

**MINUTES OF THE PUBLIC MEETING OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD HELD ON TUESDAY, MAY 21, 2019 IN THE BOARD ROOM, 451 PARK STREET WEST, WINDSOR, ONTARIO.**

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**PRESENT: TRUSTEES:**

<b>J. Sartori (Chairperson of the Board)</b>	<b>J. Burgess (Vice-Chairperson of the Board)</b>
<b>S. Cipkar</b>	<b>A. Higgison</b>
<b>C. Cooke</b>	<b>R. LeClair</b>
<b>A. Halberstadt</b>	<b>A. Omstead</b>
<b>G. Hatfield</b>	<b>L. Qin</b>

**STUDENT TRUSTEES:**

**L. Bakaa**  
**I. Berry**

**ADMINISTRATION:**

<b>E. Kelly (Director of Education)</b>	
<b>P. Antaya</b>	<b>S. Armstrong</b>
<b>T. Awender</b>	<b>J. Hillman</b>
<b>J. Howitt</b>	<b>C. Howitt</b>
<b>V. Houston</b>	<b>S. Pyke</b>
<b>M. Wilcox</b>	

**RECORDER: M. LeBoeuf**

**A. CALL TO ORDER**

Chairperson Sartori called the meeting to order at 5:30 p.m.

**B. ATTENDANCE**

Chairperson Sartori noted that all trustees were present.

**C. APPROVAL OF AGENDA**

C.1 Approval of Agenda

**Moved by Trustee Le Clair**  
**Seconded by Trustee Cipkar**

**THAT THE AGENDA BE APPROVED AS PRESENTED.**

**The vote was called and it**

**CARRIED.**

**Moved by Trustee Burgess**  
**Seconded by Trustee Cooke**

**TO RECONSIDER THE APPROVAL OF THE AGENDA TO INCLUDE ITEM L.8.**

**The vote was called and it**

**CARRIED.**

**Moved by Trustee Burgess**  
**Seconded by Trustee Cooke**

**THAT THE GECDSB ESTABLISH AN AD HOC COMMUNITY ACTION COMMITTEE WITH A REVIEW AND OR ANNUAL RENEWAL GIVEN PRIOR TO THE ORGANIZATIONAL MEETING OF THE BOARD IN DECEMBER 2019.**

**The vote was called and it**

**CARRIED.**

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**Moved by Trustee Le Clair  
Seconded by Trustee Cooke**

**THAT THE AGENDA BE APPROVED AS AMENDED.**

The vote was called and it

**CARRIED.**

**D. CONVENE TO PRIVATE SESSION**

**Moved by Trustee Higgison  
Seconded by Trustee Hatfield**

**TO MOVE INTO PRIVATE SESSION.**

The vote was called and it

**CARRIED UNANIMOUSLY.**

**E. DECLARATION OF CONFLICT OF INTEREST**

Nil.

**F. ACTIONS OF COMMITTEE OF THE WHOLE PRIVATE SESSION**

**Moved by Trustee Le Clair  
Seconded by Trustee Hatfield**

**THAT ITEM F.1 ITEM OF PROPERTY FROM THE PRIVATE SESSION MEETING OF MAY 21, 2019 BE APPROVED.**

The vote was called and it

**CARRIED.**

**G. APPROVAL OF MINUTES**

**Moved by Trustee Omstead  
Seconded by Trustee Higgison**

**G.1 THAT THE MINUTES OF APRIL 16, 2019 PUBLIC BOARD MEETING BE APPROVED AS AMENDED.**

The vote was called and it

**CARRIED.**

**H. BUSINESS ARISING FROM THE MINUTES**

Nil.

**I. PRESENTATIONS**

**I.1 Student Trustee Presentation  
See attached presentation.**

- It was questioned if Student Senate has considered sending concerns to the provincial government regarding the cancellation of funding for tree planting. Student Trustee Bakaa noted that Student Senate has engaged in a letter writing campaign regarding funding cuts. This is something else we can advocate for.
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I.2 **School Climate Survey Results - Superintendent Pyke**

See attached presentation.

Superintendent Pyke noted that results are sent to individual schools and to appropriate departments to analyze.

**Trustee Questions:**

- What can be done to alleviate parent concerns around bullying? Superintendent Pyke noted that the definition of bullying needs to be stressed and communicated. We are hoping a presentation to GECPIC will assist in getting the information out.

**Moved by Trustee Hatfield  
Seconded by Trustee Cooke**

**THAT ADMINISTRATION PRESENT AN INTERIM REPORT TO THE BOARD ON STRATEGIES DEVELOPED AS A RESULT OF THE DATA FROM THE SCHOOL CLIMATE SURVEY.**

- As the mover of the motion, Trustee Hatfield noted that the data from the survey should drive the priorities on the strategies which will come back to the Board. Superintendent Pyke noted that the Mental Health Plan and the Bullying Intervention Plan will be updated based on the data which can be presented in the fall.

**The vote was called and it**

**CARRIED.**

- It was clarified that each school does get their individual results to analyze to develop strategies specific to their school community. This information is posted on the school website.
  - Concern was expressed that parents do not feel bullying is taken seriously. Director Kelly noted that individual situations are handled by the principal and superintendent. If Trustees learn of complaints they should be referred to the school and the superintendent. It is the role of staff to deal with concerns.
  - It was questioned if other boards have similar results. Superintendent Pyke noted that we look at other boards as we have set questions among the four local boards.
  - It was questioned if there are any campaigns planned for the coming year similar to the sleep campaign. Superintendent Pyke noted that there will be similar campaigns this year and Student Senate will be asked to be ambassadors to help get the message out.
  - Is there a plan to address the level of stress reported by students? C. Pawley noted that the social work team is looking at mindfulness and how we can use it in the early years. There will be a well-being Instagram account set up. There is a research project for JK/SK students called Sunshine Circles that we are currently reviewing.
  - Was the completion of the survey encouraged at GECPIC? Superintendent Pyke noted that it was left up to the principals to work with their parent councils.
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**J. DELEGATIONS**

**J.1 Jodi Nolin, Darragh Aston and Addisyn Walker – Agenda Item L.6**

See attached presentation.

- What other items could be banned? Response – plastic bottles and ziplock bags.
- What has been done at Anderdon? Response – Anderdon is a Platinum school. We have banned single use plastic bottles. We had a logo contest for the metal bottles as a fundraiser for the ECO team. We were able to reduce plastic bottle use by 99%. Refillable water stations have also been installed. We also encourage parents to buy in bulk. This will save money and reduce waste. It is a mindset change. The biggest obstacle is what comes into the school beyond the students and staff.
- It was suggested that a presentation be made to GECPIC on ideas to reduce the use of one time use plastics.

