

MINUTES OF THE SPECIAL BOARD MEETING

Date: August 12, 2020
Time: 7:30 pm
Location: Catholic Education Centre
802 Drury Lane, Burlington

Board Room Attendance: V. Iantomasi, Chair of the Board
P. Daly, Secretary of the Board
P. DeRosa
M. Duarte, Vice-Chair of the Board
A. Lofts, Superintendent and Treasurer of the Board, Business Services
A. Swinden, Manager, Strategic Communications
R. Di Pietro, Recording Secretary

Trustees:
(Electronically) B. Agnew P. Murphy
N. Guzzo J. O'Hearn-Czarnota
H. Karabela T. O'Brien

Student Trustees:
(Electronically) N. Gubert J. Roshdy
K. Kelly

Senior Staff:
(Electronically) S. Balogh L. Naar
C. Cipriano J. O'Hara
J. Crowell T. Pinelli
C. McGillicuddy A. Prkacin
R. Merrick

Also Present:
(Electronically) L. Collimore, Chief Officer, Research and Development Services
A. Cross, Senior Manager, Financial Services
R. DeFranco, Creative Design Officer, Strategic Communications

1. Call to Order

Chair Iantomasi welcomed the Student Trustees N. Gubert, K. Kelly and J. Roshdy who will be representing the students of the Halton Catholic District School Board for the 2020-21 school year.

1.1 Opening Prayer, National Anthem, Oath of Citizenship (N. Gubert)

The meeting opened at 7:30 p.m. with a prayer led by Trustee Gubert.

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

There was no information received in-camera to share publicly.

2. Approval of the Agenda

#177/20

Moved by: M. Duarte

Seconded by: T. O'Brien

RESOLVED, that agenda be approved.

The Chair called for a vote on **#177/20** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

5.1 September 2020 Reopening (E. Lourenco Owen)

E. Lourenco Owen presented a delegation regarding the secondary plan for September 2020.

6. Approval of Minutes

There were no minutes to approve.

7. Business Arising from Previous Meetings

There was no business arising to review.

8. Action Items

8.1 Response to Delegation

Moved by: H. Karabela

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board's adaptive delivery model for secondary students reflect a quadmester model in that students are enrolled in and earning two course credits at a time, while following a timetable that adheres to appropriate health and safety protocols related to COVID-19 and all other Ministry requirements.

The Chair ruled that the vote on the motion would follow Information Report 10.1 – Return to School Planning.

#178/20

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that Trustees appeal the ruling of the Chair.

The Chair called for a vote on **#178**:

IN FAVOUR	OPPOSED
B. Agnew	P. DeRosa
N. Gubert (non-binding)	M. Duarte
N. Guzzo	P. Murphy
H. Karabela	T. O'Brien
K. Kelly (non-binding)	J. O'Hearn-Czarnota
J. Roshdy (non-binding)	

The motion was **DEFEATED**.

The vote will take place following Information Report 10.1 – Return to School Planning.

9. Staff Reports

There were no staff reports.

10. Information Reports

10.1 Return to School Planning (P. Daly)

Director Daly provided information which included planning for the 2020 - 21 school year, Ministry direction on reopening schools, supports for students, families and staff, preparing for a safe and healthy return to school and instruction in both elementary and secondary.

#179/20

Moved by: T. O'Brien

Seconded by: B. Agnew

RESOLVED, that the meeting move past 10:00 p.m.

The Chair called for a vote on **#179/20** and it **UNANIMOUSLY CARRIED**.

Discussion ensued. Questions were asked and answered.

#180/20

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the meeting move past 10:30 p.m.

The Chair called for a vote on **#180/20** and it **UNANIMOUSLY CARRIED**.

Moved by: P. DeRosa

Seconded by: P. Murphy

WHERE AS, the uncertainties and safety challenges that COVID-19 still presents, even with the staff's best efforts to mitigate the risks of a return to school in September, students, teachers, custodians, and all other support staff will still be exposed.

A risk that is heightened by an anticipated second wave of COVID-19, a corresponding flu season and still the uncertain impact of a return to stage 3 by the GTA and surrounding communities.

