

Minutes of the Governing Board Meeting
November 9th, 2020 -Virtual Zoom Meeting

Attendance

Present :

<p>Administrators Tony Pita Patty Tummillo Assunta Caruso</p> <p>LBP Staff Clorinda Antonacci Charles Préfontaine Angela Antonacci Paul Karpontinis Catherine Clarabut Mark Della Posta Sergio Greco Joseph Monachino</p>	<p>Parents Anna Tafuto Franco Mazzariello Joe Biunno Caterina Tamburrino (<i>alternate replacing Giuseppina De Stefano</i>) Marissa Papillo Pierre Gosselin Liliana Zarlenga Tony Aversano</p> <p>Student Council Elizabetta Tilona Claudia Staniscia</p>
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Absent:

Giuseppina De Stefano	
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1. Welcome / Guidelines

2. Attendance / Voting Count

- Show of hands for “no” or “abstentions” when voting; not necessary to show a yes vote

3. Approval of the Agenda

Motion: Accept Agenda from October 5, 2020

1st Motion - Marissa Papillo

2nd Motion – Liliana Zarlenga

All in Favor

Motion carried

4. Approval of minutes of October 5th, 2020

- Correction Spelling:

Caterina Tamburrino

Giuseppina De Stefano

Alternate Parent - Caterina Tamburrino for October 5, 2020 meeting

Motion: Accept minutes from October 5, 2020

1st Motion - Maissa Papillo

2nd Motion – Sergio Greco

All in Favor

Motion carried

5.Question Period

Lida Rinaldi

Q: Activity fees? Refunds?

ANS: It sits in fund 3 managed by the administration and looked over by the governing board. Most of the money is there. The governing board will decide when it is time later; not now otherwise there is going to be no money for the activities. Those funds cannot be allocated to anything else other than what it is intended for that the governing board voted on already.

Q: Plans for Prom? Any Plan B? Can we work on a plan B?

ANS: Mr. Pita had a conversation with parent. Usually we already reserve at Metropolitan Golf by now. Any suggestions are welcome to be brought to the school. Graduation ceremony was not cancelled.

Sophie De Vito

Q: Activity Fees? Are fees being refunded?

ANS: See response above

Q: Sports Program refund?

ANS: Right now, it is still functioning, if there is left over they will refund parents at the end of the program

6.Business Arising from Minutes

6.1 Community Representatives

- Franco reached out to all three suggestions
 - Mr. Berneti -Declined
 - Poste 49 – Declined
 - DBYLC – Will attend alternately between their staff (Theo or Marysia)

6.2 Uniform/ Skort discussion

- Tabled for the new year when uniform discussion is due 2021

6.3 Annual GB Chair Report

- Presented June 19 at the GB annual report 2019-2020

7.New Busines

7.1 Sex Education (appendix 1)

Motion: “WHEREAS section 85 of the Education Act states that the curriculum plan for the compulsory content in Sexuality Education must be approved by the school’s governing board; WHEREAS the principal, together with a committee of school staff and professionals from the health and social services system, have determined who will provide Sexuality Education content. IT WAS MOVED BY _____ AND RESOLVED THAT the 2020-2021 Sexuality Education Curriculum Plan be approved, as presented, by the Governing Board and that it be communicated to all parents on the school website.

1st Motion - Sergio Greco

2nd Motion – Joseph Biunno

All in Favor

Motion Carried

7.2 Parent Teacher Night Early Dismissal

Online model for this term for parent teacher conferences, therefore we need an early dismissal @12:10pm so teachers have enough time to have lunch and schedule as many parents as possible.

Motion: Allow for an early dismissal at 12:10pm for students on teacher parent conferences night on November 26, 2020.