**There was consensus to move item L.6 forward.**

**L.6 Notice of Motion – Trustee Le Clair**

**Moved by Trustee Le Clair  
Seconded by Trustee Halberstadt**

**THAT ADMINISTRATION EXPLORE ALL MEASURES TO ELIMINATE OR REDUCE THE USE OF PLASTIC STRAWS AND OTHER SINGLE-USE PLASTICS IN THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD FACILITIES AND OPERATIONS AND REPORT BACK TO THE OPERATIONS AND FINANCE COMMITTEE ON JUNE 4<sup>TH</sup>, 2019.**

- Concern was expressed with lead time for the report to come back to the Board.

**Moved by Trustee Hatfield  
Seconded by Trustee Burgess**

**THAT THE MAIN MOTION BE AMENDED TO READ:  
.... REPORT BACK TO THE REGULAR BOARD MEETING IN SEPTEMBER.**

**The vote was called and it**

**CARRIED.**

**Chairperson Sartori read the amended motion**

**THAT ADMINISTRATION EXPLORE ALL MEASURES TO ELIMINATE OR REDUCE THE USE OF PLASTIC STRAWS AND OTHER SINGLE-USE PLASTICS IN THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD FACILITIES AND OPERATIONS AND REPORT BACK TO THE REGULAR BOARD MEETING IN SEPTEMBER.**

**The vote was called and it**

**CARRIED.**

**K. SPEAKER'S LIST**

**K.1 Mario Spagnuolo - EQAO**

See attached presentation.

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Questions to the speaker:

- Are you aware of any students that show any positive learning outcomes as a result of standardized testing in the province? M. Spagnuolo noted that he did not. He noted that in the Ontario: A Learning Province report is specifically names the grade 3 EQAO test as being inappropriate for that age group. It notes that diagnostic testing at that age group would be more impactful.
- If it is not appropriate for grade 3, when should it start? M. Spagnuolo noted that the report suggests older grades and doesn't have to be every student in every class. There could be a random sampling. The original intent of EQAO was to inform decision making – it is not that anymore.
- If there is no feedback how can we improve? M. Spagnuolo noted that the main problem with the test is its validity and effectiveness.
- Do you think the test has a negative impact on students? M. Spagnuolo noted that there is more to education than a paper pencil test. The test is long and does not have an impact on the report card.

**Kristen Garrett-Spanswick**

President of OSSTF bargaining unit. See attached presentation.

Questions to the speaker:

- Are your members being vocal at the provincial level? K. Garrett-Spanswick noted that members are communicating with MPPs and union leadership is voicing their opinions.

**L. NEW BUSINESS**

**L.1 CTCC: Educational Programs for Pupils in Government Approved Care and Treatment Facilities, Custodial and Correctional Facilities Policy and Regulation**

**Moved by Trustee Cipkar  
Seconded by Trustee Higgison**

**THAT THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD APPROVE THE UPDATED “CTCC: EDUCATIONAL PROGRAMS FOR PUPILS IN GOVERNMENT APPROVED CARE AND TREATMENT FACILITIES, CUSTODIAL AND CORRECTIONAL FACILITIES” POLICY AND REGULATION.**

- It was clarified that this program is just for students up to the age of 18.
- It was noted that we did have a program at the Windsor Jail for adults however we no longer have funding for that program.

**The vote was called and it**

**CARRIED.**

**L.2 Policy and Regulation: External Agency Partnerships (Non-Mandated) Policy and Regulation**

**Moved by Trustee Cipkar  
Seconded by Trustee Burgess**

**THAT THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD APPROVE THE UPDATE “EXTERNAL AGENCY PARTNERSHIPS (NON-MANDATED)” POLICY AND REGULATION.**

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The vote was called and it

CARRIED.

**L.3 Policy and Regulation: Air Conditioning**

Moved by Trustee Higgison  
Seconded by Trustee Halberstadt

**THAT THE BOARD APPROVE POLICY P-PL-07 AIR CONDITIONING AS PRESENTED; and**

**THAT THE BOARD APPROVE REGULATION R-PL-07 AIR CONDITIONING AS PRESENTED.**

The vote was called and it

CARRIED.

**L.4 Policy and Regulation: Flag Protocol**

Moved by Trustee Higgison  
Seconded by Trustee Omstead

**THAT THE BOARD APPROVE THE REVISED POLICY AND REGULATION: FLAG PROTOCOL AS PRESENTED.**

Trustee Halberstadt moved the adoption of a motion which, after debate and amendment, was adopted as follows:

Moved by Trustee Burgess  
Seconded by Trustee Higgison

**THAT ITEM #6 BE AMENDED TO READ:**

**AT THE DISCRETION OF THE PRINCIPAL, A SCHOOL MAY ALSO DISPLAY, ON THE FLAGPOLE OR INSIDE THE SCHOOL, THE FLAG OF THE LOCAL MUNICIPALITY OR OTHER SPECIAL PURPOSE FLAG. THE FLAG SHOULD BE PROVIDED BY THE REQUESTER AND ALIGN WITH THE BOARD'S VALUES, SUPPORT THE PRINCIPLES AND EXPECTATIONS OF THE BOARD'S SAFE SCHOOL POLICY, EQUITY AND INDIGENOUS EDUCATION PROTOCOL AND IS CONSISTENT WITH THE ONTARIO HUMAN RIGHTS CODE AND IS NOT DIRECTLY CONNECTED WITH ANY POLITICAL OR RELIGIOUS GROUP OR CAUSE. (SEE APPENDIX A FOR APPLICATION).**

The vote was called and it

CARRIED.

Moved by Trustee Hatfield  
Seconded by Trustee Cooke

**THAT THE BOARD MOTION REGARDING THE LOWERING OF THE FLAG ON THE DAY OF MOURNING BE ADDED AS #13.**

The vote was called and it

CARRIED.

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**Chairperson Sartori read the amended motion:**

**THAT THE BOARD APPROVE THE REVISED POLICY AND REGULATION: FLAG PROTOCOL AS AMENDED.**

**The vote was called and it**

**CARRIED.**

**L.5 Live Video-Streaming Options**

**Chairperson Sartori removed herself from the Chair**

**Vice-Chairperson Burgess took over the Chair**

**Moved by Trustee Sartori  
Seconded by Trustee Cooke**

**THAT THE GECDSB APPROVE SCENARIO #5 AND THE EXPENDITURE OF \$35,575.30 PLUS TAXES AND SHIPPING TO VIDEO LIVE-STREAM PUBLIC BOARD MEETINGS AND STANDING COMMITTEE MEETINGS HELD IN THE BOARD ROOM.**

**THAT THE GECDSB APPROVE THE HOURLY COST CONSISTENT WITH THE APPROPRIATE COLLECTIVE AGREEMENT OF AN OPERATOR TO MANAGE VIDEO LIVE-STREAM DURING MEETINGS.**

- As the mover of the motion, Trustee Sartori noted that this would be a service to the community and it fits under the strategic objective of Engaged Communities and Ethical Stewardship. This is an investment that will take the board years into the future. This expenditure is the cost of doing business and the cost of progress.

