

HWDSB

Board Meeting
Monday, October 26, 2020
Trustee Board Room

Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

AGENDA: 5:30 pm

1. Call to Order
2. O Canada
3. Approval of the Agenda
4. Declarations of Conflict of Interest
5. Confirmation of the Minutes: October 19, 2020

Reports from Staff:

6. [School Re-Opening Update #6](#)
7. [Monitoring Report – Termination of Police Liaison/School Resource Program in Schools](#)
8. Oral Reports from:
 - A. Student Trustees' Report – Local Activities & Ontario Student Trustees' Association (OSTA) Report
 - B. Director's Report
 - C. Chair's Report
9. Adjournment and Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 *Ward Trustees and Director only*
(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian

Meeting times and locations are subject to change. Please refer to our website for the latest information.
<http://www.hwdsb.on.ca/trustees/meetings/>

Trustees: Kathy Archer (electronically), Christine Bingham (electronically), Becky Buck, Dawn Danko, Penny Deathe (electronically), Cam Galindo (electronically), Alex Johnstone, Maria Felix Miller, Carole Paikin Miller (electronically), Ray Mulholland and Paul Tut (electronically). **Student Trustees** Ethan Hesler, Skylar Seggie and Fatima Zakar.

1. Call to Order

Alex Johnstone, Chair of the Board, called the meeting to order at 6:02 p.m.

2. Approval of the Agenda:

RESOLUTION #20-110: Trustee Archer, seconded by Trustee Bingham, moved: **That the agenda be approved.**

CARRIED UNANIMOUSLY

Student Trustees Hesler, Seggie and Zakar voted in favour

3. Declarations of Conflict of Interest

None.

4. Confirmation of the Minutes – October 5, 2020

The minutes were confirmed with one small change.

Reports from Trustee Special Committees:

5. Audit Committee – September 24, 2020

RESOLUTION #20-111: Trustee Danko, seconded by Trustee Tut, moved: **That the Audit Committee – September 24, 2020 be approved including:**

- the Audit Committee appoints Trustee Dawn Danko as Chair of the Audit Committee for 2020-2021.
- that the “Annual Report to the Board of Trustees for the year ended August 31, 2020” be forwarded to the Board of Trustees for information.
- that the “Annual Report to the Board of Trustees and forwarded to the Ministry of Education for the year ended August 31, 2020” be sent to the Ministry.

CARRIED UNANIMOUSLY

Student Trustees Hesler, Seggie and Zakar voted in favour

Reports from Legislated Committees:

6. Special Education Advisory Committee – September 30, 2020

RESOLUTION #20-112: Trustee Buck, seconded by Trustee Miller, moved: **That the Special Education Advisory Committee – September 30, 2020 be received.**

CARRIED UNANIMOUSLY

Student Trustees Hesler, Seggie and Zakar voted in favour

7. Committee of the Whole (Private) – October 19, 2020

RESOLUTION #20-113: Trustee Danko, seconded by Trustee Buck, moved: **That the report of the Committee of the Whole (private) – October 19, 2020 be approved including the approval of the external audit plan for 2019/20.**

CARRIED UNANIMOUSLY

Student Trustees Hesler, Seggie and Zakar voted in favour

Vice-Chair Danko assumed the role as Chair

8. Written Notices of Motion – re: Anti-Racism Governance Review

Notice of Motion: re – Anti-Oppression and Anti-Racism Governance Review

Submitted by: Trustee Alex Johnstone

Seconded by: Trustee Miller

Whereas: HWDSB last reviewed our Governance policies and procedures on February 11, 2013.

Whereas: under the Education Act, school boards are responsible for student achievement and well-being, safe and inclusive school climates, ensuring effective stewardship of the board's resources and delivering effective and appropriate education programs for their students.

Whereas: school board governance establishes a framework for decision-making and holds leaders responsible for modeling and exercising ethical leadership (OPSBA's Guide to Good Governance, 2018).

Whereas: school board governance models are rooted in historic colonial and oppressive structures of governance.

Whereas: HWDSB launched an Equity Action Plan in September 2019 which applies anti-oppression and human rights perspectives and where one of the four priorities is Leadership, Governance, and Human Resource Practices,

Whereas: HWDSB requires a governance model that supports intersectional frameworks that include Anti-racism and Anti-oppression (AR/AO) and decolonization frameworks in order to ensure decision-making, outcomes, accountability and transparency that is responsive to the diverse communities we serve, especially black and indigenous communities.

Be it Resolved:

That a Governance Review be completed by an independent third-party consultant, specifically from an Anti-Oppression and Anti-Racism (AO/AR) framework.

RESOLUTION #20-114: Trustee Johnstone, seconded by Trustee Miller, moved: **That a Governance Review be completed by an independent third-party consultant, specifically from an Anti-Oppression and Anti-Racism (AO/AR) framework.**

CARRIED UNANIMOUSLY

Student Trustees Hesler, Seggie and Zakar voted in favour

Trustee Johnstone resumed the position as Chair.

9. Oral Reports from Liaison Committees:

A. City/School Board Liaison Committee

There is nothing to report at this time.

B. Hamilton-Wentworth Home & School Association

The Home & School Association participated in a virtual meeting last week and had great success.

C. Hamilton Foundation for Student Success (HWDSB Foundation)

- The Foundation is currently accepting applications for Student Support Grants for the 2020/2021 year on October 1, 2019. Student Support Grants are available to HWDSB students throughout the school year to help overcome extraordinary or emergency financial obstacles during their education journey. A student is eligible to receive a maximum of \$200.00 per school year and any HWDSB staff may apply on behalf of a student. A total of \$100,000.00 has been budgeted for Student Support Grants for the 2020/2021 year.
- The gala is the Foundation's signature annual event and is a critical means to engage supporters while celebrating the artistic talents of HWDSB students. In order to be able to continue to do so within the parameters of COVID-19, the gala will move from an in-person event to a virtual event for 2020/2021. More details will be shared shortly.
- The Foundation's Board of Directors participated in a leadership session led by Chris Wignall, Executive Director at Catalyst Foundation. The session was titled "The Six Hats of Board Member" helped bring clarity to the various roles of a volunteer board member.