1st Motion - Tony Aversano

2nd Motion – Segrio Greco

All in Favor

Motion Carried

8.Reports

8.1 Principal Report (appendix 2)

- Possible additional ped days discussed at PC Meeting (brought up by Franco Mazzariello)
 - January 8, 2021
 - February 5, 2021
 - 3RD date to be decided by school and voted on by governing board

8.2 Teacher

- Super challenging year but adjusting, a balancing act but teachers are adjusting very well and doing the best for their students

8.3 Student Council (see appendix 3)

8.4 EMSB PC Delegate

- First meeting October 22, 2020
- Elections were held
- Franco Mazzariello is the treasurer
- Consultation was made
 - Code of ethics for members of council of commissioners (discussed & approved)
 - Internal governance (discussed and approved)
 - Establishing the complaint examination procedures for parents/students/guardians (discussed and approved)
 - Link for information parents are interested in seeing if a newsletter (sent to Mr. Pita – to be sent out to all parents)
<https://apc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fecolebranchee.com%2Fecole-branchee-is-surveying-parents-to-find-out-about-their-challenges-in-the-age-of-distance-learning%2F&data=04%7C01%7C%7Cd8f279b696484c65a40b08d8851b5df9%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637405699867933334%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C1000&sdata=caNqataeolgsZtRM9zF8YDwxPUFnGHh%2BYIPevc4aWMY%3D&reserved=0>

9. Varia - no varia

10. Second Question Period

Nadia Posteraro

Q: What is the population of the school?

ANS: 1025 students

Liliana Zarlenga

Q: Any news for Europe trip refund of last year?

ANS: Settlement for unused vouchers will be given through insurance company (CHUBB); parents need to fill up the paperwork and they should be receiving their refund for the trip.

11. Next Meeting

Monday December 14th, 2020 at 7pm (TBD – if it will be online or in person)

12. Adjournment

Motion: Motion to Adjourn Meeting

1st Motion – Liliana Zarlenga

2nd Motion – Tony Aversano

Votes: All in favor

Motion carried

Appendix 1

2020-2021 Sexuality Education

SECONDARY THEMES & LEARNING CONTENT

[Secondary 1](#)

[Secondary 2](#)

[Secondary 3](#)

[Secondary 4](#)

[Secondary 5](#)

The following topics below are mandatory to complete at each grade level and within each subject assigned. We ask that you follow the timeframe as some lessons impact the next lesson for that grade level. In terms of resources, the ones mentioned below are suggested lessons but you may use other resources you see fit. Please share those resources with the committee so we can add them to our bank of resources.

Emotional and Romantic Life

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
<p>· <i>Feelings of love and attraction in adolescence</i></p>	<ul style="list-style-type: none"> ● Similarities and differences between feelings of friendship, love and attraction ● Manifestations of feelings of love and attraction: inside yourself and in your attitudes and behaviours ● Variations as to for whom and when these feelings arise ● Importance of these feelings in your life 	<p>- Drama (create an expressive representation) - Arts (create a visual representation) -Dance (create an expressive representation)</p>	<p>February (225 min)</p>	<p>Toolbox (Emotional romantic life): <i>He likes me she likes me not sec.1</i></p> <p>Kids in the Know: <i>Grade 7 Safety Program Lesson 3: How to set personal boundaries p.51</i> <i>Lesson 4: Friendship p. 73</i> <i>Lesson 5: Relationships P. 108</i></p>
<p>· <i>Awareness of sexual diversity</i></p>	<ul style="list-style-type: none"> ● Sexual orientation: definition and continuum ● Gradual nature of the discovery of your sexual orientation ● Situations that can give rise to questions about your sexual orientation ● Feelings associated with the discovery of your sexual orientation ● Factors that can help and factors that can act as obstacles to accepting your sexual orientation 	<p>Ethics</p>	<p>November (150 min)</p>	<p>Toolbox (Identity, Gender Stereotypes): <i>Growing up gendered sec. 1</i></p>

Sexual growth and body image				
<ul style="list-style-type: none"> • Advantages of having a positive body image 	<ul style="list-style-type: none"> • Feelings about your own body • Attitudes and behaviours related to appreciating your own body. • Influence of body perception on the expression of sexuality • Advantages of having a positive body image • 	Physical Education	November (150 min)	Toolbox (Sexual growth and body image): <i>Body Positivity + another lesson of teacher choice</i>
<ul style="list-style-type: none"> • Influence that social norms can have on 	<ul style="list-style-type: none"> • Influence of these standards and messages on people's body image. • Standards and messages about the body from people in your life, society, and the media. 			