The following questions were asked of administration:

- Is there a way to track the number of viewers? Superintendent J. Howitt noted that the plan is to post the videos on YouTube which does have a counter and where they will be archived.
  - Will there be closed captioning? Superintendent J. Howitt noted that we plan on using the closed captioning provided in YouTube. If that does not meet our needs we would consider looking at a paid service.
  - Is there a way to leverage the equipment for other events? D. Teskey noted that the equipment could be used for large events. There is also an opportunity to partner with the University of Windsor media department.
  - Do we need 4K quality? Superintendent J. Howitt noted that we take pride in our brand. When making an investment we want to make it future proof.
  - How many cameras will there be? D. Teskey noted that there will be three cameras and one operator. Under the collective agreement for the operator board meetings would be considered a call back so there would be a minimum three hour charge at \$47 per hour.
  - Have we looked at renting equipment in order to gage public interest? Superintendent J. Howitt noted that that was not part of the motion.
  - Concern was expressed that this is not ethical stewardship. The recommendation is to spend \$40,000 when there has been no public interest. This does not support student achievement.
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**Moved by Trustee Hatfield  
Seconded by Trustee Qin**

That a report come back to the board with cost effective strategies on rental costs for a temporary livestreaming option; and that the decision be deferred until more information is gathered.

- As the mover of the motion, Trustee Hatfield noted that making decisions based on data is important. Our Board meetings are publicized and open to the public. Our Board room does not fill up. Minutes of the meeting are available. There is no barrier to getting information. Will it improve communication? We would have to see the data. There are other alternatives.
- As the mover of the original motion on livestreaming, Trustee Sartori noted that trustees have already decided to go forward with livestreaming. The above motion changes the intent of the original motion. We did have a presentation from GECPIC and a letter of support from the local Home and School Association. There was interest expressed when canvassing door to door.
- It was noted that when the motion was presented it was done in such a way that it was going to at little cost.
- Once we can determine the demand for the service then we can look at the 5 options presented.

**The vote was called and it was**

**DEFEATED.**

- It was questioned what budget line this \$40,000 expense will come from. The Director noted that there are some funds available in the Director's Initiatives budget.
- It was questioned if we were going to end in a surplus this year. Superintendent Armstrong noted that there is an expectation that we balance our budget.

**Moved by Trustee Satori  
Seconded by Trustee Cooke**

**End debate on the main motion**

**The vote was called and it**

**CARRIED.**

A recorded vote was requested. Acting Chairperson Burgess confirmed that there was consensus for a recorded vote.

The main motion was read aloud.

**The vote was called and it**

**CARRIED.  
OPPOSED: Trustees Hatfield, Halberstadt and Qin**

Trustee Sartori resumed the Chair.

**L.7 Notice of Motion – Trustee Cipkar**

**Moved by Trustee Cipkar  
Seconded by Trustee Burgess**

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**IN LIGHT OF THE MINISTRY OF EDUCATION RECENTLY APPROVING A B MEMORANDUM ENTITLED HIGH TEMPERATURE GUIDELINES ON APRIL 5<sup>TH</sup>, 2019, THAT THE BOARD WOULD DIRECT THE POLICY COMMITTEE TO CREATE A POLICY AND REGULATION TO CLEARLY STATE THE BOARD ADMINISTRATION'S PROCEDURE TO BE CONNECTED TO AP-AD-27 ADMINISTRATIVE PROCEDURE ON EXTREME HEAT.**

The vote was called and it

**CARRIED.**

Chairperson Satori noted that it was 11:00 p.m.

**Moved by Trustee Burgess  
Seconded by Trustee Cooke**

**Motion to continue**

The vote was called and it

**CARRIED.**

#### **L.8 Trustee Burgess' Motion**

**Moved by Trustee Burgess  
Seconded by Trustee Cooke**

**THAT GECD SB ESTABLISH AN AD HOC COMMUNITY ACTION COMMITTEE WITH A REVIEW AND OR ANNUAL RENEWAL GIVEN PRIOR TO THE ORGANIZATIONAL MEETING OF THE BOARD IN DECEMBER 2019.**

- It was suggested that this be a committee of the whole board. A Chair and Vice-Chairperson will be appointed to the committee. The Chair will determine topics for discussion.

The vote was called and it

**CARRIED.**

#### **M. REPORTS (TO BE RECEIVED)**

**M.1 Report of the Director of Education**

The Director presented a powerpoint which highlighted a number of students, staff, school and community events over the past month via email.

**M.2 Report of the OPSBA Delegate**

Trustee Burgess referenced her report.

**M.3 International Languages Overview**

D. Dawson presented the International Languages report.

Trustee Questions:

- How is this program financed? Superintendent Armstrong noted that we receive funding from the province which we have confirmed will continue in 2019/2020. The funding is based on hours of instruction and enrolment.
  - Do instructors require certification to teach the language? D. Dawson noted that many instructors are OCT teachers. We do go through an
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interview process for instructors. Depending on the language, we do get someone from the community to teach the class.

M.4 Chair's Report

Chairperson Sartori noted that she attended board and community events by invitation.

N. TRUSTEE QUESTION PERIOD

Nil.

O. NOTICES OF MOTION

Trustee Burgess noted that she would move, or cause to be moved at the next regular public board meeting:

**THAT THE GECDSB BECOME A FULL MEMBER OF OSTA-AECO. THIS WOULD INCLUDE DUES OF THE BASE AMOUNT AND THE PER FTE AMOUNT OF MEMBERSHIP FEES ON THE OSTA-AECO ANNUAL INVOICE.**

Trustee Cipkar noted that she would move, or cause to be moved at the next regular public board meeting:

**THAT THE GECDSB CREATE AN ACTIVE TRANSPORTATION TASKFORCE AS AN AD HOC COMMITTEE OF THE BOARD TO WORK IN COLLABORATION WITH COMMUNITY PARTNERS ON ISSUES OF ACTIVE TRANSPORTATION AND SAFETY TO BE REVIEWED UPON BOARD APPROVAL AFTER ONE YEAR.**

Trustee Hatfield noted that she would move, or cause to be moved at the next regular public board meeting:

- 1. THAT THE GECDSB SEND A LETTER TO THE EQAO AND THE MINISTER OF EDUCATION ASKING FOR AN EQAO EXEMPTION POLICY THAT PERMITS PARENTS TO REQUEST EXEMPTION OF THEIR OWN CHILD FROM THE EQAO TEST.**
- 2. THAT THE GECDSB SEND A LETTER TO THE MINISTER OF EDUCATION REQUESTING ACTION ON RECOMMENDATION #8 OF THE FINAL REPORT FROM THE INDEPENDENT REVIEW RELEASED LAST MARCH CALLED "ONTARIO: A LEARNING PROVINCE", ELIMINATING THE GRADE 3 EQAO TEST.**
- 3. THAT THE GECDSB STRIKE A TASKFORCE OF STAKEHOLDERS INCLUDING BUT NOT LIMITED TO PARENTS, STUDENTS, AND TEACHERS TO STUDY THE IMPACT OF EQAO ON GRADE 3 AND 6 STUDENTS, THE CLASSROOM LEARNING EXPERIENCE, AND THE SCHOOL COMMUNITY.**

Trustee Qin noted that she would move, or cause to be moved at the next regular public board meeting:

**CONSIDERING THE LOW RATE OF PARENTS AND TEACHERS OPINIONS REGARDING "BULLYING IS TAKING SERIOUSLY AT SCHOOL" IN SCHOOL CLIMATE SURVEY IN GECDSB, IN ORDER TO IMPROVE THE SATISFACTION RATE OF BULLY ISSUE, TO REFLECT THE ZERO TOLERANCE SPIRIT OF SCHOOL BOARD, I SUGGEST THAT THE SCHOOL BOARD RECONSIDER THE PROCEDURE OF HANDLING BULLY COMPLAINTS. I RECOMMEND AN AD HOC COMMITTEE THAT INVOLVES TRUSTEE AND SENIOR ADMINISTRATION.**

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**P. ANNOUNCEMENTS**

Trustee Burgess reminded Trustees to register for the CSBA Gathering on Indigenous Education which is being hosted by OPSBA in Toronto on July 3-7.

Trustee Higgison noted that there will be a PowWow on June 6<sup>th</sup> at the St. Clair College Windsor Sportsplex.

Trustee Omstead noted that SEAC has sent a letter to the Minister of Education noting their disappointment regarding reduced funding of SIP.

Trustee Cooke noted that there is a rally regarding defending public education at Charles Clark Square on May 24<sup>th</sup> at 12:00 noon.

**Q. ADJOURNMENT**

There being no further business before the Board, Chairperson Sartori adjourned the meeting at 11:35 p.m.

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**J. SARTORI**

**CHAIRPERSON OF THE BOARD**

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**E. KELLY**

**DIRECTOR OF EDUCATION**

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## **Student Trustee Report – May 21, 2019**

During the month of May, Iman and I have focused our energy on community involvement.

Twenty members of Student Senate volunteered in an Earth Day community tree planting sponsored by Essex Regional Conservation Authority and Detroit River Canadian Clean-Up. Citizens of Windsor-Essex planted over 2,000 native trees and shrubs in the green space near the Ganatchio Trail around Little River.

Student Senate intends to lead an environmental event with the support of the Great Canadian Shoreline Cleanup. On June 1st, our student leaders will meet at Seacliff Beach in Leamington to clean up the garbage littered on the beach.

This month, Iman and I launched the very first Student Trustee Twitter account. We hope to have the account grow within the upcoming years. We received a tweet from a local organization called Little Hands Kids for a Cause challenging us to perform an act of kindness. This organization assists families in Windsor- Essex County whose children are fighting life-threatening diseases. In response to their challenge, Iman and I reached out to Student Senate and now we are planning to make a donation of much needed supplies at Ronald McDonald House.

At the May Student Senate meeting, Mr. Marusic returned to follow up on the board's progress around mitigating vaping in schools. He briefed us on the initiatives that are being put in place for the coming school year to raise awareness of the negative impact of vaping and to discourage students from engaging in vaping.

Vincent Massey Secondary School was one of the top fundraisers for the Terry Fox Run in September, and received a very special visit from Terry's brother, Fred Fox.

In addition, Leamington District High School student Lency Veloria competed in a provincial cooking competition and placed first. Kennedy Collegiate Institute students created a video on school safety hazards and placed first in national video competition. There are many amazing things taking place in the GECDSB and we are happy to share our successes.

Our next Student Senate meeting will be the last of the 2018-19 school year. As schools are electing their new student councils, we will welcome our incoming student leaders at our transition meeting in June.

Moving forward, this week, the incoming student trustees will join us at OSTA- AECO's Annual General Meeting. Here, Nabil and Anumita will learn to transition into their roles as student trustees and further develop their leadership skills. Iman and I are excited to head to Toronto and we thank Director Kelly for this opportunity. We also want to thank OSTA for generously providing the GECDSB with a grant offset some of costs of the conference.

Our term is coming to an end, but we are still working hard to serve our students and we are looking forward to our last few activities as Student Trustees.

The Student of the Month for May is Abbey Resendes, a Grade 12 student at Leamington District Secondary School.

Abbey is a perfect example of a well-rounded student. She is a member of Leamington's CROSSFIT club, where she trained 4 times a week to compete in a 5-week long worldwide online competition, the CROSSFIT Open. Abbey placed 55th in Canada in her age group, an achievement that is a testament to her hard work and dedication.

As a member of the student team that designed Leamington's outdoor courtyard, Abbey sifted through 700 surveys to develop a design that would benefit the school community and the environment.

During the holidays, Abbey collected cans to donate to families and she helped to bring in almost 50,000 cans for the Leamington community.

Abbey was a leader in planning a party for Leamington's STEPS students. She took on the task of matching the students with buddies to accompany them to the party. She spent time getting to know the students and made sure they were ready and comfortable to celebrate at the party.

An avid volunteer with the Southwestern Ontario Gleaners, Abbey takes the time to do her part to reduce food waste and feed others by volunteering after school. She is also a co-op student at this organization where she has learned that volunteers can make a tremendous impact on a community.

Last month Abbey teamed up with LDSS's Hospitality department, ESL program and EcoTeam to plan a school-wide plant-based lunch. She decided to do this when she discovered that less than 2% of her school population were eating enough fruits and vegetables in their daily diet (data taken from Waterloo Compass survey). She hoped that the lunch would educate students that vegetables can be delicious and that plant-based meals are good for the planet. Abbey received a Speak-Up grant through the Minister's Student Advisory Council to feed 900 staff and students. The lunch consisted of a variety of plant-based options from veggie wraps to vegetarian chili, a hummus bar and a fruit bar.

Along with these fantastic accomplishments, Abbey is a four year honor roll student, a skating coach, an SHSM student, a mock trial champion, an EcoTeam member and the Student Council Diversity Representative.