D. Ontario Public School Boards' Association (OPSBA)

OPSBA last met on September 9, 2020 for the Annual General Meeting. Trustee Johnstone shared legislative and COVID 19 updates. Trustees were reminded that modules are available through OPSBA.

10. Adjournment and Resolution into Committee of the Whole (Private Session) as per the Education Act, Section 207.2

RESOLUTION #20-115: Trustee Tut, seconded by Trustee Mulholland, moved: **That the Board move into Committee of the Whole (Private), as per the Education Act, Section 207.2**, this being done at 6:45 p.m.

CARRIED UNANIMOUSLY

Student Trustees Hesler, Seggie and Zakar voted in favour



EXECUTIVE REPORT TO BOARD

TO: BOARD

FROM: Manny Figueiredo, Director of Education

DATE: October 26, 2020

PREPARED BY: Peter Sovran, Associate Director of Education, Learning Services

RE: SCHOOL RE-OPENING (COVID-19 Pandemic) UPDATE #6

ACTION MONITORING X

The following report is the next in a series of updates on the HWDSB planning and implementation for the operation of schools for the 2020-21 school year during the COVID-19 pandemic.

Background

With approximately six weeks into the start of the 2020-21 school year, implementation efforts remain focused on two key areas:

- The safety and well-being of students, staff and families; and
- Establishing a renewed sense of school community, with new routines for everyone.

At the September 28 Board Meeting (deferred to October 5), staff presented the School Re-Opening (COVID-19 Pandemic) Update #5 report that outlined the highlights of implementation efforts during the start of the school year.

Over the course of the past several weeks since the previous report, staff have continued to monitor the implementation of the HWDSB re-opening plans as well as making adjustments, where needed, in order to meet emerging issues.

The implementation of the HWDSB Plan for Re-Opening Schools for the 2020-21 school year continues to be guided by the principles of: safety for all, minimizing the disruption to regular school day routines as much as possible, ease of transition between the three potential scenarios, honouring collective agreements and employee terms and conditions and fiscal responsibility.

HWDSB Operational Plan for Schools for the 2020-21 School Year (COVID-19 Pandemic)

1. Enhanced Public Health Measures

The following provides a summary of the measures being implemented as outlined in the previous report (Update #5, September 28, 2020) in order to reduce the risk of transmission of COVID-19. Enhanced Public Health measures are constantly being reviewed as COVID-19 within the local community changes. This includes ongoing collaboration with Hamilton Public Health Services as local and provincial information evolves. It is worth noting that in an effort to maximize safety, HWDSB is using a "layered" approach with multiple measures to reduce the risk of COVID-19 spread.

A. Cleaning

The enhanced cleaning protocol outlined in Update #3 (August 10, 2020) continues to be implemented.

B. Physical Adaptations

Elementary school classrooms are set-up to maximize physical distancing. Plexiglass barriers have been installed where students are sitting at a table facing each other (e.g. kindergarten) and a staggered use of the tables (e.g. nutrition break) is being followed.

Secondary school classrooms are set-up to accommodate cohorts of approximately 15 students spaced about 2 metres apart. Study halls have been organized, based on the number of students choosing to remain at the school, for the most part in common/larger areas such as the learning commons and cafeteria with desks spaced at least 2 metres apart. Should the public health circumstance change and the board is directed to transition to a conventional mode (Scenario A), classrooms and other areas will be adjusted to accommodate the additional students while still being mindful of maximizing physical space.

C. Masks

Students from kindergarten to grade 12 are required to wear a non-medical or cloth mask while indoors in a school or on a bus, including in hallways and during classes. Outdoor times like recess are used as opportunities to provide students with breaks from wearing masks within their cohorts. School-based staff are also encouraged to problem-solve individual situations where a student may require a mask break that can be achieved in a physically distanced and supervised way. Masks must cover the nose, mouth and chin.

A student mask exception is noted in a student's profile with the HWDSB student information system and available to authorized users.

Exception Criteria:

- underlying **medical, developmental, sensory or mental health reason** which inhibits a child's ability to wear a non-medical mask in the manner required by the Ministry of Education or Public Health authorities and/or
- unable to remove the mask without assistance or anyone who has trouble breathing in the manner required by the Ministry of Education or Public Health authorities

Student Mask Attestation Exception Forms completed:

- 4122 (as of September 23, 2020)
- 4368 (as of October 20, 2020)

The number of students with a noted exception not wearing a mask for part or all of the school day has been observed to be considerably less than the actual exception forms on file. Overall, the wearing of masks by students has not presented any significant challenges in schools to date.

D. Hand Hygiene

Practicing good hand hygiene is an essential layer which supports minimizing the spread of COVID-19. This is being supported in schools through the availability of alcohol-based hand rub or soap and water in each learning space; signage highlighting how to properly wash/sanitize hands and frequently scheduled hand hygiene breaks throughout the school day. In addition, students and staff are expected to practice good hand

hygiene on entry to the school and/or on entry to the classroom.

Overall, hand hygiene practices in schools are embedded in daily routines with no significant challenges.

E. Cohorting

Secondary school students attending in-person have been assigned to a cohort (A or B). Cohort A attends on Mondays, Wednesdays and alternate Fridays and Cohort B attends on Tuesdays, Thursdays and alternate Fridays. Cohorts have been established such that there are approximately 15 students per class per day. As previously noted, during rotation change-over (October 13), there was a need to re-balance cohorts in a few instances. This may be necessary for each rotation change-over and every effort will continue to be made to minimize disruption. Rotation change-over dates are noted in Section 6 – Secondary Schools.

