out how to deliver the curriculum with new restrictions in place. Families and students have waited this long and we would rather school reopened at the end of September knowing safety equipment and protocol are in place, teachers and staff are well prepared and proper details on what to expect when students return to school has been communicated to families.

As our elected representative, it is important that Trustee Bingham relays our concerns and requests to the HWDSB and we ask that she moves a motion to ensure our requests be met.

We thank you for your hard work and dedication during this extremely stressful and unprecedented time. We know that the only way we will keep our students, staff, and their families safe and their well-being prioritized is by working in partnership to solve logistical hurdles and think of creative solutions to a safe reopening. We unequivocally know that we cannot ignore what science and experiences from other jurisdictions are telling us about how COVID-19 spreads. We must do whatever it takes to minimize the risk of COVID-19 spreading in our school and community while keeping the love of school and joy of learning alive and well at EK.

Sincerely,

Alison Nielsen-Jones
Parent of [REDACTED], Earl Kitchener Elementary School

Christine Elson

Parent of [REDACTED] Earl Kitchener Elementary School

On behalf of EK Families Concerned about COVID-19 and School Reopening



EXECUTIVE REPORT TO BOARD

TO: BOARD

FROM: Manny Figueiredo, Director of Education

DATE: August 10, 2020

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

RE: SCHOOL RE-OPENING (COVID-19 Pandemic) UPDATE #3

ACTION MONITORING X

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

Background

The first update (July 13) provided an outline of the Ministry of Education's initial guidelines on school re-opening (June 19) as well as various models and supports being planned by HWDSB in response. The second update (July 27) built on the previous plans providing an overview of the enhanced public health measures being undertaken; supports for student mental health and wellness along with support for staff; engagement and communications with employee groups, parents, guardians and caregivers; plans for service delivery scenarios (Conventional-A, Adaptive-B and Remote-C) for elementary and secondary schools as well as for students requiring special education supports and services; transportation and technology updates and financial implications.

On July 30 the Minister of Education announced the direction that boards would take for re-opening and a revised [Guide for Re-Opening Ontario Schools](#) was issued. Staff have adjusted the plans put forth in the July 27, 2020 report to the board based on the Guide for Re-Opening Schools (July 30, 2020) and a follow-up meeting with Ministry of Education representatives on August 4, 2020.

The adjusted plans for HWDSB have been reviewed by the Ministry of Education and include the ongoing advice from Hamilton Public Health. The HWDSB Plan for Re-Opening Schools for the 2020-21 school year have been guided by the principles of: 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.

Revised Guide for Re-Opening Ontario Schools (Ministry of Education, July 30, 2020)

Elementary Schools (Kindergarten to Grade 8) across Ontario will open in conventional mode (Scenario A). Secondary Schools in designated boards (including HWDSB and twenty-three other district school boards) will open in adaptive mode (Scenario B). In addition to the enhanced public health measures outlined in previous reports, the Ministry of Education has indicated that face coverings (non-medical masks) will be mandatory (with some reasonable exceptions) while indoors at school for students in Grades 4 to 12 (optional for students in Kindergarten to Grade 3). All staff will be required to wear medical grade masks (with some reasonable exceptions) and face shields and certain designated staff will be required to wear additional personal protective equipment (PPE) when working in close proximity with students.

Adjusted Plans for HWDSB Re-Opening of Schools for the 2020-21 School Year

1. Enhanced Public Health Measures

The following provides a summary of the additional measures being added or adjusted to the overall strategy outlined in the previous report (July 27, see Appendix-A) in order to reduce the risk of transmission of COVID-19. It is worth noting again that in an effort to maximize safety, HWDSB is using a "layered" approach with multiple measures to reduce the risk of COVID-19 spread.

A. Cleaning

The draft enhanced cleaning procedure is attached as Appendix-B. Enhanced cleaning will require additional caretakers to be present during the day. The Board will do this by using a combination of shifting the hours of existing caretaking staff and by hiring additional caretakers using the funding provided by the Ministry.

B. Physical Adaptations

Elementary schools will commence in a conventional mode (Scenario A). Available physical space within classrooms has been increased this spring and summer through the removal of staff personal belongings and overall decluttering. Should the need arise due to space constraints, other areas of the school, such as the learning commons and gymnasium(s) may be re-purposed as classroom space.

As secondary schools will commence in an adaptive mode (Scenario B) classrooms and common areas such as gymnasiums, cafeterias and learning commons will be set in a manner that will accommodate cohorts of approximately 15 students spaced about 2 metres apart. Sample layouts were previously provided in the first update report (July 13, see Appendix-C). Should the public health circumstance change and the board is directed to transition to a conventional mode (Scenario A), classrooms and other areas will be adjusted to accommodate the additional students while still being mindful of maximizing physical space.

C. Masks

As per the revised Ministry of Education guidelines, students in Grades 4 to 12 will be required to wear masks indoors and on the school bus. Students may wear their own non-medical masks, and non-medical masks will also be made available for students. Reasonable exceptions on the requirement to wear masks will apply. These requests will follow the existing accommodation process and requests should be made to the principal. Staff are currently developing the exception criteria. Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks in indoor spaces and on the school bus where physical distancing is not possible. Families are encouraged to work with their child(ren) before the beginning of school to help them become comfortable with masks. Information on wearing masks can be found on the [City of Hamilton website](#), [Sick Kids website](#) and the [Caring During COVID Video](#) from McMaster Children's Hospital on masks.

Medical masks and eye protection (i.e. face shield) will be provided for all staff. All school-based staff will be required to wear masks and eye protection throughout the day, with reasonable exceptions for medical conditions.

Masks and other PPE have been sourced by the Ontario government. The ministry will work closely with school boards to confirm demand and facilitate timely delivery and supply.

While access to schools by non-students/staff will be extremely limited (e.g. itinerant staff and service providers, board staff) will also be required to wear a medical mask. In the event that a visitor (e.g. parent) must access the school, a disposable mask will be provided (upon successful completion of the screening process – see Section I).

D. Hand Hygiene

Effective hand hygiene continues to be an important factor in minimizing the spread of COVID-19. Everyone is expected to wash or sanitize their hands upon entry to the school. Students and staff will also sanitize or wash their hands before lunch and/or nutrition breaks. In addition, there will be scheduled hand hygiene breaks throughout the day.

Staff are working with the Hamilton Fire Services to have hand sanitizer available at entry doors to the school and to ensure that this approach is consistent with the Fire Code. In addition, while students and staff are adjusting to hand washing/sanitizing throughout the day, hand sanitizer will be available in all classrooms (including those with sinks). Staff will monitor whether sinks in classrooms will be sufficient to meet the classroom needs. Students are welcome to bring personal hand sanitizer however the bottle must be 60 ml or less (in keeping with the Fire Code regulation to restrict the amount of flammable substances in a confined space such as a classroom).

E. Cohorting

As noted in previous reports, 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.

For elementary schools, a conventional delivery approach (Scenario A) will be applied and 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).

