

HWDSB

Special Board Meeting

Monday, August 31, 2020

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

AGENDA: 6:15 pm

1. Call to Order
2. O Canada

Reports Staff:

3. [School Re-Opening \(Covid-19 Pandemic\) Update #4 – to be provided](#)

4. Report from Committee of the Whole – August 31, 2020

5. Adjournment



EXECUTIVE REPORT TO BOARD

TO: BOARD

FROM: Manny Figueiredo, Director of Education

DATE: August 31, 2020

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

RE: SCHOOL RE-OPENING (COVID-19 Pandemic) UPDATE #4

ACTION MONITORING X

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

Background

With approximately one week to the start of the 2020-21 school year, implementation efforts remain focused on two key areas:

- The safety and well-being, of students, staff and families; and
- Establishing a renewed sense of school community, with new routines for everyone.

At the August 10 Special Board Meeting, staff presented the [School Re-Opening \(COVID-19 Pandemic\) Update #3](#) report that outlined the HWDSB re-opening plan including scenarios and models for elementary and secondary schools. This was followed by [two brief update reports on August 24](#) that included financial implications; a proposed staggered student start as well as further amendments to the secondary school adaptive model.

Elementary schools will open in conventional mode (Scenario A) with a remote school option for those choosing not to attend in-person. All students will attend each day. School start and end times will remain the same and class sizes will be based on current class size caps for grades 1 to 3 and reduced class size averages for kindergarten and grades 4 to 8 following the approved motion by trustees on August 24.

Secondary schools will open in adaptive mode (Scenario B). Students will follow a rotational model of a half-day in-person class (alternate days within a cohort of approximately 15 students) followed by three shorter periods of teacher-directed remote learning classes (every day with all students). Alternatively, students may choose a full eLearning timetable. School start and end times will remain the same.

On August 13 the Ministry of Education issued a [Policy/Program Memorandum \(PPM-164\) on remote learning](#). The direction provided has been incorporated into the models outlined in this report.

On August 18 the Ministry of Education provided further direction to school boards on allowing a staggered approach to school re-opening over the first two weeks of instructional days. Late Friday evening, August 28, the Ministry of Education confirmed support to amend the HWDSB staggered start for students, previously [reported on August 24](#), in order to address readiness across the system.

On August 26 the province released the [The Operational Guidance: COVID-19 Management in Schools](#) (Outbreak Protocol). The document is being reviewed against the over seventy new HWDSB protocols/routines

outlined throughout this report.

The HWDSB Plan for Re-Opening Schools for the 2020-21 school year has 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.

HWDSB Plan for 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 (Update #3, August 10) 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. HWDSB system leaders received training and follow-up supports during the week of August 24 on the *School Re-Opening Protocol Digital Binder*. Over seventy (70) new operational protocols plus additional Program related protocols have been established by various Ad Hoc Committees and have been reviewed by Hamilton Public Health. School staff training will occur on the September 2 Professional Activity Day.

A. Cleaning

The enhanced cleaning protocol was outlined in Update #3. Enhanced cleaning will require additional caretakers to be present during the day. HWDSB 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 of Education. Staff are working collaboratively with employee group representatives to develop signage (i.e., poster) that will be displayed at schools highlighting the enhanced cleaning protocols.

B. Physical Adaptations

Elementary schools will commence in a conventional mode (Scenario A). Available physical space within classrooms has been increased through the removal of staff personal belongings and overall decluttering. Caretaking staff will continue to work over the coming days to ensure that desks/tables are set-up with students facing in the same direction and where possible, providing for physical spacing of 1 metre. Where students are sitting at a table facing each other (e.g. kindergarten) students will be 1 metre apart; a plexiglass barrier will divide the students and a staggered use of the tables (e.g. nutrition break) will be implemented. As in-school enrolments potentially change at the established transition points throughout the year the need may arise to re-purpose other areas of the school, such as the learning commons and gymnasium(s) for use as regular classrooms.

With secondary schools commencing in an adaptive mode (Scenario B) classrooms are being 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. With the addition of study halls, as described in the August 24 report, common/larger areas such as the learning commons and cafeteria are being set up with desks spaced at least 2 metres apart. In some instances, schools with significant constraints on space may be required to utilize alternative settings such as community centres.

C. Masks

Students from K to Grade 12 will be required to wear a non-medical or cloth mask while indoors in a school or on a bus, including in hallways and during classes. Outdoor times like recess will be used as opportunities to

provide students with breaks from wearing masks within their cohorts. Masks must cover the nose, mouth and chin.

There are a variety of reasons why a person cannot wear a mask and students and school based staff will be asked to continue to be kind to each other and support everyone in the community as we work together to stop the spread of the virus. The signage that has been developed includes images of individuals with and without masks. School based staff will be encouraged to validate both circumstances and to address any incidences of inappropriate behaviour directed toward someone who is not wearing a mask. This is a new practice for students and will take time for some to adjust. School based staff will be asked to use discretion when interacting with students who might be struggling with this new practice. For example, a student may require a temporary break from wearing a mask by stepping into a hall where physical distancing of 2 metres can be maintained.

As directed by the provincial guidelines, reasonable exceptions are in place where a student is unable to wear a mask. Parents/guardians (or students 18 years and older) will be required to complete a *Student Mask Attestation Exception Form* which attests to the need for an exception. Much like the COVID-19 screening attestation, the student mask exception form will set out criteria, as established with Hamilton Public Health that the parent/guardian (student 18 years and older) affirms they have read, understand and attest to be true. The process for completing the form will be communicated the week of August 31. A student mask exception will be noted in a student's profile with the HWDSB student information system and available to authorized users.

Exception Criteria:

- underlying **medical, developmental, sensory or mental health reason** which inhibits my/my child's ability to wear a non-medical mask in the manner required by the Ministry of Education or Public Health authorities
- unable to remove the mask without assistance or anyone who has trouble breathing in the manner required by the Ministry of Education or Public Health authorities

Medical-grade masks and eye protection (i.e., face shield) are currently being sorted and delivered to schools for distribution to school-based staff on September 3 (or sooner for some employee groups commencing work at the school site prior to this date). All school-based staff will be required to wear HWDSB-issued masks and eye protection throughout the day, with reasonable exceptions for accommodations through the Employee Support and Wellness department.

While access to schools by non-students/staff will be extremely limited (e.g., itinerant staff and service providers, board staff) any visitors will also be required to wear a medical-grade 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

Hand hygiene is an essential layer which supports minimizing the spread of COVID-19. Good hand hygiene includes washing hands with soap and water or using an alcohol-based hand rub. At minimum, the following will be in place:

- Practice good hand hygiene on entry to building* (pending Hamilton Fire Services approval) and/or on entry to the classroom;

- Wash/sanitize hands before and after eating;
- Wash/sanitize hands before and after removing or putting on mask;
- Wash when hands are soiled

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.

