



Halton District School Board

HALTON DISTRICT SCHOOL BOARD

J.W. Singleton Education Centre,
2050 Guelph Line, Burlington, ON

Wednesday, May 20, 2020

Public Session Agenda: 7 p.m.

Meeting will be livestreamed from www.hdsb.ca

PUBLIC SESSION AGENDA

1.0 Opening

- 1.1 Welcome, Call to Order and Attendance
- 1.2 Acknowledgement of Traditional Lands
- 1.3 Declarations of Possible Conflict of Interest
- 1.4 Approval of the Agenda

2.0 Delegations/Presentations to the Board

- 2.1 Inspire Award Presentations (*first meeting of the month*)
- 2.2 Delegations
- 2.3 Presentations
 - 2.3.1 PAR Update (*Terri Blackwell, Mark Duley*)
 - 2.3.2 [Addressing Equity Challenges of Distance Learning](#) (*J. Amoah*) *see Report 20051 below*
- 2.4 Acknowledgement by the Chair of Delegations and Presentations

3.0 Consent Agenda Items

- 3.1 Approval of Consent Agenda Action Items
 - 3.1.1 Minutes of the Halton District School Board Meeting, May 6, 2020 *page 2*
- 3.2 Receipt of Consent Agenda Information Items
 - 3.2.1 Order Paper *page 5*
 - 3.2.2 Board Report Schedule (*S. Miller*) – Report 20050 *page 10*

4.0 Ratification/Action

- 4.1 Ratification of Business Transacted in Private Session
- 4.2 **For Action: May 20, 2020**

5.0 Communication to the Board

- 5.1 Student Trustee Report
- 5.2 **For Action: June 3, 2020**
- 5.3 **For Information: May 20, 2020**
 - 5.3.1 Addressing Equity Challenges of Distance Learning (*J. Amoah*) – Report 20051 *page 13*
- 5.4 Notice(s) of Motion
- 5.5 Director's Report
- 5.6 Communication from the Chair
 - 5.6.1 *Chair's Correspondence*
- 5.7 Committee Reports
- 5.8 Trustee Questions and Comments

6.0 Adjournment

Halton District School Board

Public Session: Wednesday, May 6, 2020 -- 7 p.m.

Due to closures related to Covid-19 (novel coronavirus), this Board meeting was held via teleconference

Present: K. Amos, A. Collard, D. Danielli, T. Ehl Harrison, H. Gerrits, J. Gray, A. Grebenc, J. Oliver,
L. Reynolds, T. Rocha, M. Shuttleworth, M. Burnes, O. Lau

1 Opening

The Chair called the meeting to order at 6:32 p.m., provided the roll call, and reviewed protocols for the teleconference meeting.

M20-0050 A. Collard / K. Amos

Be it resolved that the Halton District School Board move into Private Session.

Carried Unanimously.

The Board rose from Private at 7 p.m. The Chair called Public Session to order at 7:02 p.m.

T. Rocha recognized Halton's rich history and modern traditions of many First Nations and Métis. On behalf of the Board, acknowledgement and thanks was given to the Mississaugas of the Credit First Nation for sharing their traditional territory.

M20-0051 J. Gray / J. Oliver

Be it resolved that the Halton District School Board approve the agenda as distributed.

Carried Unanimously.

2 Delegations/Presentations to the Board

2.1 Inspire Awards

There were no Inspire Awards for this agenda.

2.2 Delegation

There were no delegations for this meeting.

2.3 Presentations

There were no presentations for this evening's meeting.

3 Consent Agenda Items

3.1 Approval and Receipt of the Consent Agenda Items

M20-0052 A. Collard / L. Reynolds

Be it resolved that the Halton District School Board approve the Consent Agenda Action items for April 14, 2020 (minutes for April 1, 2020).

Carried Unanimously.

4 Ratification / Action

4.1 Approval of Business Transacted in Private Session

There were no items for ratification on tonight's agenda.

4.2 For Action: April 14, 2020

4.2.1 External Audit and Regional Internal Audit Plans

The Chair called attention to Report 20046.

M20-0053 J. Gray / L. Reynolds

Be it resolved that the Halton District School Board approve the audit plan and the fees of \$75,900 excluding applicable taxes (attached as Appendix A) for the fiscal year ending August 31, 2020, prepared by the Board's external auditors, Deloitte LLP.

Be it resolved that the Halton District School Board approve the 2020/2021 Regional Internal Audit Plan which includes audits of Compliance to the Broader Public Sector Procurement Directive and Payroll, as well as follow-up reviews of Insurance Program Administration, Board Partnerships and Sponsorships, Special Education and Privacy (attached as Appendix B), prepared by the Regional Internal Audit Team.

Carried Unanimously.