Abbey is a perfect example of a student leader, a great person and an excellent chef. Congratulations to Abbey Resendes on being selected by Student Senate as the May Student of the Month.

# School Climate Survey 2019 Results



May 21, 2019

## Background

Mandated to be completed every two years by the Ministry of Education

- Our fourth cycle of climate surveys
- Each cycle consists of five surveys (three student, one community/parent/guardian, and one staff)

2019 surveys were refined and improved:

- Additional questions to align with Well-Being components
- Locally Driven Collaborative Project

Results are used to support Board and School Improvement Plans and specific board committees

Bracketed numbers are increase/decrease from 2017 results



## Demographics

### Parents/Guardians:

- 2,003 parents/guardians completed the survey (↑273 from 2017) of which 76% whose students are in the elementary schools

### Students:

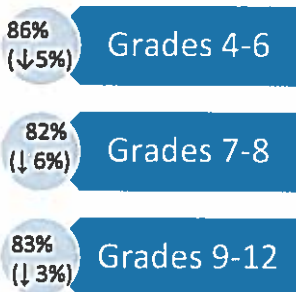
- 18,433 students completed the survey (↑3,084 from 2017)
- 74.3% of all students in grades 4 - 12 completed the survey (↑11.5%)
  - ✓ 83.5% of elementary students
  - ✓ 63.8% of secondary students

### Staff:

- 1,952 staff members completed the survey (↑679 from 2017)



The majority of students like who they are...



### Student Information

Most students feel the school is helping them learn about themselves - numbers decrease as they get older:

Grades 4 – 6	73%	(↓3%)
Grades 7 – 8	60%	(↓6%)
Grades 9 – 12	54%	(↓7%)



## Feeling Welcome in our schools:

Parents/  
guardians

89% note that they and their children feel welcomed at their school (↓2%)

98% feel that students feel welcomed at their school (same)

Staff

Students

90% of all students feel welcomed at their school (same)

Of the 10% who do not feel welcome, 38% report appearance is the reason:

Gr. 4-6 27.3% (↓13.9%); Gr. 7-8 42.6% (↓8.6%); Gr. 9-12 41.3% (↓8.2%)



## Healthy Living & Well-Being - Students

- Over **93%** (↓4%) feel they have at least one friend at school and at least one adult they can talk to at home - **74.7%**
- Students who are able to calm themselves down when they feel stressed - **52.6%**
- **44%** stated that they worry too much





## Healthy Living & Well-Being - Parent/Guardians:

69% (↓12%) reported that school staff understood their child's mental health diagnosis, when applicable.

94% (↑ 2%) would inform the school if their child received a mental health diagnosis

86% report that staff educate their child about personal well-being (↓5%)

If their child was in crisis, 83% would know where to get help (↓4%)

62% report that school staff have assisted in finding community supports to address well-being concerns related to their child (↓11%)

Staff report that they educate students about personal wellness 93% (↓2%) and that if a student was at risk they would know where to get help 91% (↓2%)



## Electronic Use:

Student report:

• 29% of our students spend 5 or more hours on electronic devices on school days (11% report they spend more than 8 hours)

• 49% of our students spend 5 or more hours on electronic devices on weekend days (23% report they spend more than 8 hours)

• 27% of our students are getting the required hours of sleep



## Nutrition and Activity Levels

TOPICS COVERED	Grades 4 – 6	Grades 7 – 8	Grades 9 – 12
STUDENTS EXERCISING ONE HOUR EVERY DAY	33.9%	31.7%	27.2%
STUDENTS EATING BREAKFAST EVERYDAY	64%	50.5%	39.2%
STUDENTS EATING 3 OR MORE VEGETABLES DAILY	37.4%	37.4%	27.7%
STUDENTS EATING 3 OR MORE FRUITS DAILY	49.6%	47%	33%
STUDENTS EATING 3 OR MORE SWEETS ON A WEEKLY BASIS	45.2%	52%	51.7%
STUDENTS DRINKING 3 OR MORE SUGARY BEVERAGES ON A WEEKLY BASIS	32.2%	39.2%	44.6%
STUDENTS EATING FAST FOOD 3 OR MORE TIMES ON A WEEKLY BASIS	13.3%	12.5%	24.7%



## Safety

Parents/Guardians	Students	Staff
<ul style="list-style-type: none"> <li>• most report that their child feels safe at school, 88% (↓6%),</li> <li>• report that schools have strategies to address bullying, 62% (↓8%),</li> <li>• bullying is taken seriously at school, 60.3% (↓12%),</li> <li>• data remains stable from parents on the different forms of bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• most report that they have not experienced bullying / harassment at school, 81% (↑3%),</li> <li>• outside of the classroom, they feel safe:                             <ul style="list-style-type: none"> <li>- school grounds, 94% (↑4%),</li> <li>- hallways, 91% (↓1%),</li> <li>- stairways, 88% (↓1%),</li> <li>- to and from, 88% (↓3%),</li> <li>- change room, 85% (↓1%),</li> <li>- washrooms, 84% (↓2%).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• agree their school has strategies to address bullying, 90% (↓2%),</li> <li>• bullying is taken seriously at their school, 89% (↓1%),</li> <li>• staff pay attention to how students treat each other, 86% (↑1%).</li> </ul>



## Diversity

Students agreed that they learned more about the achievements and experiences of:

- Indigenous Peoples 79% (↑3%)
- People of LGBT Communities 55% (↓7%)
- People of many faith traditions/religions 68% (↓3%)
- People of many races/cultures 84% (↓1%)
- People with disabilities 72% (↓3%)