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 to facilitate family planning and transportation. Student cohort information will be available through the Parent Portal as of August 31. Instructions on how to access this information can be found on the HWDSB Return-to-School site (<https://www.hwdsb.on.ca/parent/>). It is worth noting that cohorts may require minor adjustments for each rotation to ensure that classes remain at approximately 15 students. Confirmation of cohort assignments will occur in advance of each rotation.

F. Ventilation (HVAC)

Third party consultants contracted by HWDSB continue to perform reviews of the Board's ventilation/HVAC systems. The actions undertaken by the consultants include:

- Check for particulate accumulation on filters, replace filter as needed if material is already on-site. Verify filters are sized and installed correctly. Clean and remove louver obstructions.
- Check all motors and fans operate correctly. Grease/oil as required.
- Check belts are tight and in good condition. Replace as required.
- Check variable-frequency drive for proper operation.
- Check drain pans for cleanliness and proper slope. Check P-trap on drain pan for proper operation. Clean as required.
- Verify control dampers operate properly.
- Confirm equipment is bringing in outdoor air and removing exhaust air as intended.

The reports from the consultants will be posted on the Board's website and any issues identified will be addressed before the start of school.

In addition, HWDSB has purchased 150 air purifiers with HEPA filters to assist with filtration and ventilation for rooms/areas where there is insufficient air flow.

G. Signage

Signage (see samples in Update #3) will be distributed to schools starting the week of August 31. A protocol has been developed to support the placement of signs in schools (see Appendix A).

H. Access to School Sites

As per the revised Ministry of Education guidelines, schools will be significantly limiting or even prohibiting visitors. This direction is not taken lightly and is undertaken with an abundance of caution for the safety and well-being of students, staff and families. Where a visit to a school is deemed necessary, as described in earlier reports, visitors will be required to self-screen and to wear a medical-grade mask.

I. Screening

Screening for COVID-19 symptoms and remaining home is one of the strategies which support minimizing the risk and potential spread of COVID-19. As of August 31, approximately 21,000 (about 49%, excluding students that have chosen the elementary Remote Learning Day School) screening attestations have been completed with information on file indicating that parents/guardians (adult students) are aware of the expectation of daily screening before arriving at school. Schools have started to contact families who have not completed the screening attestation and intend on in-person attendance (i.e. have not pre-registered for the remote school). School staff will work with families to help them complete the attestation if necessary. Attestations are mandatory for all students attending school in-person. Attendance will not be permitted until the screening attestation is completed. All staff are also required to complete an attestation before returning to work.

J. Outbreak Protocol

[*The Operational Guidance: COVID-19 Management in Schools*](#) document was released by the province on August 26. Staff are currently reviewing the nearly seventy (70) COVID-19 school re-opening protocols that have been developed for alignment with the provincial document. This week, HWDSB staff, together with Hamilton Public Health and key staff from the other local school boards will finalize the Hamilton Outbreak Management Protocol, based on the provincial document. Ongoing communication will be provided to support parents, students, and staff to understand the steps that will occur.

K. Supplies

All supplies needed for the first month of operation have been delivered to the Education Centre. Staff have repacked the supplies to deliver to each school by September 1. Each school will receive a two week supply of personal, protective equipment (PPE), cleaning supplies and hand hygiene supplies. Deliveries will be made to schools every two weeks. The Board continues to replenish the inventory through monthly orders to the Ministry of Government and Community Services (MGCS).

L. Public Health/CJHSC engagement

Staff continue to work with Hamilton Public Health Services around the development of protocols which support enhanced public health measures. Once drafted, these protocols are shared with the board's Central Joint Health and Safety Committee (CJHSC) for their review and feedback. Staff have provided three voluntary information sessions this summer for CJHSC members to meet and review the protocols.

Staff are also actively working with McMaster Children's Hospital to create a virtual learning opportunity that would include a live session for system leaders with pediatricians (Dr. Fulford-Chief of Infectious Disease and Dr. Khan, to be confirmed) so as to provide information about common themes of COVID-19 and to answer

questions that may further assist students and staff to feel safe when returning to school. The session would be recorded for use at schools.

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. Staff have had an initial meeting with Hamilton Public Health regarding the role of the nurses. The focus of this new resource will be to provide support to school boards and schools in the development and implementation of COVID-19 health and safety plans:

- Infection prevention and control;
- Surveillance, screening and testing;
- Outbreak management; and
- Case and contact management.

The Hamilton community will see the addition of approximately 19 public health nurses to support the four local school boards.

B. Student Mental Health and Well-Being

On August 27 principals and vice-principals received introductory training on a comprehensive resource developed over the summer by a multi-disciplinary team of HWDSB staff. The resource, *Learn. Disrupt. Rebuild. @HWDSB: Building a Community of Care* (previously referenced as 30 lessons in 30 days) will support the learning of new routines as a result of COVID-19 with a focus on student mental health and building an inclusive and caring school community. *Learn. Disrupt. Rebuild. @HWDSB: Building a Community of Care* is an educator resource that contains age-appropriate lesson plans and resources for kindergarten to grade 12. The four modules include:

- Module 1: Mental & Physical Health and Wellness
 - Topics: Physical distancing, screening, COVID-19 symptoms, hand-hygiene, wearing a mask, feelings, emotions, listening, empathy and self-care
- Module 2: Understanding Identity and Intersectionality
- Module 3: Exploring Human Rights, Equity & Anti-racism
- Module 4: Empowering Action and Allyship

This fall, HWDSB will also be launching the School Mental Health Ontario, Mental Health Literacy Course (secondary and elementary) for staff. The program involves six sessions (1-hour each) with a focus on providing educators with information, strategies and everyday classroom practices to enhance student mental health and well-being.

C. Summer Learning and Supports

As indicated in Update #3 (August 10) 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. The various programs and supports reached 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

Due to the high volume of requests additional sessions were provided in August on topics including: equity; mental health and well-being; blended learning and specialized services.

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

The [*Program Guide to Reopening Schools*](#) is now available to educators. The document supplements operational protocols by providing guidance on teaching and learning in conventional, adaptive and remote delivery modes. With a kindergarten to grade 12 scope, the resource includes:

- recommendations and considerations for program delivery and assessment and evaluation;
- strategies on how to build culture and community and to address learning needs during the first weeks of school;
- elementary/secondary school specific subject area guidance on program delivery; and
- a wide range of additional resources.