4.2.2 Trustee Self-Reflective Governance Assessment

T. Ehl Harrison spoke to Report 20047.

- M20-0054 T. Ehl Harrison / D. Danielli
 Be it resolved that the goals identified in the 2019/2020 Trustee Self-Reflective Governance Assessment, as outlined in Report 20047, be approved and implemented during the next year. **Carried Unanimously.**
- 4.2.3 Trustee Professional Development
 J. Gray spoke to Report 20048.
- M20-0055 J. Gray / A. Collard
 Be it resolved that a Subcommittee of Trustees be established to research a day of professional learning activities and set forward a draft budget. The committee will to report back with a plan to be shared with Trustees at a Committee of the Whole Meeting before the end of September 2020 **Carried Unanimously.**

5 Communication to the Board

- 5.1 Student Trustee Report
 Matthew Burnes and Olivia Lau had no Student Trustee Report for tonight's agenda.
- 5.2 For Action: May 6, 2020
 There were no Action Items on this agenda.
- 5.3 For Information: April 14, 2020
 5.3.1 EDC Timelines
 R. Negoj and D. Renzella spoke to Report 20045, with respect to revise timelines revised by the province with respect to Education Development Charges. They responded to trustee questions.
- 5.4 Notice(s) of Motion
 There were no Notices of Motion for tonight's meeting.
- 5.5 Director's Report
 S. Miller introduced C. Ruddock to provide an overview of what's been happening recently with respect to the impacts of the school emergency shutdown as a result of Covid-19. She introduced members of the Senior Admin team who spoke to the impacts on their respective portfolios.
 M. Puccetti spoke to efforts within the Board's facilities regarding access, and construction.
 D. McFadden spoke to the province's Supporting Communities Agreement where local boards would have the opportunity to partner with their unions to offer employees the chance to volunteer with local healthcare institutions.
 R. Negoj spoke to efforts from the Board's Purchasing Department regarding the supply chain and addressing procurement needs, particularly as it pertains to efforts to reopen when that is required.
 R. Eatough spoke to communications efforts, the uptake on social media and upcoming Education Week initiatives.
 M. Zonneveld spoke to efforts to provide resource support for Students with Special Needs, including mental health supports.
 S. Miller introduced the Continuity of Learning Update, stressing the importance of engagement of students. He indicated the Halton Board, as well as other boards across the province were experiencing a heightened anxiety from students, parents and staff regarding assessment and evaluation. He indicated the focus needs to be on student success and engagement, with supports for students, rather than anxiety around marks.
 D. Boag spoke to the conversion of PA days and exam days to six additional instruction days. He also highlighted monitoring efforts on distance learning, with the superintendents working closely with school administrators to look at best practices, supports and resources. He responded to questions about planning (particularly as it pertains to covering the curriculum) for the following school year.

T. Salmini and J. Hunt Gibbons spoke to programming efforts supporting students and staff in online learning, student engagement and professional development.

S. Miller spoke to the loss of opportunities for students as a result of the progression of the pandemic including school trips, Student Excellence, prom, sporting events, and showcases of art and music. He highlighted the work of the committee to provide contingency opportunities for these events where possible. J. Newton and J. Pennyfather provided additional information on how these events were being reimagined and including all aspects of the Board's operations.

T. Blackwell spoke to the team working on strategies when the province announces school reopenings, including contributions from all departments and administrators. The team responded to trustee questions.

S. Miller also spoke to the tenders being released for the installation of a dome and turf field at Craig Kielburger and Garth Webb Secondary School. He and M. Puccetti responded to trustee questions regarding timing, and the benefits to students for the shoulder seasons (spring/fall) as well as community access. S. Miller also spoke to the timelines for the new Milton secondary school during the shutdown. He indicated plans would be shifted to defer the process until public access to the process can be accommodated.

5.6 Communications from the Chair

There were no communications from the Chair.

5.7 Committee Reports

T. Ehl Harrison highlighted the Committee report included in the Board agenda.

J. Oliver provided an update on the recent SEAC meeting.

5.8 Trustee Questions and Comments

H. Gerrits and J. Newton spoke to the awarding of IB (International Baccalaureate) status to Craig Kielburger Secondary School in Milton.

T. Ehl Harrison spoke to a new application tool to allow students to take a virtual tour and investigate post-secondary institutions in Ontario.

J. Oliver spoke to the missed leadership opportunities for the Student Trustees these past few months, and expressed the sentiment that while some opportunities will be reimagined, it was unfortunate this year has mitigated many of the experiences they would have had.

H. Gerrits also spoke to the heightened anxiety she's been made aware of from parents as this pandemic and school shut-down continues.

J. Oliver asked if there would be an opportunity to survey parents and students to determine how they were coping during the pandemic. D. Boag spoke to current initiatives in this regard, and the importance of timing in seeking public response.

A. Grebenc highlighted efforts to use Google Meet for the upcoming Board meetings.

S. Miller spoke to conversations with MPP Jane McKenna and Education Minister Stephen Lecce.

At 9:35 p.m. the Board moved back into Private Session.

M20-0056 T. Rocha / J. Oliver

Be it resolved that the Halton District School Board move into Private Session.

Carried Unanimously.

On a motion from J. Gray, the Board rose from Private Session at 9:47 p.m.

6 Adjournment

As the Board had exhausted its agenda, A. Grebenc declared the meeting closed at 9:48 p.m.

Recorder's Signature:

Chair's Signature

Halton District School Board
ORDER PAPER – PUBLIC SESSION -- Wednesday, May 20, 2020

(Items shaded/in bold have been completed and will be deleted from the list prior to the next edition.)