Secondary schools will be using an adaptive delivery (Scenario B) and as such students will be further subdivided into smaller cohorts so as to achieve the recommended physical distancing within the classroom (e.g. 15 students spaced approximately 2 metres apart) and reduce the overall number of students in the school on any given day. Each student will be assigned to either Cohort A or Cohort B and will only attend in-person on alternate days (with the exception of some students requiring significant special education supports and services). Where possible students from the same household will be assigned to the same cohort (i.e. cohort A or B) regardless of grade or school so as to facilitate family planning and transportation.

F. Ventilation (HVAC)

The Board is using third party consultants to perform reviews of the Board's HVAC systems. These reviews are currently taking place and the Ministry guidelines will be used to determine any issues that need to be addressed by the Board so that staff can follow up.

G. Signage

Signage is an important part of reinforcing the enhanced health measures that will minimize the spread of COVID-19. The following signage has been developed with age appropriate language. Examples are included in Appendix-D. The graphics include students with and without masks. The signs have been developed with attention to destigmatizing COVID-19 (or feeling unwell) as well as demonstrating that some students will be wearing masks while others are not.

- External door signage – expectations on screening and masking
- Don't touch your eyes, nose or mouth
- Cough and sneeze into your elbow
- Feeling sick, tell someone

- Hand washing and hand sanitizing
- Keep to Right When Walking Through the School
- Please wear a face covering if you are able
- Physical distancing
- Copy Room spacing
- Elevator spacing
- Washroom maximum occupancy
- Mental Health and Well-Being – *WeHelp* poster series

H. Access to School Sites

As per the revised Ministry of Education guidelines, for 2020-21 school year, schools are asked to significantly limit or even prohibit visitors, including parents. Visits to ensure school safety, such as inspections by the Fire Marshal's office or by Hamilton Public Health, should continue to take place. Any visitor to a school will be required to self-screen and to wear a medical-grade mask while on school premises.

Staff are working with community partners to develop local protocols for school access by regulated health professionals, regulated social service professionals and paraprofessionals for the purpose of delivering school-based supports and services.

I. Screening

The procedure outlining student and staff COVID-19 screening expectations has been developed in consultation with Hamilton Public Health (see Appendix-E). 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 starting August 17, 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 starting the week of August 10 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 will require individuals to wear a medical-grade mask and answer screening questions prior to entry for each visit.

J. Outbreak Protocol

Hamilton Public Health Services coordinated a meeting with the four local school boards to discuss a common approach to responding to a potential outbreak of COVID-19. The Ministry of Health and the Ministry of Education are currently drafting a document that boards and Public Health Units are expected to implement. With that in mind, there was agreement to collaborate on an approach to communications if there is an individual who tests positive for COVID-19.

Elements of the Outbreak Protocol will include:

- Case Management including Contact Tracing
- Exclusion Criteria
- Declaring an Outbreak and Implementing Control Measures
- Communication between the school/board and Public Health

A Communications Strategy related to the Outbreak Protocol will also be developed to ensure families and staff are aware of the process.

K. Supplies

There are a number of additional supplies needed as a result of the enhanced safety measures required. They include hand soap and sanitizer, additional disinfectants and cloths, medical grade masks and shields for school based staff and face coverings for students in Grades 4 to 12.

All supplies needed for the first month of operation have been ordered. The Board continues to accept delivery of these supplies and is working on a process to allocate the supplies to all schools. Supplies are now required to be purchased through the Ministry of Government and Community Services (MGCS). The MGCS has the quantity necessary to service all school boards and the pricing is still being determined but the costs will be lower than originally projected.

L. Public Health/CJHSC engagement

Staff continue to work with Hamilton Public Health Services around the development of procedures which support enhanced public health measures. In addition, a meeting was held with McMaster Children's Hospital to explore ways in which the two organizations can work more closely in support of children and families.

2. **Support for Students**

A. Public Health Nurses

The Ministry of Education has committed funds to phase in the hiring of Public Health Nurses to support schools and boards with local health protocols. Additional information regarding this additional resource is expected soon.

B. Student Mental Health and Well-Being

The Ministry of Education has committed to additional funding to support student mental health and well-being. Staff are currently exploring various options for the use of these funds (see Section 10 - Financial Implications for additional information).

C. Summer Learning and Supports

HWDSB has provided a wide-range of summer learning programs and supports for students and families to: bridge potential gaps in learning since the closure; readiness and reach-ahead prior to re-opening; programming for racialized and Indigenous children and youth; specific supports for students requiring special education services and mental health and well-being supports for students and their families. Appendix-F provides a summary of the various programs and supports reaching over 6,000 HWDSB students in July and August, 2020.

3. Support for Staff

In addition to the support noted in previous reports work has continued throughout the summer to prepare a variety of resources and professional learning for staff. These include:

A. HWDSB Summer Institute

The institute provides opportunities for staff to participate in one day or multi-day sessions on topics of their choosing. The focus this year included:

- *Equity* with sessions on Equity in Blended Learning, Human Rights 101, and Addressing Racism in Our Schools-The Role of School Leadership
- *Mental Health and Well-being* with sessions on Emotion Coaching, Mental Health Literacy by School Mental Health Ontario Learning Group, The Importance of Co-Regulation and Self-Regulation in Kindergarten, Tier One Environmental Strategies to Support Kindergarten Classrooms, and Building Community in a Blended Environment
- *Blended Learning* with sessions on Microsoft Teams & Synchronous Learning in a Language Classroom Part 1 & Part 2, Transitioning to an Online Learning Environment, Building Engaging Content in an Online Learning Environment, Differentiation and Providing Feedback in an Online Learning Environment, Introduction to eBooks and Research Tools in the Virtual Library, and Knowing our Learners in a Blended Learning Model
- *Specialized Services* with sessions on Combatting the Effects of Stress on Neurodiverse brains. (2-part series), ExSL Make and Take- (Classroom Visual Schedule; Incentive/Point System; Go-Bag for Alternative Learning Space), and Creating a Rich Culture of Literacy: Strategies to build engagement in grade 4-8 classrooms through the lens of inclusion and accessibility.

As a result of high demand for many of these topics, additional sessions will be offered, where possible, before the start of the school year.

B. Self-directed Modules

For educators interested in self-directed learning, the Program Division has developed a number of self-registering, self-directed courses within The HUB (the HWDSB Learning Management System). These courses allow educators to learn at their own pace and access additional resources. Topics include: Blended Learning, Using The HUB as a virtual classroom, ESL/ELD Programming, Assessment, Evaluation and Reporting, and Subject specific topics (e.g. Math, Health and Physical Education).

C. Teaching and Learning within the context of COVID-19

A Program Guide that outlines key strategies and resources in adapting to teaching and learning within the context of COVID-19 is being finalized. The guide will include:

- Recommendations on the first weeks of school and how to build routines, support well-being, support learning, and build culture;
- Recommendations on how to focus curriculum delivery through Overall Expectations and “big ideas” in the curriculum;
- Protocols for subject area learning (e.g. The Arts, Health and Physical Education, Science, Technological Studies, etc.);
- Direction on topics such as privacy, on-line safety, and how to safely assign practical learning at home.

A significant focus will be placed on supporting educators during the first weeks of school as they transition to varied learning environments (i.e. conventional with enhanced public health measures; adaptive with alternate day cohorts or fully remote learning).