SECONDARY 2

Emotional and Romantic Life

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
<ul style="list-style-type: none"> • Challenges involved in first dating relationships 	<ul style="list-style-type: none"> • Nature and intensity of feelings of friendship, love and attraction 	Ethics	November (75 min)	Toolbox (Emotional and romantic relationship): <i>Intimacy timeline sec. 2</i>

	<ul style="list-style-type: none"> • Issues involved in sharing your feelings: requited/ unrequited, fear of rejection • Social pressures: positive or negative pressures from the people around you and influence of the media • Approaching the other person: appropriate and inappropriate ways of seeking attention and approaching the other person <p>(continued on following page)</p> <ul style="list-style-type: none"> • The relationship itself: divergent expectations, needs, motivations and limits of the partners • Challenge of breaking up and heartbreak: feelings experienced and situations that arise after the breakup • Search for help and solutions to meet the challenges: people 			
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	around you, school personnel, health professionals			
<i>Romantic relationships</i>	<ul style="list-style-type: none"> Characteristics of the couples around you and those presented in the media Influence of these models of couples on your representations of romantic relationships (continued on following page) Characteristics of romantic relationships in adolescence Importance attributed to being in a romantic relationship 	Ethics	February (75 min)	Kids in the Know: Grade 8: Personal Safety Program: <i>Lesson 3: Identifying Healthy and Unhealthy Personal Boundaries p.27</i> <i>Lesson 4: Dating Relationships p. 45</i> <i>Lesson 5: Sextortion what teens need to know p. 70</i>

STBBIs & Pregnancy

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
Importance of sexual and reproductive health	<ul style="list-style-type: none"> Portrait of STBBIs and pregnancy among young people STBBIs and modes of transmission Pregnancy and the window of fertility 	Science Science with school nurse	May (150 minutes) Feb-March (75 minutes)	Science Workbook & School nurse

	<ul style="list-style-type: none"> • Methods of protection: condoms, hormonal contraceptives, emergency contraceptive 			
<p>Positive attitude toward using protection</p>	<ul style="list-style-type: none"> • Perception of the risk of STBBIs and pregnancy and of the severity of the consequences of unprotected or poorly protected sexual relations: immediate, short-term and long-term consequences • Advantages of using protection: avoiding the consequences of STBBIs and pregnancy in adolescence <p>(continued on following page)</p> <ul style="list-style-type: none"> • Protection factors: perception of the risk of STBBIs and pregnancy, perception of shared 	<p>Science</p> <p>Science with school nurse</p> <p>Science teacher follow-up</p>	<p>May (150 minutes)**</p> <p>May (75 minutes)</p> <p>May (75 minutes)</p>	<p>Science Workbook & School nurse</p> <p>Toolbox (STBBIs and pregnancy) Barriers to protection sec. 2</p>

	<ul style="list-style-type: none"> responsibility postponement of sexual relations positive attitudes to protection, planning of sexual relations access to condoms and contraception • Personal options: attitudes toward the use of condoms and contraception, proper use of protection methods, access to resources confidentiality starting at 14 years of age 			
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Sexual behaviour

<p><i>Discussing characteristics of sexual behaviour</i></p>	<ul style="list-style-type: none"> • Sexual desire and physiological manifestations of sexual arousal • Role of emotional commitment: first sexual contact is often experienced with a romantic partner › Exploratory and progressive nature of sexual behaviour: sequence of sexual behaviours, from exploratory activities 	<p>ELA</p>	<p>End of February (75min)</p>	<p>Toolbox (Sexual Behaviour): Take a stand sec 2.</p>
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	<p>(kissing, touching) to genital sexual relations</p> <ul style="list-style-type: none"> • Norms of adolescent sexual behaviour: perpetuated myths about the precocious nature of adolescent sexual behaviour, contradictory nature of certain norms 			
<p><i>Recognize what can inform your choices concerning sexual behavior in adolescence</i></p>	<ul style="list-style-type: none"> • Knowing yourself: attitudes toward sexual behaviours (e.g. masturbation, touching, kissing, embracing), feelings, motivations, expectations, needs and limits • Relationship with your partner: nature and intensity of shared feelings, comfort and trust felt with your partner, ability to respect the needs and limits of your partner • Anticipation of positive or negative implications concerning situations of sexual behaviour, including those involving the use of technology • Self-assertion and negotiation • Real or perceived pressure from peers and the media, including sexually explicit material 			

