

**SPECIAL MEETING OF THE BOARD
AGENDA**

Date: Wednesday, August 12, 2020
Time: 7:30 pm
Location: Teleconference

	Pages
1. Call to Order	
1.1 Opening Prayer, National Anthem, Oath of Citizenship (N. Gubert)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
5.1 September 2020 Reopening (E. Lourenco Owen)	1 - 6
6. Approval of Minutes	
7. Business Arising from Previous Meetings	
8. Action Items	
8.1 Response to Delegation	
9. Staff Reports	
10. Information Reports	
10.1 Return to School Planning (P. Daly)	7 - 93
11. Miscellaneous Information	
12. Correspondence	
12.1 VOICE for Deaf and Hard of Hearing Children	94 - 95
13. Open Question Period	
14. In-Camera	
15. Resolution Re: Absentees	
16. Adjournment and Closing Prayer (H. Karabela)	

Elijah Lourenco Owen

HCDSB

Board Delegation

8/12/2020

Delegation on Schools Reopening.

Good evening Trustees and Senior Staff and thank you for allowing me to delegate tonight. My name is Elijah Lourenco Owen and I am currently a student at Assumption Catholic Secondary School, going into grade 11. During my time in highschool I have figured out, for the most part, what I would like to do post secondary. Right now I'm deciding between a pathway in computer sciences and a pathway in law and politics. These are obviously two very different pathways that require many different classes. These next two years, and the experiences I have in these classes, will undoubtedly decide the course of not only my post secondary journeys, but my entire adult life. I am delegating to you today as I am worried that with the current plan for return to school in September that I will not receive the full extent of the education that I, and other high school students need. I realize that due to Covid-19 there will be risks in a full return, but I do think there are better solutions than a one class at a time method. I have reached out to many of my peers, at different schools throughout the board, and many of them also have doubts and concerns about this plan. For me the biggest concern with the current proposed system is that it will leave a massive gap in between your first course and your second semester in the following year. For example, with this approach, if I were to have an important class like math in the first or second month of the first semester of this year, and have math in second semester of grade 12,

there will be a gap of almost a year and a half, in which it is very likely that the skills developed in those classes will be diminished if not lost entirely. I'm also concerned about the aspect of one class in such a short frame of time. Not only will we be required to learn the full year's curriculum in less than 5 weeks but we will also have to fill in any gaps from this past year within that time. If myself or other students are struggling with any concepts, it may be difficult to keep up with the course moving so fast. On the other hand, if some students are struggling and others are not, some students may be bored and unchallenged, not really learning, waiting for the rest of the class to catch up .

This summer I took online World Religions and had a full course in about a month. I found it very difficult to keep up with the course work and despite my best efforts, I feel as though I did not retain much information about a course I took less than a month ago. I fear that this will happen in courses that are required for postsecondary pathways or where prior knowledge is more important for the next grade, like Math, English and Science. I think it would have been in the best interest of the board and all of the student body, if you had initially reached out and heard from parents, students and teachers alike as to what their thoughts and concerns were.

Given these issues with a "one course at a time" model, I'm asking the board to consider a model where we can still take four courses at a time, or at the very least, two courses at a time. I don't know of any other board where high school students are only taking one course at a time. Most boards are doing a quadmester where students can take two courses at a time. York Region, and Halton District, our co-terminus board have created schedules where students will

still take four courses per semester. In about a year and a half, I will be competing with all of these students for admission to university.

It is possible for us to do two courses or even four courses in a semester, in a way that minimizes transmissions of Covid-19, especially with the appropriate health and safety protocols. I have attached one possible timetable as well as a sample timetable from Halton District. I'm sure there are other options. Please find a solution that will give me and my peers the best future possible.

Thank you for your time.

POSSIBLE HCDSB TIMETABLE

	MONDAY/TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
WEEK 1 - AM	COURSE 1 Cohort A @ school Cohort B @ home/online	SEE BELOW	COURSE 3 Cohort B @ school Cohort A @ home/online
WEEK 1 - PM	COURSE 2 Cohort A @ school Cohort B @ home/online		COURSE 4 Cohort B @ school Cohort A @ home/online
WEEK 2 - AM	COURSE 1 Cohort B @ school Cohort A @ home/online		COURSE 3 Cohort A @ school Cohort B @ home/online
WEEK 2 - PM	COURSE 2 Cohort B @ school Cohort A @ home/online		COURSE 4 Cohort A @ school Cohort B @ home/online

WEDNESDAY could be a day for independent work and office hours (real time or virtual) for students who need help; also allows for deeper cleaning with less people physically in the schools

OR Wednesday schedule could alternate between Monday/Tuesday and Thursday/Friday schedule.

Ideally, the board would try to keep students together in as many courses as possible. However, even if students attend two classes a day in different cohorts, they would still have less contacts than students that have gone back to school in a conventional model including some high schools in Ontario, and all elementary schools, including HCDSB.

This model also meets the Ministry of Education recommendation to “limit indirect and direct student contacts to approximately 100 students” in secondary schools.

Secondary - Adaptive Instructional Model Sample

Instructional Delivery Mode	Time	Week 1				
		M	T	W	Th	F
In Person (in the school)	180 min	Math Cohort A	Math Cohort A	Math Cohort A or B	Math Cohort B	Math Cohort B
Transition to Distance						
Distance	60 min	Science Cohort A and B	Lunch*** Cohort A and B	Science Cohort A and B	Science Cohort A and B	Lunch*** Cohort A and B
	60 min	English Cohort A and B	Drama Cohort A and B	English Cohort A and B	English Cohort A and B	Drama Cohort A and B

***Similar to a regular secondary school day, a timetable for a full course load will be 4 periods plus lunch, for a total of 5 periods.

This presents a unique opportunity for students where the school may offer Subject Clinics (extra help), Student Success and Resource Support, ESL support as well as Guidance. Schools will also organize and offer non-course specific student opportunities (e.g., transitions support, post-secondary information sessions, virtual assemblies/guest speakers, support for IB program requirements, etc.).

If we return full time with no cohorting restrictions, this period will become the student's lunch period replacing the transition home block currently in place as a full 4 periods will be available per day.