D. System Leaders

It is important that leaders across the organization, including principals/vice-principals, managers and supervisors receive ongoing support and resources with the re-opening. Starting the week of August 10, regular information sessions will be provided by various members of the re-opening planning teams that will include training on the enhanced public health measures.

4. Engagement and Communications

HWDSB employee groups continue to be 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.

The HWDSB Parent Portal will be launched in the coming weeks 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-I under Enhanced Public Health Measures, any ongoing notifications about illness or other aspects of the screening process, and whether an elementary school student will be choosing not to attend school in-person (see Elementary Schools). 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. Weekly updates will be provided to leaders, staff and families starting this week.

5. Elementary Schools

All HWDSB elementary schools will start the school year in conventional model (Scenario A). This will include the enhanced public health measures described in the previous report (July 27) as well as any enhancements/adjusted noted in this report (including masks). 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.

In an effort to achieve minimal disruptions to regular school routines, school start and end times will remain the same. However, there may be a need to adjust student and teacher timetables/assignments early in the school year. The Ministry of Education has clarified the expectation that students whose parents, guardians and caregivers have chosen remote learning will receive a full instructional day of learning from a dedicated teacher(s) other than the assigned, in-person classroom teacher. This adjustment in the HWDSB plan will require a re-organization of classes prior to the start of the school year and again in late September. These will be undertaken within the funding and space allocation parameters set at the time. In addition, 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. Students will attend school every day.

Students whose parents/guardians/caregivers choose remote attendance will be registered in the HWDSB remote learning elementary school. Many features of the remote learning school will mirror those of a regular day school, including:

- A full day of instructional time with frequent student-educator interaction;
- Grade based or combined grade homerooms with a homeroom teacher;
- Collective agreement class size caps and averages;

- Instruction and learning in all subject areas;
- French Immersion programming (pending staffing).

Primarily, staff and students will use the HWDSB standard blended learning platforms (The HUB and MS Teams) as their learning and communication environments. However, guidance will also be provided for the delivery of some aspects of remote learning using non-digital tools (e.g. kindergarten). Educators will be present and available to their classes throughout the school day.

In order to facilitate planning, parents will be directed to use the Parent Portal between August 17 to 21, 2020 to indicate if they want their child to attend school in-person or if they prefer to choose remote learning. If a parent/guardian/caregiver elects to have their child learn remotely they will no longer be assigned to a teacher from their designated school, rather they will be assigned to an HWDSB remote learning class. If a parent chooses to transition from remote to in-person, students will be welcomed back to their designated school for in-person classes, provided that adequate space is available, only on specific dates throughout the school year (October 13, January 4 and March 22). Should extraordinary circumstances arise in-between these transition point dates parents may contact the Superintendent of Student Achievement to explore alternatives. Students seeking to register with a different school or from another board will be registered with remote learning until the transition date and/or in-person class space becomes available.

Supporting our youngest learners in first year kindergarten to have the best possible initial experience with school is important. Given the nature of the start of this school year entry for first year kindergarten students will be staggered over the week of September 8-11, 2020. Families will receive additional information about the kindergarten process from their school in the coming weeks.

6. Secondary Schools

Secondary schools will begin the year in 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 a minimum 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). The remote learning periods will be teacher directed. A rotation would be applied so that students have the opportunity to engage with each of their courses in-person throughout the semester. 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).

Students that would prefer to attend remote only will have two options: (1) they may choose to enrol in available eLearning courses (note – this may require changes to the student timetable and/or course selection) or (2) students may choose to remain in their designated courses, participating with classmates during the scheduled remote learning segments of the rotation and undertake independent remote study during the in-person portion of the rotation for their assigned cohort. Students wanting to pursue full eLearning courses should contact their school during the week of August 31 to September 4.

The rotational model has several benefits as well as some challenges. As described in previous updates, other models for the adaptive delivery mode (Scenario B) were explored by the secondary school ad hoc committee led by members of Executive Council together with representative principals/vice-principals and members of the secondary teachers' employee bargaining unit executive. In comparison to other models reviewed, the rotational model best achieves the elements of the guiding principles. The model restricts the direct and indirect contacts students have to one cohort of approximately 15 students. This is well below the limits set by the provincial guidelines and follows the advice provided by Hamilton Public Health. Should delivery shift to a conventional mode (Scenario A), the rotational model would continue to limit the direct and indirect contacts students have to a single cohort, expanded to approximately 30 students. A key difference between the

rotational model and other models explored is the strict adherence to the public health advice of limiting student exposure to one cohort. In addition to the enhanced health and safety benefits, the rotational model allows students to experience in-person teaching and learning as well as direct remote instruction across all four courses within the same time frame of a regular school year semester routine. Undertaking up to 4 courses over an entire semester also mitigates against potential disruptions such as illness or school closures. The model upholds the terms of the collective agreement for teachers and maintains students' course selections and timetables.

The rotational model does however come with some potential challenges including a period of time for each course where in-person instruction is not provided and a stronger reliance on scheduled remote learning. The HWDSB 21st Century Learning Strategy, including the provisioning of 1:1 devices for all secondary students and ongoing professional learning to support teachers with the use of the standardized digital learning environment, The Hub and MS Teams and remote learning approaches will assist with these challenges.

Appendix-G provides a more detailed outline of the rotational model for both a 4-period and a 5-period school schedule.

7. Students Requiring Special Education Supports and Services

In order to mitigate the effects of school closure, the Ministry of Education has provided funding to expand summer learning program offerings for students who access Special Education programs and services. To bridge the transition back into school, programs have been developed to support a variety of learner profiles. Some of the summer learning opportunities are being provided in a virtual manner by teachers, psycho-educational consultants and principals/vice-principals.

Other learning opportunities will be offered in person for students requiring more intensive supports. These summer learning programs will provide students with a re-introduction to structures and routines associated with the classroom and physical school setting. In-person camps will be supported by an interdisciplinary team consisting of Principals or Vice-Principals, Classroom Teachers, Educational Assistants, Child and Youth Care Practitioners, Speech and Language Pathologists and Board Certified Behaviour Analysts. In addition, HWDSB received funding from the Ministry of Education to provide summer employment opportunities for students of the board. These student employees will act as role models for their younger peers as well as creating materials and resources for the learning camps.

As described in the previous report (July 27) a key component of the plan to support students requiring special education supports and services will be a focus on transitions. Transition Planning will include:

- Scheduling 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 where possible.
- Adapting signage and process charts to ensure accessibility for learners who do not yet access print while remaining age appropriate.
- Creating social stories that can be rehearsed with the student prior to school entry.
- Developing protocols with service providers (e.g. LHIN) that will be required 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. 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. Delivery of services by itinerant staff will also continue to be provided in school settings.

Secondary school students placed in self-contained special education classes will attend school for full days. Students that have regular class placements would attend school daily as outlined in Section 6-Secondary School. Students in regular class placements that require school bus transportation to travel to and from school or have a diagnosis or disability that requires direct support to access the Remote Learning portion of the school day, will be provided with the option to remain at school for the full day. Learning Resource and other staff would provide needed supports to students for the balance of the school day.