BE IT RESOLVED THAT, subject to a clear directive from the Ministry to the contrary, the Board of trustees directs the Secretary of the Board and Director of Education to amend the current plan for return to school to reflect a limit of 15 students at the elementary level and temporarily delay the return to school in September and continue to deliver distance learning, in the meantime continue to monitor the progress of COVID-19 in the community in consultation with The Halton Health Authorities, Ministry officials and parents, for a timely but safe return.

#181/20

Moved by: P. DeRosa

Seconded by: B. Agnew

RESOLVED, that the meeting move past 11:00 p.m.

The Chair called for a vote on **#181/20** and it **UNANIMOUSLY CARRIED**.

Discussion ensued. Questions were asked and answered.

#182/20

Moved by: N. Guzzo

Seconded by: P. DeRosa

RESOLVED, that the meeting move past 11:30 p.m.

The Chair called for a vote on **#182/20** and it **UNANIMOUSLY CARRIED**.

Discussion ensued. Questions were asked and answered.

#183/20

Moved by: N. Guzzo

Seconded by: P. DeRosa

RESOLVED, that the meeting move past 12:00 a.m.

The Chair called for a vote on **#183/20** and it **UNANIMOUSLY CARRIED**.

Discussion ensued. Questions were asked and answered.

#184/20

Moved by: P. DeRosa

Seconded by: N. Guzzo

RESOLVED, that the meeting move past 12:30 a.m.

The Chair called for a vote on **#184/20** and it **UNANIMOUSLY CARRIED**.

The Chair returned to Action item 8.1 – Response to Delegation.

#185/20

Moved by: H. Karabela

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board's adaptive delivery model for secondary students reflect a quadmester model in that students are enrolled in and earning two course credits at a time, while following a timetable that adheres to appropriate health and safety protocols related to COVID-19 and all other Ministry requirements.

The Chair called for a vote on **#185/20**:

IN FAVOUR	OPPOSED
B. Agnew	P. DeRosa
N. Guzzo	M. Duarte
V. Iantomasi	N. Gubert (non-binding)
H. Karabela	P. Murphy
K. Kelly (non-binding)	J. O'Hearn-Czarnota
T. O'Brien	J. Roshdy (non-binding)

The motion **CARRIED**.

#186/20

Moved by: M. Duarte

Seconded by: P. DeRosa

RESOLVED, that the meeting move past 1:00 a.m.

The Chair called for a vote on **#186/20** and it **UNANIMOUSLY CARRIED**.

Discussion regarding Trustee DeRosa's motion took place.

#187/20

Moved by: N. Guzzo

Seconded by: P. DeRosa

RESOLVED, that the meeting move past 1:30 a.m.

The Chair called for a vote on **#187/20** and it **UNANIMOUSLY CARRIED**.

Trustee Gubert left the meeting.

#188/20

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

BE IT RESOLVED, that the current motion on the floor be postponed and request a staff report for no later than August 19, 2020 which includes information on reducing classes that are above 26 to as close as possible to 25 and the costs associated with such.

The Chair called for a vote on **#188/20**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	M. Duarte	K. Kelly (non-binding)	N. Gubert (non-binding)
P. DeRosa	H. Karabela		
N. Guzzo	P. Murphy		
T. O'Brien	J. Roshdy (non-binding)		
J. O'Hearn-Czarnota			

The motion **CARRIED**.

#189/20

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the meeting move past 2:00 a.m.

The Chair called for a vote on **#189/20**:

IN FAVOUR	OPPOSED	ABSENT
B. Agnew		N. Gubert (non-binding)
P. DeRosa		
M. Duarte		
N. Guzzo		
H. Karabela		
K. Kelly (non-binding)		
P. Murphy		
T. O'Brien		
J. O'Hearn-Czarnota		
J. Roshdy (non-binding)		

The motion **CARRIED**.

11. Miscellaneous Information

There was no miscellaneous information.

12. Correspondence

12.1 VOICE for Deaf and Hard of Hearing Children

Correspondence was shared.

13. Open Question Period

POST NOTES:

QUESTION 1

Experts agree that using sanitizers cannot replace the effectiveness of washing your hands with soap and water. It is unsafe for portable students to be expected to eat meals/snacks without washing their hands. Having multiple portables' students going back and forth to and from the main building also doesn't work. Will there be portable handwashing stations placed for the portable students?