Week 2					Week 3					Week 4					Week 5				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Science Cohort A	Sci A or B	Science Cohort B			English Cohort A	A or B	English Cohort B			Lunch Cohort A	Lunch A or B	Lunch Cohort B			Drama Cohort A	Drama A or B	Drama Cohort B		
Transition					Transition					Transition					Transition				
Eng	Drama	Drama	Eng	Drama	Lunch	Math	Lunch	Lunch	Math	Drama	Science	Science	Drama	Science	Math	Eng	Math	Math	Eng
Lunch	Math	Math	Lunch	Math	Drama	Science	Drama	Drama	Science	Math	Eng	Eng	Math	Eng	Science	Lunch	Science	Science	Lunch

Students and staff will receive a schedule for the 5 week rotation.

QUOTES FROM EDUCATORS REGARDING “ONE COURSE AT A TIME” MODEL

“Works for safety; is a disaster for learning & retention. Actual learning requires time to engage, understand, process and assimilate info. Summer school does not allow for this for most students. In science for example, many kids who take ONLY summer school perform significantly lower in next level”

“That can be very detrimental to learning and retention of learning. What if a student takes math first in September and doesn’t start the next level of math until the end of the year in the following grade. That’s almost 2 years without math”

“It’s not great pedagogy...”

“This will have a bootcamp feel. We know sleep is an important factor in the learning process. This will be a lot for students to take in during the day before a sleep cycle”.

“Safety wise it would work, pedagogically probably not so much - massive learning loss expected after completing the course to the next year”

“This doesn’t work for all courses or students. For example - English as a second language. Language acquisition takes time, and shoving all of the skills and expectations into 5 weeks doesn’t give them a chance to acquire language as effectively. It also removes their ESL”

“For those who require additional time for processing or other LD’s that require accommodation and additional time, it would be overwhelming for them! One of many reasons summer school isn’t a viable option for a lot of students.”

“Lots of students choose not to do summer school because the thought of spending that kind of intensive time on a subject makes them shut right down.”



Special Board Meeting

Information Report

Return to School Planning	10.1
August 12, 2020	

Purpose

The purpose of this report is to update Trustees on planning for the reopening of school in September 2020.

Background Information

On June 19, 2020, the Ministry of Education released their guideline *The Approach to Reopening Schools* and in light of the continued uncertainty about public health risks instructed School Boards to prepare for:

Conventional Delivery - full return to school, face-to-face instruction 5 days per week with enhanced health and safety protocols in place.

Adapted Delivery - a blend of face-to-face (in school) learning and remote learning.

Remote Delivery - schools remain closed, and instruction is delivered through remote (virtual) learning.

On July 30, 2020 the Ministry of Education released its proposed framework and program delivery model for reopening of schools in September 2020. The Ministry has directed school boards to start the school year in a conventional delivery at the elementary level which would see all elementary students returning to school for 300 minutes of instructional time, five days per week, with enhanced health and safety protocols in place.

At the secondary level the Ministry has directed the Halton Catholic District School Board (HCDSB) to reopen in an adapted delivery where students will attend school on alternate days. The choice for students to access their schooling remotely remains an option at both the elementary and secondary level.

A meeting with Ministry of Education officials, initially scheduled for July 30, 2020, was postponed by the Ministry and rescheduled to August 6, 2020. On August 6, 2020, senior staff reviewed the Return to School Plan with Ministry officials, who confirmed that the plan meets Ministry requirements.

Return to School Planning

The Return to School Planning Committee, comprised of five (5) separate subcommittees, have developed a comprehensive plan for the return to school. We take guidance and direction from the **Ministry of Education** and **Halton Region Public Health** in all of our planning as we prepare for the 2020-2021 school year.

Our return to school planning has been guided by the following principles:

- Prioritizing the **health, safety and well-being** of our students, staff and families.
- Developing and promoting enhanced **mental health supports and resources** for students, staff and families.
- Providing a **quality Catholic education** that is **flexible** and **engaging**.
- Creating and maintaining a **sense of community** and **welcoming spaces** in our schools and in our virtual classrooms.
- Ensuring students and staff have the **supports** needed to create teaching and learning environments that are **accessible to all**.

HCDSB Return to School Plan

The plan includes protocols and guidance with regards to COVID-19 prevention and response and speaks to the important and collective roles that everyone plays, in providing a safe and healthy school environment for students, teachers and staff, and safeguarding the broader communities in which they live.

This plan has been prepared based on the direction in the Guide to Reopening Ontario's Schools provided by the Ministry of Education on July 30, 2020, which has been approved by the Office of the Chief Medical Officer of Health. Furthermore, the document includes some points from the Approach to Reopening Schools, June 19, 2020 and local guidance is included in consultation with Halton Region Public Health's Recommendations for School Reopening 2020-2021.

Although we cannot eliminate the exposure to COVID-19 the HCDSB is taking every precaution reasonable for the protection of staff and students by following the recommendations of public health and preventing exposure. The main ways we can prevent the spread of COVID-19 within the HCDSB:

- Daily self- assessment for COVID-19 before arriving at work/school
- Self-isolate when necessary
- Protocols to exclude symptomatic individuals or those who have been exposed to COVID-19
- Physical distancing
- Limiting visitors
- Adapted school environments
- Cohorting
- Hand hygiene and respiratory etiquette
- Enhanced cleaning and disinfection
- Personal protective equipment

The Return to School Plan includes details regarding Employee and Student Health and Safety protocols, School Operation and set up, the organization of the school day, as well as cleaning protocols.

The attached presentation (Appendix A) summarizes the key elements of our Return to School Plan including:

- Planning for 2020-21
- Ministry Direction for Re-Opening Schools
- Preparing for a Safe and Healthy Return to School
 - Health & Safety Protocols
 - Enhanced Cleaning Protocols
 - Mental Health Supports for Students and Staff
- Re-Opening our HCDSB Elementary Schools
 - Conventional learning for students who return to school
 - Remote learning for students who will learn from home
- Re-Opening our HCDSB Secondary Schools
 - Adapted learning for students who return to school
 - Remote learning for students who will learn from home
- Special Education Considerations
- Other Considerations
 - Transportation
 - Before and After School Programs
 - Student Nutrition Programs
 - Sports and Extra-Curricular Activities
 - Community Use of Schools

Next Steps

At both the elementary and the secondary level, parents may choose to opt their child(ren) out of in-class instruction and have them participate in remote learning. As per Ministry direction, students may not necessarily be able to automatically move between remote and in-class instruction.

The opportunity to switch between remote and in-class instruction will depend on the availability of an appropriate class placement. This may be at the end of an instructional period i.e. each term at the elementary level and each teaching block at the secondary level.