F. Ventilation (HVAC)

As outlined in previous reports, third party consultants contracted by HWDSB performed reviews of the Board's ventilation/HVAC systems. The reports from the consultants have been posted on the Board's website along with the repair reports to show the work that was completed. The Board is awaiting receipt of 17 exhaust fans to complete the repairs. Forty-eight (48) portable air purifiers with HEPA filters have been distributed to assist with filtration and ventilation for rooms/areas where there is insufficient air flow.

G. Signage

Signage in and around school grounds, as outlined in previous reports, continues to be an effective strategy for reminding students, staff and visitors about the various enhanced public health measures and the need for everyone to do their part.

H. Access to School Sites

As outlined in previous reports, community partners providing essential services and supports to students have been working with staff in order to continue to provide services while meeting the enhanced public health measures.

Overall, the implementation of the Visitor Protocol has been successful. While this has been an adjustment for all, the cooperation of parents/guardians/caregivers and community partners is greatly appreciated.

I. Screening

Screening for COVID-19 symptoms and remaining home remains one of the key strategies which support minimizing the risk and potential spread of COVID-19. All students (excluding those attending elementary school remote learning or secondary school full eLearning) and staff are required to complete a daily screening before arriving at school. While a student or staff member may pass the screening in the morning, it is worthy to note that circumstances may develop during the day that would cause a student or staff member to be isolated and sent home. This includes becoming symptomatic, receiving a "pop up" from the COVID-19 Alert App, receiving direction from a Public Health authority or learning a household member has tested positive for COVID-19.

To support this key strategy, call home messages to families and staff are scheduled for the week of October 26, 2020. It is important to remind everyone if they are unwell, they must stay home.

Between September 14 and October 20, 2020 there have been 2811 students and 346 staff that have recorded absences, of one day or more, due to not meeting the COVID-19 screening requirements.

J. Outbreak Protocol / Managing Probable and Confirmed COVID-19 Cases

Staff continue to work with Hamilton Public Health Services to manage any situations involving students or staff testing positive for COVID-19. As of October 25, 2020:

- 30 confirmed positive cases (21 students and 9 staff)
- 1 outbreak (involving 2 staff members)
- 21 schools (13 elementary and 8 secondary)

There have been no cases involving the transmission of COVID-19 between students or students and staff in schools.

Staff in HWDSB and HWCDSB have collaborated with Hamilton Public Health in the development of tools to support parent understanding of close contacts (Appendix A: Close Contacts) and the process of re-entry to school after going home symptomatic (Appendix B: Attestation for Return)

Students who are deemed a close contact of a positive case and who are directed to self-isolate by Hamilton Public Health, receive a personal letter from the principal outlining supports during their absence, including supports for learning. When a full class/cohort is directed to self-isolate, students continue to learn remotely. Where individual students are self-isolating, their classroom teacher continues to support their learning on an individualized basis. Staff who are deemed a close contact of a positive case and who are directed to self-isolate are provided with the opportunity to work from home (if they are able).

The volume of time and effort entailed in managing each probable and/or confirmed case of COVID-19 is considerable. Notification of a case may occur at any time throughout the day, evening and/or weekend and requires immediate action in order to provide a consistent and thorough response. A dedicated response team is being established to coordinate this important work.

K. Supplies

Personal Protective Equipment (PPE) continues to be distributed to schools from the Education Centre. Board staff monitored the usage of supplies during the months of September and October and orders will be adjusted moving forward based on usage. The November order from the Ministry of Government and Community Services (MGCS) has been placed and is expected to be delivered to the Education Centre by November 3, 2020. There are supplies that are required by the Board that are not available for order from MGCS such as wipes and hand sanitizer in pump bottles. District school boards across Ontario meet with the Ministry weekly and are working with MGCS to ensure that all needs continue to be met.

L. Public Health/CJHSC engagement

Staff continue to meet with Hamilton Public Health as part of case management (for probable and confirmed COVID-19 positive tests) and throughout the week to respond to school needs. Public Health Nurses are expanding the scope of their work to provide direct support to school staff and families when there is a positive case of a student or staff member.

2. Support for Students

A. Public Health Nurses

Staff have been working with Hamilton Public Health on the re-integration of the conventional public health nurse program in schools. The focus of these nurses will be on student mental health in response to COVID-19. In addition, the plans for this year's immunization program are well underway. Grade 7 students from last

year and current grade 7 students will be able to complete their immunization at their associated secondary school during evenings and/or on weekends.

B. Student Mental Health and Well-Being

As indicated in previous reports, supports specifically related to COVID-19 and the impact this is having on students and families have been developed in addition to the usual services available to support student mental health and wellbeing.

As the conventional Public Health Nurses in school program is beginning again, there is an increasing focus on supporting concerns related to COVID-19 where there has been a positive case in the school.

3. **Support for Staff**

In addition to the support noted in previous reports, work has continued throughout the early Fall to prepare a variety of resources and professional learning for staff. These include:

A. Remote Learning

Support for staff in the start-up period for the Elementary School Remote Learning Program focussed on on-boarding and preparing staff to teach remotely using the standardized learning environments, The HUB and MS Teams. This included adapting programming for students requiring special education supports and English Language Learners. Support continues through self-paced on-line learning modules and live on-demand sessions using MS Teams.

Since the start of the school year a significant investment in digital resources has also been made. Educators now have access to digital resources such as:

- Levelled Literacy Intervention—A structured early reading program that enable educators to support early reading acquisition;
- Developmental Reading Assessment (DRA)—A K-6 reading assessment tool;
- D2L Math Grades 1 to 8—A HUB based interactive math program using the revised Mathematics curriculum;
- Edwin—A multi-subject collection of curated activities for grades six to eight teachers to use to create engaging lessons;
- GB+ - A French early reading diagnostic assessment and teaching resource, and
- Modulo—A French language multi-subject resource.