## Religious Accommodations

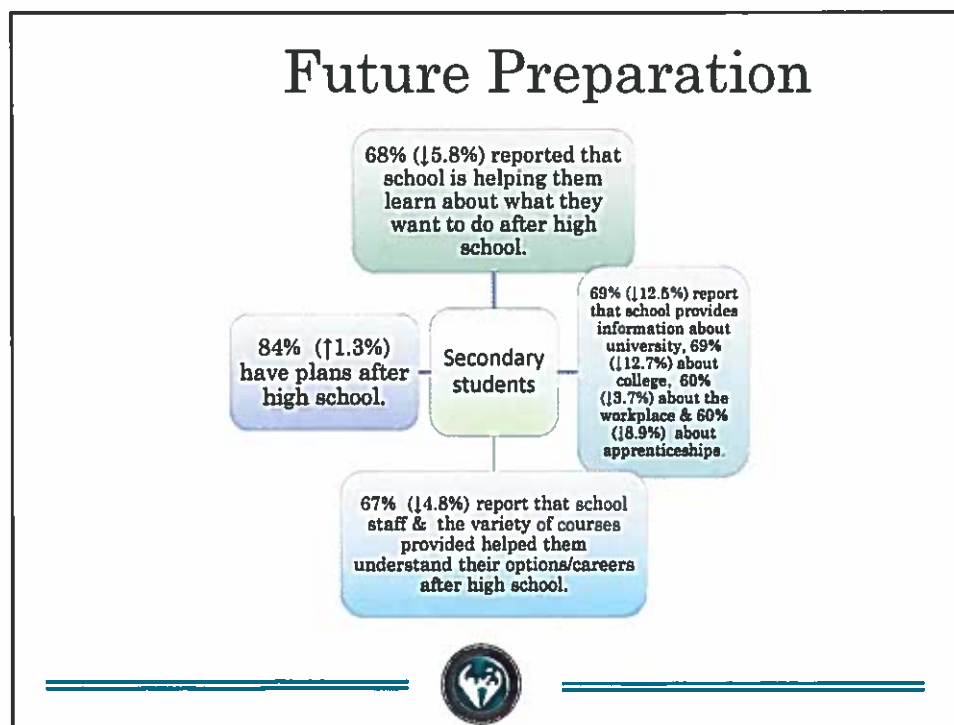
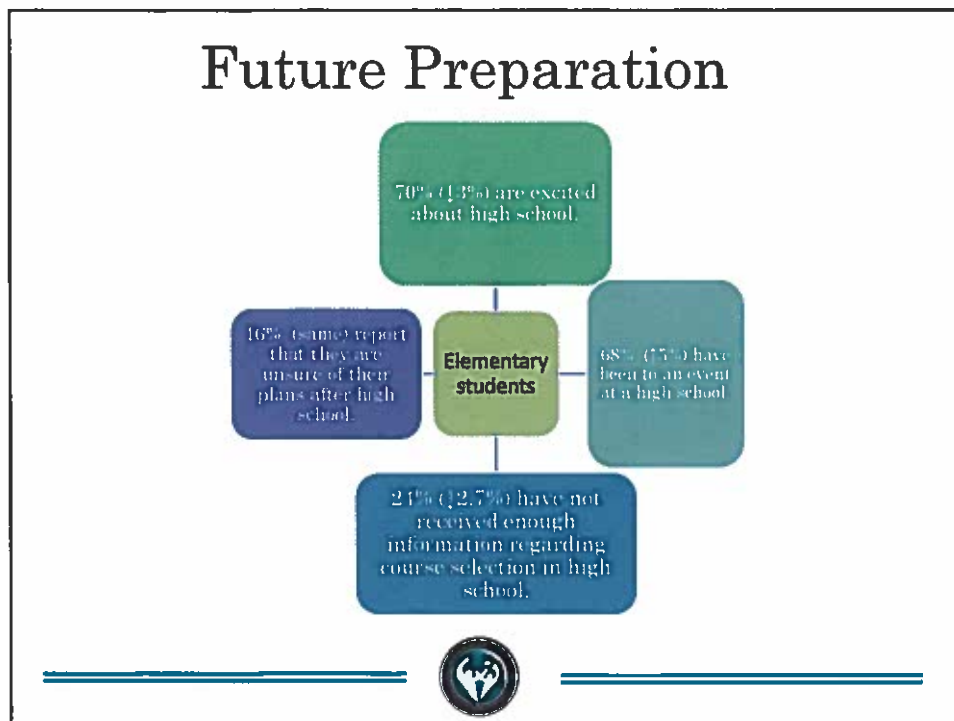
Students:

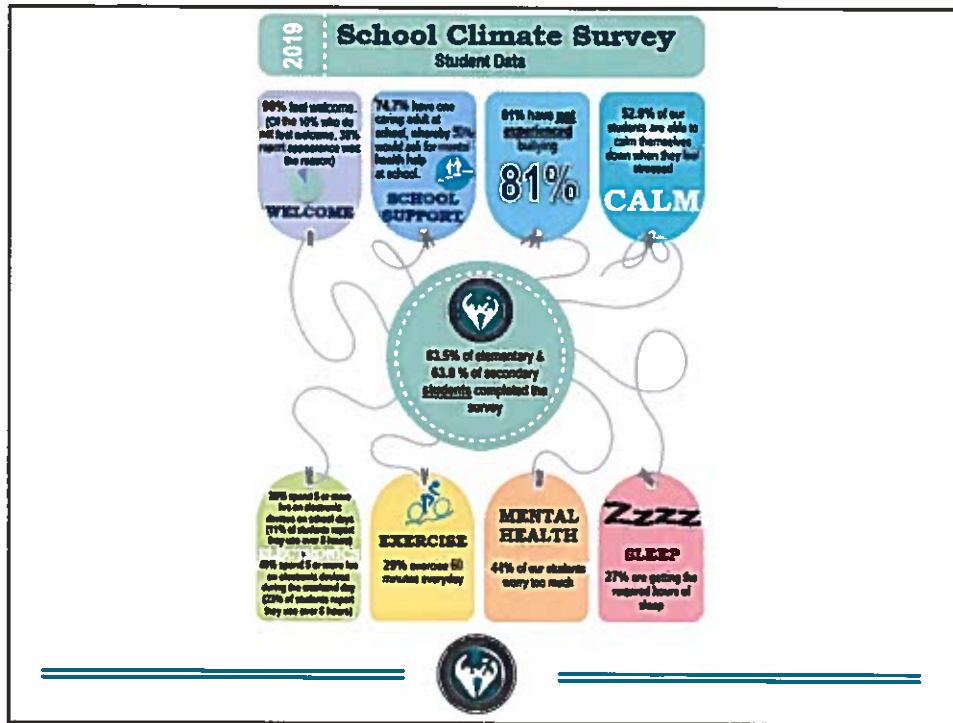
- Students shared that when religious accommodations were requested, they were met 72% of the time (↓6%)

Staff:

- Staff reported that when religious accommodations were requested by students, they were met 95% of the time (↓1%)







## Next Steps

- Individual schools have their results to incorporate into their own school improvement plans and post on website.
- Distribution of results to appropriate committee: Bullying Prevention, Mental Health, Equity, Inclusive Working Group, Well-Being, Student Success, and Indigenous Committee.
- Share information with other groups: SEAC, GECPIC, Student Senate
- All board survey results will be available on our website as of May 22nd.
- Superintendents have overall results and are following up as appropriate.



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Honorable Trustees and Director,

**Explain what happened in Amherstburg:**

On April 23, 2019 Darragh and I presented to the members of the Amherstburg Town council, calling for a town ban on plastic bags and straws. On this same night, a three-part motion was approved unanimously by council. The initial first step will see the elimination of plastic straws and stir sticks at the Libro Centre. Secondly, the town council requested administration take-a-look into the feasibility of a town-wide ban on single-use plastics. Finally, council was willing to send a letter to the provincial government indicating the town was on board for any future actions to reduce reliance on plastics.