C. Remote Learning

The Program Division, working closely with Specialized Services, Equity and Well-Being and Family of Schools staff, will be leading the work to support educators in the elementary Remote Learning Day School as well as secondary eLearning courses. Appreciating that there will be a wide-range of prior experiences, skills and knowledge about teaching and learning remotely amongst the educators assigned to the Remote Learning Day School, a differentiated menu of learning opportunities has been developed (see Appendix B).

D. System Leaders

It is important that leaders across the organization receive ongoing training, support and resources to lead the work of re-opening schools and work locations in a safe and healthy manner. Readiness training sessions for principals/vice principals, managers and supervisors have occurred in a number of settings. Full day training was provided on August 27, followed by support sessions on the morning and afternoon of August 28 and 31. These training sessions focused on preparing system leaders to support and train the staff at their school/work locations during the week of August 31.

E. Occasional Staff

HWDSB values the contributions of casual employees. All HWDSB occasional staff will have the opportunity to participate, with pay, in essential training related to the Ministry of Education - Guide to Re-opening Ontario's Schools and Occupational Health and Safety Compliance Training.

4. Engagement and Communications

HWDSB employee groups continue to be involved in the return-to-school planning and implementation process. School Contingency Action Teams, involving the various employee groups are being established to discuss, problem solve and adjust plans where needed in support of the effective application of school re-opening protocols.

The re-opening of schools as a result of the COVID-19 pandemic will mean a lot of change, sometimes multiple changes on the same issue, and this, understandably may become frustrating. HWDSB remains committed to regular, transparent and detailed communication to ensure that all members of the HWDSB community are

aware of the steps being taken for a safe and supported return-to-school. Weekly updates to leaders, staff and families commenced on August 10 and will continue along with important information released as it is known (e.g. adjustment to staggered start for students).

Both system-directed and school-specific communication and engagements efforts will continue through to the start of the school year and beyond. This will include a school reopening awareness campaign through social media and advertisements; open-house events for local news media to experience elementary and secondary school set-ups; broadcast messages and where possible, personal school-based phone calls to remind parents/guardian/caregivers about the COVID-19 Screening Attestation; Secondary School Study Hall dismissal form; Timetable/Cohort/Class Assignment information in the Parent Portal as well as reminders and support for completing the Hamilton-Wentworth Student Transportation Services form to decline transportation. Schools will also be reaching out to their communities during the days ahead of the start of school with information about school-specific routines.

5. Elementary Schools

Elementary schools will open in conventional mode (Scenario A) with a remote school option for those choosing not to attend in-person. All students will attend each day (attendance will be taken) with the enhanced public health measures described in section 1 and previous reports. School start and end times will remain the same and class sizes will be based on current class size caps for grades 1 to 3 and reduced class size averages for kindergarten and grades 4 to 8 following the approved motion by trustees on August 24. As described in previous reports, classes will be re-organized at schools, and students/staff will be assigned to classes in the remote learning day school, during the week of August 31. Revised class assignments (including Remote Learning Day School) will be available in the Parent Portal prior to the start of classes. Families will be notified as soon as the information is available.

A. Remote Learning

The Remote Learning Day School will open with approximately 6300 elementary students (see chart below). The school will operate on a schedule or 'bell time' from 9:00 am to 3:20 pm. This will include 300 minutes of learning activities and two, 40-minute nutrition breaks. The school will offer both English-language and French Immersion streams, Mohawk Language and, where possible, other specialized programs. Regular attendance is expected and will be taken daily.

Remote Day School Enrollment

Grade	English-language	French Immersion
Kindergarten	1229	N/A
One	574	71
Two	562	86
Three	618	76
Four	549	60
Five	555	57
Six	554	65
Seven	599	43
Eight	538	42
TOTAL	5778	500

As outlined in [Policy/Program Memorandum 164](#), students enrolled in remote learning will receive direct instruction each day based on the Ontario Curriculum/Kindergarten Program for varying lengths of time. The learning, similar to a regular classroom setting, may occur with the support of whole class, small group or individual instruction as well as time for independent learning. For the most part, students and staff will use the HWDSB standardized digital learning platforms (The HUB and MS Teams) as their learning and communication environments. Non-digital resources will also be utilized, where appropriate and available. The Remote Learning Day School will provide supports to students requiring Special Education services as well

those that are English Language Learners.

While every effort is being made to provide the wide variety of programming at schools, including the Remote Learning Day School, in keeping with the HWDSB Program Strategy, some specialized programs may not become operationally viable should enrolments change significantly at the designated transition points throughout the year. This is due to a combination of class size and qualified staff availability.

B. Staggered Start

On August 28, the Ministry of Education confirmed support to amend the HWDSB staggered start for students, previously [reported on August 24](#), in order to address readiness across the system. The staggered start will focus on smaller groups of students, commencing with those requiring special education supports and/or additional support with transitions and mental health, becoming familiar with the routines and the enhanced public health measures. In addition, staff re-assigned to the newly established Remote Learning Day School will have an opportunity to connect with students and families as well as participate in training specific to teaching and learning remotely. The chart below illustrates the revised staggered approach for students attending elementary schools (including the Remote Learning Day School).

MONDAY SEPTEMBER 7	TUESDAY SEPTEMBER 8	WEDNESDAY SEPTEMBER 9	THURSDAY SEPTEMBER 10	FRIDAY SEPTEMBER 11
LABOUR DAY HOLIDAY	Staff Transition to New Assignments Remote Learning Day School Training	Staff Transition to New Assignments Remote Learning Day School Training	Students that Require Special Education Supports/Supports with Transitions and Mental Health JK Orientation Remote Learning Day School Welcome	Students that Require Special Education Supports/Supports with Transitions and Mental Health JK Orientation Remote Learning Day School Welcome
MONDAY SEPTEMBER 14	TUESDAY SEPTEMBER 15	WEDNESDAY SEPTEMBER 16	THURSDAY SEPTEMBER 17	FRIDAY SEPTEMBER 18
GROUP A Last Name Alpha A to K (approximately ½ class)	GROUP B Last Name Alpha L to Z (approximately ½ class)	ALL STUDENTS RETURN TO SCHOOL (Full Classes)	ALL STUDENTS (Full Classes)	ALL STUDENTS (Full Classes)

6. Secondary Schools

Secondary schools will open in adaptive mode (Scenario B). Students will follow a rotational model of a half-day in-person class (alternate days within a cohort of approximately 15 students) followed by three shorter periods of teacher-directed remote learning classes (every day with all students). Alternatively, students may choose a full eLearning timetable. School start and end times will remain the same and attendance will be taken. As noted in previous reports, 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).