For elementary and secondary school students that have chosen voluntary remote learning, daily instruction will occur however it will be with an educator other than the in-person assigned teacher. As outlined in the previous report (July 27) the Specialized Services Division has prepared a series of resources to support staff, students and families with remote learning (see Appendix - A).

8. Transportation

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 has been suspended until further notice.

Parents/guardians/caregivers of students eligible for transportation will be contacted by Hamilton-Wentworth Student Transportation Services (HWSTS) to indicate if they will be using the service. Students enrolled in the elementary remote learning school and secondary school students enrolled in full eLearning courses will be not be provided transportation. Consistent with the approach for voluntary remote learning there will be specific dates throughout the school year where eligible students that have chosen not to use transportation services may do so again (October 13, January 4 and March 22).

As described in Section – 1, Enhanced Public Health Measures, Part-C (Masks) non-medical masks will be required by students in Grades 4-12 while using transportation services. On the first day, students will be asked to wear their own face coverings but disposable masks will be available for those students that do not have one. Elementary school bus runs will be planned with regular seating capacity. As secondary schools are starting the school year in the adaptive mode (Scenario-B), school buses will run using an adaptive approach with one student (plus siblings) per seat. HWSTS will be working with the schools to develop seating plans so that cohorts are sitting close together where possible. In addition, extra cleaning will take place on buses between runs.

9. Technology

As a result of the 1:1 device deployment in secondary, all secondary students will have access to a device for remote learning in the adaptive model.

Elementary students that chose in-person learning will be required to return any Board devices that were being used at the end of the 2019-20 school year and a process is being developed for collection.

10. Financial Implications

The Board continues to review all of their supply needs and get updated pricing to monitor the procurement of these supplies. The previous estimate of \$2.1 million is still reasonable based on this information.

The Board has received confirmation of additional funding from the Ministry of Education through 2020:B11 “Investment to Support School Reopening in Response to the COVID-19 Outbreak”.

The memo confirmed funding (subject to Regulation approval) for:

- A. Additional staff
- B. Health and safety training
- C. Masks and PPE
- D. Cleaning supplies
- E. Student transportation
- F. Special education
- G. Mental health

A. Additional Staff

There is funding to support the hiring of additional teachers, where needed, on an application basis. This funding will not allow the Board to significantly reduce class sizes. If the Board were to adjust elementary class sizes to 15 students per class, it would require approximately 900 additional classroom teachers and this would cost approximately \$76 million. The total funding envelope for this province is \$30 million.

In addition, the Board has received \$1.2 million for additional caretakers. This equates to approximately 22 full-time equivalent (FTE) positions.

B. Health and Safety Training

There is funding provided to assist the Board in providing health and safety training to occasional teachers and casual education workers.

C. Masks and PPE

Funding is to be finalized by the Ministry once the recovery model is completed.

D. Cleaning Supplies

As previously announced, the Ministry is providing HWDSB \$96,000 to support the purchase of enhanced cleaning supplies.

E. Student Transportation

HWDSB's funding allocation is to be determined (\$40 million provincially) to support PPE and cleaning related to transportation and drivers.

F. Special Education

HWDSB is receiving \$199,000 to support local special education needs.

G. Mental Health

The Board will receive \$167,000 in addition to the \$167,000 already announced in July. Therefore, the Board will have \$334,000 to support additional mental health supports.

11. Other

A. Next Steps

With four weeks remaining prior to the first day of class for students there is an urgency to take action in several areas:

- a. Enhanced Communication with system leaders, staff, families. Starting the week of August 10, weekly communication regarding the implementation of plans for re-opening will commence and will follow the established format used during the school closure period and prior to that, during labour action (system leaders bulletin; Director's message to staff; Chair/Director's message to families and the community).
- b. Elementary School voluntary remote learning pre-registration. Parents/guardians/caregivers will be directed to the board's Parent Portal between August 17 to 21, to pre-register for remote learning.
- c. Secondary School full eLearning option. Students should contact their school between August 31 and September 4 to explore timetable changes.
- d. Student Screening Attestation. A screening attestation must be completed for each student prior to attendance at school. Students will NOT BE PERMITTED to attend school in-person until the screening attestation is completed. The student screening will be available in the Parent Portal starting August 17.
- e. Transportation. Parents/guardians/caregivers of students eligible for transportation will be contacted by Hamilton-Wentworth Student Transportation Services (HWSTS) to indicate if they will be using the service. This will start the week of August 10.
- f. Cohorts for Secondary School Students. Schools will contact students to inform them of their cohort assignment (A or B) starting August 31 or earlier if possible.
- g. School Routines. Each school (elementary and secondary) will contact families to provide an outline of school-specific routines regarding the re-opening starting August 31 or earlier if possible.
- h. Elementary School Re-Organization. Elementary schools (including the Remote Learning School) will contact families to provide a school-specific update on class re-organization during the week of August 31.
- i. School Re-Opening (COVID-19 Pandemic) Update #4. The next update will be provided at a special board meeting on August 31.

Appendices: School Re-Opening (Covid-19 Pandemic) Update #3

Appendix A: HWDSB procedures being developed and/or revised to support enhanced public health measure	p. 4-14
Appendix B: Cleaning Procedures	p. 4-15
Appendix C: Mental Health & Well-Being Supports for Students	p. 4-18
Appendix D: Signage samples	p. 4-20
Appendix E: Screening Procedure	p. 4-22
Appendix F: Summer Learning Opportunities for Students	p. 4-27
Appendix G: Secondary School Rotational Model	p. 4-30

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

Action Team: *Facilities Management*

No: *[insert number]*

Audience: *CUPE – Caretaking, information of all staff*

Cleaning and Disinfection

Direction

Elementary and Secondary:

- Use Diversey 'Board approved' disinfectant and cleaning products only that have a Drug Identification Number (DIN), following the manufacturer's directions to prepare the solutions properly;
- Follow the manufacturer's directions to allow adequate contact time for the disinfectant to work as intended;
- Check expiry dates of cleaning and disinfectant products used and always following the manufacturer's instructions;
- Increase the frequency (minimum twice a day) of cleaning and disinfecting objects, equipment and frequently touched items or surfaces (e.g. doorknobs, accessible push buttons, hydration stations, light switches, toilet and faucet handles, tabletops, eating areas (e.g. tables, sinks, countertops), phones, photocopiers staff areas including fridge handles, microwave buttons, elevator/lift buttons, as well as faucet handles in all rooms, railings, cabinet handles, hard surfaces on shared seating areas;
- All water fountains are to be bagged and not used;
- Perform and promote frequent and proper hand hygiene. Hand washing using soap and water is recommended over alcohol-based hand rub;
- Incorporate additional hand hygiene opportunities into the daily schedule.

Classroom if a child/staff becomes symptomatic:

- For details see *Procedure When a Student or Staff Becomes Symptomatic*
- The principal will enact the Procedure upon notification of a student or staff member who is symptomatic
- Some areas will require cleaning and disinfecting (items used by the individual and all surfaces within 2 metres of the ill person) and others cleaned only (hallway or room the person passed through)
- Once the child/staff have been removed, caretaking staff will disinfect (using Oxivir TB RTU) the spaces where the student/staff was separated and any areas used by them (e.g., classroom, bathroom, common areas).
- For bodily fluids (e.g. vomit, diarrhea) the space should be vacated and caretaking will wear appropriate PPE, including a mask, gloves etc.
- Remove all items that cannot be cleaned (paper, books) and store them in a sealed container for 7 days.