Supports for staff transitioning from the regular (in-person) day school to the Elementary School Remote Learning Program as of November 3, will include a structured orientation to The HUB and MS Teams along with the ongoing supports noted above.

Secondary school eLearning educators continue to be supported by the HWDSB eLearning team in the Program Division. Weekly drop-in sessions are available to eLearning teachers to support their programming.

The Program Division maintains a Program Support Team in MS Teams to provide on-call and drop-in support for all educators.

As the public health situation continues to evolve and an increasing number of students and staff are required to remain away from school buildings (through the daily screening process and/or self-isolation) there is a need

to focus on supporting the continuity of learning. This work is a collaborative effort with input from many areas of the organization, employee groups and community partners.

B. System Leaders

Enhanced Public Health Measures continue to be reviewed and reinforced in Vice Principal and Principal learning sessions, both as a large group and in Family of Schools Meetings. Leadership learning is examined and discussed in Network meetings, led by School SOSAs. Upcoming content learning led by Human Resources and Specialized Services will be offered in the coming weeks. Ongoing support for school leaders also continues through drop-in question and answer (Q&A) sessions on a variety of topics including Public Health and Staffing. Professional learning to support the resource: *Learn. Disrupt. Rebuild. @HWDSB: Building a Community of Care*, with an emphasis on student mental health and building an inclusive and caring school community remains a high priority.

4. **Engagement and Communications**

The HWSB Research and Analytics Department issued a follow-up *Thoughtexchange* for parents and students in early October to gather information regarding the implementation of re-opening efforts as required by the Ministry of Education Policy and Program Memorandum (PPM 164).

Overall, while nearly 1000 parents/guardians participated, less than 180 students contributed. Efforts will continue to seek to increase the student participation rate in future surveys.

Emerging themes from an initial analysis suggest:

- Elementary school students and parents/guardians are finding the enhanced public health measures (COVID-19) easy to follow;
- Elementary and secondary school students are feeling that they see/hear from their teacher(s) as much as they need;
- Elementary and secondary school students find using the technology and learning platforms for remote learning easy to use;
- Elementary school students are finding remote learning easy to engage with while this is less so for those secondary school students that responded to the survey;
- High praise for school staff for their dedication, responsiveness and successful implementation of safety protocols;
- Some secondary school students are frustrated and struggling with time management and self-organization skills;
- Similar to findings in the spring, during the school closure period, some students/parents expressed challenges with staying focused, issues with digital platforms, concerns about excess screen time and isolation; and
- A segment of students is reporting, with respect to remote learning (elementary and secondary), that they are benefitting from teacher creativity, communication and support.

As noted previously, through *Thoughtexchange*, monthly check-ins with students, parents/caregivers attending both in-person and remote programs will allow staff to track emerging themes and inform the need for potential adjustments to plans throughout the school year. Similarly, surveys with staff will allow for the collection of feedback on areas requiring particular attention. Regular updates will be provided in future reports.

Confirmed case management communication:

HWDSB is committed to providing timely and transparent communication related to COVID-19 confirmed

cases and outbreaks. Staff work closely with Hamilton Public Health Services in each case. Since the last update, staff have communicated several confirmed cases and common themes to standardize the Board's communication response have emerged.

There are several communication steps to support internal and external communications when public health notified staff about a confirmed case. This does not represent all the operational decisions that require communications in each case. The following is a list of priority audiences that will receive outreach:

- Direct connection with close contact students/families and staff;
- A follow-up communication from HWDSB to inform families related to close contact's remote learning situation, if the class is away for the 14-day period or if an individual close contact is not associated with a class cohort;
- Notification to childcare and before-and-after school program provider;
- Notification to transportation where necessary;
- Support for the Office Administrator at the school to help field family inquiries;
- Awareness to all-school staff members before a confirmed case is shared publicly;
- Communication with the broader school community, including updating the school website of a confirmed case and HWDSB's COVID-19 Advisory Dashboard;

Parents/guardians can expect communications in a timely manner. To date, the following practices have been established:

- Students are asked to remain at the school and held back from dismissal should public health notify HWDSB about a confirmed case within this timeframe. This may include withholding students from riding a school bus.
- Families can expect a personal phone call home, or a School Messenger message home, should HWDSB notify them that their child could be a close contact. A personal phone call is always preferred; however, staff have had situations where either the volume of students to contact is more than one class or the time of response requires an urgent connection, such as after 8:00 p.m. Principals are also required to contact staff directly.
- School community messages will be done no later than 9:30 p.m. through School Messenger. If the letter is posted after 9:30 p.m. and all close contacts have been notified, a School Messenger notification will be engaged at 6:45 a.m. the next morning. This is to make families aware before the start of the next school day. This is a courtesy communication to ensure transparency with the school community to inform them about the confirmed case.
- More than one case in a school does not necessarily mean an outbreak. Direction is provided by Hamilton Public Health Services in declaring an outbreak at a specific school location.
- Private information or identifiers including grade, gender, teacher's name, or other will not be shared.
- There will not be a post on social media from HWDSB accounts for cases that are made public.
- All public communication is approved by Hamilton Public Health Services.

5. Elementary Schools

Elementary schools have continued to operate in conventional mode (Scenario A) with a remote learning program option for those choosing not to attend in-person. Class sizes have remained stable since the start of the school year with physical distancing (approximately 1m distance) being maintained. In addition to the system-wide re-organization that took place prior to the start of classes in order to achieve lower class size averages (kindergarten and grades 4 to 8, \$9M reserves funding) and to provide staff for remote learning a second re-organization process is currently underway with new assignments beginning on November 3 (see

Transitions below).

