





Click on the icons below to learn more about our Back to School plans.



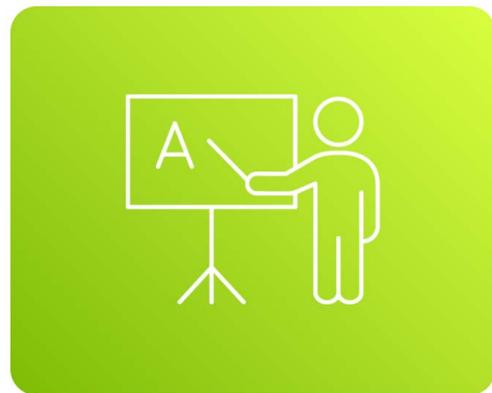
Health and Safety



Mental Health & Wellness



Promoting Catholic Identity



Learning and Instruction



Special Education

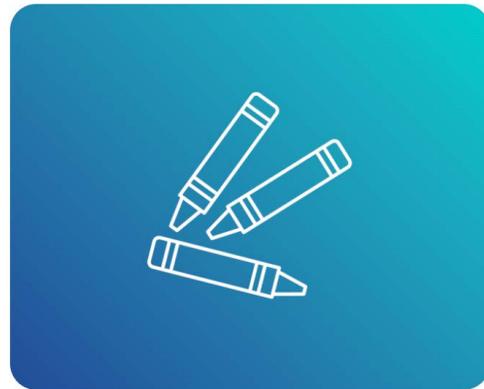


Transportation

Click on the icons below to learn more about our Back to School plans.



Before & After  
School Programs



Kindergarten



Newcomer Families  
& ESL Students



Adult & Continuing Education



## 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.

## Planning for 2020-2021

### 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.

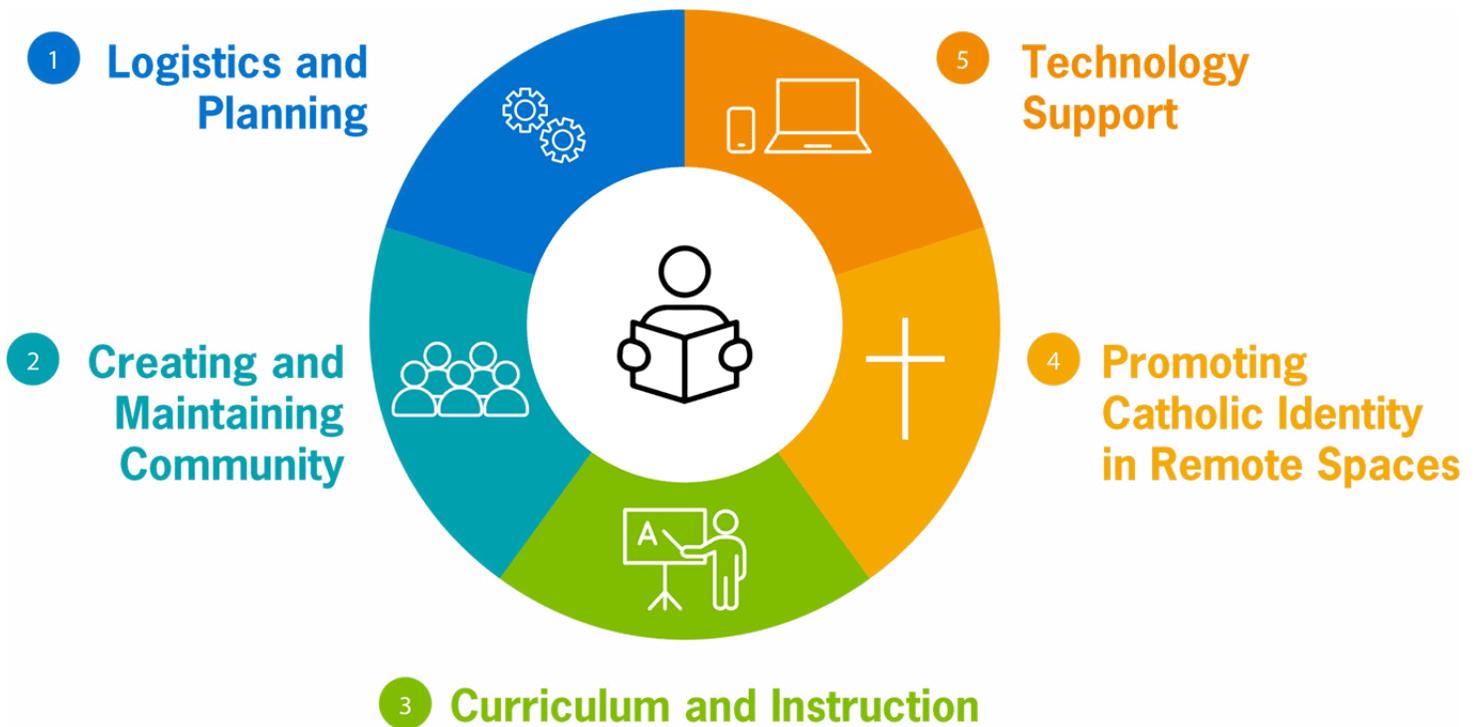
### Following Guidance & Direction of the Ministry of Education and Public Health

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.