We will be providing hand hygiene stations in all of our classrooms across each of our schools. Any classrooms with a sink will have hand soap and water. Any rooms without sinks (including portable classrooms) will be provided with hand sanitizer. We will also be setting up hand sanitizer stations in other areas such as lobbies and offices across the board.

QUESTION 2

Please explain why HCDSB chose not to adopt the Quad-Terms or Quad-Semesters Model for secondary school education as Toronto School Boards have discussed, whereby Toronto students will only have to rotate between two subjects in the physically at school and at home world, significantly simplifying their days and schedules as opposed to the 4 subject full term schedule fit into a day with only 3 periods that is currently proposed by the HCDSB? As a related point, please explain the benefit to students of the 4 course, full semester, 3 period model chosen.

Initially, we proposed this adapted learning model (1 credit every 23 days) because of the benefits of the approach:

- *Allowed students to be only with their single cohort/teacher.*
- *No transitions within the school building.*
- *Allowed 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.*

At the Special Board Meeting on August 12th, 2020, Trustees passed a motion to modify the proposed secondary school plan. We are now working towards implementing a quadmester model for secondary schools.

QUESTION 3

Could lunch be extended to approximately 1 hr to allow enough time for students to exit the building safely observing social distancing and commute from school to home as well as preparing and eating lunch, going to the washroom (if necessary) and getting ready (including logging into the online portal) for their afternoon online classes? I fear that the current schedule does not allow sufficient time for students like my daughter who have a 20-25 minute commute in

good weather, particularly when you consider additional COVID safety measures and protocols in place in the school and on school transportation.

In the revised secondary schedule, the afternoon portion of synchronous instruction will now take place after teacher planning time. This will give students time to return home and prepare for the second half of the school day.

QUESTION 4

Is there not a way where students could receive physical in class instruction on a more frequent basis rather than what the current HDCSB proposal allows whereby students will be physically in school only 5 days in a two week period for one subject, then exclusively learning from home in that subject for the following 6 weeks (to allow for physical in class courses for subjects 2, 3 and 4 in two week blocks respectively)? As a related question, please explain how physical in class learning absences of 6 weeks at a time for any one course benefits students more than the previously suggested Quad-Semester model where students will cover the material for each of two courses in a fewer number of days, but could conceivably be physically in class with their two teachers without a 6 week gap?

This model has students taking one course at a time in approximately 5-week blocks, alternating between face-to-face learning and learning from home in a given week. Once this 5-week block is over, they then move on to their next course.

The primary benefit is that students are in a strict cohort of only 15 students for the entire 5-week block. In addition, students can concentrate on one course at a time. At the Special Board Meeting on August 12th, 2020, Trustees passed a motion to modify the proposed secondary school plan. We are now working towards implementing a quadmester model for secondary schools.

QUESTION 5

In the past 2 years there has been sufficient communication regarding the St. Peter construction plan and addition to our school. But those were times where we were not facing a global pandemic. These are different times and the most concerning is the safety and well being of our children. I understand that there are contracts, tenders & commitments in place but we need to focus on the safe return of all students, teachers & staff to St. Peter School in September. There is a lot of anxiety about the return of our children in September and to add this construction issue, makes it even more difficult

We as a council and representatives of our parents of St. Peter School, are asking to please take into consideration the following:

To postpone construction until Halton region enters into Phase 4. To ensure the health & safety of our children, this construction directly limits & interferes with the implementation of the provincial plan. This pandemic was not taken into consideration in the preliminary plan, therefore the plans need to be adjusted according to our current situation and our number one priority, is the safe return of our children and also our teachers administration.

Please note:

Classrooms will not be able to open windows for extra ventilation because of the dust from construction being done during the school hours

Main side entrance & 3 kindergarten door entrances will be unusable due to the construction

There will be workers in and out of the school, when only staff & students are allowed

We are being told that the fencing is only temporary, but is there consideration that the construction workers need to work 2 ft apart? We also need to take their safety into consideration.

We are asking for the construction plan to be reviewed, revised and consider that all guidelines are being followed as per our Provincial Plan, Public Health Officials expectations & HCDSB plan.