We also advised council of our petition for those who support our environmental cause.

**What did other communities and cities do to help with plastic? (Research)**

Many schools have also banned plastic straws including Guelph, Dartmouth, Western University and many more. California and Kenya have also banned single use plastic bags as well.

Ontario is weighing a ban on single-use plastics as part of a broader strategy to send less waste to landfills. Around a tonne of waste is generated from one person in Ontario a year (1 tonne per person) Rod Phillips, the Environment Minister, said that the government is very open to ban single-use plastics. Approximately 10,000 tonnes of plastic debris enter the Great Lakes each year. Ontario's Blue Box recycling program recovers only about 28% of that waste, so a ban would be better than dumping all this waste into the Great Lakes that doesn't even get properly collected.

The federal government says that by 2050 the amount of plastic in the ocean could outweigh the amount of fish. Canadians generate about 3.25 million tonnes of plastic waste or about 140,000 garbage trucks worth each year.

Ikea has promised to phase out all single-use plastics by 2020.

A bill to ban retailers from giving out single-use plastic bags passed its third reading in P.E.I.'s provincial government. This could make the island province the first one to ban them. They are going to make it 25 cents per bag on July 1, 2019. As of Jan. 1, 2020, businesses could face fines for distributing free, single-use plastic bags to customers. As of that date, stores can only sell reusable or paper bags. Victoria, B.C., is also trying to ban single-use plastics.

Grade 4 students at Gibson Neill School have convinced their cafeteria to stop giving out plastic straws in effort to save their wildlife. A schoolboard called Rainbow School Board is challenging students to avoid using single-use materials.

**We Must Ban Plastic Bags and Straws**

Across the world plastic bags and straws strangle earth, because of this we must ban plastic straws and bags. Banning plastic straws and bags would be very cost-efficient as reusable items save people and businesses money. Each year over 100 000 sea animals are killed and many more are injured from plastic debris in the ocean. Many large companies have already decided to go straw free such as Starbucks and American Airlines. Not using plastic straws and bags would also help to save the environment. We must eliminate the use of plastic straws and plastic bags to stop the unnecessary harm to sea animals as well as it is a good idea from a cost efficiency perspective as well.

Using reusable plastic straws and reusable plastics bags is cost effective. A plastic bag costs between 5 and 50 cents and only lasts one use. For instance, if a shopper purchased five plastic bags a week it would cost them between \$13 and \$130 a year. Five reusable bags would only cost \$15 and would last forever. 5000 unwrapped plastic straws costs around \$15.00. A busy restaurant probably goes through at least 5000 straws in a week. Lastly, 8 metal straws costs only \$16 and they last forever. This proves that reusable items save people money.

Each year over 100 000 animals die because of plastic and many more are injured. Approximately one million sea birds die because of plastic per year. This should not be happening. On June 4th, 2018 a male pilot whale was found unable to breathe or swim in a Thai canal. A necropsy revealed that he had 80 plastic bags and other plastic debris in his stomach. Plastic products are also a hazard for turtles, because of their bone structure, turtles can die from only fingernail sized piece of plastic. Not using plastic straws and bags can help to protect animals from eating plastic.

Many companies and cities have already banned plastic bags and plastic straws, we must do the same. Starbucks, a \$10 billion-dollar company has said that they will not have plastic straws or bags at any of their locations by 2020. American Airlines also said that they will eliminate all plastic straws and plastic stir sticks from each of their locations including all flights and lounges. The state of California has banned plastic straws from all restaurants. California has also banned single use plastic bags any all stores. Starbucks, American Airlines and California have banned some plastic products and we can do the same.

By eliminating the use of plastic straws and plastic bags we can help save people. Plastic is made from benzene and vinyl hydrochloride. These chemicals are known to cause cancer and contaminate our air and soil. Phthalates are another chemical added to plastic, it affects fertility and can prevent our endocrine glands from working properly causing birth defects and other health issues. The problem with these chemicals is that they are really released into the air. Some Plastic also has the chemical BPA which is known to cause hair loss and heart related health issues. Reducing the use of plastic would do so much good for the environment and the people of the earth.

Plastic straws and bags cause nothing but harm. First, each year many animals are harmed or even die because of plastic. These deaths are unnecessary. Second, people die because of plastic. Third, if we don't stop using plastic the earth will die. We must ban single-use plastic bags and straws

By: Addisyn Walker

**Put conservation over Cash:**

As a board, you are the adults that have the power to create real change. Environmental conservation should be woven into every decision you make for our schools. You are the role models for our youth so you decide what you teach them through your actions. Please, we are begging you to choose to ban single use plastic bags and straws for the sake of our youth and the environment.

Mario Spagnuolo

Good evening trustees,

I want to thank you for the opportunity to speak to you tonight in my role as a parent. My son, Gianluca, is currently a grade three student. As a parent, I must express my sincere appreciation for his experiences in the public-school system. He has had an amazing experience and I thank all of the school board staff for making this happen.

My concerns tonight are based on the EQAO standardized test.

I have always had concerns with the EQAO. It costs our education system over 30 million dollars annually. This money would be better spent on providing front-line supports. I also believe the test's focus on literacy and math have created a system obsessed with test results, and creates a narrowly focused curriculum.

About a year ago, while putting Gianluca to bed, he expressed to me his reluctance to move into grade 3. I was curious and began probing for reasons why. I was surprised when he actually stated that he didn't want to write "the test". When I asked him what test, he indicated that there was a test that all grade 3 students must write. After ongoing questions, it was in fact the EQAO that he was referring to. I praised him for raising his concern.

Since January, I have been advocating for my son to be exempted from the test.

My purpose tonight is to raise attention on this matter and ask trustees to consider specific recommendations that I have.

Recently, I have become a member of a Parent Facebook Group called Boycott EQAO. I have noticed that there are discrepancies with how parental requests to exempt their children from the EQAO are handled across the province.

If a parental request for EQAO exemption is not honoured, the parent is forced to keep their child home for the full two weeks, missing instructional learning in all subject areas for a total of almost 40 hours.

The grade 3 EQAO is a 10-hour test, usually done over 6 days in 100 minute blocks. It focuses solely on math and language.

This year's testing period is between May 21 and June 3.

Teachers are not allowed to assist or guide, nor clarify questions, on the test with their students. There are very clear do's and don'ts that create an artificial learning environment that is very different from what the children have been immersed in since September. The EQAO test is not used on a child's report card in any way, and the results are not available to parents until September.

As a parent, my concern is that if this were a field trip, or a subject area found in the Health and Physical Education Curriculum, my request to exempt my child would be honoured without hesitation. Yet, because of EQAO rules, this does not seem to be an option.