### 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.





## Ministry Direction for Re-Opening Schools

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. face shield) will be **provided 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 masks will also be made available.
- Students in **Kindergarten to Grade 3 will be encouraged but not required to wear masks.**

### Additional Ministry Requirements – Remote Learning

On Thursday, August 13, 2020, the Ministry of Education released [Policy/Program Memorandum \(PPM\)](#), which provided additional requirements for remote learning. Details are listed under [Remote Learning](#).

# Preparing for a Safe and Healthy Return to School

## Health and Safety Protocols

- 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 HCDSB Return to School Plan.

## Daily Self-Screening

- A self-assessment must be completed by all staff and essential visitor 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.

## COVID-19 Symptoms/Exposure Protocol

### Students or staff with symptoms **BEFORE** the school day begins

Students or staff who show signs/symptoms of COVID-19 before the start of the school/work day should:

- Stay at home
- Self-isolate (household members, including siblings must also self-isolate)
- Be referred for testing for COVID-19
- Stay home from school until test results are received
- If an individual tests positive for COVID-19, Halton Region Public Health will notify the individual and the school.

### Students or staff with symptoms **DURING** the school day

Students, staff or essential visitor who show signs/symptoms of COVID-19 during the school/work day must go home immediately.

If they cannot return home immediately, they must be isolated in a designated room/space until their departure.

# Preparing for a Safe and Healthy Return to School

Each school and Board site will have a designated isolation area for staff/students/visitors who have signs/symptoms of COVID-19 and are waiting transportation home.

It may be necessary to have more than one designated isolation area depending on the size of the school.

Students in the isolation room will be supervised according to the regular school supervision protocols.

Thorough cleaning and disinfection of the room/area and any items touched by the symptomatic individual must be completed upon their departure, if cleaning is delayed appropriate signage will be posted on the front door until cleaning and disinfection is complete.

## Contact Tracing & Outbreak Protocol

In the event of a confirmed case of COVID-19, Halton Region Public Health will notify the school and provide further information on contact tracing and outbreak management. A confirmed positive case must have clearance from Public Health for return to school.

Public Health will provide additional information and follow-up with individuals confirmed with COVID-19 and will find out who the individual's close contacts are and contact them. In these cases, the Board or School will need to assist in providing contact information. Each school and or work location is responsible for maintaining daily contact and Visitor Protocol Forms for all essential visitors. Schools will maintain a record of classroom and bus seating plans and must ensure that all contact information is continually updated.

## Physical Distancing

As much distancing as possible between all individuals will be promoted at all times. Physical distancing measures will be supplemented with other public health measures supported by health and safety strategies, such as screening, adapted school environments, cohorting, hand hygiene, enhanced cleaning and masking.

Distancing should be maintained between and within cohorts in both indoor and outdoor learning and play spaces when possible. The school will have plans in place that are site-based to monitor/enforce physical distancing.

Physical distancing strategies that will be incorporated in school include:

- Increased physical distance of chairs and tables/desks in all rooms (including cafeteria, library, staff areas).
- Classes will be held outside as much as possible, when weather permits.
- Student desks will be arranged with as much distancing as possible and facing in the

same direction.

- Staggered periods of student movement around school and students will be discouraged from congregating in hallways.
- Staggered student/staff lunch/break times, recess times and use of communal spaces (e.g., library, gym, cafeteria, staff room).

## Enhanced Cleaning & Disinfection Protocol

Enhanced cleaning and disinfection protocols will be followed in all HCDSB schools and workplaces. This includes:

- 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.
- 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.

\*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.

## Ventilation 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.

# Preparing for a Safe and Healthy Return to School

## Use of Masks and 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.
- At the Special Board Meeting held on August 19, 2020, the Board of Trustees passed a motion that **all HCDSB students (K- 12) be required to wear non-medical masks/ face coverings at school**. Reasonable exceptions to this requirement will be put in place. We are working with Halton Region Public Health to provide age-appropriate mask education/information for families.

Reasonable exceptions to mask wearing will be considered.

- A pre-existing medical condition (e.g., Cystic Fibrosis)
- A diagnosis or learning profile that would limit a student's ability to tolerate or safely wear a mask, including whereby a mask would effect essential communication for a person who is hearing impaired
- A mental health diagnosis
- Other, as detailed by a healthcare practitioner.

A process for exemption approval will follow.

## Hand Hygiene & Respiratory Etiquette

### Hand Hygiene

Hand hygiene is one of the most important protective strategies. Hygiene education and routines will be explicitly taught and reinforced regularly. Training on hand hygiene, including the use of alcohol-based hand rub and its use will be reinforced.

Breaks will be scheduled to allow students to wash their hands at appropriate times during the school day. Furthermore, hand hygiene stations with alcohol-based hand rub (ABHR, minimum 60%) are available at all school entrances along with COVID-19 information/signage (e.g., screening information, hand hygiene, physical distancing).

Proper and frequent hand hygiene practices by staff and students will be encouraged:

- Soap and water for at least 20 seconds
- At regular time intervals throughout day



- Before/after eating food
- After using washroom
- Before/after outdoor play

Soap and water are preferred when hands are visibly soiled. Alcohol-based hand sanitizer can be used if handwashing is not possible.