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. In comparison to other models reviewed,

Sample Daily Schedule (4 period day school)

[illegible]

independent study)						
Block 2 Remote Instruction (40 minutes + 10 minutes independent study)	Period 4 (all students)	Period 4 (all students)	Period 4 (all students)	Period 4 (all students)	Period 4 (all students)	Period 4 (all students)
DISMISSAL / BUS TRANSPORTATION						

Sample Daily Schedule (5 period day school)

	Monday	Tuesday	Wednesday	Thursday	Friday Week 1	Friday Week 2
Block 1: In-Person Instruction <i>(Approximately 150 minutes)</i>	Period 1 Cohort A	Period 1 Cohort B	Period 1 Cohort A	Period 1 Cohort B	Period 1 Cohort A	Period 1 Cohort B
LUNCH / TRANSITION TIME (80 minutes)						
	STUDY HALL*	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL
Block 2 Remote Instruction (40 minutes + 10 minutes independent study)	Period 2 (all students)	Period 2 (all students)	Period 2 (all students)	Period 2 (all students)	Period 2 (all students)	Period 2 (all students)
Block 2 Remote Instruction (40 minutes + 10 minutes independent study)	Period 3/4 (all students)	Period 3/4 (all students)	Period 3/4 (all students)	Period 3/4 (all students)	Period 3/4 (all students)	Period 3/4 (all students)
Block 2 Remote Instruction	Period 5 (all	Period 5	Period 5 (all	Period 5 (all	Period 5	Period 5

(40 minutes + 10 minutes independent study)	students)	(all students)	students)	students)	(all students)	(all students)
DISMISSAL / BUS TRANSPORTATION						

NOTE: Student lunch periods (period 3 or 4) have been eliminated. A common lunch for all students is now scheduled.

A. Study Hall

On days that students are scheduled to be at school in-person with their cohort they will have the option of remaining at school to complete their remote learning courses. A process is being finalized that will allow parents/guardians (and students 18 years and older) to indicate if the student will be remaining at school following the in-person portion of the day. Students that remain at school will be assigned a space in a designated 'study hall' area of the school (e.g., gymnasium, learning commons, cafeteria) and will be expected to remain in this space for the duration of the remote learning blocks. Every effort will be made to keep cohorts within the same area to minimize the number of direct and indirect contacts students have with other students. Study Halls will be supervised, however, support with course work will continue to be provided through remote instruction. Plans for the set-up of study halls is currently being discussed with Hamilton Public Health.

B. Remote Learning

As the rotational model provides daily scheduled teacher-directed remote classes for three courses while supporting a blended approach of in-person and online for a student's fourth course during each rotation, there are choices for students that do not prefer to attend class in-person.

If a student has decided that in-person attendance is not something that they will be choosing for the first semester, they will have the option of being placed into full eLearning courses. Students must contact their school starting August 31 and a new course selection/timetable process will occur. It is worth noting that a student's course selection and/or timetable for either semester may change as a result. Once a student chooses eLearning courses they must remain with that option for the duration of the semester.

Alternatively, students may choose to continue with their existing timetable and participate remotely (including independent study) on the days that they choose not to attend in-person. In accordance with the board's attendance procedure, students making this choice will be noted as having an excused absence.

C. Staggered Start

On August 28, the Ministry of Education confirmed support to amend the HWDSB staggered start for students, previously [reported on August 24](#), in order to address readiness across the system. The staggered start will focus on smaller groups of students, commencing with those requiring special education supports and/or additional support with transitions and mental health, becoming familiar with the routines and the enhanced public health measures. The addition of a remote/online orientation allows schools to introduce new safety measures and school routines (e.g. entry/exit, transitions, lunch) to students prior to school entry. The chart below illustrates the revised staggered approach for students attending secondary schools.

MONDAY SEPTEMBER 7	TUESDAY SEPTEMBER 8	WEDNESDAY SEPTEMBER 9	THURSDAY SEPTEMBER 10	FRIDAY SEPTEMBER 11
LABOUR DAY HOLIDAY	Student/Staff Timetable Adjustments Study Hall Readiness	Student/Staff Timetable Adjustments Study Hall Readiness	Students that Require Special Education Supports/Supports with Transitions and Mental Health (in-person) All Students Remote – welcome and orientation	Students that Require Special Education Supports/Supports with Transitions and Mental Health (in-person) All Students Remote – welcome and orientation
MONDAY SEPTEMBER 14	TUESDAY SEPTEMBER 15	WEDNESDAY SEPTEMBER 16	THURSDAY SEPTEMBER 17	FRIDAY SEPTEMBER 18
Grade 9 & 10 Cohort A In-Person and Remote Learning Classes Grade 11 &12 Remote Learning Classes Only Rotation 1 Begins	Grade 9 & 10 Cohort B In-Person and Remote Learning Classes Grade 11 &12 Remote Learning Classes Only	All Students Cohort A	All Students Cohort B	All Students Cohort B

With the addition of two additional staggered entry days the Rotational Model calendar has been updated accordingly (see below).

D. Rotation Start Dates

Rotation	Start Date	End Date	Instructional Days	4 Period School		5 Period School	
				In-Person Course ⁽¹⁾	Remote Learning Courses ⁽²⁾	In-Person Course ⁽¹⁾	Remote Learning Courses ⁽²⁾
1	September 14	October 9	20	Period 1	Periods 2,3,4	Period 1	Periods 2,3/4,5
2	October 13	November 10	21	Period 2	Periods 3,4,1	Period 2	Periods 3/4,5,1
3	November 11	December 10	21	Period 3	Periods 4,1,2	Period 3/4	Periods 5,1,2
4	December 11	January 22	21	Period 4	Periods 1,2,3	Period 5	Periods 1,2,3/4
Please Note: September 14 and 15 are full remote learning days for students in Grades 11 & 12 (regardless of Cohort)							

(1) In-Person Course: Students will attend for approximately 150 minutes on alternate days based on their cohort. Students will engage in independent study on the days their cohort is not scheduled to attend in-person.

(2) Remote Learning Courses: Students will participate in 150 minutes of remote learning each day. They will receive 40 minutes of direct instruction for each of their three courses each day with their entire class. Students will also be expected to engage in 10 minutes of independent study per course on each day. Students may participate in remote learning at home or at school (see section – Study Hall, below).

Exam Days (5): January 25 to 29, 2021

Professional Activity Days (5): September 1, 2, and 3, 2020; November 27, 2020; and February 1, 2021

E. Continuing Education

Programs offered through Adult and Continuing Education such as International Languages, Adult Credit and Literacy and Numeracy must align with the Ministry of Education guidance document. Options for program delivery may include remote, in person or hybrid models taking in to account the health and safety of students. HWDSB will use a variety of approaches as described below.