A. Remote Learning

Currently, the Elementary School Remote Learning Program consists of 337 homeroom classes with approximately 8700 students. Remote Learning is fully staffed; however, Program Division staff continues to be redeployed to fill long-term vacancies in French Immersion classes. The program is dual track with English and French Immersion classes, and it does have one Mandarin class as well.

The initial start-up period in September and early October focused on student registration, class-building, providing teaching resources, and ensuring adequate support for students with Individual Education Plans and students who are English Language Learners. A high-level of coordination and cooperation between Remote Learning and Human Resources, Business Services, Information and Instructional Technology, Specialized Services, and the Program Division was required during the start-up phase. The start-up experience highlighted the need for new structures and processes.

A principal on special assignment has assumed a coordinating role for both elementary Remote Learning and secondary eLearning. The overall program is now divided into three sub-programs: 1) Full Day Kindergarten/French Immersion/Mandarin, 2) Primary, and 3) Junior/Intermediate. Each of these programs are led by a principal with the support of at least two vice-principals. Each sub-program area will have its own email and phone number going forward in an effort to better support effective communication with parents/caregivers and HWDSB staff. The Remote Learning webpage and FAQ will remain in place as an additional resource.

Based on parental requests, more students will be transitioning to remote learning. Although there was a significant enrolment reduction in kindergarten and grades 1 and 2 (English track), enrolment growth was seen in grades 4 through 8. Anecdotally, many parents/guardians of younger students have indicated they believe that their children are not developmentally ready for learning remotely. Instead, these parents prefer to home school until they are comfortable having their children attend school in person.

French Immersion and Mandarin Enrolment

French Immersion and Mandarin	September Start-Up	November 3rd Re-Organization	Enrolment Change
French Immersion Grade One	95	93	-2
French Immersion Grade Two	95	87	-8
French Immersion Grade Three	92	81	-11
French Immersion Grade Four	71	69	-2
French Immersion Grade Five	63	68	5
French Immersion Grade Six	81	81	0
French Immersion Grade Seven	53	58	5
French Immersion Grade Eight	52	58	6
French Immersion Total	602	595	-7
Mandarin	16	14	-2

English Track Enrolment

English Track	September Start-Up	November 3rd Re-Organization	Enrolment Change
Kindergarten	1776.	1701.	-75

Grade One	859	797	-62
Grade Two	809	803	-6
Grade Three	848	886	38
Grade Four	798	819	21
Grade Five	816	868	52
Grade Six	761	832	71
Grade Seven	820	905	85
Grade Eight	746	843	97
Total	8233	8454	221

B. Transitions

As noted in previous reports, parents/guardians have the opportunity to choose between remote and in-person school programs at three specific times throughout the year (October, January and March). The parent survey for the first of these transition periods concluded on Monday October 12. The information obtained from the parent survey (either through the Parent Portal or through direct contact with schools) has informed the second class re-organization process. Overall, approximately 800 students have indicated a preference to switch to remote learning while just over 500 students have elected to switch to in-person learning. In addition, students continue to register from outside of HWDSB. While every effort has been made to accommodate requests and extraordinary circumstances the priority has remained ensuring that in-person classrooms can accommodate students while maintaining a minimum of 1 metre of physical distancing.

The volume of students transitioning between remote and in-person learning environments during this first period is substantial. It will result in considerable educator and student class assignment changes as over 400 Teachers and Designated Early Childhood Educators (DECEs) will begin a new assignment the week of November 2, 2020. Adding to the magnitude of the re-organization process is the decline in enrolment (see Section 10 (b) – Financial Implications).

This is a significant challenge being experienced by students and students. The extent of the re-organization can be attributed to COVID-19 factors in three key areas:

- 2000+ students choosing to attend remote learning after classes were set in late August;
- 1750 students that chosen to attend any form of schooling this year; and
- 300 more students (net) choosing to switch from in-person to remote learning in this transition.

A re-engagement strategy continues this Fall with personal family contact being made to understand why a student has chosen not to attend either in-person or remotely. Where possible, alternative approaches are being explored in an attempt to engage students at some level.

The re-organization will, in most cases, result in students forming different cohorts. Direction regarding any potential additional steps required in such circumstances if being sought from Hamilton Public Health Services. At this time the plan is to proceed with re-organization and changes to cohorts in a manner similar to that being implemented during rotation transitions in secondary schools.

The January and March transition periods will likely not result in school reorganizations and therefore, will have potentially less flexibility. Fulfilling requests at these transition points will be based on space availability in the in-person and remote classrooms and, in addition, may require the addition of more teachers which will be contingent on the amount of funds remaining from the \$9 million reserve allocation.

6. Secondary Schools

Secondary schools have continued to operate in adaptive mode (Scenario B) since the start of the school year. Students are following a rotational model of a half-day in-person class (alternate days within a cohort of approximately 15 students) followed by three shorter periods of teacher-directed remote learning classes (every day with all students). Students have the option of remaining at their school location on alternative days in an assigned study hall to participate in their afternoon classes. As noted in previous reports, students requiring high levels of special education supports and services have been provided an opportunity to attend daily (see Section 7 – Students Requiring Special Education Supports and Services).

A. Study Hall

On days that students are scheduled to be at school in-person with their cohort they have the option of remaining at school to complete their remote learning courses. Each secondary school has established study hall locations and school-specific routines. During the first two months of classes the number of students attending study halls continues to vary from school to school (from a few students to nearly 100 per day). Overall, the implementation of study halls has been successful.

B. eLearning

There are approximately 100 students enrolled in eLearning courses exclusively (i.e. fully remote). In addition, there are more than 1600 students enrolled in at least one eLearning (fully remote) course for the first semester.