HWDSB

School Reopening

Isolation Areas/Room(s):

- Caretaking will disinfect (using Oxivir TB RTU), where required, under the direction of the Principal or the Facility Operations Supervisor, in the event of a suspected or confirmed case of COVID-19 in the school. If the school's Isolation Room has been used custodial staff will, as a last step in the disinfection process, remove and clean the sign posted on the exterior of the door and place it inside the room, ready for use should the room be required again.

Between Uses of Shared Space (including between before and after school and regular school day):

- Disinfect objects, equipment and frequently touched items or surfaces (e.g. doorknobs, light switches, toilet and faucet handles, electronic devices, tabletops, cabinet handles, hard surfaces on shared seating areas, elevator/lift buttons).
- Cleaning of shared spaces (e.g. gym, learning commons, music, etc.) between cohort use.

Maintenance:

- Maintenance staff must keep shared vehicles clean and sanitized daily. Sanitation can be achieved with the approved disinfectant sprayer. All high touch areas must be sanitized daily including shared tools and shared equipment within the department.

Safety Considerations

- [MSDS information](#)

Contacts

- Facility Operations Supervisor
- Bob Avery, Manager, Facility Operations
- Matthew Kwan, Manager, Occupational Health and Safety

HWDSB

School Reopening

Resources

- COVID-19 Guidance: Summer Day Camps, Ministry of Health, Ontario
- Cleaning and Disinfection for Public Settings, Public Health Ontario
- Provincial Infectious Diseases Advisory Committee. Best practices for environmental cleaning for prevention and control of infections in all health care settings. 3rd ed. Toronto, ON: Queen's Printer for Ontario; 2018.

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 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 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

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.)

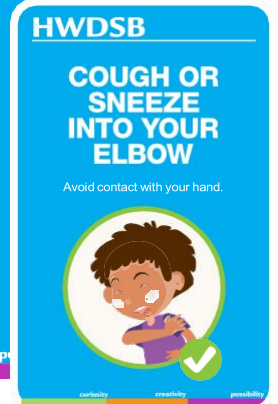
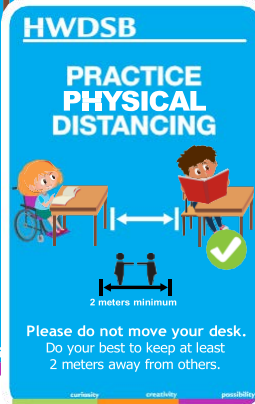
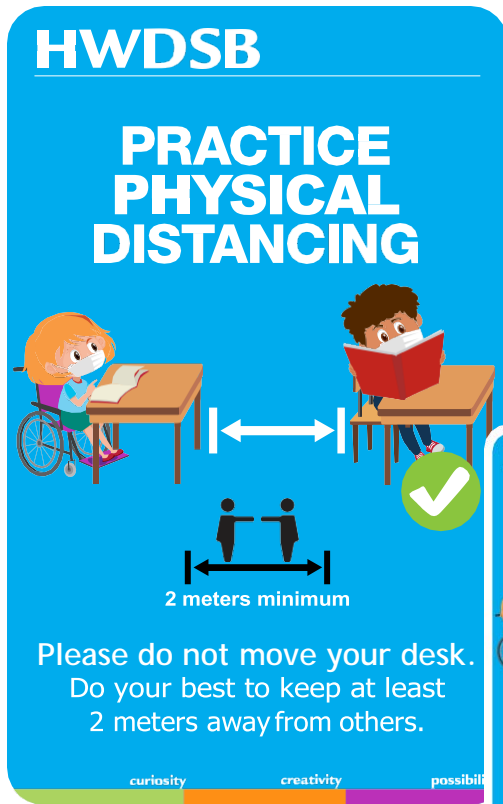
Families Worrying Less Together is an anxiety treatment program for primary caregivers of children in grades 3 to 6 who show signs of being shy, worried, excessively fearful or inhibited. The program uses Cognitive Behavioural Therapy Techniques and gives participants knowledge, practical skills, support 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

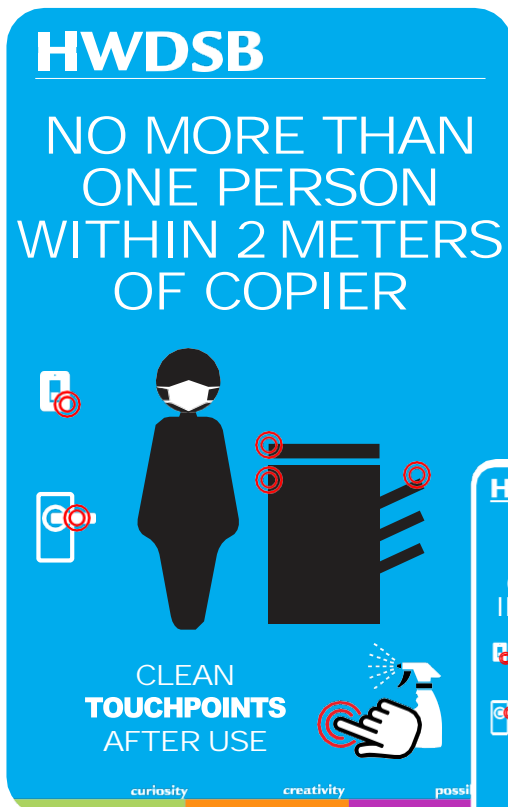
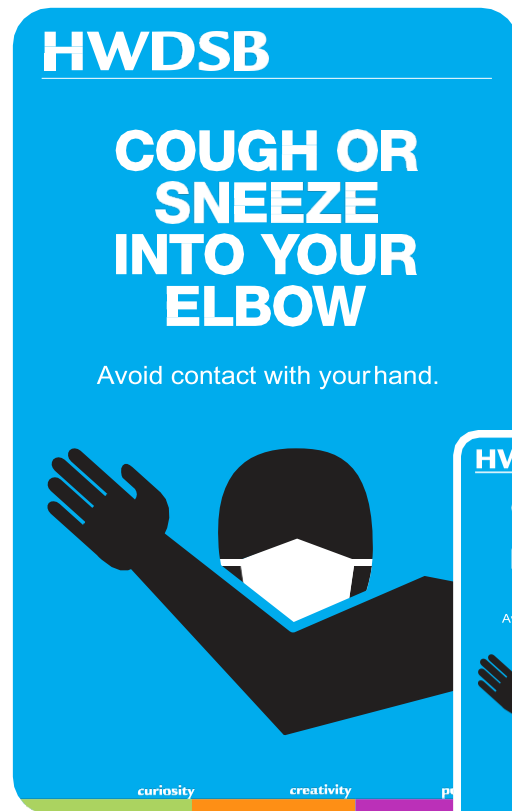
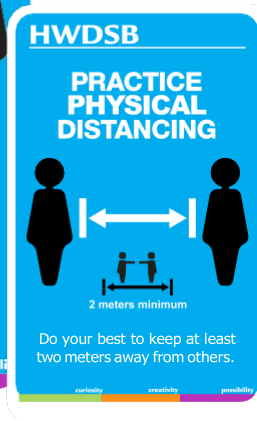
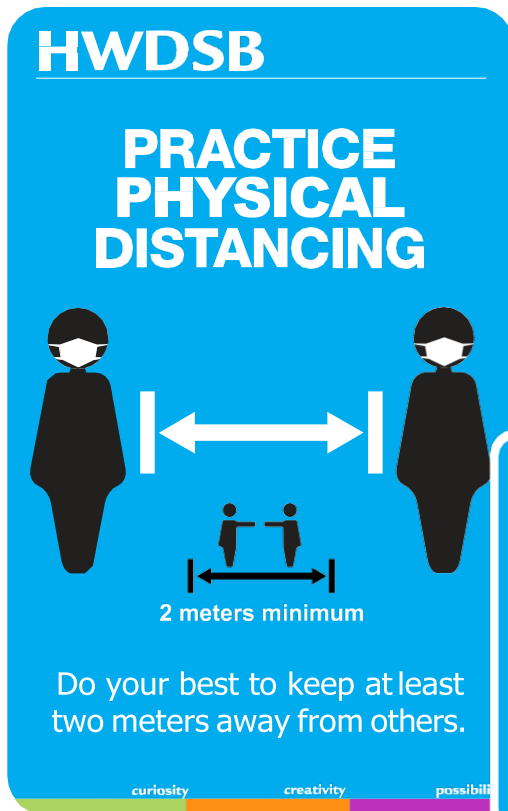
(Sessions offered in afternoons and evenings starting the week of August 17, hopefully in person with physical distancing, pending public health parameters.)