Motion #	Resolution	Responsibility
M15-0071	Be it resolved that HDSB support HSTS utilizing a third-party consultant to undertake a bell time analysis study for elementary and secondary schools, in order to find route efficiencies and determine the financial impacts or cost savings, AND THAT prior to the analysis being undertaken, study parameters will be established jointly by the Halton DSB and the Halton Catholic DSB; and that The cost of undertaking a bell time analysis be provided to trustees for approval.	SO/Business
M17-0088	Be it resolved that the Halton District School Board close Robert Bateman High School, effective June 30, 2020. a) Effective September 1, 2019, the Halton District School Board revise the existing catchment area for Robert Bateman HS to redirect English program students entering Grade 9 to Nelson HS; b) Effective September 1, 2020, the HDSB revise the existing catchment area for Robert Bateman HS to redirect the Grade 10, 11 and 12 English program students to Nelson HS.	Director of Education
M17-0097	Be it resolved that, as part of implementation of any PAR-related changes, the Board direct the Director that the responsible Superintendent develop and deliver a consultation and communications plan to engage with affected and interested stakeholders in an early and ongoing way	Director of Education
M17-0184	Be it resolved that the Halton District School Board approve the continuation of the Close the Gap program, as outlined and THAT specific projects be undertaken as follows, funded subject to these cost estimates and budget availability: <ul style="list-style-type: none"> • air conditioning/electrical upgrades to 2nd & 3rd floors of schools, \$5,180,000 • support for installation of elevators to address building accessibility, \$6,000,000 • support development/installation of a turf field at White Oaks SS, \$1,200,000 	Superintendent of Facility Services
M18-0117	Be it resolved that the Halton District School Board direct the scope of the Special Education Internal Audit to be presented to SEAC for information, and return to the Board for approval.	Director
M18-0173	Be it resolved that the Halton District School Board direct staff to undertake a secondary school boundary review for the new Milton SW #1 hs, with an expected completion date of no later than June 2019.	Director Delayed: see M19-0016
M19-0016	Be it resolved that the Halton District School Board amend the motion directing staff to undertake a secondary school boundary review for the new Milton SW #1 high school, to reflect the delay in construction timelines, with the boundary review to be completed by the end of June 2020.	Director
M18-0174	Be it resolved that the Halton District School Board direct staff to undertake an elementary and secondary school boundary review for the Samuel Curtis Estates subdivision (ERA 111), which will include schools in ERA 103 (Pineland and Mohawk Gardens PS and SRA 100 (Nelson HS), as well as schools in ERA 112 (Eastview, Gladys Speers, Pine Grove PS) and SRA 102 (TA Blakelock HS); with an expected completion date no later than June 2019.	Director (delayed)
M18-0220	Be it further resolved that a subsequent meeting of the Director's Performance Review Committee be struck to review and amend, as necessary, the Director of Education Annual Performance Review Policy.	Vice-Chair, Board of Trustees
M19-0037	Be it resolved that the Halton DSB adjust the boundaries for the elementary schools in Oakville as outlined in Scenario 14c, Report 19024, effective Sept. 2020, with some boundaries to be partially implemented as follows: 1. Sunningdale Public School boundary for new students entering Grades 2-8 French Immersion, effective September 2019; and 2. Remaining Kindergarten spots at Oodenawi PS, as of February 22, 2019, will be filled by students newly registered at Palermo for September 2019 who live within the Oodenawi PS boundary, as defined in Scenario 14c.	Director

Motion #	Resolution	Responsibility
M19-0048	Be it resolved that the Halton District School Board approve \$1,875,000 from 2019-2020 Capital Renewal funds to complete the Community Pathway Program renovation at Nelson High School.	Director of Education SO, Facilities
M19-0074	Be it resolved that the Halton District School Board accept the tender from Everstrong Construction, in the amount of \$2,876,900 as contained in RFT No.19-094 (issued by Snyder Architects Inc.) for the Phase 1 Renovations related to the Pupil Accommodation Review (PAR) work at Nelson High School, 4181 New Street, Burlington, ON, and Be it resolved that the HDSB approve a budget of \$3,390,634 for the Phase 1 renovations including the electrical services upgrades at Nelson HS, 4181 New St., Burlington, ON. Funding for this project is in the 2018-19 School Renewal allocation as well as Accumulated Surplus designated for creating CPP Outdoor Learning Spaces.	Director of Education
M19-0080	Be it resolved that the Halton District School Board direct the Director of Education to undertake a review of the Board's French Language Policy.	Director of Education
M19-0103	Be it resolved that the Halton District School Board direct the Director of Education to communicate with the southwest Oakville community, the Board's decision regarding the disposition of the SW Oakville #1 property, and the staff report coming back to the Board regarding the reinvestment in SW Oakville community schools.	Director of Education Deferred to April 2020
M19-0113	Be it resolved that the Halton District School Board adjust the boundaries for the elementary schools in ERA 102 and 103 as outlined in option 3b and detailed in Report 19087, effective September 2020.	
M19-0128	Be it resolved that the HDSB accept the tender from Everstrong Construction Ltd in the amount of \$33,665,879 contained in Tender No. RFT 19-168 for the construction of the new Milton SW#1 secondary school in Milton, ON. Be it resolved that the HDSB approve a budget of \$43,712,066.00 for the construction of the Milton SW#1 secondary school. This project is to be financed as follows: <ul style="list-style-type: none"> • Capital Priorities Funding of \$32,555,603 as allocated by the Ministry in November 2016; • Educational Development Charges of \$8,137,345 (excluding land purchase costs and EDC eligible cost relating to expropriation); • Building Capacity (Unencumbered Capital Savings) of \$191,481 to cover the budget shortfall; and • Proceeds of Disposition in the amount of \$2,827,637 to cover the budget 	Superintendent of Facilities
M19-0130	Be it resolved that the Halton District School Board direct the Director of Education to undertake a review of legacy boundary issues in conjunction with the 2019-2020 LTAP process, and prepare a report that gives consideration to addressing boundaries while reducing cost, minimizing community upheaval, and other pertinent criteria.	Director of Education
M19-0137	Be it resolved that the Halton District School Board direct staff to recommence a school boundary review for the new Milton SW #1 hs, which will include schools in SRA 101, SRA 104 and SRA 105; with an expected completion date of no later than June 2020; Be it resolved that the Halton District School Board direct staff to recommence an elementary and secondary school boundary review for the Samuel Curtis Estates subdivision (ERA 111), which will include schools in ERA 103 (Frontenac PS, Mohawk Gardens PS , and Pineland PS) and SRA 100 (Nelson HS and Robert Bateman HS), as well as schools in ERA 112 (Eastview PS, Gladys Speers PS, Pine Grove PS) and SRA 102 (T.A. Blakelock HS); with an expected completion date of no later than Feb. 2020;	Director of Education