Adult credit programs will be offered online through the board's online platforms: the HUB and MS Teams. Registration for the first session of Adult Credit is ongoing.

Adult English as a Second Language (ESL) and Literacy and Basic Skills (LBS) courses will be offered both online and in a cohorted model. All adult students who attend in person must complete the student attestation and follow all Public Health Enhanced Measures. Cohorted in person classes will be set up in a similar way to secondary school classrooms to ensure adherence to the enhanced measures and HWDSB Return to School protocols.

International Languages classes will be moving to a remote learning model. This change requires extensive training for instructors and site supervisors. We expect these classes to resume virtually later in the fall. The Strings Instruction program for students in grades four to eight will take place virtually. Instructors will offer individual and group lessons online.

Continuing Education is also exploring online After School Homework Help sessions for grades 7-10 for help with Literacy and Math. More information will be shared with schools and families once these offerings are available.

7. Students Requiring Special Education Supports and Services

A. Transition Planning

Due to the extended period of school closure, it is critically important for students who require special education programs or services to understand the learning context they will be returning to when they enter school buildings. A staggered start will provide students with opportunities to practice new routines and enhanced health protocols with a smaller number of peers. The following chart outlines the staggered start for students requiring special education supports or services (by class placement):

Elementary Schools

- Regular and Self-contained Class Placements

MONDAY SEPTEMBER 14	TUESDAY SEPTEMBER 15	WEDNESDAY SEPTEMBER 16
GROUP A Last Name Alpha A to K (approximately ½ class)	GROUP B Last Name Alpha L to Z (approximately ½ class)	ALL STUDENTS RETURN TO SCHOOL (Full Classes)

Secondary Schools

- Regular Class Placements

MONDAY SEPTEMBER 14	TUESDAY SEPTEMBER 15	WEDNESDAY SEPTEMBER 16	THURSDAY SEPTEMBER 17
Grade 9 & 10 Cohort A In-Person and Remote Learning Classes Grade 11 & 12 Remote Learning Classes Only Rotation 1 Begins	Grade 9 & 10 Cohort B In-Person and Remote Learning Classes Grade 11 & 12 Remote Learning Classes Only	All Students Cohort A	All Students Cohort B

- Self-Contained Class Placements

MONDAY SEPTEMBER 14	TUESDAY SEPTEMBER 15	WEDNESDAY SEPTEMBER 16
GROUP A Last Name Alpha A to K (approximately ½ class)	GROUP B Last Name Alpha L to Z (approximately ½ class)	ALL STUDENTS RETURN TO SCHOOL (Full Classes)

For a small number of students with significant/pervasive needs, in-person transition visits will be hosted by

elementary and secondary schools on September 10 and 11. Schools will contact parents/guardians/caregivers during the week of August 31 to schedule these visits.

Elementary and Secondary Schools

- Students with significant/pervasive needs

MONDAY SEPTEMBER 7	TUESDAY SEPTEMBER 8	WEDNESDAY SEPTEMBER 9	THURSDAY SEPTEMBER 10	FRIDAY SEPTEMBER 11
LABOUR DAY HOLIDAY			Scheduled in-person transition visits for students with significant/pervasive needs.	Scheduled in-person transition visits for students with significant/pervasive needs.

To further assist with transitions into school, additional resources have been developed and will be made available on the Learning4Success website (Transition Back tab) as well as being distributed to schools the week of August 31.

B. Supports and Services for Students

System staff from the Specialized Services Division have expertise in a variety of areas that support students with specific learner profiles and the school-based educator teams. When school resumes, system staff, will reintroduce supports and services for students in school buildings as well as those participating in remote learning.

School based staff, such as Learning Resource Teachers, will resume direct and indirect supports to students such as delivering the Empower™ Reading Program. All educators in the school building, including Educational Assistants and Child and Youth Care Practitioners, are poised to support reintegration into school.

C. External Third Party Providers

External Third Party Providers provide essential services to children and youth in school settings. An example of a third party provider is the Hamilton Niagara Haldimand Brant Local Health Integration Network (LHIN). The LHIN provides nursing support to students. When HWDSB schools re-open, essential services from Third Party Providers will resume. All external service providers will follow enhanced public health measures when in schools.

8. Transportation

Through the guiding principles of safety, minimizing disruption, ease of transition between delivery scenarios, and fiscal/human resource responsibility, routes for eligible students 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 have been contacted by Hamilton-Wentworth Student Transportation Services (HWSTS) to indicate if they will be declining to use the service. Students enrolled in the elementary remote learning school and secondary school students enrolled in full eLearning courses will not be provided transportation. Consistent with the approach for voluntary remote

learning, there will be specific dates throughout the school year where eligible students who 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 all students 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. The buses for elementary and secondary schools will follow the regular bell times for the schools.

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.

Families will be contacted during the week of August 31 with instructions on how to find bus stop times and locations on the HWSTS web portal. Parents with children starting kindergarten will be receiving letters in the mail with their bus stop information. Information on student transportation related updates is posted to the HWDSB website at <https://www.hwdsb.on.ca/about/covid19/transportation/>

9. Technology

As a result of the 1:1 device deployment in secondary schools (part of the HWDSB 21st Century Learning Strategy) all secondary school students have access to a device to support remote learning and eLearning courses.

Every effort will be made to eliminate access to technology barriers for parents choosing remote learning for their child in elementary schools.

10. Financial Implications

The Board has received confirmation of additional funding from the Ministry of Education through 2020:B14 “Additional Funding for School Reopening”.

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

- A. Additional teaching staff
- B. School reopening emerging issues
- C. Additional PPE
- D. Transportation
- E. Remote learning
- F. Additional special education and mental health supports
- G. Additional public health nurses
- H. Future pandemic response fund

A. Additional Teaching Staff

There is one-time funding for non-permanent and supply teachers. HWDSB will receive \$1,536,017 and will be reviewing how this funding will be spent.

B. School Reopening Emerging Issues

Boards are receiving funding to augment the health and safety of school reopening plans. HWDSB will receive \$2,277,950 to be responsive to varying local issues. HWDSB will be monitoring our reopening and reviewing the needs to determine the allocation of this funding.

C. Additional PPE

The Ministry will be providing an additional \$30 million provincially to support the centralized supply chain to secure the critical supplies.

D. Transportation

Boards will receive funding to ensure enhanced health and safety measures. HWDSB will receive \$400,693 to assist in reducing the number of students on school buses to support physical distancing, as well as address other pressures school boards may face in transporting students as a result of COVID-19.

E. Remote learning

Boards will receive additional funding to hire more principals and school administration supports. HWDSB will receive \$551,909 and can access the emerging issue funding if more support is necessary for remote learning.