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 – Signage Examples



Appendix D – Signage Examples



DRAFT: August 9, 2020

Action Team: *[Enhanced Safety Measures]*No: *[insert number]*Audience: *[All]*

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](#).

Beginning August 17th, 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 8th, 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 COVID-19 Student Screening Checklist*."
- ☐ I understand that prior to the student attending school, I must complete a **daily** COVID-19 Screen either by completing the "*HWDBS COVID-19 Student Screening Checklist*" or the Ontario online [self assessment](#).
- ☐ I will follow the instructions at the completion of the Screening Checklist.
- ☐ 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 if one student in my home tests positive for COVID-19, all students in my home will remain home for 14 days from the time of symptom onset or if asymptomatic, since the test date (or longer if symptoms not improving)
- ☐ I understand that I must complete the attestation for each student that attends a HWDSB school.
- ☐ 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 26th onward).
- ☐ If parent/guardian/caregiver is unable to complete the attestation through the ParentPortal the following options are available:
 - Print and sign a copy of the Attestation (downloaded from the HWDSB website) or email a signed copy to the school (Office Administrator to input into PowerSchool)
 - School to provide access to a shared computer (disinfected between use) which will include detailed instructions on how to complete the attestation.
- ☐ 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. See **Exclusion Procedure**.

Safety Considerations

- Schools must keep daily records of anyone (e.g. students, parents/caregivers, staff and essential visitors) entering the school setting.
 - Records (e.g., name, contact information, time of arrival/departure, screening completion, etc.) must be kept up to date and available to facilitate contact tracing in the event of a confirmed COVID-19 case or outbreak.

Contacts

Type here

Resources

Please check Ontario's [COVID-19 website](#) regularly for information, the [COVID-19 Reference Document for Symptoms \(PDF\)](#), mental health resources, and other information.

HWDSB COVID-19 Student Screening Checklist – English and 11 translations

Return to School Attestation – English and 11 translations

HWDSB Access Guidelines During COVID-19 - Entry Door Signage (do not enter if...) – English and 11 translations

30 Lessons in 30 Days – teaching students in an age appropriate way the symptoms of COVID-19 and when to tell a staff member they feel unwell.

Return to School Attestation

To be completed once, before a student arrives at school.

Dear Parent/Guardian/Caregiver or student (if age 18 or older):

Prior to beginning school on September 8, 2020, parents/guardians/caregivers and students over age 18 must complete a one-time attestation indicating the following as it relates to daily screening for COVID-19 symptoms:

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.

Check each box to agree.

- ☐ I have read and understood the document *HWDSB COVID-19 Student Screening Checklist*.
- ☐ I understand that prior to the student attending school, I must complete a daily COVID-19 screen, either by reviewing the *HWDSB COVID-19 Student Screening Checklist* or the [Ontario online self-assessment](#).
- ☐ I will follow the instructions at the completion of the screening.
- ☐ 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 if one student in my home tests positive for COVID-19, all students in my home will remain home for 14 days from the time of symptom onset or, if asymptomatic, since the test date (or longer if symptoms are not improving).
- ☐ I understand that I must complete the attestation for each student that attends a school in HWDSB.
- ☐ I understand that I must complete the DAILY COVID-19 screen for each student that attends an HWDSB school.

Student Name

Parent/Guardian/Caregiver/Student age 18+

HWDSB*School Reopening***HWDSB COVID-19 Student Screening Checklist**To be completed daily before arriving at school.**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)
- ☐ None of the above

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
- ☐ None of the above

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

HWDSB

School Reopening

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 or your family doctor 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.

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 from others of at least 2 meters (6 feet)
- students in Grades 4 to 12 must wear a mask or face covering (unless exempted by the principal)
- students in Kindergarten to Grade 3 are encouraged to wear a mask or face covering
- cough and sneeze into your sleeve and not your hands
- if you begin to feel unwell, please let a staff member know

Updated: August 7, 2020

Equity and Well-Being Programs

- Graduation Coach for Black Students Summer Sessions – 30 students registered.
- Social Worker On-Call Support - 80 students receiving support with varies levels and types of support (e.g. some are connecting multiple times per week and others on one occasion).
- Mental Health Treatment Groups (i.e. Chilled) - 53 students registered

Specialized Services

REMOTE LEARNING

Program	Dates	# Students	Details
GLE Course	July 6 – July 29	75 Students	The GLE 10/20/30/40 Course was accessed by students with an Individual Education Plan. During the robust course staff worked daily with students on: This robust course provided daily support to students to <ul style="list-style-type: none"> ▪ learning strategies essential to success in all subjects such as time management, work completion and organization. ▪ developing awareness about their individual learning profile ▪ understanding the purpose of their Individual Education Plan ▪ providing transitional supports as they from the elementary to secondary panel and between grades in secondary school.
EMPOWER Reading Camp	July 27 – Aug. 10	61 Students	The Empower Reading Camp welcomed learners from grades one to eight. During learning with students focused on <ul style="list-style-type: none"> ▪ developing age appropriate reading skills, decoding, word identification and spelling skills ▪ providing students with an opportunity to become self-confident in their reading abilities ▪ staying connected with peers and teachers during the summer months ▪ developing new friendships with peers from other schools ▪ developed greater independence in reading skills
Centre For Success Camp	July 27 – Aug. 10	35 Students	The Centre For Success Camp had campers who use technology as an essential, accommodation to access the Ontario Curriculum. Daily learning with students focused on <ul style="list-style-type: none"> ▪ developing proficiency with specific technology including the built-in accessibility features of the device ▪ using the accessibility features in the board platforms such as the immersive reader