C. Rotation Start Dates

Rotation	Start Date	End Date	Instructional Days	4 Period School		5 Period School	
				In-Person Course ⁽¹⁾	Remote Learning Courses ⁽²⁾	In-Person Course ⁽¹⁾	Remote Learning Courses ⁽²⁾
1	September 14	October 9	20	Period 1	Periods 2,3,4	Period 1	Periods 2,3/4,5
2	October 13	November 10	21	Period 2	Periods 3,4,1	Period 2	Periods 3/4,5,1
3	November 11	December 10	21	Period 3	Periods 4,1,2	Period 3/4	Periods 5,1,2
4	December 11	January 22	21	Period 4	Periods 1,2,3	Period 5	Periods 1,2,3/4
Please Note: September 14 and 15 are full remote learning days for students in Grades 11 & 12 (regardless of Cohort)							

(1) In-Person Course: Students will attend for approximately 150 minutes on alternate days based on their cohort. Students will engage in independent study on the days their cohort is not scheduled to attend in-person.

(2) Remote Learning Courses: Students will participate in 150 minutes of remote learning each day. They will receive 40 minutes of direct instruction for each of their three courses each day with their entire class. Students will also be expected to engage in 10 minutes of independent study per course on each day. Students may participate in remote learning at home or at school (see section – Study Hall, below).

Exam Days (5): January 25 to 29, 2021

Professional Activity Days (5): September 1, 2, and 3, 2020; November 27, 2020; and February 1, 2021

D. Secondary Pathways and Programming

Tier Three and Pathways programming continues in secondary schools despite COVID-19. Special High Skills Majors (SHSM) programs are running and students continue to work towards their SHSM seals. SHSM components such as co-operative education placements, health and safety training, and Sector-Partnered Contextualized Experiences (SPCE) are available to students. In some cases, the learning is provided virtually and in others community partners follow the Third Party Service Providers Protocol to come into a school. Specific to co-operative education, programming began with virtual experiences early in the year. However, schools are now able to offer full co-operative education programming with community placements with enhanced public health protocols.

The work of supporting student transitions to secondary school and choosing pathways continues as well. Planning is currently underway to support secondary schools to host virtual grade 7-8 information nights via MS Teams. As well, a virtual *MyPathMyWay*, the HWDSB secondary pathways and programs information night, is under development with a late November/early December target date.

E. Continuing Education

As reported in a previous update, several programs offered through HWDSB Continuing Education continue, for the most part, virtually. The following highlights some of the milestones attained since the start of the school year:

- The first session of Adult Day school Credit ends October 29 and it is expected more than 300 credits will be earned;
- Adult Literacy and Basic Skills (ALBS) is collaborating with Mohawk College to assist adult students returning to post-secondary education in the Horticulture Program;
- More than 1400 students have registered for K- 8 International Language with all sessions taking place on MS-Teams on weekday evenings and Saturdays;
- Approximately 100 students are currently enrolled in online credit courses offered in Korean, German, Arabic and Mandarin languages; and
- The HWDSB Strings Program via MS-Teams has commenced with just under 200 student registrations (similar to pre-COVID-19).

7. Students Requiring Special Education Supports and Services

A. Supports and Services for Students

With the school year underway, essential practices to support all students continue. Individual Education Plans (IEP) are being prepared and will be distributed for review by parents/guardians soon. Support has been provided for teachers in the development of IEPs for students that are engaged in remote learning.

In an effort to limit the number of people entering school buildings, Identification, Placement and Review Committee Meetings (IPRC) for annual reviews will be facilitated by the Chair of the Committee using MS Teams.

Overall, the implementation of additional measures to support students requiring special education services have been well received and are progressing well. In keeping with the guiding principles, every effort continues to be put forth to minimize the disruption to regular school day routines.

8. Transportation

As previously reported, Hamilton-Wentworth Student Transportation Services (HWSTS) began a planned rotation of cancelled bus routes on September 26, 2020. The strategy cancels routes on a prescheduled rotating basis, allowing families to make alternate transportation plans for their children during their route rotation.

As a result of the transition on November 3, 2020 between in person and remote learning, families of students that are eligible for transportation are also being given an option to select whether they will be using board provided transportation services (opt in/out). Only families that want to change their previous decision will be required to indicate this.

Based on the changes at the transition date, HWSTS is reviewing all runs and possible run consolidations will be taking place. This, along with all the strategies that HWSTS is employing to increase the number of drivers, will reduce the number of cancelled bus routes. There are currently 16 open routes versus 22 when the rotating cancellations started.

This week, families of secondary students that are staying at school for study hall that are eligible for transportation will start to be contacted. Staff is collecting data to determine the feasibility of providing mid-day bussing. The focus will be on communities that do not have HSR access, such as Flamborough, Mount Hope and Binbrook. If feasible, any mid-day bussing will commence in early November. This will be unlikely if the driver shortage continues and there is a need to incur a cost as the board will experience decreasing grant revenue due to a decrease in elementary student enrolment.

9. Technology

As of October 25, 2020 approximately 900 students in the Elementary School Remote Learning Program received HWDSB devices (iPads). Device distribution continues as preparations for the intake of new students to Remote Learning on November 3 begins. The work of ensuring an adequate supply of devices is available is on-going as a team works to retrieve devices from former students and re-distribute returned devices.

As previously noted, a key element of the HWDSB 21st Century Learning Strategy is 1:1 device deployment for all secondary school students to ensure that they have access to a device to support remote learning and eLearning courses. Devices were distributed to incoming grade nine students prior to the start of the school year.

Efforts are currently underway to determine the need for devices and internet connectivity for all elementary school students currently attending in-person programming in the event that the public health circumstance change and/or there is a need to transition to remote learning for a period of time.