SECONDARY 3

Emotional and Romantic Life

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
<i>Benefits of a romantic relationship based on mutual respect</i>	<ul style="list-style-type: none">• Consideration of each partner's needs: to love and be loved, to assert yourself and be listened to, to recognize the other and be recognized, to feel safe, to have space for yourself and leave space for your partner in the relationship, to respect your sexual needs and those of your partner• Emotional intimacy: reciprocal feelings of sharing, caring for your partner and feeling cared about, trust and emotional closeness	English	November (75 min)	Toolbox (Emotional and romantic life): <i>Love or Illusion</i> Sec 3 or lesson <i>Emotional and Sexual Intimacy</i>
<i>Managing conflicts in a healthy way in a romantic relationship</i>	<ul style="list-style-type: none">• Separation: reasons to separate and ways of separating (continued on following page) <ul style="list-style-type: none">• Difficulties in a romantic relationship: sharing time between your friends and your partner, difficulty in assuming your sexual	English	November (75 min)	Toolbox (Sexual violence): Lesson <i>Boundaries, consent and communication</i> sec 3 Kids in the Know: Grade 9: Personal Safety Program <i>Lesson 2: Love and Control</i> p. 20 <i>Lesson 3: High-Risk behaviour</i> p.30

	<p>orientation, jealousy, cheating, violence</p> <ul style="list-style-type: none"> • Behaviours that promote conflict resolution: listening, communication of feelings, proposal of mutually satisfying solutions, compromise, seeking of help from the people around you and from school personnel • Strategies to adopt when conflicts persist: seeking help from the people around you, school personnel and health professionals 			
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STBBIs & Pregnancy

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
How protection methods work	<ul style="list-style-type: none"> • Action of hormonal contraceptives in the body • Correct use of condoms • Effectiveness of methods • Proper use of methods practice • Double protection • STBBIs and pregnancy 	<p>Science with School Nurse</p> <p>Science teacher follow-up</p>	<p>Feb -March 75min</p> <p>Feb - March 75min</p>	<p>Nurse</p> <p>Toolbox (STBBIs & Pregnancy): <i>Getting it on the right way</i> Sec 2</p>

<p>Development of safe sexual behaviors</p>	<ul style="list-style-type: none"> Perception of control and sense of self-efficacy: in refusing or stopping an unwanted or unsafe sexual relation, in negotiating the use of a condom, in feeling able to assert yourself when needed Obstacles to safe sexual behaviours: unfavourable attitudes of peers, partner or family toward sexual relations and safe behaviours, consumption of alcohol or other drugs, belief that the partner is not infected or is infertile or that the pill protects against STBBIs Personal options: protection methods adapted to your needs, context and planning of sexual relations, ability to assert yourself and negotiate the use of a condom, strategies for accessing protection methods, strategic place and time for prevention counselling (emergency oral contraception, testing for and treatment of STBBIs, vaccination) 	<p>Could be covered via POP, ELA or Science since Play will most likely not happen</p>	<p>February (75 min) (Probably on hold due to COVID)</p>	<p>No kids, no crabs play</p>
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Sexual Violence

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
<ul style="list-style-type: none"> Active role in preventing or reporting sexual assault 	<ul style="list-style-type: none"> Situations requiring the use of self-protection skills: with a friend, an acquaintance, a romantic partner or ex-partner, a stranger in the real or virtual world Factors of vulnerability in each situation 	POP	March-April (75min)	Toolbox (Sexual violence): Lesson <i>Myths about sexual violence</i> <i>Teacher choice</i>
<ul style="list-style-type: none"> Helpful attitudes towards victims of sexual assault 	<ul style="list-style-type: none"> Helpful attitudes: listening, empathy, non-judgmental attitude, believing the person, confidentiality, not insisting on hearing details of the assault, referral to a person who may be able to help (person at school or an organization) Resources that can help: at school, in the community 	POP	March-April (75min)	