Motion #	Resolution	Responsibility
<i>cont'd</i>	<p>Be it resolved that the Halton District School Board direct staff to undertake a school boundary review for the two communities north of Upper Middle Road and west of Bronte Road in ERA 114 (Village Common/Chateau Common to the north and Deerview Common/Trawden Way to the south) that are currently attending Heritage Glen PS (ERA 115) with an expected completion date of no later than February 2020;</p> <p>Be it resolved that the Halton District School Board direct staff to undertake an elementary and secondary school boundary review for the Acton community in the Town of Halton Hills, which will include schools in ERA 126 (McKenzie-Smith Bennett and Robert Little PS) and SRA 107 (Acton District HS) with an expected completion date of no later than June 2020;</p> <p>Be it resolved that the HDSB direct staff to undertake an elementary school boundary review for the To Be Determined Area, located at the south-east corner of Derry Road and Regional Road 25, which will include Milton schools in ERA 119 and ERA 120; with an expected completion date no later than February 2020.</p>	
M19-0146	<p>Be it resolved that the environment inventory/baseline report (Report 20028) be utilized to trigger/inform a consultative process in conjunction with student trustees in the creation of an action plan to further climate change and environmental initiatives within the Board.</p>	Director of Education
M19-0160	<p>Be it resolved that the Halton DSB accept the tender from Everstrong Construction, in the amount of \$12,223,768.07 (\$9,893,865.42 as contained in RFT No. 20-026 and \$2,329,902.65 as contained in RFT No. 19-094 as issued by Snyder Architects Inc.) for the Phase 3 Nelson Addition work as identified in Report 19139, including a manufacturing shop, new cafeteria, library, library skyway, new elevator, cosmetology room and fitness office; also including internal renovations to create new rooms for autobody and Multi-Technical Innovation Lab, as well as additional parking, related to the Pupil Accommodation Review (PAR) work at Nelson HS, 4181 New St., Burlington, Ontario.</p> <p>Be it resolved that the Halton District School Board approve a project budget of \$15,184,482.00 for the Phase 3 Additions and renovation work at Nelson High School. This project is to be financed as follows:</p> <ul style="list-style-type: none"> • Capital Priorities Funding of \$10,911,583.00 as allocated by the Ministry in March 2018; • Unencumbered Capital Priorities Funding (Build Capacity) of \$4,272,899.00 as approved by the Ministry in September 2019. <p>Be it further resolved that the Halton DSB accept the tender from Everstrong Construction in the amount of \$1,776,555.00 as contained in RFT No. 19- 094 (issued by Snyder Architects Inc.) for the Community Pathway Program (CPP) area renovations (including heating-ventilation-air conditioning (HVAC) and flooring replacement) related to the Pupil Accommodation Review (PAR) work at Nelson High School, 4181 New Street, Burlington, Ontario.</p> <p>Be it resolved that the HDSB approve a budget of \$2,200,000.00 for the CPP area renovation. This project is to be financed as follows;</p> <ul style="list-style-type: none"> • 2019/2020 Capital Renewal Funding of \$1,875,000.00 as approved by the Board on April 3, 2019 (Report 19043, M19-0048); • 2017/2018 Capital Renewal Funding of \$325,000.00 allocated for the mechanical upgrades and flooring replacements as approved by the Board on December 6, 2017 (School Renewal Program, Report 17134, M17-0181). 	Superintendent of Facility Services
M19-0163	<p>Be it resolved that the Halton DSB authorize the Chair to write a letter to the Ministry of Education regarding the impact to the Board of the provincial Cash Management Strategy.</p>	Chair of the Board

