

**SPECIAL MEETING OF THE BOARD  
AGENDA**

Date: Wednesday, August 19, 2020  
Time: 10:00 am  
Location: Teleconference

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (N. Gubert)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Presentations</b>	
<b>5. Delegations</b>	
<b>6. Approval of Minutes</b>	
<b>7. Business Arising from Previous Meetings</b>	
<b>8. Action Items</b>	
8.1 Response to Delegation of August 18, 2020	1 - 2
8.2 Elementary Return to School Plan	3 - 3
<b>9. Staff Reports</b>	
9.1 Return to School Planning (P. Daly)	4 - 6
<b>10. Information Reports</b>	
<b>11. Miscellaneous Information</b>	
<b>12. Correspondence</b>	
<b>13. Open Question Period</b>	
<b>14. In-Camera</b>	
<b>15. Resolution Re: Absentees</b>	
<b>16. Adjournment and Closing Prayer</b>	

Delegation to the Board- August 18, 2020

Good evening Halton Catholic School Board trustees and staff. I appreciate the opportunity to address you this evening regarding the Return to School Plan for high school students to be implemented this September.

I am the parent of 3 children, a son entering Grade 11 this fall, a grade 12 graduate entering his first year of university, as well as a daughter who has long since graduated, and is currently a primary school teacher in another board. High school education is a top priority as it sets the stage for the rest of their life.

For many students, particularly those entering their upper years in high school, these courses form their future as they complete pre-requisites and courses enabling them to pursue higher education both at the college and university levels. As a parent of a graduating grade 12 who completed his final high school semester online, I can attest to the fact that he missed the in-class, and in some cases, hands-on approach. Grade 12 Chemistry without labs was certainly not the experience he anticipated heading into university and that was definitely a factor when it came to choosing his first year university courses. Multiple studies have shown that we learn by what we see, what we hear, and what we do. It is a combination of these that allows us success, and yet each combination is individual to each student and we must strive to offer them an optimal learning experience, regardless of their learning style. For many students, it's the "doing" part that makes all the difference.

It is my understanding that the Ministry of Education's expectation is that students in the adaptive/hybrid model of learning are in class 50 per cent of the time. I would like to stress the importance of this 50/50 learning model for the students choosing the hybrid method of education in September. These students are choosing this model as many of them have struggled with online learning in various settings and circumstances and learn best with face-to face instruction with the ability to ask questions and receive immediate feedback from the teachers, something that was largely lacking during the online delivery this past spring.

The Government of Ontario has provided a PDF for teachers titled "Growing Success-assessment, evaluation and reporting in Ontario schools, 2010 ". It outlines principles required for student success in education. In the PDF, they outline "Seven Fundamental Principles". I won't go through all of them, but the first 3, and in particular, the third one, really drive home what we are striving to achieve for our students:

- “• are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;”

I would like the board to ensure that the approved schedule enables students to receive the maximum amount of in-class instruction possible, while maintaining safe social practices related to Covid. In my opinion, this would involve a minimum of 225 minutes for 5 of 10 school days of face-to face instruction, which is the minimum amount of synchronous instruction the online cohorts would be receiving, and a maximum of 5 hours of face-to-face instruction for 5 of 10 school days, which would be 50% of the in-class instruction they would have received should they have been allowed to return to school on a full-time basis. This is their chosen learning style, this is their preference.

In regards to scheduling, I strongly feel that the students require a lunch break in between courses if they will be utilizing a quadmester model. This lunch break should be long enough so that students who are able to walk home for lunch may do so with enough time to return (ideally 1 hour), and for those students who are bussed, time to eat lunch, clear their heads and perhaps some time outside the school to enjoy some fresh, mask free air. There's certainly more than enough outdoor space to do this safely while practicing physical distancing.

In closing, I'd like to express my sincere thanks and appreciation to all of the board staff as well as the trustees for your hard work and commitment you've given to ensure our students continue to receive the same quality education we've come to know. Covid has definitely changed the way we think, the way we feel, the way we live.....and we owe it to our students to keep those changes positive.

Thank you for your time.

Catherine Kalwies

Corpus Christi Parent



Special Board Meeting

**Action Report**

Elementary Return to School Plan	<b>Item 8.2</b>
August 19, 2020	

The following motion was postponed from the August 12, 2020 Special Board meeting.

<p style="text-align: right;">Moved by: P. DeRosa                  Seconded by: P. Murphy</p> <p><b>WHERE AS</b>, 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.</p> <p><b>BE IT RESOLVED THAT</b>, 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.</p>
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## Special Board Meeting

## Staff Report

Return to School Planning	Item 9.1
August 19, 2020	

### Purpose

The purpose of this report is to update Trustees with the estimated costs of reducing elementary class sizes to a maximum of 25 students.

### Background Information

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

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

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

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

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

At the August 12, 2020, Special Meeting of the Board, our Return to School Plan was shared with Trustees. Trustees directed staff to prepare a 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.

## Comments

In a memo released to Boards on August 14, 2020, the Ministry proposed changes to allow district school boards to access their accumulated surpluses in excess of previously allowed limits. Acceptable investments include smaller class sizes and leasing of additional space.

Funding has also been allocated to Boards for staffing based on a combination of elementary projected Average Daily Enrolment (ADE) and historical information on grades 4-8 class sizes. This funding must be used to increase physical distancing within classes in a school board. The allocation for HCDSB is \$511,043.

The attached chart summarizes the estimated costs associated with reducing elementary classes to a maximum of 25 students.

Report Prepared &  
Submitted by:

Pat Daly  
Director of Education and Secretary of the Board

<b>ESTIMATED REQUIREMENTS FOR ELEMENTARY CLASS MAXIMUM OF 25 STUDENTS</b>			
<b>AUGUST 17, 2020</b>			
<b>COSTS: CLASS SIZE MAXIMUM OF 25 FOR ELEMENTARY</b>	<b>REQUIREMENT</b>	<b>COST PER UNIT</b>	<b>TOTAL COST</b>
Classroom Teachers (FTE)	52.0	\$ 91,000	\$ 4,732,000
Teacher Planning Time (FTE)	9.9	\$ 91,000	\$ 899,080
Occasional Teachers (Number of teaching days)	742.6	\$ 260	\$ 193,066
Early Childhood Educators "ECE" (Kindergarten Classrooms)	19.0	\$ 44,600	\$ 847,400
Portables/Leased Space Required <b>(Note 1)</b>	5.0	\$ 26	\$ 94,250
Enhanced Cleaning for Additional Portables/Leased Space <b>(Note 2)</b>	5.0	\$ 9	\$ 32,625
Technology and Supplies for Additional Portables/Leased Space <b>(Note 3)</b>	5.0	\$ 500	\$ 2,500
<b>Total Estimated Cost:</b>			<b>\$6,800,921</b>
<b>Note 1:</b> Required after using all available classrooms and Library/Stage space. Estimated 725 sq. ft. required for additional space at a cost of \$26/sq. FT.			
<b>Note 2:</b> Assumed enhanced cleaning for space at approximately \$9/sq. FT.			
<b>Note 3:</b> Assumed new technology required for each new classroom.			