### Resources:

- [How to clean hands with soap or ABHR](#)
- [Halton Region's Wash Your Hands](#) poster
- [How to wash hands and use ABHR](#) poster
- [How to Hand Wash](#) video
- [How to Hand Rub](#) video

### 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 tower dispenser.

### Respiratory Etiquette

Proper respiratory etiquette is a key proactive strategy to minimizing the spread of COVID-19. We will have education posters in prominent areas throughout each school.

Respiratory etiquette includes:

- Covering nose and mouth during coughing and sneezing with a tissue or sneezing or coughing into your sleeve or elbow.
- Disposing of used tissues into the garbage immediately after use.
- Practicing proper hand hygiene immediately after coughing or sneezing or touching one's face.



# Preparing for a Safe and Healthy Return to School

## Resources:

- [Respiratory etiquette posters](#)

## Minimizing Contact During the School Day

### Drop-off and Pick-up Protocol

Each school will have set locations and times for drop-off/pick-up and staffing requirements to support and monitor physical distancing during student's arrivals/departures via private transportation and active travel (e.g., walking, wheeling). Signage or landmarks will be used to make drop-off/pick-up locations easy to identify.

Drop-off/pick-up procedures should support physical distancing and cohorting using strategies that may include:

Only one designated parent/guardian drop-off/pick-up

- Separate cohort entrances (where possible)
- Outdoor drop-off/pick-up (unless there is a need for parent/guardian to enter the school)
- Staggering entry or limiting the number of people in entry areas
- Physical distancing ground markings

### 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.

### Visitor Restrictions

- In the upcoming school year, schools are asked to significantly limit or even prohibit visitors, including parents.
- Visits to ensure school safety, such as inspections by the Fire Marshal's office or by public health, should continue to take place.
- Any visitors to a school must self-screen and to wear a medical mask while on school premises.
- Schools will limit non-essential visitors – parents, volunteers, guests to the school – whenever possible, conduct virtual meetings, gatherings, and visits.
- All visitors (Parents/Community Members) to access school at approval of Administrator only.



- Mandatory mask policy for all visitors to the school including Lunch Program Food providers.
- Third party providers to provide their own PPE.

## Cohorting

### Elementary Schools

- Elementary students who return to school for in-class instruction will be in a conventional model of delivery with one cohort for the full day.
- Lunch, break times and recess times will be staggered.
- Students will eat lunch in their classroom with their cohort.
- Designated 'zones' will be set up in the school yard for each class (cohort).
- Students will be allowed to play at recess with peers from their cohorts only.

### Secondary Schools

- Secondary students who return to school for in-class instruction will be in an adapted model of delivery with two class cohorts, up to 15 students in each cohort.
- Students will not be dismissed into the hallway or allowed to hang out in the atrium/cafeteria.

### Keeping Classrooms Safe

- Students will wash/sanitize their hands when entering the classroom.
- Students will have designated fixed seating.
- Carpets will be removed from classrooms.
- 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.

### 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.



# Preparing for a Safe and Healthy Return to School

## 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.

## 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.
- Students lockers are not to be used, and will be fixed in the closed position.

## Barriers

- Transparent (plexiglass) barriers will be situated in the main office where administrative staff regularly interact with students and visitors.
- Transparent barriers may also be used for meetings with student(s). Staff who frequently have student meetings may be allocated a transparent barrier to provide protection if appropriate physical distancing cannot be maintained, such as SERT rooms or shared alternative space for access with all professionals.
- When using barriers appropriate PPE must be nearby for use in an emergency

## Signage

- Signs will be posted at entrances to the school to remind students, staff, parents/guardians and essential visitors about COVID-19 protocols (e.g., screening information, Do Not Enter signage, hand hygiene, physical distancing).
- Designated routes for students/staff to get to and from classrooms will be determined and marked with arrow floor decals..
- Markings on floors and walls will be used to promote physical distancing, including for lines/queues (e.g., tape on floors, signs on walls).



## 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.



# Mental Health Supports for Students and Staff

## School Mental Health Ontario (SMHO)



**School  
Mental Health  
Ontario**

**Santé mentale  
en milieu scolaire  
Ontario**

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, families and staff. Once released, we will be posting this toolkit on this page.

### 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.

### Staff Mental Health and Well-Being

- 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.
- 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.

## Mental Health Tips & Resources for HCDSB Families

Ongoing news coverage about COVID-19 (Coronavirus) may be upsetting for many children, youth and families in our community. Our HCDSB Mental Health Leadership Team has compiled a list of tips and resources to help you and your child feel safe during this time of uncertainty.

### Speaking with Children about COVID-19

Key messages for supporting children include:

- Reassure your child(ren) that they are safe.
- Provide extra emotional support (attention and affection).
- Minimize their exposure to media coverage of the events.
- Talk calmly about the events, and answer any questions they might have at a good level for their age (not too much detail, especially for younger children).
- Look for signs that your child is struggling (e.g., nervousness, irritability, problems eating or sleeping), and check in with a professional if you are worried.