Sexual Behaviour

Reflect on the importance of desire and pleasure in sexual behavior	<ul style="list-style-type: none"> Desire and pleasure in sexual activity Questions and concerns regarding sexual behaviours Place of desire and romantic and sexual fantasies 	POP	November (75min)	The Teen Relationship Workbook
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	<ul style="list-style-type: none"> Place of psychological and physical pleasure: positive feelings that go with sexual behaviours (feelings of closeness, intimacy, well-being) 			
Become aware of the factors that can influence sexual relations in adolescence	<ul style="list-style-type: none"> Context: romantic involvement or non-committed relationship (casual sex, friendship with benefits, one-night stand), planned or spontaneous, protected or unprotected relations, relational dynamics (interdependence or control), consent Internal motivations: to express your sexual desire, feel pleasure, release sexual tension, express love, explore, satisfy curiosity External motivations: to keep up with your peers in terms of experimentation, to escape from your problems, to keep your partner, to please someone else, to impress others, to be popular, to reject parental norms, to acquire social status, to avoid conflict Conditions for enjoyable sexual relations: to express your needs and limits (sense of self-efficacy), to respect them and respect those of the 		November (75-150 min)	The Sex Educator

	other person, to confront obstacles (perception of control: being able to stop sexual relations at any time if they are no longer desired), to be able to talk about it with someone you trust (people around you, school personnel, health professional), as needed			
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Secondary 3 Sex Seminar	Interpersonal Relationships, Gender identity, Sexual Orientation, Body Image, Consent, Communication.	All classes	April - May (300 minutes) (Probably on hold due to COVID)	<ul style="list-style-type: none"> - Guidance counselor - Social Worker - Nurse - Community organizations - Teachers
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SECONDARY 4

Emotional and Romantic Life

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
- <i>Recognizing symptoms of violence</i>	<ul style="list-style-type: none"> • Warning signs: feeling that something is not right, feeling controlled or manipulated, feeling cut off from the outside world 	Ethics	December - January (150-300 min)	- Kids in the Know book <i>Addressing Sexual Violence and Online Risks Facing Youth in Grades 9 and 10</i>

	<ul style="list-style-type: none"> • Occurrences of violence: verbal, psychological, sexual, physical • Mutual violence • People concerned, regardless of gender: victims, perpetrators or witnesses of violence 			<ul style="list-style-type: none"> - Toolbox (Emotional and Romantic life): Cool scenes
<ul style="list-style-type: none"> - <i>Solutions to prevent or deal with violence</i> 	<ul style="list-style-type: none"> • Social support: seeking help from people close to you, listening to a friend who confides in you, reporting a situation of violence <p>(continued on following page)</p> <ul style="list-style-type: none"> • Empowerment: listening to yourself and trusting your intuition, taking your time before entering into a relationship, considering ending a relationship, ending the relationship 	Ethics	March - April (150-300 min)	<ul style="list-style-type: none"> - Kids in the Know book Grade 7, lesson 7: Getting out of unhealthy situations p. 141

STBBIs & Pregnancy

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
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<p><i>Identifying strategies favouring safe sexual behaviours</i></p>	<ul style="list-style-type: none"> • Risk factors: peer and social pressure and norms, nature of the sexual activity with the partner, questions regarding your own sexual orientation, difficulty accessing resources 	ERC	End of November (75min)	Toolbox (STBBIs and pregnancy) , <i>Contraception challenge</i>
	<ul style="list-style-type: none"> • Protection factors: individual responsibility, desire to adopt and maintain safe sexual behaviours, shared responsibility (to protect yourself and to protect the other person), personal values (self-care and care for the other person, safety, equality, exclusivity) 	Math	February-March (75min)	Toolbox (STBBIs and pregnancy) : Graphing the statistics of chlamydia
<p>Be familiar with the steps to take after unprotected or poorly protected sexual relations</p>	<ul style="list-style-type: none"> • Emergency oral contraception: consultation process • Possible outcomes of pregnancy (abortion, continuing with the pregnancy with the intention of keeping the baby or giving the baby up for adoption): impacts and 			

	responsibilities of adolescent parenthood <ul style="list-style-type: none"> • Testing for STBBIs: consultation process, physical and psychosocial consequences of STBBIs 			
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SECONDARY 5