Motion #	Resolution	Responsibility
M19-0164	Be it resolved that the Halton DSB authorize staff to tender and award the 2019-20 Facility Services Projects, Operations and Maintenance, either individually or combined, as outlined Report 19133.	Superintendent of Facility Services
M19-0169	<p>Be it resolved that the HDSDB approve the goals for the Director of Education for the 2019-2020 school year and that the Director be directed to post them on the Board website.</p> <p>Be it resolved that a meeting of the Director's Performance Review Committee be struck to review and amend, as necessary, the Director of Education Annual Review Policy, and develop a Governance Procedure at such time as a template (or other guidance) becomes available from the Ontario Public School Boards' Association (OPSBA).</p>	<p>Director of Education</p> <p>Vice-Chair of the Board</p>
M19-0172	<p>Be it resolved that the Halton District School Board adjust the boundaries for the elementary schools in ERA 103 and 112 as outlined in Option 2, and detailed in Report 19134, effective September 2020; and</p> <p>Be it resolved that the Halton District School Board adjust the boundaries for the secondary schools in SRA 100 and 102 as outlined in Option 2a and detailed in Report 19134, effective September 2020.</p>	Director of Education
M20-0012	Be it resolved that the Halton District School Board approve the use up to \$3,000 (inclusive of HST) from the "Reserve Account for Trustee Professional Development" for Trustees to participate in DiSC training (part 2). This training will be scheduled to occur by the end of May 2020.	Chair of the Board
M20-0013	Be it resolved that the Halton District School Board direct staff to undertake a school boundary review for the French Immersion program at Aldershot High School; with an expected completion date by February 2020.	Director of Education
M20-0024	Be it resolved that the Halton District School Board adjust the boundaries for the elementary schools in ERA 114 and 115 as outlined in Option 1 and detailed in Report 20018, effective September 2020	Director of Education
M20-0025	Be it resolved that the Halton DSB determine the elementary boundaries for the Milton "To Be Determined" area by the southeast corner of Derry Road and Regional Road 25 in Milton, whereby, effective immediately, elementary students are directed to attend Anne J. MacArthur PS for Kindergarten to Grade 9 for English, and Grades 2-8 for French Immersion Programming.	Director of Education
M20-0026	Be it resolved that the Halton DSB direct the Director to prepare an initial report for Trustees by March 2020 regarding suspensions, expulsions and how behavioural intervention strategies are being utilized, and subsequent reports be added to the annual cycle of Board reports (September).	Director of Education
M20-0027	Be it resolved that the Halton DSB authorize payment of expenses up to \$3000 from the Board's Leadership Account related to consultation with legal counsel regarding by-law and governance procedural changes arising from the Ombudsman Report to the Near North DSB with respect to program and accommodation review processes.	Director of Education
M20-0029	Be it resolved that the Chair write a letter on behalf of the Halton Board of Trustees to the Minister of Education to draw attention to the impacts and implications of announced education reforms on the Halton DSB, and ongoing anticipated pressures in the budgeting process for the 2020-21 school year. The letter will also include a request to refrain from using confusing and divisive rhetoric in the media and to return to the bargaining table in the hopes of focussing on a respectful process and positive outcomes for students that lead to investment in education and to return the education sector to stability.	Chair of the Board
M20-0034	Be it resolved that the Halton District School Board adjust the boundaries for Aldershot High School French Immersion as outlined in Option 1 as detailed in Report 20024, effective September 2020.	Director of Education
M20-0035	Be it resolved that the HDSB adjust the grade configurations for the elementary schools in ERA 126 (McKenzie-Smith Bennett & Robert Little PS) and SRA 107 (Acton District HS as outlined in Option 1 and detailed in Report 20022.	Director of Education

Motion #	Resolution	Responsibility
	Be it resolved that the Halton District School Board adjust the grade configurations for the elementary schools in ERA 126 (McKenzie-Smith Bennett PS and Robert Little P.S.) and SRA 107 (Acton District High School) as outlined in Option 1 and detailed in Report 20022; whereby the grade configuration for Robert Little PS takes effect for September 2020 and the grade configurations for McKenzie-Smith Bennett PS and Acton District High School take effect for September 2021.	
M20-0036	Be it resolved that the HDSB Board of Trustees authorize the appointment of the external audit firm Deloitte LLP to perform the annual financial statement audit of the 2019-20 fiscal year, at a cost of not to exceed \$67,500 +HST.	Superintendent of Business
M20-0037	Be it resolved that the Halton District School Board approve the appointment of Vandy Widvalankar and Evan Taylor as student Trustees for the Halton District School Board 2020-2021 Term.	Chair of the Board
M20-0041	Be it resolved that the Halton District School Board approve the summary of statutory and Board designated holidays and professional activity days for 2020-2021 as recommended through consultation with the School Year Calendar Committee (Report 20027).	Director of Education / Ministry of Education
M20-0049	Be it resolved that the Halton District School Board name the new elementary school (NE#2 Oakville) located at 3199 Post Road in Oakville as Dr. David R. Williams Public School.	Director of Education

Halton District School Board

Report Number: 20050
Date: May 7, 2020

FOR INFORMATION

TO: Members of the Halton District School Board
FROM: S. Miller, Director of Education
RE: Board Report Schedule

This report is part of an ongoing reflection of reports coming to the Board throughout the year. It is updated monthly and changes are noted within the chart.

Revisions have been made to release date of several reports planned for the last three months of the school year, some due to the provincial emergency shutdown of schools and others resulting from provincial announcements.