There is a large part of the school play ground that has been blocked off. It puts our children at a disadvantage because we are losing valuable playground space not only for our kindergartens but also limiting other grades during recess. We are asking the Town of Milton to extend our playground to Dempsey Neighbourhood park (soccer field) and access the basketball courts on the west side of St. Peter school during the whole school year.

Please understand that in normal circumstances, we would not be opposing to this construction, but during these times, the decisions we make regarding the health and safety of our children is of utmost importance. I believe that this is just bad timing on the part of starting this project. We as a school community have been very proud to be part of this school and truly care for each and every family involved. Our council has always worked well with the teachers & administration of St. Peter School.

We are asking to please consider our proposal.

On July 27, 2020, we received final approval to proceed with addition of a child care centre at St. Peter Catholic Elementary School. Construction fencing has been placed on the school site, and work has begun in preparation for the addition. The crews are moving quickly so that the site preparation work can be completed before school begins.

Some important notes about the renovation:

- The current construction zone is actually larger than it will be once school begins. The construction fencing will be relocated from its current positioning once the required site preparation work is completed, and it will cover a much smaller area of the property than what is currently sectioned off.*
- As some of the asphalt area on the school property will be closed off once school begins, we have made arrangements with the Town of Milton for students to use the Dempsey Neighbourhood Park during recess. This will provide for a much larger play area than what the school can currently accommodate.*
- The Kindergarten play area will be closed during the first few weeks of school, as some work is completed. Once the work is completed, the yard will be open and safe for student use.*
- There will be no construction inside the school, and the construction zone will be fully enclosed to protect students, families, staff and community members.*

- *Contractors will remain within the construction zone. Any access to the school will be limited, but when it is necessary, it will be done in accordance with the established procedures.*
- *Every effort will be made to manage noise and minimize any disruption to student learning.*
- *Barring any unforeseen delays, we are hoping this renovation will be completed in March, 2021.*

For more information about this new child care addition, visit the Board website at <https://schoolplanning.hcdsb.org/st-peter-project/>. Construction updates will also be posted on this page as the renovation progresses.

Safety is always our highest priority, and as we prepare to re-open our schools, we will make sure that all families and staff are aware of the health and safety protocols that will be in place to help mitigate and risks related to COVID-19. Our Facility Management Team will be working very closely with your School Principal and Vice-Principal to ensure that all of the safety measures and health protocols will be met while construction is taking place.

Question 6

I have a daughter going into Grade 2 and a son going into Senior Kindergarten in September. Before we can make our decision, I would like more information on the plan for kindergarten. What will the program look like in the fall? Specifically, I would like to know how children will socially distance. Will it still be play-based learning? What modifications are being made to the program?

We will make every effort to adhere to physical distancing guidelines, however, the kindergarten program will remain a play-based program. Classroom materials will include those that can be cleaned easily, and soft materials will be removed during this time.

Question 7

Does the board's current budget reflect all the costs associated with the impact of COVID-19 on the return to school?

The budget that was approved on July 29, 2020 by the Board of Trustees does not reflect all the costs associated with the impact of COVID-19.

Question 8

Can you please clarify the anticipated costs and how they will be funded. The Ministry has indicated additional funding but also that they would be providing PPE etc., to boards directly; can you clarify if the Ministry is providing funds, actual product or both? Also, will the Board receive less funding given that \$2 - \$3 million of last year's budget has already been spent on PPE in anticipation of the next school year and/or will this funding be replenished by the Ministry?

The allocation of funding that HCDSB receives from the Ministry is not impacted by the amount of spending that HCDSB has already done in preparation for the return to school in September. While HCDSB awaits the details of the funding arrangement and PPE

supply, it has proactively purchased PPE for staff and students to ensure that there is sufficient supply for the start of the school year.

Question 9

Is there ANY other school board in Ontario where secondary students will only be taking one credit at a time?

We are aware that the Hamilton Wentworth Catholic District School Board and the Niagara Catholic District School Board are following this model.

Question 10

Did the board give any consideration to the quadmester model that most other boards are doing? What were the reasons for not choosing this model?