Emotional and Romantic Life

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
<ul style="list-style-type: none"> - <i>Meaningful emotional and romantic relationships</i> 	<ul style="list-style-type: none"> • Balance between the dimensions of dependence and autonomy and of the importance attributed to interpersonal and romantic relationships • Capacity for emotional intimacy: maintenance of your identity and a self-image consistent with your values and personality, 	<ul style="list-style-type: none"> - Ethics - French 	<ul style="list-style-type: none"> - February (75 min) - April (75 min) 	<ul style="list-style-type: none"> - Toolbox (Emotional and romantic life): <i>Hookups and breakups get to know you game</i> - <i>Gris Montréal</i> mise en situation - https://www.acroc.qc.ca/wordpress/ado-relations-amoureuses-et-violence/ - https://jeunessejecoute.ca/information/relations-saines-et-relations-malsaines/ - http://tablejeunessevpp.org/doc/trousse/Atelier4-Les-relations-amoureuses-saines.pdf

	<p>openness about yourself and</p> <p>(continued on following page)</p> <p>acceptance of the other person, reciprocal feelings, self-care and care for the other person, commitment, expression of your needs, trust</p>			
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STBBIs & Pregnancy

Learning Content	Objectives	Subject	Time Frame	Resource Used (including pages)
<i>Risks of STBBIs and pregnancy</i>	<ul style="list-style-type: none"> Context of sexual relations: nature of the relationship with the partner, choice and number of partners, frequency of sexual relations, meeting places, risk level of sexual behaviours, consumption <p>(continued on following page)</p>	<p>Ethics (lesson 1)</p> <p>ELA (lesson 2)</p>	<p>November (75 min)</p> <p>November-December (150 minutes)</p> <p>-March-April (150 minutes)</p>	<p>Toolbox:</p> <p>1) ERC1: <i>Contraception</i></p> <p>2) ELA 3: <i>STI media awareness</i></p>

	<p>of alcohol and other drugs</p> <ul style="list-style-type: none"> Measures of protection/testing: importance, frequency and times to consult a health professional and be advised on safe sexual behaviours 			
<p><i>Ethical issues</i></p>	<ul style="list-style-type: none"> Sense of civic responsibility concerning STBBIs: using a protection method when you have an STBBI or abstaining from sexual relations, notifying an exposed partner, completing the treatment, respecting <p>(continued on following page)</p> <p>the wishes of the other person to use protection or to not</p>	ERC	February- March(75 min)	<p>Toolbox (General understanding of sexuality): <i>What are my decisions</i></p>

	<p>engage in sexual relations</p> <ul style="list-style-type: none"> • Unplanned pregnancy: analyzing the situation and making a decision based on possible pregnancy-related issues • Stigmatization and judgment of others 			
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Secondary 5 Sex Seminar	Overall recap of high school sex ed program	All classes	April - May (300 minutes) (Probably on hold due to COVID)	<ul style="list-style-type: none"> - Guidance counselor - Social Worker - Nurse - Community organizations - Teachers
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Appendix 2

Principal's Report

Monday, November 9, 2020

As you know, we continue to implement changes due to Covid19. Sec 3 students now come in on alternating days. They remain in their bubbles at all times. To date there have only been 7 cases at LBPHS.

Lockers will be assigned to students by November 11. Lockers will only be used for jackets and boots (no bags or lunches). Students will be kept in their bubbles while at their lockers. Sec 4 & 5 students will alternate lockers based on A-K and L-Z family names in order to maximize space between students. Access to the lockers will be gradual and students will be wearing the face coverings while in the locker bay. Some parents had requested that siblings would be assigned of lockers together. After much analysis, that option was found to put at risk students from two bubbles should there be a case of Covid 19. As an example, a sibling with a covid positive diagnosis with a locker in the HR 101 bubble, but is actually learning in HR 105, would require us to isolate all the students in 105 (their own bubble) plus all the students around their locker from HR 101. This would unnecessarily put at risk the health of more students.