Sharing the Return to School Plan & Parent Survey

On Thursday, August 13, 2020, we will share the Return to School plan with all staff and families. Included in the email to parents and guardians will be a link to a survey to determine parent intent on return so that appropriate plans can be implemented. Parent/Guardians will be advised that if they choose for their child to engage in fully online learning only, this commitment is for a set period of time and that moving back to face-to-face learning will only occur at prescribed times during the school year.

Parents will be asked to indicate whether their child is returning to school or opting for remote learning via a survey that will be conducted between August 13 - 23, 2020.

Conclusion

On July 30, 2020 the ministry of Education released its proposed framework and program delivery model for reopening of schools in September 2020. The Ministry has directed school boards to start the school year in a “conventional” capacity at the elementary level which would see all elementary students returning to school all day every day with enhanced health and safety protocols in place. At the secondary level the Ministry has directed HCDSB to reopen in an adapted model where students will attend school on alternate days. The choice for students to access their schooling remotely remains an option at both the elementary and secondary level.

Our goal for our return to school will continue to be focused on:

- Ensuring **protocols are in place** so that students and staff are **healthy and safe**.
- Provide an **enhanced online/distance learning** experience for students who continue to learn from home.
- Develop plans **to assess student learning gaps** and provide appropriate intervention, where needed.
- Maintain a focus on **mental health supports for students and staff** returning to school and those who will continue to learn and work from home.

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board



A Plan to Re-Open HCDSB Schools in September 2020
Special Board Meeting
Wednesday, August 12, 2020

Background

- March 12, 2020** Minister of Education **closed all publicly funded schools** in Ontario until April 3rd.
- March 31, 2020** **School closure period** extended to May 4th - teacher-led distance learning began.
- April 26, 2020** Minister of Education **further extended** the school closure period **until at least May 31st**.
- May 19, 2020** Minister of Education closed schools for **remainder of 2019-2020** school year.
- June 19, 2020** Ministry of Education released *Approach to Reopening to Reopening Schools* guideline to assist school boards in **planning for 2020-2021**.
- July 30, 2020** The Ministry of Education provided direction to boards through the *Guide to Reopening Ontario Schools*.
- August 6, 2020** Ministry of Education approves HCDSB Return to School Plan.

Overview

- ❑ Planning for 2020-2021
- ❑ Ministry Direction for Re-Opening Schools
- ❑ Supports for Students, Families and Staff
 - Mental Health & Well-Being
 - Supports for Remote Learning
 - Supporting Students with Special Education Needs
 - Supports for Newcomers and English Language Learners
- ❑ Preparing for a Safe and Healthy Return to School
 - Health & Safety Protocols
 - Enhanced Cleaning Protocols
- ❑ Instruction in our HCDSB Elementary Schools
 - Conventional learning for students who return to school
 - Remote learning for students who will learn from home
- ❑ Instruction in our HCDSB Secondary Schools
 - Adapted learning for students who return to school
 - Remote learning for students who will learn from home
- ❑ Other Details

Planning for 2020-2021

Our Faith as Our Foundation



As a Catholic school district, our faith is integral to all that we do. While we know that the 2020-2021 school year will feel very different from previous years, as always, we will begin the new year with a sense of hope and optimism that is founded in our Faith.

It will continue to be a priority for us that all learners experience a Catholic learning environment that is rooted in our Gospel values and focused on the Ontario Catholic School Graduate Expectations.

Throughout our planning, and as we transition into the new school year, we will be very intentional about creating and promoting opportunities to celebrate our Catholic faith, both in person, and remotely.



Our Guiding Principles

- Prioritizing the **health, safety and well-being** of our students, staff and families.
- Developing and promoting enhanced **mental health supports and resources** for students, staff and families.
- Providing a **quality Catholic education** that is **flexible** and **engaging**.
- Creating and maintaining a **sense of community** and **welcoming spaces** in our schools and in our virtual classrooms.
- Ensuring students and staff have the **supports** needed to create teaching and learning environments that are **accessible to all**.



Our Goals As We Transition Back to School

- Ensuring **protocols are in place** so that students and staff are **healthy and safe**.
- Providing an **enhanced online/distance learning** experience for students who continue to learn from home.
- **Assess student learning gaps** and develop plans to provide appropriate intervention, where needed.
- Maintaining a focus on **mental health supports for students and staff** returning to school and those who will continue to learn and work from home.



Following Guidance & Direction of the Ministry of Education and Public Health

We continue to take guidance and direction from the **Ministry of Education** and **Halton Region Public Health** in all of our planning and decision-making as we prepare for the 2020-2021 school year.