F. Additional special education and mental health supports

HWDSB is receiving \$228,600 to support local special education and mental health support needs.

G. Additional public health nurses

The Ministry is providing approximately 125 additional public health nurses provincially to support school and child care restart plans.

H. Future pandemic response fund

The Ministry is holding back \$50 million to address future pandemic education needs.

11. Other

The next regular update on school re-opening (COVID-19) will be provided at the Board Meeting on September 28, 2020.

Fundamental Public Health Measures

Screening and Symptom Awareness

HWDSB

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 (a temperature of 37.8 degrees Celsius/100.4 degrees Fahrenheit, 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
- ☐ Pink eye (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)?

Return to School Attestation

Please return the completed forms to the school during the week of August 31.

[Student Attestation Form ENGLISH \(pdf\)](#)

[Arabic \(pdf\)](#) [Farsi \(pdf\)](#) [French \(pdf\)](#) [Karen \(pdf\)](#) [Korean \(pdf\)](#) [Kurdish \(pdf\)](#) [Simplified Chinese \(pdf\)](#) [Somali \(pdf\)](#) [Spanish \(pdf\)](#) [Urdu \(pdf\)](#) [Vietnamese \(pdf\)](#)

Student Daily Screening Tool

[Student Daily Screening Tool ENGLISH \(pdf\)](#)

[Arabic \(pdf\)](#) [Farsi \(pdf\)](#) [French \(pdf\)](#) [Karen \(pdf\)](#) [Korean \(pdf\)](#) [Kurdish \(pdf\)](#) [Simplified Chinese \(pdf\)](#) [Somali \(pdf\)](#) [Spanish \(pdf\)](#) [Urdu \(pdf\)](#) [Vietnamese \(pdf\)](#)

Updated on Tuesday, August 25, 2020.

[Report an error](#)

Fundamental Public Health Measures

Screening and Symptom Awareness (Entry Doors)

While in the building

- In our schools, you must wear a medical mask at all times (please take the mask with you when you leave).
- In administrative buildings, you must wear a mask in all public areas of the building and whenever distancing isn't possible.
- Sanitize your hands upon entry and before and after using any shared equipment/supplies/materials.
- 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 m (6 feet).
- Cough and sneeze into your sleeve and not your hands.
- Go directly to your pre-determined location and leave when your work is complete.
- Remember to sign out in the office.

HWDSB Access Guidelines During COVID-19

Please Review Before Entering the Building

- Do you or anyone in your household, have any of the following symptoms?
 - Fever (feeling hot to the touch, a temperature of 37.4 degrees Celsius/101.4 degrees Fahrenheit or higher)
 - Cough that's new or worsening (continuous, more than usual)
 - Shortness of breath (out of breath, unable to breathe deeply)
- Do you have any of the following symptoms?
 - Sneezing, 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)
 - Loss of 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, loss 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
- Have you travelled internationally within the last 14 days (outside Canada)?

Yes No
- Have you had close contact* with a confirmed or probable COVID-19 case?

Yes No
- Have you 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

*Close contact means being less than 2 metres away in the same room, hallway or area or living in the same home.

You must not enter a HWDSB building if you are sick or feel unwell, whether or not you have any of the above symptoms.

If you answered NO to all questions you have passed the screening and can proceed to the Main Office now. If at any point during your time in the building you begin to feel unwell, please inform the Main Office and leave the building.

Main Office Phone Number: _____

Please go directly to the Main Office upon entry.

If you answered YES to any of the screening questions, or you refuse to answer the questions, you have failed the screening. Please do not enter the building at this time. Contact the Main Office (or your supervisor) for any questions you may have.

While in the building:

- In our schools, you must wear a medical mask at all times (please take the mask with you when you leave).
- In administrative buildings, you must wear a mask in all public areas of the building and whenever distancing isn't possible.
- Sanitize your hands upon entry and before and after using any shared equipment/supplies/materials.
- 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 m (6 feet).
- Cough and sneeze into your sleeve and not your hands.
- Go directly to your pre-determined location and leave when your work is complete.
- Remember to sign out in the office.

HWDSB

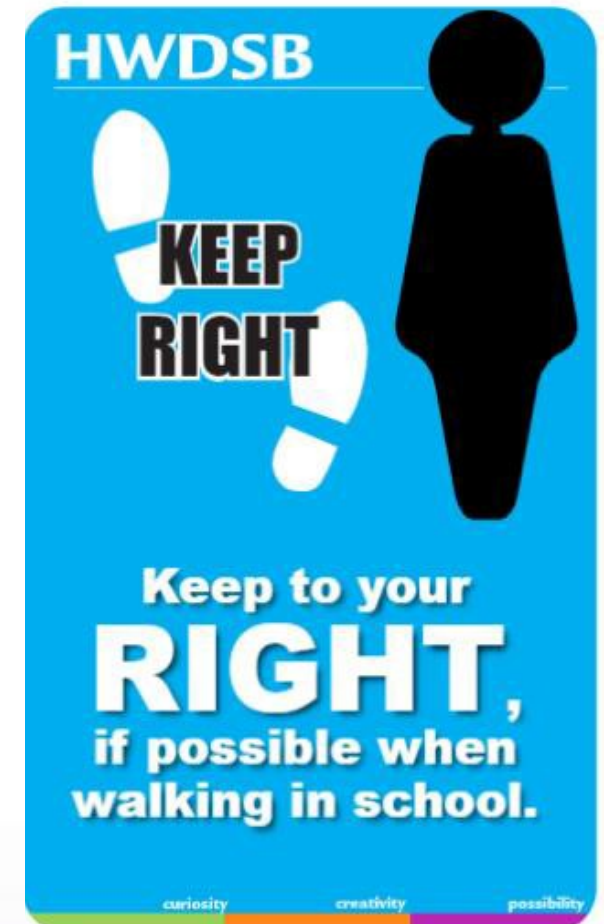
Fundamental Public Health Measures



Respiratory Etiquette



Physical Distancing



Physical Distancing

curiosity

creativity

possibility

HWDSB

Fundamental Public Health Measures



Physical Distancing



Physical Distancing



Physical Distancing

curiosity

creativity

possibility

HWDSB

Fundamental Public Health Measures



Masks



Tell Someone if You Are Sick



Hand Hygiene

curiosity

creativity

possibility

Action Team: *Enhanced Public Health Measures***No: 1.4****Audience: *Principals, FOS (Ed Centre and Hill Park)*****Signage**

Hamilton-Wentworth District School Board wants to provide a safe and healthy learning and working environment for both students and staff. The following signage must be prominently displayed in all HWDSB building.