### Helpful Resources

- LIVE Online Learning Tips for Parents
- LIVE Online Learning Tips for Students
- Surviving COVID-19 Together
- 10 Ways Parents Can Support Learning at Home
- Loss & Grief During COVID-19
- Talking to Children About COVID-19 – A Parent Resource
- Talking with Children: Tips for Caregivers, Parents & Teachers
- School Mental Health Ontario Resources for Educators
- School Mental Health Ontario Resources for Parents & Families
- School Mental Health Ontario Resources for Students

### Community Resources

In addition, parents may want to further explore the following resources in our community:

- Resources Available for Families in Halton
- Halton ADAPT: <https://haltonadapt.org>
- Halton Multicultural Council: <http://hmconnections.com>
- Halton Region: <https://www.halton.ca>
- Kids Help Phone: <https://kidshelpphone.ca>



# Mental Health Supports for Students and Staff

- Reach Out Centre for Kids (ROCK): <https://rockonline.ca>
- School Mental Health Ontario: <https://smho-smso.ca>
- Telehealth Ontario: <https://www.ontario.ca/page/get-medical-advice-telehealth-ontario>
- Woodview: <https://woodview.ca>
- YMCA of Oakville: <https://ymcaofokville.org>

## Videos by HCDSB Social Workers

HCDSB Social Workers have posted videos on YouTube covering a number of important topics aimed to help our students, parents/families, and staff. Click the links below to launch each playlist.





## Promoting Catholic Identity in Remote Spaces

In our return to school, we will continue to ensure that our learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations (OCSGEs).

We will continue to use a variety of resources and tools to maintain the strong connection between our home and parishes by:

- Providing opportunities for school-wide Eucharistic celebrations and other prayer services, involving students in the planning.
- Creating explicit service activities that can be completed in a virtual community.
- Creating a plan for both Pastor and Principal to be present and visible.
- Providing opportunities for faith formation for all staff in a virtual or gathering setting.
- Inviting parents and families to join in virtual prayer and faith-life activities.

Some of the ways our schools will promote our Catholic identity in remote spaces include:

- Maintaining regular liturgical events either live or virtual format including streaming school wide liturgies throughout the school synchronously.
- Inviting parents to share prayer and/or liturgies in their first language to celebrate Catholics from all corners of the world at HCDSB.
- Creating opportunities online for parents to hear guest speakers, info sessions, Faith Formation Sessions, pray together, etc.
- Providing prayers and activities to be done at home.

## Resources for Students, Staff & Families

- [Our Catholic Faith Resources](#)
- [Our Catholic Schools](#)
- [Renewing the Promise](#)
- [Focus on Faith – Theological Theme](#)



## Learning and Instruction (Elementary)

### Instruction in our HCDSB Elementary Schools

#### Elementary Schools Conventional Delivery Model (For students who will return to school)

- 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)

- 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.

#### Sample Schedule (Elementary Remote Schedule for 180 minutes of Synchronous Learning: Kindergarten)

##### Remote Learning (7 periods)

- Teacher/DECE may or may not be from the student's home school.
- All 4 Frames will be taught and reported on (Belonging & Contributing, Problem Solving & Innovating, Demonstrating Literacy & Mathematics Behaviours, Self-Regulation & Well-Being).
  - 300 minutes of instruction per day
  - 180 minutes of synchronous learning time in Kindergarten includes:
    - Students working independently and in small groups with teacher/DECE overseeing the learning and available for questions
    - Large- and small-group learning
    - Guided instruction
    - Synchronous check-ins
- Opportunities for synchronous (real time) and asynchronous learning will be provided daily across all 4 Frames.



PERIOD	DESCRIPTION
Period 1	Opening Prayer
	Synchronous (55 minutes) and asynchronous learning opportunities
Period 2	
BREAK – 15 MINUTES	
Period 3	
Period 4	Synchronous (55 minutes) and asynchronous learning opportunities
LUNCH – 40 MINUTES	
Period 5	
Period 6	Synchronous (55 minutes) and asynchronous learning opportunities
BREAK – 15 MINUTES	
Period 7	Synchronous (15 minutes) and asynchronous learning opportunities
	Consolidation and preparation for next day and closing prayer-10 mins

### Sample Schedule (Elementary Remote Schedule for 225 minutes of Synchronous Learning: Grade 1-8)

#### Remote Learning (7 periods)

- 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.
- 225 minutes of synchronous learning time (Grades 1-8) includes:
  - Students working independently and in small groups with teacher overseeing the learning and available for questions
  - Large- and small-group learning
  - Guided instruction
  - Synchronous check-ins
- Opportunities for synchronous (real time) and asynchronous learning will be provided daily across all subjects.



# Learning and Instruction (Elementary)

PERIOD	DESCRIPTION
Period 1	Opening Prayer
	Synchronous (65 minutes) and asynchronous learning opportunities
Period 2	
BREAK – 15 MINUTES	
Period 3	
Period 4	Synchronous (65 minutes) and asynchronous learning opportunities
LUNCH – 40 MINUTES	
Period 5	
Period 6	Synchronous (65 minutes) and asynchronous learning opportunities
BREAK – 15 MINUTES	
Period 7	Synchronous (30 minutes) and asynchronous learning opportunities
	Consolidation and preparation for next day and closing prayer-10 mins

## Remote Learning- Sample Schedule (40-min periods) Grades 1-8

- 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.
- 225 minutes of synchronous learning time (Grades 1-8) includes:
  - Students working independently and in small groups with teacher overseeing the learning and available for questions.
  - Large- and small-group learning.
  - Guided instruction.
  - Synchronous check-ins.
- Opportunities for synchronous (real time) and asynchronous learning will be provided daily across all subjects.