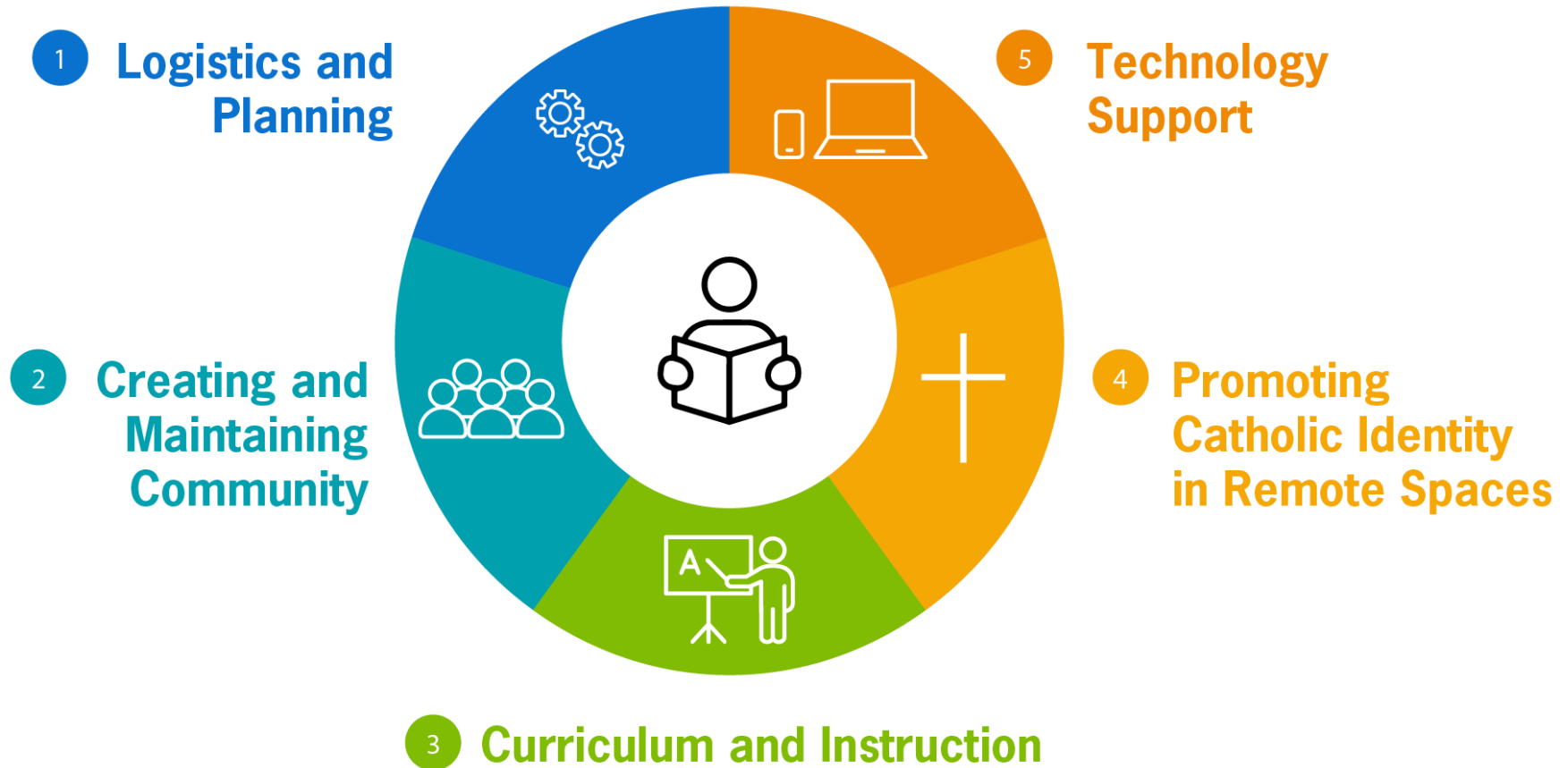


Ministry of Education



Planning for the transition back to school

The Return to School Planning Committee, comprised of five (5) separate subcommittees, have developed a comprehensive plan for the return to school.



Planning for the 2020-2021 School Year

In the Ministry guideline, *Approach to Reopening Schools*, school boards were instructed to prepare for **three possible scenarios** of instructional delivery in September 2020:



Conventional Delivery - full return to school, face-to-face instruction 5 days per week with enhanced health and safety protocols in place.



Adapted Delivery - a blend of face-to-face (in school) learning and remote learning.



Remote Delivery - schools remain closed, and instruction is delivered through remote (virtual) learning.



Key Considerations – Conventional Delivery Model



- Establishing protocols that support and promote physical distancing.
- Develop guidance for lunches and lunchroom or cafeteria areas, as well as other shared areas of schools, such as libraries and gyms.
- Use of signage and floor markings to direct students through the steps for entry and exit of the school building.
- Minimize the number of personal belongings (e.g. backpack, clothing, sunscreen, etc.) and, if brought, asking that belongings be labeled and kept in the student's designated area.



Key Considerations – Adapted Delivery Model



Adapted in-school conditions that promote distancing and/or cohorting, including:

- Maintaining a **limit of 15 students** in a typical classroom at one time.
- Adopting timetables that allow, as much as possible, for students to remain **in contact with only their classmates and a single teacher.**
- Consider requiring **alternate day or week delivery** to a segment of the class at one time
- Adapt the delivery of subjects such as French, art, music, and physical education in order to **limit rotating teachers.**



Key Considerations – Remote Delivery Model



- Exploring ways for students not in class to participate in synchronous learning with their classmates for a period of the school day.
- Assigning curriculum linked work to students not attending in-class instruction for a day or days at a time.
- Supporting teachers in preparing lesson plans that could be delivered through alternate day or week timetables, where part of a student's timetable would be in school learning and part would be remote learning.



Ministry Direction for Re-Opening Schools

Ministry Direction

On **July 30, 2020**, the Minister of Education confirmed that schools will re-open in September under the following delivery models:

Elementary (Kindergarten to Grade 8)

Students will return to school in a conventional model, 5 days per week, with one cohort for the full day. Enhanced health and safety protocols will be in place.



Secondary (Grades 9-12)

Students will return to school in an adapted model with class cohorts of approximately 15 students, on alternating schedules with at least 50% of in-class instructional days. Enhanced health and safety protocols will be in place.



Opting Out of In-Class Instruction



- At both the elementary and the secondary level, **parents may choose to opt their child(ren) out of in-class instruction** and have them participate in remote learning.
- As per Ministry direction, students may not necessarily be able to automatically move between remote and in-class instruction.
- The opportunity to switch between remote and in-class instruction will depend on the availability of an appropriate class placement. This may be at the end of an instructional period - i.e. each term at the elementary level and each teaching block at the secondary level.



Additional Details in the Ministry Guidelines – Wearing of Masks

- **Medical masks and eye protection** (i.e. goggles, face shield) will be **available for all teachers** and other staff.
- **All school-based staff will be required to wear masks**, with reasonable exceptions for medical conditions.
- Students in **Grades 4 to 12 will be required to wear non-medical or cloth masks**/face coverings indoors, including in hallways and in classrooms. Students may wear their own non-medical/cloth masks; non-medical/cloth masks will also be made available.
- Students in **Kindergarten to Grade 3 will be encouraged but not required** to wear masks.



Supports for Students, Families and Staff

Student Mental Health and Well-Being

- We have developed a Summer 2020 Transition Resource Toolkit with a list of resources/links to support student and family well-being as we transition into the 2020-2021 school year.
- We have revised our process to accommodate the COVID-19 service delivery model/virtual tele-practice.
- We will implement a tiered approach for mental health supports to address all student needs and target intensive help to students who are most affected.
- *School Mental Health Ontario* will be providing school boards with a professional learning framework and toolkit with specific resources to support the mental health of families.



Staff Mental Health and Well-Being

- *School Mental Health Ontario* will be providing school boards with a professional learning framework and toolkit with specific resources to support the mental health of school staff.
- Professional learning, tools and resources will be provided for system leaders, educators and mental health professionals to support the transition back to school and throughout the school year.
- A Staff Wellness Committee will be established at each school and work site that connects with a system Wellness Committee.
- Ongoing promotion of Employee Assistance Program (EAP) resources and supports for staff.
- Establish points of contact for Catholic Family Services for staff members wishing to seek out support.