Parent Teacher Interviews will be online. Just as in person, parents are limited to 5 minute interviews. Parents will receive email confirmation of their appointment and the required link with each teacher. They are able to change or cancel appointments without contacting the school or teacher. A parent will be let into the meeting by the teacher at the appropriate time.

Mid-year exams have been moved to December 14-18 as a result of the changes from the MEES to the terms. We now have 2 terms only – August to January and January to June. Sec 4 & 5 will write in the A-K, L-Z groupings and Sec 1-3 will write in their HR bubbles. WE do not have a schedule yet from the Board. Once that is completed, it will be sent to students and parents.

The MEES has changed the number of school days from 180 to 177 in order to allow school boards to offer professional development to staff on virtual teaching. We do not know yet how these days will be selected. Schools may only add 1 Ped Day per calendar month. If the schools decide the days, we will come back to GB for approval. More news to come.

Our online registration resulted in 194 registrations. Of those, 11 have changed their mind and gone elsewhere.

Finally, I would like to recognize the tremendous work our staff is doing to ensure the students safety and their learning environment. We are constantly faced with changes that require us to adapt without notice. The staff works long hours and even into the weekend to make LBP a model for other schools Covid related. They have shown themselves to be resilient professionals who are here for our students benefit. I hope the community can join me in the coming weeks/months in recognizing everyone's efforts.

Appendix 3

GB Student Council Report #2

Things that have been done:

- Student Co-op: The Co-op has been opened every morning for breakfast and we have been continuing to sell spirit wear, SPC cards and school supplies. Breakfast is being sold every morning for 0.50\$.
- Halloween Food Drive: We have collected a little less than 1000 items this year, this batch of items will be donated to St-Brendan's Parish.
- 1st non- uniform day: We collected a total of about \$1300 on October 9. \$632 went to Breakfast Club of Canada, 316\$ to Centraide du Grand Montréal and 316\$ to the second chance cafe.
- We had our second non-uniform day on November 6, where we collected 1050\$ for student life initiatives. In the past money raised has supported the creation of our Student Cafe, Games Room, infrastructure and in school activities.
- Masks designed by the student council have been given to all students, students who were absent or isolated during the distribution can see Mr. K to get theirs.
- We wrapped up our 28 days of the red zone tiktok campaign on Oct 28, some videos were seen 80k times. We currently started a new campaign counting up the number of days LBP has gone without a positive case.
- Two members of student council are working with a committee of staff members on a racism policy for LBP.
- The We Scare Hunger anual walk was cancelled due to not receiving a permit from the city.

Things coming up:

- Remembrance Day Poppy sales: This is the second week of sales poppies for \$1 each, we also decorated the plaza and office area with paper poppies and we will be leading into the virtual commemoration put together by Mr. Monachino, by reciting a poem and having the school take a moment of silence.
- Nov 13 is our second Pearson Pride day, where we encourage students to show school spirit by getting to wear club branded tops instead of their polos.
- We Stay Silent: On November 20, student council members will be taking a vow of silence if they choose to, in order to bring awareness to the people who don't have the right to express their thoughts or opinions.
- Graduation Apparel: The design has been confirmed by the student council, this week on November 12 & 13 secondary five students will be able to order their apparel and sign the number for the back of the grad wear.
- The Spirit of Giving food drive will begin on Nov 13, we are running a competition between the levels with the help of the ERC dept.
- Today at lunch, the student council execs had a meeting with the MNA Paule Robitaille representing Montreal North. We spoke about how COVID-19 has affected our school

year. We spoke about how the students were feeling due to the pandemic and spoke about things that we would like to see improved.

-First Aid Class: All members of the student council are invited to attend a special team building activity on November 27th, a certification in Emergency First Aid & Severe Allergic Reactions. They will receive 8 hours of training and the certification will be valid for three years.

Our EMSAC reps reported back to us that there is a consensus across the student leaders in the EMSB that:

- Students feel that they are being overwhelmed with homework this year. Since the senior students are doing school half online half at school, they feel as if they are getting more work assigned due to this online learning.
- They have noticed that students are feeling down and aren't as happy as other years so we should focus on mental health and provide as much help as we can to the students. They passed a motion that a greater emphasis should be placed on student life activities across the board.