Respectfully submitted,

*S. Miller
Director of Education
Halton District School Board*

2019-2020 STAFF INITIATED BOARD REPORTS

May 6, 2020

REPORT SUBJECT	2019-20 DATE	RESPONSIBILITY	COMMENTS	
Admin Procedure Update	(ongoing)	Stuart Miller		Info
SEAC Membership	(as required)	Mark Zonneveld		Info
PAR Update	September 4	Terri Blackwell	completed	Info
2018-19 LTAP Boundary Reviews	September 18	Stuart Miller	completed	Action
Capital Update with Financials	September 18	Maia Puccetti/Roxana Negoj	completed	Info
Budget Approval/Tender Award SW Milton #1	September 18	Maia Puccetti	completed	Action
EQAQO Update	September 18	David Boag	Private (October 2: Public)	Info
Ombudsman Report	October 2	David Boag	completed	Info
September Staffing Adjustments	October 2	Debra McFadden	completed	Info
Annual Audit Committee Report to the Ministry of Ed	October 2	Roxana Negoj	completed	Info
Capital Update	October 16	Maia Puccetti	completed	Info
Trustee Honoraria (Sched.1)	October 16	Roxana Negoj	completed	Action
Operational Plan Progress Report	November 6	David Boag	completed	Info
Community Planning and Partnerships	November 6	Roxana Negoj	completed	Info
Environmental and Sustainability Initiatives	November 6	Maia Puccetti	Presentation: completed	Info
PAR Update	November 6	Terri Blackwell	completed	Info
Annual Water Testing	November 6	Maia Puccetti	completed	Info
Response re Oakville schools/Lakeshore Woods motion	November 6	Maia Puccetti/Roxana Negoj	Private Session (Deferred April 2020)	Action
Spec Ed Review w/ Primary Gifted Recommendations	November 6	Mark Zonneveld/Stuart Miller	completed	Info
Budget/Tender for Nelson Phases 2 & 3	November 20	Maia Puccetti	Private Session -- completed	Action
Capital Update with Financials	November 20	Maia Puccetti/Roxana Negoj	completed	Info
Deferred Maintenance Update/2019-20 School Renewal	November 20	Maia Puccetti	completed	Action
Trustee Expenses	November 20	Roxana Negoj, M. Puccetti	completed	Info
P/V/P Placements/Transfer	November 20	Jacquie Newton	completed	Info
Financial Statements	November 20	Roxana Negoj	completed	Action
Annual Statement of EDCs	November 20	Roxana Negoj	completed	Info
Community Funding Facility Enhancements	(as required)	Maia Puccetti / Roxana Negoj		Info
French Immersion Enrolment Report	December 4	David Boag	completed	Info
Confirmation of Capital Priorities funding	(as required)	Maia Puccetti / Roxana Negoj	dependent on Ministry timelines	Action
Banking Resolutions	December 4	Roxana Negoj	completed	Action
Director's Annual Report	December 4	Stuart Miller	completed	Info
Revised Estimates/Deficit Recovery Plan	December 4/11	Roxana Negoj	completed	Action
PAR Update	January 8	Terri Blackwell	completed	Info
Striking Committee/ Appointments	January 8	Striking Committee /Stuart Miller	completed	Action
Capital Update	January 22	Maia Puccetti	completed	Info
Innovation Update	January 22	Jacquie Newton	completed	Info
School Generated Funds	February 5	Roxana Negoj / Stuart Miller	completed	Info
Close the Gap Update	February 5	Maia Puccetti / Roxana Negoj	completed	Info
Budget Schedule	February 5	Roxana Negoj	completed	Info
Boundary Review(s) -- Palermo & Milton Review Areas	February 5	Stuart Miller	completed completed	Action
Boundary Review(s)	February 19	Stuart Miller	Aldershot FI Program Review	Action
Self-Contained Locations	March 4	Mark Zonneveld	Done? Or deleted?	Info

Annual Portable Inspection Update	March 4	Maia Puccetti	<i>completed</i>	<i>Info</i>
PAR Update	March 4	Terri Blackwell	<i>completed</i>	<i>Info</i>
Naming of New School	April 14	Stuart Miller	<i>completed</i>	<i>Action</i>
Environmental Initiatives and Benchmarking	March 4	Maia Puccetti	<i>completed</i>	<i>Info</i>
Capital Update with Financials	March 25	Maia Puccetti/Roxana Negoj	<i>Change to quarterly reporting</i>	<i>Info</i>
Quarterly Financial Report	March 25	Roxana Negoj	<i>Implement quarterly reporting</i>	<i>Info</i>
Operational Plan Update	March 25	David Boag	<i>completed</i>	<i>Info</i>
Draft Special Education Plan	March 25	Mark Zonneveld	<i>completed</i>	<i>Info</i>
EDC By-law Timelines	March 25/ MAY 6	Maia Puccetti	<i>Update May 6; deferred to Fall</i>	<i>Info</i>
Multi-Year Plan	April 1	Stuart Miller	Deferred	Action
Draft Op Plan Targets/Strategies	April 1	Stuart Miller	Deferred	Action
Response re Oakville schools/Lakeshore Woods motion	November/April	Maia Puccetti/Roxana Negoj	<i>Private Session (deferred Fall 2020)</i>	<i>Action</i>
School Year Calendar	April 1	David Boag	<i>completed</i>	<i>Action</i>
P/VP Placements/Transfers	April 15	Jacqueline Newton	<i>completed</i>	<i>Info</i>
Budget/Tender for Milton No. 11 PS	May 6	Maia Puccetti	<i>Subject to SPA & Ministry ATP (Private)</i>	<i>Action</i>
Audit Committee Report	May 6	Roxana Negoj	<i>completed</i>	<i>Action</i>
Distribution Strategy re: Feminine Hygiene Products	April/May	T. Salmini/J. Hunt Gibbons/S. Miller	Deferred	Action
Community Funding - Facility Enhancements	(as required)	Maia Puccetti / Roxana Negoj		<i>Info</i>
LTAP	May 20	Maia Puccetti	Deferred	Action
EDC By-law Amendment (if required)	May 20	Maia Puccetti/Roxana Negoj	Update May 6; defer to Fall 2020	Action
Disposition of Property/Acquisitions	(as required)	Maia Puccetti		<i>Action</i>
PAR Update	May 20	Terri Blackwell		<i>Info</i>
Teachers Redundant to the Board	May 20/June 3	Debra McFadden		<i>Info</i>
P/VP Placements/Transfer	June 3	Jacque Newton		<i>Info</i>
Transportation/Policy Exemptions	June 3	Roxana Negoj		<i>Info</i>
School Bell Time Change Requests	June 3	Roxana Negoj		<i>Info</i>
Boundary Review Report	June 3	Stuart Miller		<i>Action</i>
Capital Update with Financials	June 17	Maia Puccetti/Roxana Negoj		<i>Info</i>
Quarterly Financial Report	June 17	Roxana Negoj		<i>Info</i>
Budget	June 3/17	Roxana Negoj		<i>Action</i>
Special Education Plan	June 17	Mark Zonneveld		<i>Action</i>
Operational Plan Targets/Strategies	June 17	Stuart Miller		<i>Action</i>
Welcome Centre Update	October 2020	Gord Truffen	Deferred to October 2020	<i>Info</i>