**PERIOD**

**DESCRIPTION**

**Period 1**

Opening Prayer

Language (cross-curricular instruction) – **Reading**

*Time to Teach* -10-minute mini-lesson synchronous (real time)

*Time to Practise* -

Students: 30-minute asynchronous/independent practise

Teacher: Small group instruction synchronous- 2 groups 15-minutes each

**Period 2**

*Time to Share* – 10-minute synchronous

Language (cross-curricular instruction) – **Writing**

*Time to Teach* – 10-minute mini-lesson synchronous (real time)

*Time to Practise* –

Students: 30-minute asynchronous/independent practise

Teacher: One-on-one or small group instruction synchronous or providing synchronous feedback

Period 1 & 2 total 65 minutes synchronous

**RECESS**

**Period 3**

Language (cross-curricular instruction)

*Time to Share* – 10-minutes synchronous or asynchronous

Reading/Writing/Word Study- 10-minutes synchronous or asynchronous

**Period 4**

Math-60 mins

Lesson- 10-15 minutes whole group synchronous

Synchronous learning 30-35 minutes- one-on-one, small group instruction

Period 3 & 4 total 65 minutes synchronous

**LUNCH**

**Period 5**

Science/Social Studies/The Arts/Health and Physical Education/French – 40 mins

Includes a lesson-Synchronous and Asynchronous Learning

**Period 6**

Science/Social Studies/The Arts/Health and Physical Education/French – 40 mins

Includes a lesson-Synchronous and Asynchronous Learning

Period 5 & 6 total 65 minutes synchronous

**RECESS**

**Period 7**

Religion –30 mins- synchronous and asynchronous

Consolidation and preparation for next day and closing prayer – 10 mins

Period 7 total 30 minutes synchronous



## Learning and Instruction (Secondary)

### 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 Quadmester 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 attending in-class instruction on alternating days.
- Each cohort will take two courses at a time, attending school 2-3 days per week.
- Cohort C would be comprised of students learning remotely from home. Cohorts A, B, and C would participate in synchronous learning together for some parts of each day.
- 2 Credits will be earned per 10-week module.
- 2 modules (4 credits) per semester; 4 modules (8 credits) per school year.

##### Benefits of this Adapted Delivery Model

- No transitions within the school building.
- Allows for ample time for cleaning at the end of the school day.
- Deeper learning opportunities as students can focus on two subjects 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 (47 days)
  Module 2 (46 days)
  Christmas Break



# Learning and Instruction (Secondary)

## Secondary School – Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Cohort A at School P1 Course	Cohort A at School P2 Course	Cohort A at School P1 Course	Cohort B at School P1 Course	Cohort B at School P2 Course
	Cohort B online learning P1 Course	Cohort B online learning P2 Course	Cohort B online learning P1 Course	Cohort A online learning P1 Course	Cohort A online learning P2 Course

Week 2	Cohort A at School P1 Course	Cohort A at School P2 Course	Cohort B at School P1 Course	Cohort B at School P1 Course	Cohort B at School P2 Course
	Cohort B online learning P1 Course	Cohort B online learning P2 Course	Cohort A online learning P1 Course	Cohort A online learning P1 Course	Cohort A online learning P2 Course

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	Cohort A at School P1 Course	Cohort A at School P2 Course	Cohort A at School P1 Course	Cohort B at School P1 Course	Cohort B at School P2 Course
	Cohort B online learning P1 Course	Cohort B online learning P2 Course	Cohort B online learning P1 Course	Cohort A online learning P1 Course	Cohort A online learning P2 Course

Week 4	Cohort A at School P1 Course	Cohort A at School P2 Course	Cohort B at School P1 Course	Cohort B at School P1 Course	Cohort B at School P2 Course
	Cohort B online learning P1 Course	Cohort B online learning P2 Course	Cohort A online learning P1 Course	Cohort A online learning P1 Course	Cohort A online learning P2 Course



## Secondary School – Sample Daily Schedules

	COHORT A	COHORT B	COHORT C
8:30 – 10:00 a.m.	90 min of synchronous instruction at School – Period 1 Course	90 min of synchronous instruction at Home – Period 1 Course	90 min of synchronous instruction at Home – Period 1 Course
10:00 – 10:15 a.m.	Break in classroom		
10:15 – 11:45 a.m.	90 min of synchronous instruction at School – Period 1 Course	90 min of synchronous instruction at Home – Period 1 Course	90 min of synchronous instruction at Home – Period 1 Course
11:45 a.m. – 12:45 p.m.	Student Dismissal / Teacher Lunch		
12:45 – 2:00 p.m.	P1 Course Teacher Planning Time Cohort A, B, and C – Academic Support*		
2:00 – 2:45	45 min of synchronous instruction – Period 2 Course		

## Choosing Between Adapted Learning and Remote Learning in Secondary Schools

- Both secondary models are based on a quadmester structure with students taking two courses each 10-week module.
- Prior to the start of each module, parents (or students over 18) may choose between:
  - An adapted delivery model with 2 smaller cohorts(Cohort A and Cohort B) and a blend of face-to-faceand online instruction.
  - 100% remote learning from home (Cohort C).
- The process to request a return to in-school instruction will be provided in September.