Supports and Resources for Families

- *A Summer 2020 Transition Resource Toolkit* developed with a list of resources/links to support student and family well-being as we transition into the 2020-2021 school year.
- *School Mental Health Ontario* will be providing school boards with a professional learning framework and toolkit with specific resources to support the mental health of students.
- Schools will create structured social opportunities for families to come together in community.
- Developing a Video Series (for parents and students) on a wide range of topics including: Mental Health, Anti-Black Racism, Equity and Diversity Awareness, Anti-bullying, Healthy Eating/Living, Social Media Awareness, Drug/Alcohol Use.



Supports for Remote Learning

Access to Technology and Wi-Fi

- We will be surveying families again to gather information about technology and broadband (Wi-Fi) needs for the 2020-2021 school year.
- Schools will distribute technology/access to broadband to families, as needed.



Supports for Students and Families

- An online **training module for students on Digital Citizenship and Internet Safety** will be provided to ensure safe and effective online learning.
- Schools will distribute to families the **Remote Learning Student Code of Conduct**.
- To **simplify the online learning management system (LMS) sign-in process** for students and families, all students will log in through D2L.
- We are also developing a **Student Access Portal** that will allow students to have remote access to course-specific software.



Supports for Staff

- An online **training module for staff on Digital Citizenship and Internet Safety** will be provided to ensure safe and effective online learning.
- A **Staff Access Portal** has been created that will act as a ‘virtual desktop’ to allow staff to connect remotely to programs.
- Remote delivery of instruction **training for staff** has been ongoing since April.
- In-servicing has continued over the summer through a **series of ‘Deep Dive’ sessions** to deepen staff’s understanding and expertise in remote instruction. Over 300 staff have participated in each live session. Sessions are also recorded for staff who opt to learn on their own time.



Supports for Students with Special Needs

Supporting Students with Special Needs

- All students with special education needs will continue to be supported by homeroom and special education resource teachers (SERTs), as well as support staff, as per their IEPs.
- In order to ensure that students with special education needs are supported as schools reopen, considerations will be made for additional planning and transition time for students to support a smooth transition.
- Students in congregated classes will attend school daily, and staff will be provided with appropriate enhanced PPE; remote learning will be available where return to school is not possible.



Supporting Students with Special Needs

- We will support attendance options including offering daily attendance to students with special education needs for whom adapted timetables or remote learning may be challenging based on student needs.
- We will ensure technology/equipment are accessible to students with special education needs, and we will provide supports to students, families and staff, as necessary.
- Programming will reflect differentiated learning needs for all students with special needs to ensure access to effective learning.



Supporting Medically Fragile Students

- We will support the safe return of our medically fragile students by consulting with local public health authorities on options for personal protective equipment, staff training, and potential continued remote learning where return is not possible.
- Parents and guardians will be encouraged to consult with their health care providers.
- We will work with HSTS to support accommodations for immunocompromised and medically vulnerable students.



Supporting Students with Special Needs – IPRCs and IEPs

- Schools will follow the requirements to provide students with their Individual Education Plans (IEPs) in collaboration with the IEP Team and parents/guardians.
- Changes in the school environments and/or remote learning needs will be considered when creating and updating the IEPs.
- Team meetings, IPRC meetings etc. will continue either face-to-face and/or remotely. Professional Support Services and other members of the team will be included as usual (e.g. social worker, psychologist, special education consultant, etc.) to be in attendance.



Supporting Students with Special Needs – Third Party Service Providers

- Extensive measures will be taken to ensure all existing third-party services will continue to be provided to students with special needs wherever possible.
- All outside agencies will consider what services can be provided virtually prior to requesting access to HCDSB locations.
- All visitors will be limited to essential services and must have approval from site Administrators prior to scheduled visits.
- All third-party providers will wear masks at all times while at HCDSB sites and adhere to visitor protocol outlined earlier in this document. Where possible students will be taken out of the classroom for essential services.
- Student services personnel will always wear masks when it is essential, and they do attend in the classroom.



Supporting Students with Special Needs

- All Special Education Itinerant staff are asked to consider which of their services can be provided virtually and limit their visits to one school site per day where possible. In the adapted model, virtual student sessions will be scheduled during home learning.
- Students will continue to access SEA equipment/assistive technology and staff will continue to be supported with SEA equipment training to enhance student access to learning.



Supports for Newcomer Students/Families & English Language Learners

Support for Newcomer Students & Families

Our Welcome Centres will remain open, and Settlement Workers will continue to support parents, staff and secondary students remotely and work with newcomer parents or secondary students in collaboration with the school administration team.



Support for English Language Learners

- ESL teachers will continue to support our English Language Learners in our elementary and secondary schools in consultation with school administration, staff and parents.
- Instructional delivery will be provided in both the conventional and adapted models as well as for remote learning.
- Program delivery will be provided in accordance with health and safety protocol expectations.



Preparing for a Safe and Healthy Return to School

Health and Safety Protocols

- Halton Region Public Health has developed a resource providing recommendations for school reopening.
- It includes considerations for the development of policies and procedures, adherence to infection prevention and control practices, and appropriate response planning to ensure the health and safety of school staff, students, parents/guardians and essential visitors.
- This resource and our ongoing discussions with Halton Region Public Health have formed the basis of our Halton Catholic District School Board Return to School Plan.



Health and Safety Training

- All staff will be provided with a full day of Health and Safety training prior to the start of the school year.
- This will include training on COVID-19 awareness, screening, signs, symptoms, as well as donning/doffing PPE, and other safety protocols related to the return to work.
- Training on COVID awareness, masks/face coverings and safety protocols will also be made available to parents and students.
- A COVID-19 School Re-opening Committee will be established at each school to support the implementation of the Return to School plan at the school level.



Physical Distancing

- Physical distancing will be maintained in both indoor and outdoor learning and play spaces.
- Staff will practice physical distancing from students and other staff.
- If physical distancing cannot be maintained, staff are recommended to wear a face covering and appropriate PPE.



Personal Protective Equipment (PPE)

- Medical masks and face/eye protection will be available to all staff.
- Additional PPE will continue to be available to staff members who require it to perform their day to day work functions. This would include gloves, gowns and other protective equipment.
- Students in Grades 4 to 12 will be provided with and are required to wear a non-medical mask/cloth face covering.



Outbreak Protocol

- Schools must immediately report any suspected or confirmed cases of COVID-19 within the school to the local public health unit and to the Ministry of Education.
- *Halton Region Public Health* will determine if any additional steps are required, including declaration of an outbreak and/or closure of classes and/or schools.



