



## **SAB School Council Meeting Minutes-December 7<sup>th</sup>, 2020**

### **Attendance:**

Paul Younger\*, Corinne Frey\*, Tracy Saunders\*, Becky Morley, Shannon Masters, Amira, Amber Pashuk, Steven Burazin, Bev Myhal, Gail(nurse), Lindsay Norman\*, Teresa S, Purvi, Melissa Bangma, Bevelery Ensue\*, Christine Sheehan, Corinne Harper Jones\*, Suman, Sara D, Bishop, Michael Kinsey, Melissa Churchill-Smith\*

\*2020-2021 Voting Members

**Approval of Agenda**-Corinne, Paul, Melissa

**Approval of minutes**-Paul, Corinne, Melissa

### **Parent Engagement workshops (Purvi)**

-Lots available-topics for virtual and in person:

- a) Big Picture Parenting (Anne Douglas) Mindful parenting and strategies
- b) Sarah Rosensweet-stress free kids, raising resilient kids, \$500 range
- c) Raising anti-racist kids: local speaker, does workshops, no price at the moment
- d) Emotional intelligence \$450, saw on Facebook

-At TDSB conference, mental math 300-500, would work to meet our needs, maybe part speaking and doing an activity online

-literacy night coming up as well

-do a survey monkey with the topics and get a feel for what people want

### **Chrome books**

-Struggling to get in touch with sales rep

-Money is there and ready to go, hoping to do all 60

### **Fundraising (Tracy)**

-To start: almond guy: looking for partnerships, ideas: contactless fundraiser-go online and buy online (recipes, TruEarth, SPC cards). We get a portion. Easy to get going asap.

Super user friendly, Canadian made items. Want to show him some support and then do more of a local event later.

-look at portion of our money to share with a school who has tougher time raising funds. We have done David Hornell in the past. Maybe not the time to start that, maybe next year.

Schools with zero funding, maybe schools would nominate themselves? Some of the intercity schools receive some funds, not sure how to disperse these funds. Topic put on hold for the moment.

-New year-look to partner with some of our vendors that we would have in the Bazaar, ask them to give us their most popular product and then offer to the community, put up price and make some money off.

-if there are other fundraising initiatives bring them to the table in January

**Vote for passive fundraising:** Paul, Corinne, Corinne, Lindsay, Beverly, Melissa, Tracy

### **Special guest Gail Ritchie (Public Health Nurse)**

-with TPH 37 years

-used to work at schools, prior to COVID, working with adults to prevent chronic illness

-summer working with cases in the community, August a new COVID 19 team for schools was created, main role is outreach to the schools she has and work with the admin team to prevent COVID, support and navigate with TPH in the event of a case

-when there is a positive case there is a discussion with Michael and Gail, the communicable investigative team comes in and manages outbreaks

-principal can dismiss the class that the case is in, and it's up to the team to investigate to find out how exposure happened in the school, sometimes cohorts can be sent home, but then allowed to come back, all case dependent.

-2 days before and up until 10 days after-symptoms can present

-isolate 14 days and monitor for symptoms if team feels exposure has happened

-TPH gives guidance to schools, comes from ministry of health

-Ultimately it is the board that provides direction, TPH gives guidance

-Cases: where they are happening-schools are just a tiny part of where cases are happening. Everyone is doing a great job and there is not much transmission happening in schools. All the measures/screening/hand hygiene, masks, ventilating, social distancing, cohorts-all lowering the risk of transmission if someone has COVID

-majority of cases are getting from parents or social interactions in the community

-30% in students are asymptomatic, one of the reasons for new screening, trying to lower the number of possible COVID cases in the school. Even the kids with one symptom were tested positive, so we are erring on side of caution

-Importance of physical distancing-kids are kids, but important to remind kids to distance. This has to continue after school as well. Getting together for play dates not ok

No social bubbles right now.

-The grey zone-message is people should stay home as much as possible except for work, school, groceries, COVID test, medical tests. No social interactions outside their family. Tough measure but trying to limit spread.

-Masks at recess: board decision and up to individual schools for masks at recess. Mask breaks were done at recess, but kids weren't distancing, so masks are now being worn at recess, and teachers should be setting up a separate time for mask breaks. This is not consistent across the schools.

**Do we have that?** Teacher offering at the end of recess in their cohort zones. Kids are able to take a break when they wish by stepping aside and taking a break. Other time is lunch/eating, so we have asked for no talking and eating only, once you're done masks go back on.

-no sharing of food within class or staff room, stat: transmission between staff, result of teachers in a staff room sharing a pizza lunch, safer to be in your class on your own.

-Top level measure is physical distancing, then wearing masks if not distancing

-Different times for isolation: if someone has mild case of COVID-isolate from the first day of symptoms for 10 more days, if someone is a close contact of someone with COVID isolate for 14 days. Rational is that it can take up to 14 days to develop, mean time is 5-8 days after exposure.

-Are there cases not reported to the school? Every positive case of COVID is reported to TPH, investigator will find out the school.