SUMMER LEARNING OPPORTUNITIES FOR STUDENTS

APPENDIX F

			<ul style="list-style-type: none"> ▪ developing proficiency with designated apps to ameliorate the impact of disability and demonstrate learning in non-conventional ways ▪ using the device to support literacy and numeracy skills such as reading comprehension, generating ideas for writing, demonstrating various genres of writing and modelling and comparing fractions. ▪ Focusing on self-advocacy skills ▪ Developing greater understanding about learning disabilities ▪ Explaining and reinforcing executive functioning skills throughout all lessons and learning tasks ▪ learning how and why assistive technology supports their individual learning needs ▪ Providing parent training sessions on technology ▪ Meetings parents and student to individual team meetings to share strengths, needs and strategies for that student by Psychological Services staff.
Virtual Story Time Camp	July 27 – Aug. 31	15 Students	<p>The Virtual Story Time Camp welcomed Deaf and Hard of Hearing learners. Daily activities by staff with students included:</p> <ul style="list-style-type: none"> ▪ Using Read Alouds of mentor texts to engage in conversations with the campers about the story ▪ Focusing on self-advocacy ▪ Completing of the “All About Me” booklet ▪ Learning about conversation skills ▪ Seeing and engaging with other students with hearing aids

IN PERSON LEARNING

Program	Dates	# Students	Details
SITES: Ancaster Meadow, Glenwood			
6 classes Social-Communication Learning Camp: Autism Spectrum Disorder	Aug. 17 – Aug. 28	36 Students	<p>The Social Communication Learning Camp will help support students with the transition from home to in person learning. Daily activities with students will use engaging activities to focus on:</p> <ul style="list-style-type: none"> ▪ in-school transitions ▪ social communication skill developments <p>Staff will use evidenced-based practices for planning individual and group activities. The programs will be delivered by an interdisciplinary team consisting of Principals/Vice-Principals, Classroom Teachers, Educational Assistants, Child and Youth Care</p>

SUMMER LEARNING OPPORTUNITIES FOR STUDENTS

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4 Classes Social-Communication Camp: Developmental Disability		24 Students	Practitioners, Speech-Language Pathologists, Communicative Disorders Assistants and Board Certified Behaviour Analysts.
SITES: Hillcrest, Ray Lewis			
2 classes - AIM Program Camp: CYCP Caseload	Aug. 17 –Aug. 28 9:00-11:30	32 Students	<p>The Social Learning Camps will welcome students participating in the AIM programs and ExSL settings with the transition from home to in person learning. Daily use of evidence-based practices (including behaviour analytics) and intervention strategies will focus on:</p> <ul style="list-style-type: none"> ▪ using engaging activities in outdoor school environments where weather permits ▪ promoting social communication ▪ developing self-regulation. Individual learning programs will be carefully planned ▪ using reinforcement to promote pro-social skills <p>The program will be delivered by an interdisciplinary team consisting of Principals/Vice-Principals, Classroom Teachers, Educational Assistants, Child and Youth Care Practitioners, Speech-Language Pathologists, Communicative Disorders Assistants and Board Certified Behaviour Analysts.</p>
2 classes- AIM Program Camp: EXSL	Aug. 11 – Aug. 28 9:00-11:30	18 Students	

Elementary School Programs

- ELL Camp—14 classes, 145 students; partnership with MCYU and Focus on Youth
- Camp Power—18 classes, 170 students; partnership with The Art Gallery of Hamilton.
- Gap Closing (Grades 1 to 5) - 20 classes, 332 students; partnership with Focus on Youth and McMaster Child and Youth University.
- Elementary Mohawk Language Camp— 1 class, 23 students.
- Apple Community Engagement —4 sessions (Photography, Book Making, Story Telling, Music), 70 families; partnership with Apple Canada.

Secondary School Programs

- Summer School Credit Courses – 2,427 students enrolled; 2,412 credits granted
- Reach Ahead (half courses, Civics and Careers) - 816 students enrolled, 1,286 half credits granted
- Summer Literacy and Numeracy Program – 1,842 students enrolled

Appendix G: Secondary School Rotational Model

Background:

On July 30, 2020 the Ministry of Education communicated the plan for Ontario's students to return to school in September: [Guide to Reopening Ontario's Schools](#). As outlined in the guide, HWDSB is identified as one of 24 school boards in the province with designated status in which an adapted in-person teaching and instruction model will be implemented. HWDSB has developed an Adaptive Model for secondary students to return to learning in September.

Terminology:

The following terminology is shared to provide clarity and should be used to ensure consistent messaging in our schools.

Remote learning: Learning that happens outside of the physical in-person classroom environment. Information and learning are relayed through board approved digital platforms (The Hub and MS Teams).

Conventional learning: Learning that occurs in-person in physical spaces such as the classroom and school setting.

Adaptive learning: Learning that implements both remote and conventional learning platforms.

Cohort: A group of students placed together to limit interactions with other students within the school setting. As outlined in the Guide to Reopening Schools, secondary cohort sizes should be approximately 15 students. Cohorts A and B refer to 2 separate groups of students in a class who are engaging with in-person learning at the school.

Rotation: A period of time in which a cohort is designated to remain together until changing cohorts. The secondary adaptive model is broken into 4 rotations per semester for a 4-period school and 5 rotations per semester for a 5-period school.

Block: Refers to a period of time during the school day in the adaptive learning model where students and teachers engage in learning.

Turn Around Days: Refers to the period of time (up to 5 school days) at the end of each rotation, in-which all classes would be conducted through a Remote Learning Model in order to provide space/time between changing cohorts and the number of indirect contacts per student. For some rotations this is achieved with a natural break with school holidays or examination days. **NOTE:** This continues to be reviewed with Hamilton Public Health.

4-Period Adaptive Model:

Weekly Schedule:

Each class will be divided into 2 cohorts – Cohort A and Cohort B. As indicated in the Ministry's Guide to Reopening Schools, each secondary cohort should be approximately 15 students.

Students in each cohort will attend school, in-person, on alternating days using the schedule outlined below.

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

NOTE: Students that do not wish to attend classes in-person will have a choice to either continue with the rotational model with the understanding that during the in-person rotation portion they will be expected to undertake independent study or students may choose to explore enrolling in full eLearning courses.

Rotation Schedule - Instructional Days (In-School and Remote Learning):

HWDSB's adaptive learning model is based on a rotation schedule where one class period will attend school daily, in-person, for a designated period of time. Other class periods will engage in daily remote learning during their scheduled afternoon learning blocks.

Based on the 2020-21 secondary school year calendar and the current advice from Hamilton Public Health to allow for at least 5 school days of turnaround time before the introduction of a new in-person cohort, each rotation for a 4-period secondary school will consist of 17 in-person instructional days. At the end of each rotation, up to 5 days of remote learning are scheduled before new cohorts and rotations commence (*see note above, pending review with Hamilton Public Health).

Below are the rotation dates for semester 1.

