



Minutes of Governing Board Meeting Edinburgh Elementary School

Tuesday, January 31, 2023 at 7:00 p.m.
Online via Microsoft Teams

We would like to acknowledge that Edinburgh School is located on unceded Indigenous lands. The Kanien'kehá:ka/Mohawk Nation is recognized as the traditional custodians of Tiohtià:ke/Montréal, which has long been a site of meeting and exchange for many First Nations, and is currently home to diverse groups of Indigenous and other peoples. We are grateful to live, work and learn here, and recognize the important role of education in reconciliation and in maintaining connections between the past, present and future.

Present: Jean-Michel Brunet, Marco De Crescentis, Abdelghafour El-Hama, Robert Fiori, Geneviève Guay, Geneviève Hébert, Joseph Lalla, Jody Mason, Meg McKenna, Steve Muoio, Gaetano Sifoni, Alexandria Struck, Steven Szabo, Pina Trengia, Alivia Wainberg*, Anne-Marie Yaworski

** Note: Alivia Wainberg has replaced Stéphanie Babalis.*

Absent: Johanna Miller

Guest: Vanessa Gangai

1. Welcome

Rob called the meeting to order.

2. Adoption of Agenda

- **Motion to approve:** Rob. Second: Alex. Unanimous.

3. Approval of the Minutes of December 13, 2022

- **Motion to approve:** Anne-Marie. Second: Steve. Unanimous.

4. Business Arising from Previous Minutes (November 15, 2022)

- Gaetano to include a website link for the Sexuality Education Curriculum in his next newsletter. **DONE.** The document was linked in the February 2023 newsletter and on the school website.
- Gaetano to present a list of each grade's field trips from this year, as well as a blanket motion to approve trips for the remainder of the year. **DEFERRED.** Due to the fact that some of the trips involve multiple grades and/or have not yet occurred, the list remained too incomplete to be useful. GB will consider trips on a case-by-case basis for the rest of the 2022–2023 school year; and a blanket approval will be presented for consideration at the start of the 2023–2024 year.

- Governing Board to discuss the possibility of writing a letter of support for the EMSB’s legal challenges to Bills 21, 40 and 96. **DONE.**
 - The Quebec Community Groups Network is pursuing legal action against Bill 96.
 - Update on the cases’ current statuses: In all three cases, both sides have completed their closing arguments, and the respective judges have adjourned to render their decisions. (The judgements are delayed.)
 - Regardless of who “wins,” the other side will undoubtedly appeal the decision.
 - A summary document on the specifics of each bill and the associated legal challenges was sent to GB prior to the meeting.
 - Note: GB is cognizant of the inherent conflict in asking staff to vote on this motion.
 - A request was made that Edinburgh GB draft a letter of support to the EMSB with regards to the legal challenges against Bills 21, 40 and 96.
 - **Motion to approve:** Alex. Second: Steve M. Opposed: 0 Abstentions: 5

5. New Business

5.1 Academic and Career Guidance Content Plan (2022–2023)

- The Education Ministry has asked that subject matter this be incorporated into the curriculum for students in grades 5 to 8. (The material is not graded.)
- For grades 5 and 6, this entails one lesson in each of the pre-determined areas.
- This is proposed for implementation in the current school year.
- **Motion to approve:** Rob. Second: Alex. Unanimous.
- The Academic and Career Guidance Content Plan for 2022–2023 is attached as Appendix A.

5.2 Approval of Subject-Time Allocation (2023–2024)

- The allocation was changed this past year, with adjustments to English Language Arts, plus redistribution of other subjects.
- Staff Council recommends maintaining the status quo for the coming year.
- **Motion to approve:** Steven. Second: Abdelghafour. Unanimous.
- The Subject-Time Allocation for 2023–2024 is attached as Appendix B.

5.3 Budget Building Process for 2023–2024

- This document is subject to annual approval.
- The priorities are essentially unchanged from last year. Funds have been allocated to Edinburgh for infrastructure work, but projects have not yet begun. Priorities will remain on the list until the work is undertaken.
- **Motion to approve:** Rob. Second: Alex. Unanimous.
- The Budget Building Process for 2023–2024 is attached as Appendix C.