Best way is if the parent reports to the school

-Kids mental health: facing anxiety of getting sick/COVID overload and complete isolation from friends: It is growing for everyone, best thing is making sure kids feel safe and secure, it will build their resilience. We need to get creative, doing things with your kids (yoga, crafts, walk outside), spend time together. Try to limit the news, is the tv on all the time?

Website-TPH for parents related to public health, lots of resources

-Support in the school: maybe select an education piece with dealing with these times, like Purvi spoke to

-community centres should provide support (LAMP and George Hull) for families struggling.

Balancing of COVID vs isolation/anxiety, try to do your best to find some joy everyday.

-forward questions to Gail any time or call the COVID hotline

## Michael Admin Report

- thank you's to new and old exec
- staffing-Mme Williams back this week FDK French immersion
- office vacancy not posted anymore. Camilla in right now.

### Safe and caring schools:

- once a week we work with TDSB health and safety department and Gail, gives Michael advice/guidelines, document is updated weekly, and we stay on top of it as much as possible
- biggest change is the new screening tool, blue pass is now required. Thanks for support when kids are not feeling well.
- new Back to school confirmation form-now aligned with screening tool
- trend with play outside: restricting use of hands (pop up nets ordered-soccer has been popular), been inclusive. Other students doing other things.

### Communications:

- inclement weather report from the board: similar to previous years with bussing/school closures. COVID piece-not sure what it means, will clarify
- Anti racism/oppression-Amira leading this committee and daycare is joining us in this learning.

### Teaching/learning:

- Grade 3's CCAT screening done today, produces great info on how kids in the school learn, helps teachers in delivering program
- there is a hold on opening report cards for teachers, with new math program the reports will be a bit different
- make sure we are prepared to pivot to virtual if needed. 2-3 schools have shut down in our board. We need to be prepared/responsible. Online platforms are all set up with our teachers. We could pivot tomorrow.

### Dates:

- Dec 18-PJ day last day of school
- Jan 4-back to school
- Jan 15-PD day (Grade 3 virtual students are to participate in CCAT)
- Switch from virtual to in person-Jan 29

## **Questions:**

-Is every teacher sending home an emergency bag in the event we move to at home?  
No.

Take home long range plans, make sure tech is up to date, contact info for families, make sure their kids have access to tech.

-Are we coming back in January? Anything is possible! We just have to be prepared. We're going into a holiday season, possibility of more community transmission. Not sure what the transmission number is for the board to say no. Good question.

-In the event of not coming back in January(longer term) has the board looked at the impact of kids being behind? Deal with later? Answer: gap will not be uniform with students. We are aware as teachers that this gap will exist, we will have to change how to address these gaps with these kids.

Mental health: children need to be with their group. School closure would be different from the one we dealt with back in March-in better shape and the pressure to not close the schools is great.

-staff has worked so hard, schools are still safe.

-mask wearing: an adult emailed Michael and was appalled at the kids wearing the masks at recess. Kids are totally fine.

-Will dates change for online students to switch to in person in the event that schools close? No, probably not. Actual date is family day weekend for the transition date. This would create a lot of anxiety, to initiate these changes would be hard for a board this size.

-How are our kids doing overall missing the bulk of school last year? Have they caught up? Difficult to answer. Depends on your reference on how they're doing.

Better equipping them for what the future of learning looks like for them.

Reading/writing/math etc. Hard to know. Teachers are back to their groove, but we still don't have a full operational day. Dealing with mental health and operational pieces.

Kids are resilient, adults find it more difficult. You can't let the kids see we are panicking. Have to stay calm. Every child will learn and be successful.

-Grade 1 reading update-working on early reading, 48 grade 1's - 6 students reading below level. Not bad compared to last year.

-How is anti racism discussed/embedded in the curriculum? How is it front and centre?  
Mantra here is kindness and inclusion

- k-5 site: ministry will never build a school like this-opportunity to deal with these issues in an age-appropriate way. It's discussed in a character/inclusion policy.
- safe and caring school meeting: take our learning as an adult and apply to a policy so it is clear, and this will empower our young kids. Clear expectations and consequences for inappropriate behaviour. This is done daily, thorough teachable moments, community circles. This gets flagged as well-want to make sure it is not repeated.
- message to our students: bystanders are part of the problem as well
- would like communication on the policies/guidelines

### **Daycare (Shannon)**

- AGM Nov 18-several new members including myself
- anti racism committee (steering committee) created with school-going to plan professional development for staff
- playground is complete
- enrolment is down for school age program
- similar screening as TDSB implemented today as well

### **Lindsay-Budget**

- setting our budget for this year, which is light
- need to do some fundraising to make sure we are not in a deficit

### **Open Forum**

- Mme Mahaney request-IXL for teacher and students, not in a financial position to give more money at the moment and this would have to be for the entire student body, not just one class
- 100th celebration: keep in mind, do a separate fundraiser. Committee decided not to do a virtual event. Deferred to the 2021 year.
- at this moment we don't have funds for the workshop-\$1000 for the workshop for both communities set aside from Michael
- need to see where the fundraising gets us and what else we can do for the year

**Next Meeting: January 11th**