Direction

Principals are responsible for ensuring the following signage is prominently displayed in areas of the building and updated as requested. Where a Principal is not present (e.g. Ed Centre), the FOS shall ensure that signage is prominently displayed in areas of the building and updated as requested. Note the secondary versions of the signs should be used in the Education Centre.

Elementary	Secondary
<ul style="list-style-type: none"> <input type="checkbox"/> Avoid Touch Face <input type="checkbox"/> Coughing and Sneezing Etiquette <input type="checkbox"/> Wearing a Mask <input type="checkbox"/> Feeling Sick, Tell Someone <input type="checkbox"/> Handwashing – post in washrooms and other areas <input type="checkbox"/> Physical Distancing <input type="checkbox"/> Physical Distancing at Photocopier <input type="checkbox"/> Physical Distancing in Elevator <input type="checkbox"/> Keep to the Right When Walking <input type="checkbox"/> Washroom Occupancy – post on/near entrance to washroom <input type="checkbox"/> External Door Signage – School <input type="checkbox"/> External Door Signage – Education Centre <input type="checkbox"/> External Door Signage – Child Care <input type="checkbox"/> Physical Distancing Floor Decals – place 2 metres apart in the following areas: <ul style="list-style-type: none"> ○ Outside all entry doors (3 decals) ○ Inside each set of entry doors (3 decals) ○ Hydration stations (3 decals) ○ Outside Washrooms (3 decals) ○ Outside Main Office (3 decals) ○ Top and bottom of staircases (3 decals – please leave 3 steps between each person) ○ Other areas as per needs of school 	<ul style="list-style-type: none"> <input type="checkbox"/> Avoid Touch Face <input type="checkbox"/> Coughing and Sneezing Etiquette <input type="checkbox"/> Wearing a Mask <input type="checkbox"/> Feeling Sick, Tell Someone <input type="checkbox"/> Handwashing – post in washrooms and other areas <input type="checkbox"/> Physical Distancing <input type="checkbox"/> Physical Distancing at Photocopier <input type="checkbox"/> Physical Distancing in Elevator <input type="checkbox"/> Keep to the Right When Walking <input type="checkbox"/> Washroom Occupancy – post on/near entrance to washroom <input type="checkbox"/> External Door Signage – School <input type="checkbox"/> External Door Signage – Education Centre <input type="checkbox"/> External Door Signage – Child Care <input type="checkbox"/> Physical Distancing Floor Decals – place 2 metres apart in the following areas: <ul style="list-style-type: none"> ○ Outside all entry doors (3 decals) ○ Inside each set of entry doors (3 decals) ○ Hydration stations (3 decals) ○ Outside Washrooms (3 decals) ○ Outside Main Office (3 decals) ○ Top and bottom of staircases (3 decals – please leave 3 steps between each person) ○ Other areas as per needs of school



Vinyl signs will be delivered to your school the week of August 31st. Please contact Communications and Community Engagement if you require additional signs or if you have not received your signage order by September 3rd. The signage is available in the *School Opening Digital Binder* and may be printed at the school if needed before delivery is received. The exterior door signage is translated into 11 languages. Other signage will be translated for use in ESL classrooms.

Sign Locations

The principal will provide direction on the locations of the signs to be displayed. Caretaking staff will install the signs and ensure they are maintained in good condition, and replace when required. The signs are vinyl with adhesive. Before the signs arrive, consider walking through to identify locations for signs to expediate the handing of signs when they arrive. In addition to areas identified, all signage should appear in the main entry area of the school.

Safety Considerations

Contacts

Communications and Community Engagement

Resources

Learn. Disrupt. Rebuild @HWDSB: Creating a Community of Caring – Daily Lessons

Appendix B

REMOTE SCHOOL EDUCATOR LEARNING 2020 SEPTEMBER 9TH TO 11TH, 2020

1 CONNECTING WITH STUDENTS VIRTUALLY – Wednesday, September 9, 2020

Program	Description
Communicating and Collaborating through MS Teams	In this session, participants will learn the basic navigation of Microsoft Teams: how to set up a class, how to post content for asynchronous learning and how to host meetings for synchronous learning opportunities. This session is a repeat of training provided during the 2019/2020 school year. Prior to the session, participants will have the opportunity to self-direct their learning by exploring how-to documents and/or videos. During the live session, participants will have the opportunity to watch live demos and ask questions for 1-1 support.
Microsoft Teams & Synchronous Learning in a Language Classroom	This workshop is designed to help build teacher capacity in leveraging Microsoft Teams for synchronous teaching. We will explore different tools, resources, and teaching strategies to create an interactive and engaging online learning environment for secondary ELL, Modern Languages, and English students. Tools highlighted will include: HUB, Flipgrid, Notability, Explain Everything, Kahoot, Quizlet, and Microsoft Teams breakout rooms. (Additional apps can be covered, time permitted)
Transitioning to an Online Learning Environment: Intro Session	This session is geared towards beginners and novice users of the HUB. This session will include a 'tour' of the HUB, live demonstrations and a sharing of resources to help get you started. Time will be provided for hands on learning and facilitators will be available for support. Participants will be divided based on division and/or subject, all educators are welcome (K-12). Tools included: Course Admin, Navigation Bar, Homepage, Activity Feed, Assignment Folders, Content
E-Learning and Blended Learning in the HUB	This institute is designed to build the capacity of teachers who are interested in teaching eLearning or developing their blended learning delivery via the Hub.

2 INSTRUCTION & ASSESSMENT – Thursday, September 10, 2020

Program	Description
Exploring the Big Ideas from the Grade Specific Networks K – 8	Data from participants in the Grade Specific Network sessions indicate that educators would like more time to explore the ideas that have been covered in these networks. Likewise, due to the nature of this time, many educators were unable to join these sessions consistently. This two, half day summer institute, would discuss the topics covered in the Grade Specific Networks: <ul style="list-style-type: none"> •Activating and Diagnosing Prior Knowledge •Lesson Planning to deliver new content •Formative assessment and descriptive feedback •Consolidating lessons and Next Steps •Differentiated Instruction *Materials for these sessions will be shared both asynchronously and synchronously
Utilizing Conferencing and Feedback in Blended Learning	Descriptive feedback can support students working at different paces and starting points. This session will discuss practical tools such as the use of online conferencing and digital success criteria checklists to provide students with specific and timely feedback in a way that also fits the teacher need.