5.4 Criteria for Selection of the Principal

- Gaetano withdrew for this portion of the meeting.
- This document is subject to annual approval.
- **Motion to approve:** Rob. Second: Alex. Unanimous.
- The Criteria for Selection of the Principal is attached as Appendix D.

6. Reports

6.1 Principal

- Dec. 20–21: holiday music concert
 - Held for the first time in a few years
 - Over 200 audience members came two days in a row
- Jan. 12: tubing and indoor gym
 - K–2 students went to Funtropolis
 - 3–6 students went to Les Glissades du Domaine des Pays d'en Haut at Mont Avila
 - Edinburgh was alone at both locations, so no wait times and the kids had a blast
- Jan. 25: Lunar Chinese New Year celebration
 - First school wide assembly since 2019
 - Lion Dance performance was outstanding
- Jan. 26: lockdown drill
 - First time in several years
 - The kids did great: “You could hear a pin drop.”
- Jan. 31: assembly for Cycle 3 students
 - Discussion about mental health
 - Hosted by Lee Haberkorn (from Virgin Radio)
- February: Black History Month
 - Each door is decorated to highlight an important figure in Black History
 - Feb 8: presentation by Gumboots (South African percussive dance group)
 - March: Overture with the Arts to virtually present *Tracking Black Canada* to Cycle 3
- Feb. 22: Pink Shirt Day
 - Anti-bullying assembly for grades 3–6
 - Hosted by DJ Malik and Youth Stars Foundation
 - Themes: kindness, empathy, speaking up, being a friend
- Early February: guest to help prepare for Storytelling Festival
 - Comedy workshops by Jeff Schouela from Comedy for Kids
 - Focus on improv and presentation skills
- Early February: work begins on the “locker mural”
 - A giant mural will decorate the lockers upstairs.
 - Students in grade 5–6 are designing stencils for the mural.
 - Painting will be done in the evenings and on weekends.
- Kindergarten registration underway
 - EMSB online booking opened Jan. 23 at 7:00 a.m.; pre-K (K4) opened Jan. 30.
 - Edinburgh had 70+ appointments booked almost immediately.
 - Some families contacted the school about registration for other grades as well.
 - Registration numbers are looking good for the 2023–2024 school year.

6.2 Commissioner

- Edinburgh received \$12,000 as a start-up grant for the new pre-K classroom.
- A recent survey shows growing support for English-language school boards in Quebec.
 - 90% say Eng. SBs are important to them.
 - 84% felt Eng. SBs should be elected by the population.

- 93% felt elimination of Eng. SBs would place minority rights at risk.
- 84% felt Eng. SBs should be independent of the government.
- There continues to be a teacher shortage.
 - This is a national phenomenon, with French teachers in demand across Quebec.
 - The EMSB has hired three French teachers from France, one of whom is at Edinburgh.
- The EMSB boasts a 91.6% success rate in terms of students who graduate high school.
 - This is the highest success rate among public school boards in Quebec.
 - The private school graduation rate is only 1.9% higher.
- The EMSB Council of Commissioners meets once a month.
 - Meetings are broadcast online, or you may attend in person.
 - Please feel free to ask questions!
- The EMSB has allocated ~\$4M for capital projects and repairs at Edinburgh.
 - There have been significant challenges to getting these projects off the ground.
 - All projects must be posted for public bidding, which can be a long process.
 - There are fewer bids being submitted than ever before, especially for small projects.
 - Contractors themselves are struggling to find workers and tradespeople.
 - This is not limited to Edinburgh, but is rather a widespread issue.

6.3 Treasurer

- GB spent \$77 for refreshments for the holiday party.
- There is a balance of \$482 remaining in the account.

6.4 Parent Delegate (EMSB-PC)

- Presentation given by mental-health department at the EMSB.
- Themes for January: connectedness, resiliency and decreasing school violence
- The Quebec Community Groups Network has written an open letter/petition to Federal Minister of Justice David Lametti, re: federal Bill C-13 (updating the Official Languages Act), and presented how it relates to provincial Bill 96 (“An act respecting French”). Steven can send the PowerPoint presentation, upon request.
- The ombudsperson for students has been chosen.