Cleaning & Disinfection Protocol

All **high-touch points*** will be disinfected twice daily or when visibly dirty.

Disinfectant wipes and no-touch disinfectant spray will be provided in the classroom for disinfection of high-touch items in the classroom throughout the day.

***High-touch points** include doorknobs, light switches, push plates, panic bars, handrails, elevator buttons, faucet handles, flush handles, stall latches, product dispensers, paper towel dispensers, benches and bottle fillers.



Cleaning & Disinfection Protocol

- Staff rooms will be cleaned daily in the evenings. Disinfectant wipes or no-touch disinfectant spray will be provided for intraday disinfection, as required.
- Gymnasiums will be disinfected between each class using the space.
- School libraries will only be used by staff and will be cleaned daily in the evenings. Disinfectant wipes or no-touch disinfectant spray will be provided for intraday disinfection, as required.
- Hand hygiene and disinfection station resources will be inspected daily and restocked as needed.



Air Quality in Classrooms/Portables

- Each of our classrooms, including all portables, use mechanical ventilation systems to provide fresh air to classrooms.
- In classrooms and workrooms with windows, staff may opt to open windows at their own discretion.
- HCDSB maintenance staff conduct regular inspections and preventative maintenance on all HVAC components to ensure proper operations.
- Use of mobile fans and space heaters will not be permitted.



Self-Screening for Students and Staff

- A self-assessment must be completed by all staff prior to entering the school.
- Parents and guardians must perform daily screening of their child(ren) for COVID-19 symptoms before leaving for school, using the COVID-19 Self-Assessment.
- If a student or staff member shows signs or symptoms of COVID-19 or has come into close contact with anyone suspected or confirmed to have COVID-19, they cannot come to school. They must self-isolate and be tested for COVID-19.



Safe Entry into School

- Designated entry and exit doors will be established in every school.
- Physical distancing window stickers/signs will be posted at all common entrances.
- Students will line up to enter the school.
- Staggered entry into the school so there are fewer students in the hallway at a time.
- Kindergarten students will enter classroom directly upon arrival in the morning.



Hand Sanitizer/Handwashing Stations

- Hand sanitizer wall dispensers will be available by the front door of every school and at prominent side entrances.
- Hand sanitizer pump dispensers will be provided in all classrooms without a sink, including portable classrooms.
- Hand soap will be provided in all classrooms with a sink.
- All handwashing locations with an automatic faucet will have a hands-free hand dryer or paper towel dispenser.
- All handwashing locations with a manual faucet will have a paper towel dispenser.



Washrooms

- All washrooms with an automatic faucet will have a hands-free hand dryer or paper towel dispenser.
- All washrooms with a manual faucet will have a paper towel dispenser.
- Physical distancing floor decals will be placed at entrances to all student washrooms.
- Signage will be posted to indicate the maximum number of students allowed in the washroom at once.
- Tracking system/log will be used to record time and location of student access to washrooms.



Water Fountains & Bottle Fillers

- All water fountains will be wrapped and/or made inoperable.
- Bottle filling stations will remain operable.
 - Bottle filling stations are installed in all HCDSB schools.
- Students will be required to bring their own drink bottle that is labelled, and not shared.



Keeping Classrooms and Portables Safe

- Students will wash/sanitize their hands when entering the classroom.
- There will be a fixed seating plan with a designated seat for each student.
- Carpets will be removed from all spaces.
- No soft furniture that is not easily cleaned will be kept in the classroom.
- Sharing of supplies, equipment, toys, etc. will be limited. Any equipment that is shared must be sanitized between students.
- Most music curriculum expectations can be met without use of instruments. Wind instruments will not be allowed.



Staying Safe in Outdoor Play Areas

- Designated 'zones' will be set up in the school yard for each class.
- Students will be allowed to play at recess with peers from their cohorts only.
- Staggered entry in and out of school so there are fewer students in the hallway at a time.
- Students will wash/sanitize their hands before and after recess.
- Outdoor kindergarten play areas will be used only one class at a time.
- The use of the playground will be scheduled and logged.
- Classroom outdoor equipment (e.g. skipping ropes and balls) must be used by classroom cohorts only and will not be shared between cohorts.



Use of Shared Spaces

- Lunch, break times and recess times will be staggered.
- At the secondary level, students will not be dismissed into the hallway or allowed to hang out in the atrium/cafeteria.
- Number of students/staff/essential visitors gathering in common areas will be limited, and signage will be posted.
- Classes will not be using the Library/Learning Commons.
- Gym changerooms will not be used.
- Physical education classes will take place outside whenever possible.
- Assemblies and/or large gatherings should be avoided. Virtual options should be offered instead of in-person gatherings.



Instruction in our HCDSB Elementary Schools



Elementary Schools Conventional Delivery Model

For students who will return to school

Conventional Instruction in Elementary Schools

- Full day return to school for all elementary students (including Special Education, French Immersion and Extended French programs), **5 days per week, 300 minutes of instruction per day.**
- Regular class size, with the students cohorted as a group (including recess and lunch).
- Elementary students will be cohorted with their classmates and their homeroom teacher, one teacher and one DECE in Kindergarten, with limited contact with other subject specific teachers for classes such as Core French, the arts and physical education.





Elementary Schools Remote Delivery Model

For students whose parents opt out of in-school instruction

Remote Delivery Model - Elementary

- Students may be assigned to virtual classrooms for distance learning. Teachers will record daily attendance.
- Students will receive 300 minutes of learning daily with a combination of synchronous and asynchronous opportunities.
- Teachers will support students in large and small group instruction throughout the day
- Staff will engage in ongoing and regular synchronous Check & Connect with students
- Students will receive timetables outlining weekly schedules for all classes.