10. Financial Implications

A. Board Motion

On August 24, 2020, the Board passed a motion to use up to \$9 million of its reserves in order to reduce in-person class sizes, focused on Kindergarten and Grades 4-8, to allow for physical distancing in these classrooms. At the time of the report, the in-school enrolment projected that if the entire \$9 million was used, the in-person class size would be approximately 21 students per class. As a result of more students moving to remote learning and a decrease in enrolment from projections, at the time of reorganization approximately \$7.5 million of the reserve was used to decrease class size. The use of the reserve added 78 teachers and 14 DECEs above the 2020-21 Revised Budget staffing number. Even though the entire \$9 million was not

used, the average in-person class size as of this current fall re-organization will be approximately 20.6 students/class for Kindergarten-Grade 8.

B. 2020-21 Revised Budget Based on Revised Elementary Enrolment

At the October 22, 2020 Finance and Facilities Committee meeting, staff presented the updated elementary enrolment for 2020-21 and the impact of the change in enrolment on the 2020-21 budget. Elementary enrolment has decreased by approximately 1750 students from the projections. The projections were used for 2020-21 staffing as well as the 2020-21 budget. Therefore, both the elementary staffing number and the 2020-21 budget had to be adjusted. Staff is projecting that revenue will decrease by approximately \$15.9 million. Staff is also projecting a decrease in expenditures of \$5.6 million. Therefore, there would be an overall deficit of \$10.3 million (of which \$7.5 million is approved by Board motion). Staff continues to finalize this figure and will report back to the Finance and Facilities Committee in November. An additional approval will be required to increase the deficit above the original motion.

C. COVID-19 Related Additional Funding/Costs

The Board has received approximately \$10 million in funding for COVID-19. The funding has specific requirements for the use of this funding and the specific details were presented to the [Finance and Facilities Committee in September 2020](#). Board staff continue to monitor the costs associated with this funding and will continue to update Trustees through regular reports to the Finance and Facilities Committee.

11. Other


The next regular update on the HWDSB planning and implementation for the operation of schools for the 2020-21 school year during the COVID-19 pandemic will be provided at the Board Meeting on November 23, 2020.

Appendix A: Close Contacts


WHO IS A CLOSE CONTACT IN SCHOOL

CLOSE CONTACT


You were within 6 feet, or 2 metres distance for more than 15 minutes.




Someone in your class, on your school bus or in your after school cohort.



You had close physical contact with the person, such as a hug.

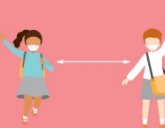


A person who accidentally sneezed, or coughed on you while talking in close proximity.




NOT CLOSE CONTACT


You maintained 6 feet or 2 metres distance.




Goes to the same school, but it is not in your cohort.




You were briefly in the same room together but kept your distance.



You passed a person quickly in the hall, or at recess.




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WHO IS A CLOSE CONTACT?

CLOSE CONTACT


You were within 6 feet, or 2 metres distance for more than 15 minutes.




Someone beside you at your workplace.



You had close physical contact with the person, such as handshake.

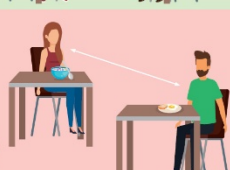


A person who accidentally sneezed, or coughed on you while talking in close proximity.




NOT CLOSE CONTACT


You maintained 6 feet or 2 metres distance.




Someone at your workplace that you do not work with.




Briefly had a chat in the hallway, but kept your distance.



You passed a person quickly in the hallway.



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EXECUTIVE REPORT TO BOARD

TO: BOARD

FROM: Manny Figueiredo, Director of

Education DATE: October 26, 2020

PREPARED BY: Yohana Otite, Equity and Human Rights Officer
Jason Rizza, Principal of Safe Schools
Sharon Stephanian, Superintendent of Equity and Well-Being

RE: Monitoring Report – Termination of Police Liaison/School Resource Program in Schools

Action

Monitoring

Strategic Directions

Positive Culture and Well-being

- HWDSB Equity Action Plan
- Safe Schools

Rationale/Benefits:

The HWDSB is committed to the principles of equity through inclusive programs, curriculum, services, and operations with a mission to empower students to learn and grow to their full potential in a diverse world. HWDSB continues to champion courageous conversations about equity, anti-oppression and anti-racism work in schools. It is critical that we as education leaders listen and learn from the lived experience of our students and community, especially those who have historically been marginalized. We are listening and will be responsive as we continue to ensure our schools are safe and positive climates to learn.

In the wake of protests for racial equity in policing, HWDSB staff and Trustees received several emails and phone calls from current and past students, parents, families and community members. These messages detailed experiences of students involving police in schools, including the impact of the Police Liaison/School Resource Program in HWDSB schools.

On June 16, The HWDSB *Human Rights and Equity Community Advisory Committee* recommended to Board of Trustees to terminate the Police Liaison/School Resource Program. In this decision the committee considered that while the Police Liaison Program may appear neutral and safe for many, for Black, Indigenous, racialized and other marginalized students, the experience and impact of the program is often different.

Following this recommendation, on June 22nd, the Board of Trustees passed the following motions:

RESOLUTION #20-68: Trustee Miller, seconded by Trustee Tut, moved: Recommends a full termination of the Police Liaison Program effective immediately. Amendment

RESOLUTION #20-69: Trustee Danko, seconded by Trustee Bingham, moved: That staff review and gather input on the Police Liaison Program as well as alternative supports and programs AND that staff identify gaps with respect to students, staff and community and to identify next steps for developing a replacement program and report back to trustees.

This report provides an update on progress related to the above motions.