Knowing our Learners Through Tiered Assessments - Mathematics	How can we use tiered assessments to know and respond to our learners? In the world of blending learning, it is important that we understand our learners as individuals and their learning needs so that we can support and encourage students along the learning continuum. This session will address how to use tiered assessments in mathematics education and how this practice supports the focus on the overall expectations in a course.
Knowing Our Learners Through Culturally Responsive & Relevant Pedagogy	This session is for educators who are looking to develop a deeper understanding of Culturally Responsive and Relevant Pedagogy (CRRP) in order to embed CRRP in a virtual or blended classroom. Educators will have an opportunity to explore effective resources, strategies and best practices to support this learning.
Culturally Responsive Teaching in K-3: Read Alouds to Build Relationships	This Summer Institute course will be offered as a half-day session. This session will explore the importance of creating a culturally relevant and responsive (CRRP) literacy program that reflects the lived experiences of students while offering learners new perspectives. Participants will develop techniques to know and respond to their learners. We will explore a reflective tool to detect their own biases. Literacy resources will be explored with an inclusive lens. Participants will learn about considerations for selecting read alouds, and how to access inclusive and diverse read alouds through the Virtual Library to support the blended learning approach.
Building Engaging Content in an Online Learning Environment	This session will explore the features of using an online learning environment to integrate content into a course: moving existing content from one course to another; uploading files and videos to support lessons; building lessons using html templates. Time will be provided for hands on learning and facilitators will be available for support. Participants will be divided based on division and/or subject, all educators are welcome (K-12). Tools included: Copying Content, Creating Content, VideoNote, Video Conferencing, Release Conditions, and Discussion Boards
Differentiation and Providing Feedback in an Online Learning Environment	This session is geared towards beginners and novice users of the HUB. This session will cover how to create a differentiated experience for students through the creation of groups and release conditions. Knowing our learners learn in different ways, this session will explore how to incorporate the various features of the HUB such as, audio, video and text to allow for differentiation in lesson instruction and product creation. It will address how to provide differentiated feedback to meet the needs of your students. Time will be provided for hands on learning and facilitators will be available for support. Participants will be divided based on division and/or subject, all educators are welcome (7-12). Tools Included: Groups, Assignments, Portfolio, Plagiarism Detection, Integrating Choice Boards, Release Conditions
Making the Grade	Assessment is complex, with an ever-evolving field of research available, yet the majority of "gradebook" tools available still calculate assignments by adding up numerators and denominators. This session will explore how you can utilize the Assessment components within PowerTeacher Pro to realize Growing Success best practices -- assessment based on Overall Expectations -- to ensure consistency and improve understanding of achievement gaps and individualized student needs. PowerTeacher Pro provides multiple opportunities to ensure professional judgement and grade determination overshadow calculation when assessment of learning occurs.

3 LESSON & PROGRAM PLANING, ENGAGEMENT – Friday, September 11, 2020

Program	Description
Using Blended Learning to Support Student Proficiency in Core French and French Immersion, Grades 1-12	Supporting French as second language learners through a blended learning approach. These two sessions will focus on instructional strategies and pedagogy to support improved student engagement and student outcomes. This professional learning will include targeted discussion for grade specific and program specific (Core French and French Immersion) educators.
Virtualizing Literacy K-2	In this two part session, educators will be supported with “tips and tricks” to enrich their virtual guided lessons. We will incorporate a variety of applications (MS Teams - polls, forms, powerpoint, sway, etc.) while utilizing HWDSB’s Early Reading Strategy and the Milestones document to support assessment practices and engage in purposeful planning to motivate student learning. Educators will move through online norms, timetabling online lessons (break down word work, literature connection and follow-up reinforcement activity), planning pre/post activities and grouping practices (whole/small/mixed) for various tasks.
Supporting the 5 Essential Components of Reading Instruction through Blended Learning in French Immersion (Gr 1-3)	In this session, participants will learn how to plan and deliver instruction that supports the five essential components of reading within a blended learning context. Participants will explore synchronous and asynchronous learning opportunities using platforms such as MS Teams and complimentary applications such as Flipgrid, Sway and Choice Boards. This session will support Comprehensive Literacy within a French Immersion context
Equity in Blended Learning	In this session, participants will explore ways to make their Blended Learning classrooms as inclusive as possible. Participants will participate in a half-day self-paced course where they’ll learn about equity in Blended Learning through the framework of Content, Process and Product. During this self-paced course, participants can reach out to the facilitators for help and clarification. The session culminates with a half-day of facilitated discussions with participants as they build resources and share practical ideas for implementation.
Introduction to eBooks and Research Tools in the Virtual Library	Learn about the resources of the Virtual Library, with a focus on eBooks, Read Alouds and the most used Virtual Library research tools. This hands-on session will include a tour of the Virtual Library and a review of the virtual resources found in it, interspersed with time for exploring resources independently for the full benefit of integrating new learning. Q & A opportunities will be an integral part of this session. Educators who are new to the Virtual Library or who have only limited exposure to it will benefit from attending this session. Resources from JK – Gr 12 will be covered.
Knowing our Learners in a Blended Learning Model	When teachers know their learners, students can better engage in authentic and responsive learning. In this session, we will explore ways to get to know our students in a blended learning model, considering both pedagogy and practice. We will suggest and brainstorm practical ways to know our learners, leveraging the Hub and MS Teams.
Creating Engaging Video Content That Drives	Come explore the ways that educators can design, develop, and share video content that is engaging and relevant to learners as we connect with Richard Mayer’s Principles for Multimedia Learning from E- Learning and the Science of Instruction. From concept to creation and then sharing, educators will connect pedagogical principles with blended

Learning (iPad)	practice in the creation and sharing of video types like Provocation, Concept Summary, Tutorial, Demonstration, Narrative, & more. Time will be spent exploring how iPad created content can be shared across HWDSB approved platforms like Bright Space Portfolio, The Hub, & MS Teams. Educators are encouraged to download the following applications to their iPad prior to the session (Keynote, iMovie, Clips, Pages).
Building Community in a Blended Learning Environment	In this session, participants will explore ways to build community and encourage positive digital citizenship in their Blended Learning classrooms. Participants will participate in a half-day self-paced course where they'll learn about community building using HWDSB's digital tools. During this self-paced course, participants can reach out to the facilitators for help and clarification. The session culminates with a half-day of facilitated discussions with participants as they build resources and share practical ideas for implementation.
Introduction to eBooks and Research Tools in the Virtual Library	For educators who are already familiar with the Virtual Library resources of eBooks and research resources and want to learn more, this hands-on session will go Beyond the Basics. We'll start with a review of the Virtual Library and will then delve deeper into dyslexic fonts and title assignments in eMAX (Sora), play lists in Learn360, tools within database articles and updates on database name changes, all interspersed with time for exploring resources independently for the full benefit of integrating new learning. Q & A opportunities will be an integral part of this session. Resources from JK – Gr 12 will be covered.