## Learning and Instruction (Secondary)

### 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.

#### Sample Schedule (Secondary Remote Learning)

	COHORT A	COHORT B	COHORT C
8:30 – 10:00 a.m.	90 min of synchronous instruction at School – Period 1 Course	90 min of synchronous instruction at Home – Period 1 Course	90 min of synchronous instruction at Home – Period 1 Course
10:00 – 10:15 a.m.	Break in classroom		
10:15 – 11:45 a.m.	90 min of synchronous instruction at School – Period 1 Course	90 min of synchronous instruction at Home – Period 1 Course	90 min of synchronous instruction at Home – Period 1 Course
11:45 a.m. – 12:45 p.m.	Student Dismissal / Teacher Lunch		
12:45 – 2:00 p.m.	P1 Course Teacher Planning Time Cohort A – Academic Support* Cohort B and C – Asynchronous Instruction		
2:00 – 2:45	45 min of synchronous instruction – Period 2 Course		

#### Academic Support\*

- Will be provided by teachers who are available from the same subject department
- Would include opportunities for students to practice and consolidate questions and concepts they have from synchronous learning and to ask questions of subject area teachers.

# Remote Learning

## Engaging Students during Remote Learning

Students who will be staying home and participating in remote learning will receive a daily schedule/timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities.

[Sample Elementary Schedule for Remote Learning](#)

[Sample Secondary Schedule for Remote Learning](#)

The programming provided through remote learning will be based on the full Ontario curriculum, and include opportunities for guided instruction, large and small group learning, synchronous check-ins, and asynchronous independent work.

Teachers will be available to students during the assigned teaching timetables, as they would if they were in a classroom setting.

## Minimum Requirements for Synchronous Learning

The table below outlines the minimum amount of time per day that students, depending on their grade level, must be provided with synchronous learning as part of their scheduled or timetabled learning.

Division	Grade Level of Students	Daily Minimum Synchronous Learning Time Requirement*
Elementary	Kindergarten	180 minutes
	Grades 1 to 3	225 minutes
	Grades 4 to 8	225 minutes
Secondary	Grades 9 to 12	The higher of 60 minutes for each 75-minute class period** or 225 minutes per day for a full course schedule

\* This is in addition to asynchronous learning time.

\*\* The synchronous learning time requirement for any period that is not 75 minutes should be adjusted to reflect this ratio.



## Remote Learning

- The synchronous learning time requirements outlined in the table above may be divided into shorter periods throughout the school day.
- Synchronous learning will be provided for large and small groups of students each day, in a manner similar to in-person classroom teaching.
- Synchronous learning time may include students working independently and in small groups while engaged in a virtual classroom with the teacher overseeing their learning and available for questions.
- Additional group meetings may take place between educators and students as needed to address specific learning needs.

## Supporting Students with Special Education Needs

- We will continue to provide accommodations, modified expectations, and alternative programming to students with special education needs, as detailed in their IEPs.
- Programming will reflect differentiated learning needs for all students with special needs to ensure access to effective learning.
- Students will continue to access SEA equipment/assistive technology and as always, our staff will be supported with SEA equipment training to enhance student access to learning.
- If it is not possible to meet a student's needs through synchronous learning, we will work with families to find solutions.

## Student Attendance

- Student attendance will be taken daily at the elementary level and per course at the secondary level.
- If a student is unable to participate in a synchronous learning session, the teacher must be notified.
- As per our in-school attendance protocols, the school will contact parents when a student is unexpectedly absent from remote learning.

## Exemption from Synchronous Learning

Students may be exempted from the minimum requirements for synchronous learning stated above, on an individual basis. Requests for an exemption must be made in writing by parents/guardians or by students who are 18 years of age or older.

Where a student is exempted from synchronous learning, arrangements will be made for alternative learning approaches – for example, correspondence, print, or broadcast media instruction that is based on the individual student's needs and circumstances.



## 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.

## Cyber Security, Privacy, and Online Safety

- All educators and students will participate in an online training module on Digital Citizenship and Internet Safety.
- Schools will distribute to families the Remote Learning Student Code of Conduct.

## Learning Platforms

- To simplify the online learning management system (LMS) sign-in process for students and families, all students will log in through D2L.
- A Staff Access Portal has been created that will act as a 'virtual desktop' to allow staff to connect remotely to programs.
- We are also developing a Student Access Portal that will allow students to have remote access to course-specific software.

## Ongoing Remote Delivery Training and Professional Development for Educators

Training for educators on remote delivery of instruction has been ongoing since April, 2020.

We will continue to offer remote learning strategies and educator training related to:

- Student and staff safety;
- Student and parent comfort levels with technology, and the levels of support that may be required;
- Effective use of digital tools;
- Effective pedagogy and assessment;
- Student and staff mental health and well-being;
- Accessibility and differentiated instruction for all students, including students with special education needs.

## Special Education

### Supporting our 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. This includes secondary students in the Life Skills Program.
- 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.
- Empower will continue in the 2020-2021 school year. We continue to work with Sick Kids to create a delivery model that maintains the effectiveness of the intervention.
- Student placement options as per their IEP will be honoured.
- Integration options, including virtually on-line, for Life Skills and Placement 4 students in congregated classes, will be developed individually, with a focus on maintaining cohorts.
- 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.
- For parents who chose the learn at home option, virtual student sessions will be scheduled.
- 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.