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Report Number: 20051
Date: May 14, 2020

FOR INFORMATION

TO: Members of the Halton District School Board
FROM: Jewel Amoah, Human Rights and Equity Advisor
S. Miller, Director of Education
RE: Update on Addressing the Equity Challenges of Distance Learning

Context

For most of the 2020 calendar year to date, the preponderance of print and electronic media headlines have been focussed on COVID-19 and the way in which it is impacting and altering our societies, our economies and our lives. And alongside every headline exploring an aspect of COVID-19 is some reference to inequities and identity. There are discussions of the impact of the virus on us based on our gender, age, our race, our profession, our socio-economic status, our health history. Our identities and our intersectionalities have been dissected and examined for propensity for disease and recovery.

These headlines also draw attention to the social and structural inequities that are inseparable from the reality of the disease: inequities of treatment, inequities of access to care, inequities of economics resulting in inequitable access to food and shelter, inequitable application of and adherence to emergency measures; inequitable learning environments; and inequitable capacities to respond to the ever-growing range of diverse student needs and the inequities of time. COVID-19 did not create the alignment between identity and equity, but it has brought this alignment into sharp focus.

Distance Learning through an Equity Lens

Education in general and distance learning in particular, reflect not only this alignment, but our collective ability to anticipate, identify and respond to the equity challenges in a manner that supports the learner, acknowledges contextual realities and builds relationships of mutual understanding.

We talk a lot about equity and our commitment to it, but what does this mean, in plain language and in constructive action? Equity is a process that seeks to compensate for historical disadvantage, contemporary vulnerability and systemic structures that allocate resources and opportunity based on identity, perceived identity, or affiliation, rather than demonstrated competency or potential. Equity is a process that seeks to give life to Article 1 of the Universal Declaration of Human Rights which states that we are all born free and equal in dignity and in rights. Equity is a process that embodies the equality rights provision in section 15 of the *Canadian Charter of Rights and Freedoms* and the non-discrimination provisions of the *Ontario Human Rights Code*. The legal framework of these international, federal and provincial commitments establish substantive equality as our objective and equity as the means by which we accomplish this objective. Equity is a never-ending process. It is a process that is eternally fluid and flexible. It is variable and adaptable. Equity is not static. Equity builds bridges and it casts safety nets. Equity is where we are in the moment, and it is also where we strive to be in the future.

Equity in education is demonstrated by [inclusive design](#) which incorporates differentiated instruction and differentiated assessment. Sometimes this takes the form of alternative learning materials and methods, sometimes this means extended learning and assessment times, sometimes this means reliance on education partners inside and outside of the classrooms; sometimes this means variable class and learning group sizes; sometimes this means multilingual language supports, sometimes this means wellbeing and nutrition supports, sometimes this means

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mental health supports. And sometimes it means an infinite range of other and additional supports to respond to student need and build capacity to achieve excellence. An intentional and reflective commitment to equity enables us to be creative and innovative in the range and method of our supports, rather than merely performative. We have seen how this creativity applies to high tech resources, but there are equally as creative strategies to deploy low-tech methods and strategies to inspire meaningful and intimate engagement with the curriculum.

Although the COVID-19 school closures may have shifted the platform(s) of instruction, it has not shifted the Board's commitment to aligning equity commitments within educational responsibilities. We have seen that since the beginning of school closures in March, initiatives were rapidly and strategically implemented to ensure access to devices and connectivity for all learners, as well as professional resources and technology supports for educators. And when these initial efforts fell short of building those bridges and casting those nets of equity, we reached further and cast the nets wider. We are all in this together. No one gets left behind. Although the pandemic has laid bare the gaps in the system and gaps in society, equity is both the bridge and the vehicle to get everyone through to the other side. Together.

Synchronous Learning, Instruction and Student Engagement

Togetherness is a reflection of the relationships that were built in the classrooms and school communities. Synchronous learning is an attempt to sustain those relationships and stimulate engagement in a distance learning environment. But synchronous is not simultaneous, because simultaneous suggests identical experiences and identical mastery of learning objectives. There is no room for equity and variability in requirements of simultaneous and identical.

In its literal definition, synchronous means existing at the same time. So students and teachers might be engaging synchronously with the learning material at the same time, but that place of engagement could be the telephone, it could be through an online chatbox, or an online meeting, with or without video, involving small or large groups. Synchronous is itself variable and adaptable to needs and circumstances. And adhering to the definition of existing at the same time, does not mean formulaic or consistent for all time.