1st Rotation (Period 1 In-Class Cohort):

Period 1 = In-School Cohort, Periods 2,3,4 = Remote Learning

Period 1 In-Class Dates = September 8 to September 30 (17 Days)

Turn-around (remote learning) days = October 1 to 7 (5 Days)*

2nd Rotation (Period 2 In-Class Cohort):

Period 2 = In-School Cohort, Periods 1,3,4 = Remote Learning

Period 2 In-Class Dates = October 8 to November 2 (17 Days)

Turn-around (remote learning) days = November 3 to 9 (5 Days)*

3rd Rotation (Period 3 In-Class Cohort):

Period 3 = In-School Cohort, Periods 1,2,4 = Remote Learning

Period 3 In-Class Dates = November 10 to December 3 (17 Days)

Turn-around (remote learning) days = December 4 to 10 (5 Days)*

4th Rotation (Period 4 In-Class Cohort):

Period 4 = In-School Cohort, Periods 1,2,3 = Remote Learning

Period 4 In-Class Dates = December 11 to January 18 (17 days)

Turn-around (remote learning) days = January 19 to 22 (4 days)*

4-Period Daily Bell Schedule:

The adaptive model will allow each school to maintain their respective start and end (bell) times. In the adaptive model, each school day is 365 minutes, including instructional, travel, and transition times.

In the adaptive model, all 4-period schools must have the following instructional and transition blocks:

- Block 1 = 145 minutes of face-to-face instruction
- Dismissal / Travel Block = 80 minutes
- Block 2 = 40 minutes of remote instruction
- Block 3 = 40 minutes of remote instruction
- Block 4 = 40 minutes of remote instruction
- Transition times between blocks = approximately 10 minutes (adjusted at school level)

An example bell schedule is provided below. Schools may adjust transition times between learning blocks to maintain their respective bell times.

	Monday	Tuesday	Wednesday	Thursday	Friday Week 1	Friday Week 2
Block 1: 8:50-11:25 145 minutes - Face-to-Face + Break	P1 Cohort A	P1 Cohort B	P1 Cohort A	P1 Cohort B	P1 Cohort A	P1 Cohort B
Dismissal/Travel 11:25-12:45 80min						
Block 2 12:45-1:25 40min - Remote	P2	P2	P2	P2	P2	P2
Block 3 1:35-2:15 40min - Remote	P3	P3	P3	P3	P3	P3
Block 4 2:25-3:05 40min - Remote	P4	P4	P4	P4	P4	P4

Turn-Around (Remote Learning) Daily Schedule:

During the turn-around days where full remote learning will be provided for up to 5 days (see note above, pending review with Hamilton Public Health) class schedules will consist of the conventional school day 75-minute instructional blocks so as to allow for full class remote learning.

An example bell schedule is provided below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1: 8:50-10:05	P1	P1	P1	P1	P1
Block 2: 10:10-11:25	P2	P2	P2	P2	P2
Lunch: 11:25-12:35					
Block 3: 12:35-1:50	P3	P3	P3	P3	P3
Block 4: 1:55-3:10	P4	P4	P4	P4	P4

5-Period Adaptive Model:

Weekly Schedule:

Each class will be divided into 2 cohorts – Cohort A and Cohort B. As indicated in the Ministry's Guide to Reopening Schools, each secondary cohort should be approximately 15 students.

Students in each cohort will attend school on alternating days using the schedule outlined below.

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

NOTE: Students that do not wish to attend classes in-person will have a choice to either continue with the rotational model with the understanding that during the in-person rotation portion they will be expected to undertake independent study or students may choose to explore enrolling in full eLearning courses.

Rotation Schedule - Instructional Days (In-School and Remote Learning):

HWDSB's adaptive learning model is based on a rotation schedule where one class period will attend school daily, in-person, for a designated period of time. Other class periods will engage in daily remote learning during their scheduled afternoon learning blocks.

Based on the 2020-21 secondary school year calendar, each rotation for a 5-period secondary school will consist of 14 to 15 in-person instructional days. At the end of each rotation with a natural break through school holidays or examination days there are 5 remote learning (turn-around) days scheduled before new cohorts and rotations commence. (*see note above, pending review with Hamilton Public Health).

Below are the rotation dates for semester 1

1st Rotation (Period 1 In-Class Cohort):

Period 1 = In-School Cohort, Periods 2,3,4,5 = Remote Learning

In-class session September 7 to 25 (14 Days)

Turn Around (Remote Learning) Days: September 28 to October 4 (5 Days)*

2nd Rotation (Period 2 In-Class Cohort):

Period 2 = In-School Cohort, Periods 1,3,4,5 = Remote Learning

In-class session October 5 to 23 (14 Days)

Turn Around (Remote Learning) Days: October 24 to November 1 (5 Days)*

3rd Rotation (Period 3 In-Class Cohort):

Period 3 = In-School Cohort, Periods 1,2,4,5 = Remote Learning

In-class session November 2 to 20 (15 Days)

Turn Around (Remote Learning) Days: November 21 to 29 (5 Days)*

4th Rotation (Period 4 In-Class Cohort):

Period 4 = In-School Cohort, Periods 1,2,3,5 = Remote Learning

In-class sessions: November 30 – December 18 (15 Days)

Turn Around Days: Winter Break

5th Rotation (Period 5 In-Class Cohort):

Period 5 = In-School Cohort, Periods 1,2,3,4 = Remote Learning

In-class session January 4 to 22 (15 Days)

Turn Around Days: Examination Days and PA Day (End of Semester 1)

5-Period Daily Bell Schedule:

The adaptive model will allow each school to maintain their respective start and end (bell) times. In the adaptive model, each school day is 365 minutes, including instructional, travel, and transition times.

In the adaptive model, all 5-period schools will have the following instructional blocks:

- Block 1 = 145 minutes of face-to-face instruction + 5 min Break
- Dismissal / Travel Block = 80 minutes
- Block 2 = 40 minutes of remote instruction
- Block 3 = 40 minutes of remote instruction**
- Block 4 = 40 minutes of remote instruction**
- Block 5 = 40 minutes of remote instruction

****NOTE:** schools with a 5-period day assign 1 period as a designated lunch time

An example bell schedule is provided below. Schools may adjust transition times between learning blocks to maintain their respective bell times.

	Monday	Tuesday	Wednesday	Thursday	Friday Week 1	Friday Week 2
Block 1: 8:35-11:05 145 minutes - Face-to-Face + Break	P1 Cohort A	P1 Cohort B	P1 Cohort A	P1 Cohort B	P1 Cohort A	P1 Cohort B
Dismissal/Lunc h 11:05-12:25 80min						
Block 2 12:25-1:05pm 40 min - Remote	P2	P2	P2	P2	P2	P2
Block 3 1:05-1:45 40min - Remote	P3	P3	P3	P3	P3	P3
Block 4 1:45-2:25 40 min - Remote	P4	P4	P4	P4	P4	P4
Block 5 2:25-3:05 40 min - Remote	P5	P5	P5	P5	P5	P5

Turn-Around (Remote Learning) Daily Schedule:

During the turn-around days where full remote learning will be provided for up to 5 days (see note above, pending review with Hamilton Public Health) class schedules will consist of the conventional school day 75-minute instructional blocks so as to allow for full class remote learning.