### 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.

## Transitions

- In order to ensure that students with special education needs are supported as schools re-open, considerations will be made for additional planning and transition time for students to support a smooth transition.
- In many cases a virtual transition prior to school entry in September may be appropriate.
- In cases where an in-school transition visit is deemed essential staff and students will follow school procedures, and parents will follow the appropriate procedure for “essential visitors”, which will be made available to them.
- For students who decide to continue with at-home learning a virtual transition visit will be arranged as appropriate.

## Supporting Students who are Deaf or Hard of Hearing (DHH)

- **Staff Masks:** Clear masks, approved by Health Canada, on our procurement list of PPEs for staff that will be working with DHH students. Availability is dependent on vendors being able to meet demands.
- **Student Masks:** There may be opportunities for students in the class to wear, with parent consent, a clear mask if they are doing a task with a classmate who is DHH.
- **FM systems:** Tips sheets for sanitizing transmitters have been created and will be distributed with the systems. Systems will be delivered to schools the first week.
- **Close captioning:** IEPs can be updated to include captioning as an accommodation; we have successfully used Microsoft Stream to caption videos and Microsoft Teams has live close captioning for synchronous learning.
- **ISERT DHH:** The team will follow the directive “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.”

## 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.

## Special Education

- Student services personnel will always wear masks when it is essential, and they do attend in the classroom.

### 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.

### Exemptions for Mask Wearing

Reasonable exceptions to mask wearing will be considered.

An exemption may be requested for a student in Grades K-12 for the following reasons:

- A pre-existing medical condition (e.g., Cystic Fibrosis)
- A diagnosis or learning profile that would limit a student's ability to tolerate or safely wear a mask, including whereby a mask would effect essential communication for a person who is hearing impaired
- A mental health diagnosis
- Other, as detailed by a healthcare practitioner.

A process for exemption approval will follow.

# Transportation

School bus transportation will be provided during the 2020-2021 school year, with enhanced health and safety measures in place. Active forms of travel (for example, walking and cycling) and private transportation, are encouraged where possible to help alleviate the demand on school buses.

According to Halton Region Public Health, school bus capacity and seating arrangements should support physical distancing, and the recommended maximum capacity on large buses should be capped at one student per seat, with considerations given to siblings sharing seats. 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.

The following are the measures that will be put in place to protect our students, staff and school bus drivers.

Reference: Federal Guidance for School Bus Operations During COVID-19

## Screening

1. All bus drivers complete a daily self-assessment screen for COVID- 19 BEFORE arriving at work.

- Staff must check their own temperature
- If any signs or symptoms, staff must stay home and employer and school must be contacted.
- Staff who screen positive should be tested for COVID-19

2. Students who have symptoms associated with COVID-19 or have been exposed to COVID-19, or in self-isolation due to travel must stay home. They should not use student transportation services.

- If a student develops symptoms while at school, they should not take the school bus home and should be picked up by a parent/guardian. In such instances, the school must notify the transportation provider.

## Physical Distancing

- Students, parents/guardians and caregivers should maintain physical distancing between people when waiting at school bus stops.

**Strategies to support physical distancing on buses include:**

- Where possible, students of the same cohort will sit in the same area.

## Transportation

- Students will be assigned seats and a record of the seating plan will be kept to assist with contact tracing in the case of a student or driver contracting COVID-19.

### Enhanced Cleaning & Disinfection 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.

### Masks and PPE on School Buses

- Students between Grade JK-12 that are eligible for transportation are encouraged to wear their masks at their designated bus stop.
- Students must have their mask on before entering on the bus.
- Parents may choose to send an additional face covering (e.g., non-medical mask) for their child(ren) to wear. Parents are responsible for ensuring cleanliness of the face covering.

### Supports for Immunocompromised and Medically Fragile Students

We will work with HSTS to support accommodations for immunocompromised and medically vulnerable students.

### Opting Out of School Bus Transportation

Parents and guardians whose child(ren) are eligible for transportation, but will not be riding the bus in September, 2020 are asked to complete the Opt-Out Form at [haltonbus.ca](https://www.haltonbus.ca).

### HSTS Communication 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 new school bus rules relating to COVID-19.

### Courtesy Seats on School Buses

Courtesy seats will no longer be offered for the 2020-21 school year, until further notice.



## 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 contract tracing purposes.
- Classrooms used for the Before & After School Programs will be disinfected before and after use.
- Consideration will be given to creating cohorts by family or by class, where possible.
- Procedures will be followed to ensure attendance, contact tracing and communication between Before and After School Programs, School Administration, Manager of Designated Early Childhood Educators, and Child Care Provider.
- Additional information on group sizing and ratios will follow with the release of the revised Before and After School Program Guidelines

To learn more about the Before & After School Programs offered in our HCDSB schools, visit: <https://www.hcdsb.org/Programs/EarlyLearning/Pages/Extended-Day-Program.aspx>



## Kindergarten

On July 30, 2020, the Ministry of Education announced that all elementary schools will open for conventional in-person delivery of teaching and instruction, five days a week. This applies to all Kindergarten to grade 8 students.