Elementary Remote Learning – Sample Schedule

- Teacher may or may not be from the student's home school
- All subjects will be taught and reported on
- 300 minutes of instruction per day
- Opportunities for synchronous (real time) and asynchronous learning will be provided daily across all subjects

PERIOD

1 (40 mins)	Opening Prayer Language (cross-curricular instruction) – Reading Time to Teach – lesson synchronous (real time) or asynchronous	Time to Practice Students: asynchronous/independent practice Teacher: Small group instruction synchronous
2 (40 mins)	Time to Share – synchronous or asynchronous learning Language (cross-curricular instruction) – Writing Time to Teach – mini-lesson synchronous (real time) or asynchronous	Time to Practice Students: asynchronous/independent practice Teacher: One-on-one or small group instruction synchronous or providing synchronous / asynchronous feedback
Break (15 mins)		
3 (40 mins)	Language (cross-curricular instruction) Time to Share – synchronous or asynchronous Reading/Writing/Word Study: synchronous or asynchronous Math Lesson	
4 (40 mins)	Math Lesson (con't) Lesson: whole group synchronous or asynchronous	Time to Practice Students: asynchronous/independent practice Teacher: Small group instruction Time to Share: synchronous or asynchronous
Lunch (60 mins)		
5 (40 mins)	Science/Social Studies/The Arts/Health and Physical Education/French Includes a lesson: Synchronous and Asynchronous Learning	
6 (40 mins)	Science/Social Studies/The Arts/Health and Physical Education/French Includes a lesson: Synchronous and Asynchronous Learning	
Break (15 mins)		
7 (40 mins)	Religion: synchronous and asynchronous Consolidation and preparation for next day and closing prayer	

Instruction in Our HCDSB Secondary Schools



Secondary Schools Adapted Delivery Model

An Adapted School Day in Secondary Schools

- Under this scenario, cohorts would include approximately 15 students in each class attending on alternate days, or alternate schedules that would represent in person attendance for at least 50% of instructional days.
- All courses will be taught using a combination of in-person and remote learning (in-person time has been maximized in this model).
- Classrooms will be organized to allow students to be physically distant.
- Remote learning will be delivered both synchronously and asynchronously.



Key Considerations - Adapted Delivery

- Supports for Students with Special Needs, IEPs, ELLs, etc.
- Student Success Initiatives (Credit Recovery, etc.) School-Wide or Small Group Wellness Initiatives
- Supports for IB Programme Requirements (Extended Essay, ToK, Internal Assessments)
- Meetings for Leadership Groups (e.g. Student Council, Athletic Council, etc.)



About the Adapted Delivery Model at HCDSB Secondary Schools

- Secondary school students will be divided into two cohorts (Cohort A and Cohort B) of up to 15 students per class.
- Each cohort will take one course (subject) at a time, attending school 2-3 days per week.
- 23 days per teaching block = 1 Credit
- 4 teaching blocks per semester.



Benefits of this Adapted Delivery Model

- Allows students to be only with their single cohort/teacher.
- No transitions within the school building.
- Allows for ample time for cleaning at the end of the school day.
- Common teacher planning time, which allows for greater collaboration.
- Deeper learning opportunities as students can focus on one subject at a time.
- Allows for deep relationship building opportunities.



Secondary School – Semester 1 Schedule

SEPTEMBER 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

■ Module 1
 ■ Module 2
 ■ Module 3
 ■ Christmas Break
 ■ Module 4



Secondary School – Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cohort A learning at school	Cohort A learning at school	Cohort A learning at school	Cohort B learning at school	Cohort B learning at school
	Cohort B learning from home	Cohort B learning from home	Cohort B learning from home	Cohort A learning from home	Cohort A learning from home
Week 2	Cohort A learning at school	Cohort A learning at school	Cohort B learning at school	Cohort B learning at school	Cohort B learning at school
	Cohort B learning from home	Cohort B learning from home	Cohort A learning from home	Cohort A learning from home	Cohort A learning from home

*In this model, 23 days per teaching block = 1 Credit
 Allows for 2 Cohorts of 15 students for each Class (A and B)



Secondary School – Sample Daily Schedules

*Mondays, Tuesdays, and every other Wednesday -

	COHORT A	COHORT B	COHORT C
8:30 – 10:00	Learning at school	Learning at home	Learning at home
10:00 – 10:15	Break in classroom		
10:15 – 11:45	Learning at school		
11:45 a.m.	Dismissal time		
11:45 – 12:25	Teacher Lunch		
12:25 – 1:10	Online Instruction		
1:10 – 2:25	Teacher Planning Time/Student Independent Learning		

*Thursdays, Fridays, and every other Wednesday -

	COHORT A	COHORT B	COHORT C
8:30 – 10:00	Learning at home	Learning at school	Learning at home
10:00 – 10:15		Break in classroom	
10:15 – 11:45		Learning at school	
11:45 a.m.		Dismissal time	
11:45 – 12:25	Teacher Lunch		
12:25 – 1:10	Online Instruction		
1:10 – 2:25	Teacher Planning Time/Student Independent Learning		

Choosing Between Adapted Learning and Remote Learning in Secondary Schools

- Both secondary models are based on a teaching block structure with students taking one course each block.
- At the beginning of each teaching block, parents (or students over 18) may choose between:
 1. An adapted delivery model with 2 smaller cohorts (Cohort A and Cohort B) and 50% in-school instruction; OR
 2. 100% remote learning from home (Cohort C)
- Parents (or students over 18) must indicate their choice two weeks prior to the start of teaching block. No switching is permitted during teaching blocks.
- Students are expected to complete one course per teaching block.





Secondary Schools Remote Delivery Model (Cohort C)

For students whose parents opt out of in-school instruction

Remote Learning for Secondary Students

- Remote learning will be delivered both synchronously and asynchronously.
- All remote learning platforms (D2L, Google classroom, Office 365) are accessible for persons with disabilities and students with special education needs.
- Teachers participated in professional development throughout the Distance learning period. Curriculum Services has provided additional PD to educators throughout July and August and will continue to offer learning opportunities on an ongoing basis.



Secondary School – Sample Daily Schedules

*Mondays, Tuesdays, and every other Wednesday -

	COHORT A	COHORT B	COHORT C
8:30 – 10:00	Learning at school	Learning at home	Learning at home
10:00 – 10:15	Break in classroom		
10:15 – 11:45	Learning at school		
11:45 a.m.	Dismissal time		
11:45 – 12:25	Teacher Lunch		
12:25 – 1:10	Online Instruction		
1:10 – 2:25	Teacher Planning Time/Student Independent Learning		

*Thursdays, Fridays, and every other Wednesday -

	COHORT A	COHORT B	COHORT C
8:30 – 10:00	Learning at home	Learning at school	Learning at home
10:00 – 10:15		Break in classroom	
10:15 – 11:45		Learning at school	
11:45 a.m.		Dismissal time	
11:45 – 12:25	Teacher Lunch		
12:25 – 1:10	Online Instruction		
1:10 – 2:25	Teacher Planning Time/Student Independent Learning		

Continuing Education – Thomas Merton

- LINC ESL/FSL will continue to be delivered via remote learning until December, 2020.
- Literacy and Basic Skills Program will be delivered in a face-to-face format, with a limit of 15 students.
- Night school courses, International Languages courses, and International Languages secondary credit courses will be offered remotely.
- Adult Day Credit courses will run in a face-to-face format, if 15 or less students; if more than 15 students, course will follow secondary day school adapted model of instruction.