Initially, we proposed this adapted learning model (1 credit every 23 days) because of the benefits of the approach:

- *Allowed students to be only with their single cohort/teacher.*
- *No transitions within the school building.*
- *Allowed 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.*

At the Special Board Meeting on August 12th, 2020, Trustees passed a motion to modify the proposed secondary school plan. We are now working towards implementing a quadmester model for secondary schools.

Question 11

Has consideration been given to the impact on students' mental health in this scenario if, for example, a student is struggling in the only course they are taking - if its a course they really don't like, if they don't have a positive relationship with the teacher, if they don't have any friends in the class....or any combination of these factors?

The Secondary model has been modified.

Question 12

How does this model compare to a regular semester (4 courses at a time), or even a quadmester model (2 courses at a time) in terms of student learning and retention?

The primary benefit is that students are in a strict cohort of only 15 students for the entire 5-week block. This model is similar to our successful night school and summer school, as well as our Thomas Merton Adult Day school program.

Question 13

Has the board given consideration to how well this model would continue if, at some point after school starts, schools are shut down and the Ministry mandates full time distance learning again?

Because students are focusing on one course at a time, we believe if we moved to an online format it would be easiest for students to adapt. The adapted model is designed to shift to remote learning at any time.

Question 14

What if the Ministry directs a full return to school at some point after school starts? Will students continue to take one course at a time for the rest of the semester or school year? So they would be physically in the same class all day, every day, for 23 instructional days in a row?

Yes, students would continue in this program as they do in summer school. Regardless of the model chosen, Boards will have to remain in whatever model they choose until the end of the semester.

Question 15

Does the board anticipate that this model would continue into second semester? What would be the factors that would decide if that happens or not?

Public Health and the Ministry of Education will make those determinations – at this time it is unknown.

Question 16

At the July 23rd board meeting, trustees passed a motion that return to school committees would include representatives from SEAC and CPIC, yet those representatives have not yet been involved in any meetings, even as the board is set to finalize its plans. Why has the resolution not been implemented? Doesn't the board have an obligation to implement duly passes motions?

Members of SEAC and CPIC will be invited to meetings.

Question 17

The return to school plan mentions a "school reopening committee" for each school. How and when will those committees be established and how will the board ensure that they are effectively representing and communicating with the entire school community?

The school reopening committee will be compiled of various staff members and parents at the discretion of the School Principal. The committees will be established the week before school.

Question 18

In a recent board meeting senior staff referred to the "success" of its summer school courses. How does the board define success? Have they ever surveyed students for their impressions? Do they measure how students perform in the subsequent course if the summer school course is a pre-requisite? Or do they just measure success by the pass rate?

When staff referred to the model as successful it was based upon student demand for courses (as demonstrated by enrollment) year after year, including a record number of students this year despite the online only format.

Question 19

For phys ed and other "hands on electives", when will students know specific details about how those courses will be offered and will they have an opportunity to opt out and choose a different elective if they wish, based on the alternative delivery of those courses?

The Ministry of Education is requiring that educators teach and report on all aspects of the Ontario Curriculum. It's important to know that Health and Physical Education is a curriculum subject and that there are no alternate electives. Educators will follow Health and Physical Education curriculum expectations while adhering to health and safety protocols and physical distancing guidelines put in place. This will be the same for other subject areas as well.

Question 20

The return to school plan indicates that "classes will not using the library/learning commons"....if that is the case, why did the board recently have a posting for "a number" of librarian positions?

In the past several months, HCDSB had library job openings that hadn't been filled. Some schools also moved from part-time to full-time library support due to increased enrolment numbers.

While our library spaces may look different in the 2020-21 school year, library staff are and will be integral to a successful adjustment as our schools reopen in September. Library staff, along with the myriad of library resources available, are essential to supporting staff and students as they develop their reading skills; enhance their research skills and learn about the ethical use of information when completing projects and assignments.

*Consistent with the activities during the school closures due to COVID-19, and in addition to any additional duties **all** staff will be asked to support, library staff will continue to support staff and students by:*

- *Sharing virtual and in-person programming options with students and teachers (ie. read alouds, author visits, etc.)*
- *Supporting students and teachers with access to both digital and print resources (ie. database instruction, etc.)*
- *Collaborating with school staff to support the use of distance learning technology*

Question 21

Among the recommendations from Sick Kids, the key recommendations include (1) ensuring proper ventilation in the school (classroom) and portables and (2) smaller classes to ensure physical distancing (2m) and (3) proper hand washing. What is the Board doing to align with these recommendations despite what the Min of Ed has stated?