### Kindergarten Specific Considerations

- Kindergarten students will attend school five days per week, with 300 minutes of instruction per day, remaining in one cohort for the full day.
- Students will be assigned a classroom teacher as per usual; each individual class will be considered a “cohort”.
- Kindergarten Specific Considerations.
- Kindergarten students will enter classroom directly upon arrival in the morning.
- Whenever possible, staff will remain 2m apart from one another.
- Where possible, staff will provide a structural set up to allow for as much physical distancing as possible, where not possible, staff will be provided with appropriate PPE and cleaning supplies
- Whenever possible, students should have their own materials to use.
- Students will be discouraged from share porous materials that cannot be easily cleaned.
- If using play dough, or other sensory materials (e.g. slime), each child must have their own kept in a labeled plastic bag.
- Sand tables will not be used as they cannot be cleaned.
- Where water tables are used, liquid dishwasher detergent will be added.
- Classroom libraries: after reading a book, a child will be instructed to put the book in the “quarantine bin” where the book remains “in quarantine” for 72 hours.
- Plastic paint brushes will be recommended over wooden brushes, as they are easier to clean
- The entire class will not be gathered on the floor at one time.
- When possible, Kindergarten educators will divide the class into two groups with one group inside and one group outside. The Outdoor Classroom will be used by one class/cohort at a time unless there is enough space to ensure that different cohorts do not integrate.
- Materials will be rotated between students or groups of students and disinfected between usage.
- Kindergarten interviews/virtual visits for both Year 1 and Year 2 students will take place during first week of school. As students have been out of school for 6 months they may need this reassurance, want to see the changes to the classroom, and see educators with masks on. Where possible, interviews will be conducted virtually, or outside, and with minimal time in the classroom if student won't enter the class independently.
- Regular cleaning of student washrooms in K classes will be part of the Custodian's daily maintenance responsibilities.
- Consider Before and After-School Program (BASP) and scheduling to avoid mixing of cohorts between day school and BASP, where possible.

## Outdoor Equipment and Activities

- Outdoor kindergarten play areas will be used only one class at a time. The use of the playground will be scheduled and logged. Outdoor play equipment will not be disinfected after use, so students must wash/sanitize their hands upon returning to the classroom.
- Plastic or metal items in outdoor kindergarten play areas will be disinfected between cohorts or removed from use. This could include storage cabinets items, plastic slides, sand table sinks, chalkboards/mirrors and legacy play items.
- Use of cubbies for the storage of items may be permitted in kindergarten classes, provided that physical distancing measures are practiced.

## Masks for Students

At the Special Board Meeting held on August 19, 2020, the Board of Trustees passed a motion that all HCDSB students (K- 12) be required to wear non-medical masks/ face coverings at school. Reasonable exceptions to this requirement will be put in place. We are working with Halton Region Public Health to provide age-appropriate mask education/information for families.

### Exemptions for Mask Wearing

Reasonable exceptions to mask wearing will be considered.

An exemption may be requested for a student in Grades K-12 for the following reasons:

- A pre-existing medical condition (e.g., Cystic Fibrosis)
- A diagnosis or learning profile that would limit a student's ability to tolerate or safely wear a mask, including whereby a mask would effect essential communication for a person who is hearing impaired
- A mental health diagnosis
- Other, as detailed by a healthcare practitioner.

A process for exemption approval will follow.

## Newcomer Families & ESL Students

### Welcome Centres

Our **Welcome Centres in Oakville and Milton** provide students and their families new to Canada, with guidance and support as they become familiar with the Region of Halton, and their new school environment.

Some of the services offered at our Welcome Centres include:

- Math and language assessments for students
- Access to community services and resources for parents
- Access to the Youth Settlement Program

For more information, visit: <https://www.hcdsb.org/Parents/Tax/Pages/Welcome-Centre.aspx>

Our Welcome Centres are open and settlement workers are available to support newcomer families as we transition into the 2020-2021 school year.

### ESL, ELD, and English Language Learners

- Initial language and math assessments will be administered remotely through our Welcome Centres for secondary English Language Learners who are new to HCDSB. Remote elementary assessments will begin in the fall.
- ESL teachers will continue to support English Language Learners in 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.



## Adult & Continuing Education

### Language Instruction for Newcomers to Canada, ESL and FSL

The Language Instruction for Newcomers to Canada (LINC), English as a Second Language (ESL) and French as a Second Language (FSL) will be delivered via remote learning until December, 2020. For more information, visit the Thomas Merton website at: <https://merton.hcdsb.org/language-programs/language-instruction-for-newcomers-to-canada-linc/>

[View Program Brochure \(PDF\)](#)

### Literacy and Basic Skills Program

The Literacy and Basic Skills (LBS) Program will be delivered in a face-to-face format, with a limit of 15 students per class.

For more information, or to register, please visit: <https://merton.hcdsb.org/>

### Night School Courses

Night school will be offered remotely. For more information, or to register, please visit: <https://merton.hcdsb.org/secondary-credits/night-school/>

### International Language Programs – Elementary and Secondary

International language courses for elementary students and international language credit courses for secondary students will be offered through remote delivery.

For more information, visit the Thomas Merton website at:  
<https://merton.hcdsb.org/youth-programs/international-languages/>  
<https://merton.hcdsb.org/secondary-credits/international-credits/>

### Adult Day Credit Courses

Credit courses for adults completing their high school diploma will run in a face-to-face format, if 15 or less students; if more than 15 students, the course will follow the secondary day school adapted model of instruction.

For more information, visit: <https://merton.hcdsb.org/secondary-credits/day-school/>