6.5 Teacher

Geneviève Guay, Jean-Michel and Abdelghafour reported.

- Completed events
 - Dec. 16: circus/theatre performance by Monsieur Ben et Atchou
 - Jan. 25: Lion Dance for Chinese New Year
 - Jan. 31: anti-bullying assembly
 - Lee Haberkorn raved about meeting Edinburgh’s “caring, interested” students on the radio.
- Upcoming events
 - Black History Month activities have already started.
 - Feb. 14: REDiculous Day to celebrate Valentine’s Day
 - Week of Feb. 27: Carnival Week

- The usual outing for Carnival Week has already happened (due to bussing conflicts)
 - Students will still have theme days, mini Olympics, a movie
 - Schedule for the week will be sent to parents soon.
- Report cards are coming in March.
 - Return to a three-report system means students' marks are due at the end of Feb.
 - A large part of January has been devoted to testing and evaluations.
- End-of-cycle exams have begun.
 - Grade 4 French exam has been written in the second half of January and into the beginning of February.
- Preparations for the Storytelling Festival are underway.
 - Jean-Michel's grade 6 French class wrote their stories in January.
 - The students then work on making their writing more compelling.
 - The class enjoyed a visit from La ligue nationale d'improvisation, to learn new narrative and presentation techniques.
 - Students will work on their English stories in February (planned to add variety).
 - Classroom finalists will be chosen in March.
 - One storyteller in each language will compete in the interschool Festival.
 - Edinburgh is hosting the Festival this year.
 - Grades 3 and 4 will listen to the speeches from grades 5 and 6, for future inspiration.
- The Science Fair will be held March 23.
 - Cycle 3 students have been working on their projects.
 - One class per week is dedicated to Fair preparations.
 - Students are also doing work outside of class.
- The second Robotics group will begin meeting soon.
 - The grade 5–6 students were divided into two groups.
 - The first group met Wednesdays from September to February.
 - The second group will meet Wednesdays from February to May.

6.6 Home and School liaison

Vanessa reported.

- H&S is preparing for Staff Appreciation the week of Feb. 6–10.
- H&S has voted to support several initiatives at the school.
 - Gumboots presentation
 - 10 new Chromebooks for the school
 - A cart and stool for the library
 - Equipment for the music concert (to be purchased instead of renting every concert)

6.7 BASE

- February focus theme 1: Chinese New Year
 - Activities and assembly being designed and run by the grade 5 prefects.
 - Every group is creating their own zodiac animal.
 - There will be a BASE Chinese New Year assembly.
 - Each group will present their Zodiac animal, including characteristics and creative process.

- Grade 5 students will perform a Dragon Dance.
- February focus theme 2: Heart to Heart
 - EMSB Heart to Heart is a school board partnership with the Montreal Children's Hospital.
 - Edinburgh BASE joined the program.
 - Activities are being designed and run by the grade 6 student council.
 - The students are making cards, videos, messages of hope, etc., for MCH patients.
 - Possibility of students going with the Spiritual Animator to deliver these creations.
- February focus theme 3: Black History Month
 - Introducing a different Black historian, influencer, inventor, etc. every week.
 - BASE will decorate its own door (along with the rest of the school)
 - Working to bring in a special guest for the BASE BHM assembly.
- Edinburgh BASE has joined EcoSchools Canada.
 - This national charity offers a certification program for schools that nurture environmental learning and climate action.
 - Edinburgh is the only EMSB school that participates in this program.
- Initiative to reduce single-use plastics
 - As of Feb. 1, no plastic utensils will be provided with hot lunch
 - Students are asked to bring reusable cutlery.
- Upcoming events
 - PED day outing to Clip 'n Climb
 - SportLife will be returning, this time for the grade 2 students.
 - Garden Club will be acquiring a second Nutritower indoor hydroponic garden.
 - March's monthly focus: nutrition

7. Varia

Nothing to report at this time.