Each of our classrooms, including all portables, use mechanical ventilation systems to provide fresh air to classrooms. Classroom staff may also opt to open windows at their own discretion.

HCDSB will ensure physical distancing between and within cohorts (groups) in both indoor and outdoor learning and play spaces when possible. All schools will have plans in place to monitor/enforce physical distancing dependent on the age of the student, location, etc. Some strategies to support physical distancing will include physical and visual cues such as pylons, barriers to support spacing boundaries, and signage in hallways and classrooms.

To ensure proper handwashing:

- Hand sanitizer wall dispensers will be available by the front door of every school, and at prominent side entrances, and in the main office.*
- 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 dispense*
- All handwashing locations with a manual faucet will have a paper tower dispenser.*

Question 22

Will the local school contact families to describe how the Board's plan will be implemented for their specific classes?

Yes. You will be receiving additional information from your home school closer to the first day of school.

Question 23

What are the implications of each option? If parents decide to not send their children to school, will classes (cohorts) be combined to increase the number of students in the class?

Yes, smaller classes may be combined.

Question 24

How will cohorts (bubbles) be maintained if there are rotating teachers going to different classes?

All health and safety protocols put in place by public health will be followed by all teaching staff. Each day, teachers will be required to complete a self-assessment before entering the school building. Teachers will also be required to use PPE and will practice physical distancing.

Question 25

Describe in further details what the distance learning/enhanced online option is? The schedule is provided in the full report but how will this be managed? Will students be grouped with students from the same school or from other schools? Will teachers be from the local school or will the teacher be from another school? How will students be assessed if the online option is chosen?

Students who are choosing to learn online will be part of a Virtual School, where they will be assigned to a classroom teacher and receive instruction synchronously and asynchronously throughout the day, in accordance to the Ministry of Education guidelines.*

Teachers will support students in large and small group instruction throughout the day, and staff will engage in ongoing and regular synchronous 'Check & Connect' with students.

Students will receive timetables outlining weekly schedules for all classes.

** Please note that this may not be a teacher from their school community, depending on the number of students from each school that opt to learn online.*

Question 26

Will it be required that all teachers use a messaging platform (e.g., Remind) to communicate with parents?

Teachers will communicate with parents via regular means – phone, email, Learning Management System (e.g. D2L)

Question 27

What is the protocol to inform parents if someone in the class tests positive or is in contact with someone who tests positive for COVID 19?

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. Public Health will provide additional information and follow-up with individuals confirmed with COVID-19 and will inform their close contacts. 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.

Question 28

How will a teacher address and manage a student refusing to wear their mask?

Teachers will work with parents and students to become more comfortable wearing a mask at school.

Question 29

How will families be able to communicate with the SERT at the local school with regards to IEP and IPRC meetings? This came to a halt last March and how do we proceed with this?

The expectation on school special education resource teachers was that they continue communicating with parents. SERTs were expected to continue communicating with parents either virtually, email or by phone regarding IEP development and we even had some IPRC's conducted virtually.

14. In-Camera**#190/20****Moved by:** M. Duarte**Seconded by:** T. O'Brien**RESOLVED**, that meeting move in-camera.The Chair called for a vote on **#190/20**:

IN FAVOUR	OPPOSED	ABSENT
B. Agnew		N. Gubert (non-binding)
P. DeRosa		
M. Duarte		
N. Guzzo		
H. Karabela		
K. Kelly (non-binding)		
P. Murphy		
T. O'Brien		
J. O'Hearn-Czarnota		
J. Roshdy (non-binding)		

The motion **CARRIED**.

The meeting moved in-camera at 2:05 a.m.

The meeting moved out of in-camera at 2:24 a.m.

15. Resolution Re: Absentees

There were no absentees.

16. Adjournment and Closing Prayer (H. Karabela)**#191/20****Moved by:** J. O'Hearn-Czarnota**Seconded by:** T. O'Brien**RESOLVED**, that meeting adjournThe Chair called for a vote on **#191/20** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 2:24 a.m.

Secretary of the Board_____
Chair