Short Term Actions

Principals and Vice-Principals were surveyed as to their immediate questions related to the termination of the Police Liaison Program. Questions aligned with the themes of:

- Communication - short term
- Learning - short term and long term
- Programs and Supports - long term

Staff met with representatives of Hamilton Police Services to review areas of communication and follow up information was provided to principals and vice-principals in August. In addition, learning material was prepared for administrators based on identified areas. Content includes:

- Police involvement for safe schools/secure schools as per Police/School Board Protocol
- Clarification on what will not continue
- Mandatory vs. discretionary police contact
- When to call 911 and dispatch numbers
- Alternatives to discretionary police contact; possible unintended consequences of police contact
- Special education and mental health considerations before calling police
- Review of available HWDSB resources and protocols available to support
- Re-introduction of revised "2020-2021 Community Resource Guide" from Social Work Services that contains both an internal HWDSB section, as well as a Community specific section
- Documentation – what information can be collected, what cannot
- Standard Log notes entry process
- Disclosure of information to police

This learning will occur during November.

Staff also developed a tracking tool to support the logging of police contact to allow for the collection of data across schools in order to highlight themes related police involvement aligned with safe and secure schools.

Staff have also met with Hamilton Police Services to provide clarity around what will and will not continue in schools. The following will not continue:

- pro-active policing by patrolling elementary and secondary school premises (at principal request);
- facilitate student and classroom related presentations;
- participate in special events and meetings at assigned schools; and
- counsel and advise students on police-related matters on school property unless part of safe or secure schools.

Police involvement in schools will be limited to supports necessary for safe and secure schools as outlined in the Police/School Board Protocol. The incidents listed include those that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on school climate. Unless in an emergency situation, police will only be in the school at the invitation of the school at a scheduled date and time for matters related to safe or secure schools.

Police **must** be notified of the following types of incidents:

- all deaths;
- physical assault causing bodily harm requiring treatment by a medical practitioner;
- sexual assault;
- robbery;
- criminal harassment;
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- trafficking in weapons or in illegal drugs;
- possessing an illegal drug;
- hate and/or bias-motivated occurrences;
- gang-related occurrences;
- extortion;
- non-consensual sharing of intimate images; and
- bomb threats.

Other examples of police/school board interactions addressed in the *Protocol*:

Lockdowns

Ministry of Education requires schools to have lockdown plans and lockdown drills. A lockdown occurs when there is a threat of violence within the school. Police are responsible for responding and investigating.

Bomb Threats

Ministry of Education requires a bomb threat policy and individual bomb threat school plans. Police are responsible for responding and investigating.

Youth Criminal Justice Act (YCJA)

The YCJA sets out the procedural requirements for dealing with young persons charged with offences. The YCJA outlines when it might be necessary for police to share confidential information with school officials:

- to ensure compliance with an order made by the youth justice court for a young person released from custody to attend school;
- to ensure the safety of staff, students, or other persons; or
- to facilitate the rehabilitation of the young person.

Under the Police/School Board Protocol “police support/assistance should be utilized whenever possible during drills.” We know that practicing under real conditions during drill situations better prepares everyone for responding during emergency situations. We are requesting the support of Hamilton Police Services in this regard as this involvement supports the protocol and safety within the school. We understand that Hamilton Police Services will determine how best to deploy staff for this purpose and the principal will communicate to the school community in advance that uniformed police officers will be in the school at the predetermined date and time to support the drill.

Staff continue to work with Hamilton Police Services around clarity of interaction. This will include updating the local Police/School Board Protocol.

Long-Term Actions

In response to the Board's motions and in alignment with the HWDSB *Equity Action Plan*, a community-based working group, supported by *Safe School Ad Hoc Committee*, will be established to consider alternative discretionary supports and interventions (internal and within the community).

This aligns with the *HWDSB's Equity Action Plan*, specifically:

School and Classrooms – Goal – Removing barriers to ensure that school and classroom practices reflect and respond to the diversity of students, staff and the community

- Improved and inclusive community-school partnerships to enhance school and classroom practices
 - Identify and strengthen community partnerships that engage communities from diverse backgrounds and organizations that serve equity-seeking groups (e.g. newcomers, immigrants, racialized communities, students with disabilities, Two-Spirit and LGBTQIA+ and Indigenous communities)

Positive Culture and Well-Being – Goal – Create a positive organization culture and environment where all students and staff feel safe, supported and accepted

- Review board policies and procedures
 - Review board policies and procedures, to identify and remove systemic barriers and discriminatory biases.

The foundation of this work should be grounded on a commitment to learning and supporting staff to examine bias, power and privilege as they relate to safe schools practices and ensuring the application of human rights, decolonization, anti-racism and anti-oppression principles. The work will center the voices of students, families and communities who have traditionally been excluded, marginalized.

A *community-based working group* will be established with representatives from existing HWDSB Advisory Committees, established as part of the Equity Action Plan. Supported by staff, including the *Safe Schools Ad Hoc Committee*, the working group may consist of members from the following groups:

- Student Voice Structures (i.e. CC: ROSE, Student Senate, etc.)
- Student membership focusing on voice from racialized, Indigenous, Two-Spirit and LGBTQIA+ students
- Human Rights and Equity Community Advisory Committee
- First Nation, Métis and Inuit Community Advisory Committee
- Hamilton Police Services

In addition, feedback on will be sought from:

- Faith Community Advisory Committee
- Rural Schools Community Advisory Committee
- French as a Second Language Advisory Committee
- Community Partner Organizations
- Special Education Advisory Committee (SEAC)
- Parent Involvement Committee (PIC)

Elements of the Work:

Purpose: To identify gaps with respect to students, staff and community and to identify next steps for developing alternative programs/supports and respond to the following questions:

1. What did we learn? Gather information that have been collected formally and informally to inform next steps.
2. What are the service gaps created for schools?
3. How do we address those gaps and put supports in place that are safe, supportive, inclusive to all students, especially considering the needs of Black, Indigenous, racialized, students with special needs, and students who identify as Two-Spirit and LGBTQIA+ .
4. How do we ensure that HWDSB continues to work in partnership with the Hamilton Police Service (HPS) on the safe and secure school related and legislated mandates and maintain positive working relationships?

Timeline

January, 2021 – Monitoring Report to Trustees

March, 2021 – Final Report