8. Correspondence

Nothing to report at this time.

9. Question period

10. Adjournment

The meeting was adjourned at 8:27 p.m., with thanks.

Respectfully submitted:

Appendix A



GLOBAL PLANNING GRID

SCHOOL: ÉCOLE EDINBURGH SCHOOL YEAR: 2022-2023		
YEARS	CYCLE 3 YEAR 1	CYCLE 3 YEAR 2
Self-knowledge	<p>Interests and Aptitudes: "Learning More About Myself – Who Am I?" <i>(RSB)</i></p> <p>Subject area(s): - ENGLISH LANGUAGE ARTS</p>	<p>Characteristics of Secondary School: "Secondary School, What's up with that?" <i>(NFSB)</i></p> <p>Subject area(s): - ENGLISH LANGUAGE ARTS</p>
Knowledge of the World of School	<p>Student Duties and Work Methods: "Students at Work" <i>(LBPSB)</i></p> <p>Subject area(s): - ENGLISH LANGUAGE ARTS</p>	<p>Social Influences: « <i>Il te fait de l'effet, tu lui fais de l'effet</i> » "You affect others, but they also have an effect on you!" <i>(CSS de la Capitale)</i></p> <p>Subject area(s): - FRANÇAIS - ERC</p>
Knowledge of the World of Work	<p>Occupation des gens de l'entourage : « Occupations » <i>(LBPSB)</i></p> <p>Subject area(s): - FRANÇAIS</p>	<p>Strengths in the Process of Transition: "Tower of Strength" <i>(CSS de la Capitale, des Découvreurs, Portneuf and des Premières seigneuries)</i></p> <p>Subject area(s): - ENGLISH LANGUAGE ARTS</p>

ELEMENTARY CYCLE 3 ACADEMIC AND CAREER GUIDANCE CONTENT

WHEREAS The Minister has established academic and career guidance content without creating a new subject, in accordance with his power to prescribe content in the broad areas of learning (Education Act, s. 461). School staff members are entrusted with teaching this content. The conditions and procedures for integrating the ACGC into the school's educational services are developed in collaboration with teachers and proposed by the principal to the governing board for approval (Education Act, ss. 85 and 89).

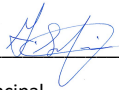
IT WAS MOVED BY Robert Fiori AND RESOLVED THAT the 2022-2023 Academic and Career Guidance Content Curriculum Plan be approved, as presented, to the Governing Board.

Robert Fiori

Governing Board Chair

01/31/2023

Date



Principal

01/31/2023

Date

ELEMENTARY CYCLE 3 ACADEMIC AND CAREER GUIDANCE CONTENT

Elementary Grade 5	How content will be addressed
<p>Interests and Aptitudes Produce a description of himself/ herself in terms of interests and aptitudes.</p>	<p>This ACGC will be integrated into the English Language Arts program during Term 3</p>
<p>Student duties and work methods Compare the work methods and duties of a student with those observed in the world of work.</p>	<p>This ACGC will be integrated into English Language Arts program during Term 3</p>
<p>Occupations of people in his/her community Develop a description of the occupations of people in his/her community.</p>	<p>This ACGC will be integrated into the French Second Language program during Term 3.</p>

Elementary Grade 6	How content will be addressed
<p>Interests and Aptitudes Produce a description of himself/ herself in terms of interests and aptitudes.</p>	<p>This ACGC will be integrated into the English Language Arts program during Term 3</p>
<p>Student duties and work methods Compare the work methods and duties of a student with those observed in the world of work.</p>	<p>This ACGC will be integrated into the French Second Language program during Term 3</p>
<p>Occupations of people in his/her community Develop a description of the occupations of people in his/her community.</p>	<p>This ACGC will be integrated into the English Language Arts program during Term 3.</p>

Appendix B



SUBJECT-TIME ALLOCATION – 2023-2024

CYCLE ONE (Grades 1 and 2)