The principles of synchronous learning suggests that all learners and the instructor are engaging with the material in the same place and in the same manner with the same level of engagement and understanding. The reality of experience suggests that very rarely do a diverse collection of learners engage with the learning material at the same rate and level of understanding. But synchronous learning does provide an opportunity for students to have an initial encounter with the material at the same time, and asynchronous supports provide for individualized opportunities to digest, reflect, engage in critical inquiry and application of the learning and to demonstrate this mastery through an appropriate forum of assessment. Synchronous does not mean simultaneous, but synchronous learning must occur in a context of relationship. And equity encourages us to build bridges and cast nets to support these evolving relationships in the educational context.

The Ministry of Education has promoted synchronous learning and instruction as one strategy to build upon existing relationships between students and teachers and amongst students. It is simply one tool in a wide array of resources to facilitate student engagement, peer interaction and student success.

Ongoing Challenges, Emerging Inequities and Continuous Support

Ongoing responses to emerging inequities in the distance learning environment also include the continuing need for multilingual supports. For English Language Learners and newcomers to Canada, language bridges are needed to support understanding of local cultural contexts as well as learning resources. In a physical school environment, students quickly absorb cultural context and nuances through their observation and interaction with others. In a distance learning environment, these observation and interaction opportunities are either disappeared or become so truncated and remote as to make them ineffective. Educators are working with families to bridge

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these gaps through strategies including the use of video supports as well as access to instructions in the home language. The Welcome Centre also offers a range of strategies in this regard -- one of which is a Parent Engagement Group, which provides an opportunity for a weekly connection, and families new to the Board have been particularly appreciative of this. There have been at least 4 of these sessions, with the content evolving with stated family interest and needs.

Although the Ministry has set parameters and timelines for weekly hours of learning, there has been a general instinct that shifting the learning platform from physical schools to distance learning at home is primarily about a shift in learning space, without a corresponding shift in timing or delivery of learning content. A deeper approach to inclusive design should permit the appropriate adjustments so that neither students nor teachers, nor parents are overwhelmed by the volume or pace of distance learning. A core challenge in distance learning is being able to build and support the bridges between the learning, reflection, critical inquiry, application and deeper application of the learning objectives.

Successes

The equity success stories of this distance learning era are intricately bound up with its challenges. In fact, the challenges have presented new opportunities to build bridges and vision and revision increasingly more equitable and inclusive methods of supporting student success. The disruption caused by COVID-19 is also an opportunity to disrupt static practices of curriculum delivery and revision innovative strategies of learning engagement.

Reference has already been made to the Board's swift and strategic response in providing devices and connectivity through data hubs, to support learning, as well as the Parent Engagement Committee to support the inclusion of new families. With particular reference to data hubs, it has been noted that requests for these hubs have inspired teachers to think more broadly about how to respond to student and family needs. Teachers realize that parents are not always able to be present to support student learning needs in the distance learning environment, and have responded by focussing on differentiated tasks.

Further, the use of Whole Learning Teams involving the classroom teacher, Special Education Resource Teachers, English as a Second Language and Student Success Teachers, Child and Youth Counsellors to engage in check-ins with students and families has strengthened learning relationships and built a sense of belonging. These check-ins also provide the learning teams with a glimpse into the ongoing and emerging challenges, and with this information, teachers are able to operate from an inclusive design framework, employing proactive efforts to address anticipated challenges. Check-ins have taken various forms, such as phone calls, email, text message or drive-bys.

Other examples include the efforts of Halton Food for Thought, the Halton Learning Foundation, Food for Life and Food4Kids in responding to the financial strain that COVID-19 has placed on families.

In recognition of the stress and strain experienced by all HDSB stakeholders: students, staff and families -- in navigating these uncertain times, the Board has made available a range of mental health and well-being supports and resources. Notably, during the week of May 4th-10th, the Board raised awareness of Mental Health Week and shared daily resources addressing different facets of well-being and emphasizing strengthening relationships through the social media hashtag: #HDSBstillconnected.

We Are All in this Together

History has proven that two things remain true about pandemics: they change the world and our orientation and understanding of normalcy; and they lay bare and exacerbate social inequities. These two truths are related. In the midst of this pandemic, as we endeavour to see our way through to the other side of health, this is an opportunity to intentionally and creatively transform

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the post-pandemic environment for Halton families, staff and students in a way that centres equity and maintains a grounding in human rights, not just in this shutdown period, but in the post-pandemic reality that we design, implement, and support together. Because we are all in this together.

Although these comments have focussed on the student learning perspective, it is important to state that the same commitments to equity and human rights apply to employee needs. To this end, the Board has communicated expectations regarding working from home, recognizing that many employees are also navigating child care and elder care responsibilities as they establish and adjust to work from home routines. Also, the principles of inclusive design are similarly reflected in workplace accommodation, leaves of absence, modified duties and return to work protocols which balance system operational needs with employee capacity.

The school closure has also created an opportunity for staff to engage in professional development to seek further learning and stimulation to better perform our collective role in supporting students, staff and families.

Indeed, these are unprecedented and challenging times. But at every turn, HDSB staff and students have risen to the challenge as we move on our journey through to the other side of this pandemic with equity as our vehicle and our guide. We are all in this together.

Respectfully submitted,

*Jewel Amoah,
Human Rights and Equity Advisor*

*Stuart Miller
Director of Education*