It must be noted that in September 2017, the Ontario government commissioned an independent review of Ontario's student assessment and reporting, led by Dr. Carol Campbell and five other education advisors.

The final report, entitled Ontario: A Learning Province suggested that the status quo is no longer working and offered 18 recommendations. Dr. Campbell's report emphasized the need for more emphasis on classroom assessments. Page 7 of the Report – states "there is a high level of concern about the current nature and impact of EQAO assessments".

The report also mentions on page 48 that "concerns were expressed about testing students in Grade 3 for educational reasons concerning whether this was an appropriate age to begin use of large-scale assessments "

In the report's 8<sup>th</sup> recommendation, Dr. Campbell suggested that the current Grade 3 EQAO assessment should be phased out and that there be better use of the Early Development Instrument (EDI) and other day-to-day classroom diagnostic assessments to support early intervention.

Sadly, the current and previous government, have not proceeded seriously on the recommendations of *A Learning Province*.

I will conclude my remarks tonight asking trustees to consider making the following motions:

1. That the GECDSB send a letter to the EQAO and the Minister of Education asking for an EQAO exemption policy that permits parents to request exemption of their own child from the EQAO test.
2. That the GECDSB send a letter to the Minister of Education requesting action on Recommendation #8 of the Final Report, Ontario: A Learning Province, eliminating the grade 3 EQAO test.
3. That the GECDSB strike a taskforce of stakeholders including but not limited to parents, students, and teachers to study the impact of EQAO on grade 3 and 6 students, the classroom learning experience, and the school community.

Thank you. I'm open to any questions that you may have at this time.

Good evening and thank you for allowing me to provide input into the budget as part of the public consultation process. My name is Kristen Garrett-Spanswick, and I am the President of the OSSTF-Educational Support Staff Bargaining Unit.

I want to thank you for the work that you do. It is not an easy job, and I understand that there are decisions you have to make while balancing the interests of the constituents you serve. In this current climate of uncertainty with the provincial government it is time for everyone in this room, to stand up to defend public education. With all voices involved, our message will be heard.

I understand that our Board is awaiting further details to the Grants for Student Needs information due out in the government's technical paper in order to better make informed decisions for next year's budget. It is my hope that upon reflection you will see that with continued investment in your employees, providing programs that meet the needs of all of our students and that by maintaining the integrity of public education, you will help meet the board's strategic vision for student success for all of our students.

The ESS is the third largest employee group in our Board and includes the following occupational classifications:

- Early Childhood Educators, English, French and Arabic,
- Child and Youth Workers, English, Spanish and Arabic,
- Developmental Service Workers, English and French,
- Educational Assistants, English, French,
- Temporary Support Staff (Day to day and Long Term Temporary)
- Support Workers for the Deaf and Hard of Hearing,
- Behaviour Management Systems Worker,
- Developmental Management Systems Worker,
- Family Literacy Liaison,
- Adult Assistant,
- Tier Three Support Worker,
- Tier Three Early Years Support Worker,
- Educational Assistant - Cafeteria

Educational Support Staff (ESS) provide ever expanding and crucial support to some of our most at-risk and special needs students. ESS address the needs of students with behavioural, developmental and physical challenges. Students who may have a visual or hearing challenge, an intellectual or social challenge, gifted or autistic, all rely on Educational Support Staff to adapt materials and programs daily in order to help them succeed in a classroom environment. From JK to grade 12 ESS inspire students to be who they are and enhance their school experience to be the best it can be for success.

The ESS supporting our students require exceptional communication skills, and the ability to adapt to all kinds of educational scenarios. Educational Support Staff have to be able to address the often complex social and medical needs of our students, and frequently work with parents and community agencies to make sure that students' needs are being met.

These students are given the opportunity to participate and succeed in school because Educational Support Staff are working every day to give them a positive, safe and healthy learning environment.

This budget must reflect a commitment to maintaining the level of support that our system and our students need and deserve.

Educational Support Staff use their training and experience to provide support for all areas of our students' development. By nurturing children's social, emotional and cognitive growth, ESS help to create a full educational experience for our students to succeed.

The existing staff cannot be stretched any further to cover the intensive needs of children, and they can most certainly not do more with less.

Early intervention supports are especially critical at our compensatory schools where students present with many issues in the areas of language, numeracy and social skills development.

Additionally, many of the children in crisis in our community, who are also in our schools and have a greater level of need. They are children who take their frustrations and anger out on others, they are depressed, and they suffer specific mental health needs and a lack of coping ability. This does not include the high number of students who are not formally identified in our system but are considered "at risk" and requiring regular support.

As a result of this, staff are experiencing increased health and safety issues. The students they support frequently injure our members - they are bit, kicked, scratched, hit and assaulted by students who are physically, behaviorally or developmentally challenged. This is not part of their role.

Ask any frontline staff, teachers, ESS or others in our schools and they will tell you that the current level of educational support staff in our schools is barely enough. Staff can be reassigned, and relocated, based on needs, however support staff are often working with a number of children that require support and do not have time in the day to meet the many needs of our students. With anything less than the current level of staffing we are putting classrooms, students and staff more at risk for physical and emotional harm. The staffs' working environment is the students' learning environment.

We need to have staffing levels for each school that ensure that the Board has certified staff working with our high needs students at all times; and that our members, your employees, have a safe, proactive working environment. There must be enough staff to ensure our members can rotate to cover breaks and lunches and to spell each other off when working with very high needs students. Given the increased class sizes expected in September, this will become even more important and challenging at the same time.

Although I fully understand that the Ministry of Education continues to not fund Special Education to the level our Board requires, I don't need to tell you of the growing number of students in our system who require support because of complex medical, physical and educational needs. There is no balance.

As we know, student success must be defined more broadly than simply academic achievement. It is a single student's advancement of knowledge and understanding. It is about students being prepared for life.

With an understanding that every student learns in their own way and as part of the Educational Team, Educational Support Staff assist in making the impossible -possible and the unachievable-achievable. Educational Support Staff are an integral part of student success.

As public trustees representing students and parents, you need to ask some questions of the Board:

Can there be efficiencies that don't impact students?

The answer should be yes

Are there only efficiencies that don't impact support for students being proposed in this year's budget

My guess is the answer is No

As elected representatives of the citizens, parents and students you serve, you will need to make a decision....will you provide the optimal learning environments for each and every one of our students or will you let money dictate which students we serve better than others?

In my experience, the board of trustees has always put students who require specialized support first and I would expect no different from you when you make the decisions required of you when passing the budget.

Thank you for this opportunity and your defense of public education.

Kristen Garrett-Spanswick

President,

Educational Support Staff,

OSSTF D9