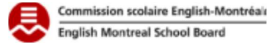
	Subjects	*BSR	2023-2024
Compulsory	<i>Français</i>	540	570
	<i>Mathématiques</i>	420	420
	<i>Éd. phys. et santé</i>	120	120
Elective	ELA	420	150
	<i>Arts plastiques</i>		60
	<i>Musique</i>		60
	ECR		60
	<i>Science</i>	N/A	60
	Total	1500	1500

CYCLES TWO AND THREE (Grades 3, 4, 5 and 6)

	Subjects	*BSR	2023-2024
Compulsory	<i>Français</i>	315	315
	<i>Mathematics</i>	300	300
	<i>Phys. Ed & Health</i>	120	120
Elective	ELA	315	315
	<i>Arts plastiques</i>	150	105
	<i>Musique</i>		45
	ECR	60	60
	<i>GHEC</i>	120	120
	<i>Science</i>	120	120
	Total	1500	1500

*BSR: Basic School Regulation

Appendix C



BUDGET BUILDING PROCESS

FOR 2023-2024

APPENDIX B: Suggestions for Budget Priorities, Feedback on Guiding Principles, Criteria, and Related Orientations

Group/School/Centre: Edinburgh Elementary School

Budget Priorities:

Within the context of declining enrolment and therefore decreasing subsidies - establishing budget priorities can realistically imply that these priorities could simply be exempted from reductions. In this light, please list, in order of priority, the needs among the schools/centres which you feel are most important:

1. Bathrooms*:

The school has an urgent need to renovate the bathroom for the teachers. It is important to do this work prior to a complete breakdown requiring emergency repairs and that would inconvenience the staff and students. We also ask that any bathroom renovations take into account handicap accessibility and are environmentally responsible.

2. Tech Support:

- a) Increase on-site EMSB technical support to 2 days per week to ensure reliable and stable computer networks;
- b) Ensure that all hardware devices (desktops, laptops), are replaced every 5 years;
- c) Replace photocopier in staff room; very old and unreliable
- d) A diagnostic assessment of the current network is essential to ensure that the network is able to respond to the technological needs within the classroom;
- e) Ensure that the smartboards present in the school are using the most up-to-date technology on the market.

** If resources are not available to accommodate the required minimum, the school should have the ability to contract services using their own resources ensuring that admin access is provided to qualified personnel.

3. Electric Grid:

A diagnostic assessment of the electrical network of the school has been done, and the current network is dramatically insufficient for current needs. At present, teachers are unable to have both their air conditioning and their smartboard plugged in at the same time, nor can 2 kettles be plugged in in the kitchen without blowing a fuse. This poses a significant safety hazard and we ask that the electrical grid be updated to adequately meet the needs of the school.

4. Building Infrastructure*:

Edinburgh school was built in 1959 and the building is starting to show its age. Proactively maintaining the building will save money over the long term. We ask that the Ministry and the Board invest in modernising the school and in the general upkeep of our building and that this plan be clearly communicated to the Governing Board with a proposed time horizon and budget. Specifically, anticipate the replacement of our ventilation system in the short-

*It is recognized that the much-needed renovations to the students' bathroom and overall school infrastructure is slated to be undertaken, but as of yet, no work has been conducted.

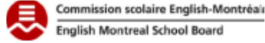
term future, and would like to explore possibilities of installing a system with dual purpose: ventilation as well as purification.

Additionally, there are screens on only half of the classroom windows, which is unrealistic and potentially hazardous, particularly given the increased need for open windows to support adequate ventilation and air circulation in the current pandemic context. We ask that screens be installed in all of the windows of the school.

5. Resource Support to Teachers:

The pandemic has resulted in an increased stress on both teachers and students as they attempt to catch up and fill the academic and pedagogical gaps left by significant COVID absences. Added to this are the undeniable impact that the pandemic has had on the emotional functioning of children. The need for additional support in the classroom, in order to adequately meet the needs of students and to ensure that teachers are able to instruct in an optimal environment, is essential. We ask that the board provide increased allocation for resource staffing in order to meet this need. If resources are not available to accommodate the required minimum, the school should have the ability to contract services using their own resources, ensuring access to qualified personnel.

Please note this list is part of the overall budget planning process. As the MEQ funding parameters become known, some funds may have to be directed to specific spending initiatives per budgetary parameters.