Other Details

Transportation

- Active forms of travel (for example, walking and cycling) and private transportation, are encouraged where possible.
- To support return to school 5 days a week, school boards may be required to increase the utilization of buses beyond one student per seat and operate closer to capacity.
- To the extent that physical distancing may not be possible, the use of non-medical masks for students in Grades 4 to 12 will be required on school vehicles. Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks on student transportation.
- We will work with HSTS to support accommodations for immunocompromised and medically vulnerable students.



Transportation – Cleaning Protocols on Buses

- Students will be encouraged to bring hand sanitizer with them and sanitize hands before entering the bus.
- Alcohol-based hand sanitizer will be available on each bus for use by the bus driver, in the event they have to assist a student.
- High touch areas will be sanitized at the end of each morning and afternoon route.



Transportation – Communicating Health and Safety Measures with Parents

Halton Student Transportation Services (HSTS) will be sharing information with families of all students who are eligible for transportation to ensure they are aware of the following:

- Bus stop protocols – waiting for the bus, lining up, social distancing.
- How to enter the bus and find a seat (seats will be numbered).
- Bus ride expectations – e.g. remain in seat; look forward and do not turn around; keep hands to self, etc.
- How to exit the bus.



Before & After School Programs

- Before & After School Programs will be available.
- Schools and childcare operators will collaborate to ensure that student lists are maintained and readily available to be provided to Public Health for contact tracing purposes.
- Classrooms used for the Before & After School Programs will be disinfected after before-school programs and before after-school programs begin.
- Consideration will be given to creating cohorts by family or by class, where possible.



Student Nutrition Programs

- Third party food services and nutrition programs will continue to operate. A 'Grab and Go' format is preferred.
- All surfaces, bins and containers for food must be disinfected prior to and after use.
- Bins will be delivered directly to classrooms and will be kept near the sanitation station at the entrance of each classroom.
- Cafeteria services in secondary schools will be closed in September, and until further notice.



Sports and Extracurricular Activities

- When safe to do so, we will resume extracurricular sports, clubs, committees and activities that maintain physical distancing between students.
- Sports where physical distancing cannot be maintained (i.e., football, rugby, soccer, basketball, etc.) will not take place as we start the school year.
- Where possible, we will conduct certain extracurricular activities virtually.



Community Use of Schools Permits

- Indoor community use of schools' permits will not be issued for September and October, 2020.
- Turf permits may be issued, with no access to indoor washrooms and/or changerooms.
- The availability of indoor Winter 2021 permits will be evaluated in the Fall.



Catholic Education Centre

- As we begin the 2020-2021 school year, central office staff will be encouraged to work remotely to reduce occupancy at the CEC.
- Where staff must attend the CEC to complete their work, appropriate physical distancing will be in place.
- A non-medical face covering shall be worn by staff in all common areas. Staff may remove their face covering when at their desk/personal space or when physical distancing can be maintained.
- Hand hygiene stations will be set up in the Main Lobby of the CEC and at the entrance of each department/work area.
- Disinfectant wipes or no-touch infectant spray will be available for cleaning of personal spaces. Cleaning and disinfection will occur at the CEC in the evenings, and midday in high-tough points.



Next Steps

Next Steps

- **Share final Return to School Plan** with staff and families.
- Send out parent **survey to confirm student attendance** at school in September.
- Assess **technology** needs and arrange for **distribution**.
- HSTS to **finalize transportation** routes and communicate to families.
- **Return to School Webinar for Parents** – cohosted with Halton Region Public Health.
- Establish **COVID-19 School Re-opening Committees** at each school.
- Continue **monitoring new information** and taking **direction** from the **Ministry of Education** and **Halton Public Health**.



August 5, 2020

To Whom It May Concern:

As School Boards prepare for the reopening of schools in September with the context of Stage 3 of the Province of Ontario's COVID-19 Framework, we recognize that there are limitless considerations within a short timeline. As VOICE for Deaf and Hard of Hearing SEAC Representatives, we want to assist by highlighting the unique impacts of COVID-19 on D/deaf and hard of hearing students and provide recommendations with regards to learning this fall:

As outlined by the Ministry of Education, one of the key roles of the Special Education Advisory Committee is to make recommendations respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils. Now as much as ever, the role of SEAC is critical to ensure we are each contributing our specialized knowledge to the collective good in the best interests of the kids and students. As stated in Sick Kids' COVID-19: Recommendations for Reopening Schools highlights, we as parents and SEAC representatives share in the goal of maximizing children's health and minimizes risks from a Public Health perspective.

- **PPE and use of cloth masks:** Cloth masks present unique challenges for Deaf and Hard of Hearing students. Speech is muffled by the wearing of masks and it eliminates the student's ability to lip read. Clear masks and accessible face shield options are recommended to ensuring accessibility <https://www.rapidresponseppe.com/>
- **Communication supports:** FM systems are ever more critical as Deaf and Hard of Hearing students face increased barriers in accessing speech and language in the classroom. Hardware providers have created [Guidelines for Sanitizing Rogers Classroom Products.](#)
- **Virtual instruction:** It is essential that closed captioning be available through the selected virtual learning tools. Where applicable, software with chat features where students can type their discussion is preferred. In the case of pre-reading students, advance notice of the content of the lessons is vital for parents to be able to support their child ahead of the class so that they can participate.
- **Special education supports:** Clearly communicate to parents how to access their child's IPRC and IEP supports and resources, for example, how will Itinerant Teachers D/deaf and hard of hearing be working with students?

VOICE for deaf and hard of hearing children
P.O. Box 30045, Dundas Neyagawa
Oakville, Ontario, L6H 7L8
E: admin@voicefordeafkids.com
P: 416.487.7719
Charitable Registration # 12360 9364 RR0001

While we recognize that school must look very different this September, we have an opportunity to collaborate to ensure all D/deaf and hard of hearing, whatever their family's choice, are not further isolated and excluded from their learning and their peers. We have a shared goal that every child has the opportunity to realize their full potential.

Sincerely,

SEAC Representative
VOICE for deaf and hard of hearing Children