BUDGET BUILDING PROCESS

FOR 2023-2024

APPENDIX B: Suggestions for Budget Priorities, Feedback on Guiding Principles, Criteria, and Related Orientations

Group/ School/Centre: Edinburgh Elementary School

GUIDING PRINCIPLES, CRITERIA, AND RELATED ORIENTATIONS

Please provide your comments on the Guiding Principles, Criteria, and related Orientations as outlined in the attached document. You may use the reference numbers i) to xi) used in the document.

Having reviewed the guiding principles, criteria and related orientations, we highlight the following as they pertain directly to the budget objectives identified above:

1. The current per capita staffing ratios (v) are insufficient to meet the needs of students, as they provide extra resources for only special needs students or ones with an IEP, however providing support to all students should be seen as an investment in future success (budget priority #5 above). The current per capita allocation of staffing is insufficient given the needs of not just students with special needs, but all students. There is inadequate resource support for teachers and students, and more is required.
2. We agree that spending on capital projects should consider reduction in operating expenses (iv) but we believe the school board should also consider potential future expenses such as accumulated deferred maintenance costs for aging infrastructure and preventive maintenance before there is critical failure in infrastructure (budget priority #1, 2, 3, and 4 above).
3. To the extent possible, allowing locally administered funds, subject to governing board approval, in order to augment local staffing is important to allow the school some flexibility in meeting needs that are specific to the school such as additional technological support (budget priority #2 above).
4. Whereas the EMSB has recently indicated there will no longer be a rollover of unused funds (specifically decentralized funds), we request that such allocations remain at the school level for use in future years, as was the policy in the past.

Approved by Edinburgh Governing Board Resolution (Jan.31, 2023)

Gaetano Sifoni, Principal

Robert Fiori, Chairperson

Appendix D

Criteria for Selection of the Principal

Edinburgh School Governing Board

- Is a professional committed to a holistic development approach, recognizing that children have unique learning needs and is supportive of their development requirements and respectful of their individuality.
- Is bilingual (French and English), both spoken and written.
- Experience within the elementary school system and/or demonstrated desire to grow and develop in the elementary school system.
- Has had experience in and is committed to the French immersion program.
- Displays effective management style, such as the collegial approach. Is a good listener; is non-judgmental and flexible. Solves problems through conciliation, conflict resolution and mediation.
- Believes in, supports and encourages parental involvement within the school.
- Seeks a genuine understanding of all children within the school setting and exhibits an ability and desire to communicate with them.
- Has the ability to communicate effectively with all stakeholders of the Edinburgh community. Is transparent, and clearly articulates administrative changes and actions that may impact individuals and/or groups in a timely manner.
- Provides leadership in assuring appropriate educational intervention for students with diverse academic and behavioral needs.
- Provides leadership in the development and implementation of optimized curricula taking into consideration the needs of the student body; includes the arts (visual art, drama and music), sciences and physical education within the curricula, to provide well rounded educational opportunities within the school environment.
- Is a creative leader who is open to new ideas and is sensitive to the need for continuity.
- Has the ability to motivate staff and give suitable direction, while allowing room for creativity and personal growth. Seeks and values the input of the teachers/staff.
- Believes in the broadened definition of the school (i.e. connecting school learning with everyday learning that takes place outside the school; adapting to the changing nature of literacy, including media; focusing on active participation in society).
- Is able to formulate and implement a firm and consistent disciplinary strategy and to effectively communicate this strategy to educators, students and parents.
- Is proactive in the use of innovative technologies.
- Embraces the use of social and other media platforms to help promote the school and increase visibility via community engagement.
- Embraces equity, cultural diversity and inclusion.
- Cultivates opportunities for educators to excel.

- Is sensitive and responsive to the needs of the community (i.e. maximizing opportunities for the children to showcase their learning, encouraging an interactive relationship with the community).
- Leads by example in values and ethics.

Approved by Edinburgh Governing Board Resolution (Jan.31, 2023)

Chairperson: *Robert Fiori*

Robert Fiori