



Minutes of Governing Board Meeting Edinburgh Elementary School

Tuesday, December 13, 2022 at 7:00 p.m.
Edinburgh Elementary School staff room

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, Jody Mason, Meg McKenna, Johanna Miller, Steve Muoio, Gaetano Sifoni, Alexandria Struck, Steven Szabo, Pina Trengia, Anne-Marie Yaworski

Absent: Stéphanie Babalis, Joseph Lalla

Guests: [none]

1. Welcome

Rob called the meeting to order.

2. Adoption of Agenda

Motion to approve: Steve.

Second: Abdelghafour.

Unanimous.

3. Approval of the Minutes of October 18, 2022

• **Motion to approve:** Anne-Marie.

Second: Meg.

Unanimous.

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

- All GB members must submit a completed Conflict of Interest form to the school. **DONE.**
- Alex to draft a list of possible community members we could approach. GB members to reach out to their networks, and see which community members/profiles might be useful. **SUSPENDED.** The current governing board is functioning smoothly, and will proceed without a Community Member for the time being.
- Gaetano to investigate Paper.co. **DONE.** Gaetano has shared the site with the appropriate department at the EMSB, and will share the information with parents in an upcoming newsletter.
- Discuss the advisability of drafting and passing a resolution of support of the EMSB's legal challenges against bills 40, 21 and 96. **DEFERRED.** There was significant

discussion about potential pros and cons of such an action. There are a number of questions concerns which could not be addressed, due to lack of clear answers. This action has been deferred until the following meeting. **ACTION:** Steven will approach Joe Ortona for clarification and details on the legal challenges.

- Brainstorm ideas for H&S purchases at December GB meeting. **DONE.** Details below.

5. New Business

5.1 Safe School Action Plan (2022–2023)

- Gaetano presented the Safe School Action Plan for 2022–2023. It's based on / very similar to the SSAP from previous years, and those from other schools. The Safe School Team has deemed the SSAP ready to be presented to GB.
- Data for the SSAP is collected via the OURschool survey, that tabulates levels of anxiety, feelings of safety and feelings of belonging; with results separated by gender and age. Details are also gathered from dialogue with staff, letters of reflection from students, incident reports, bus reports and more. The information is collected and compiled at the office level. To protect students' confidentiality, specifics are shared only with select individuals who are directly implicated in student care.
- For accountability and transparency, the wider parent community is informed of overall results once a year. These statistics are presented in the annual Educational Project report. (The EP had not been completed the past few years, due to Covid, but has now been reinstated.)
- The Safe School Team studies the stats in the EP and creates the priorities and actions for the Safe School Action Plan, which is then presented to GB for feedback and/or approval.
- Students are encouraged to share their experiences and concerns with the school, and are given specifics on how to report incidents. Lessons on personal safety and community are embedded in the curriculum (via ERC and sexuality education), and teachers and students discuss various topics and work through scenarios. Emphasis is also put on ensuring that students understand that the school is a safe space.
- Statistics from the latest survey showed a troubling number of students who didn't feel safe at school, or feel a part of the school community, so the administration is reinforcing the positive messages through regular assemblies, classroom activities, etc.
- **Motion to approve:** Alex. Second: Anne-Marie. Unanimous.
- The Safe School Action Plan for 2022–2023 is attached as Appendix A.

5.2 Sexuality Educational Curriculum (2022–2023)

- Note: The blacked-out sections are simply blank, not redacted.
- The school board has now provided the requisite materials for the new curriculum. These are supplemented with workshops etc. for the teaching staff.
- The duration listed in the document is for hours devoted to this material throughout the school year. The subject is covered in terms 2 and 3 because this document has to be approved by GB before being implemented.
- **Motion to approve:** Steve M. Second: Meg. Unanimous.

- The Sexuality Educational Curriculum for 2022–2023 is attached as Appendix B.
- **ACTION:** Gaetano to include a website link for the Sexuality Education Curriculum in his next newsletter.

5.3 School Fundraisers

Nothing to report at this time.

5.4 Upcoming Field Trips

- May 23: Musée régional de Vaudreuil-Soulanges for grade 1
- May 25: Musée régional de Vaudreuil-Soulanges for grade 2
- Price of admission for this trip is \$5 per student.
- Note: Cost of bussing has increased; currently ~\$25 per student for transportation.
- **Motion to approve:** Anne-Marie. Second: Alex. Unanimous.
- A suggestion was made that GB consider endorsing a blanket approval for trips that occur during school hours, until the end of the school year, bearing in mind that a permission slip goes home for each trip.
- Such a blanket approval would have to include a price per student. The approval could specify a certain amount of flexibility in the pricing (i.e. 10% margin of error).
- Gaetano tracks every class' outings, to ensure a proper balance for the school.
- **ACTION:** 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.

6. Reports

6.1 Principal

- Parent-teacher interviews went very well; online booking system worked smoothly.
- Teachers will follow the same process in March (after second report card), but appointments will be virtual (as per EMSB). The online booking system will issue each meeting with a unique link – very convenient.
- The most recent OURschool survey was completed Nov. 17.
- A second “snapshot” will be taken in April, to see how the school is evolving with Safe School Action Plan.
- Improvements were seen from last spring to this fall, with a positive change of almost 10% (decrease in anxiety, increase in sense of belonging).
- The April results will be used to create next year's SSAP.
- An assembly was held on Nov. 30.
- This is part of a plan to hold an assembly at the start of each new term.
- The assembly recaps the previous term's successes and challenges; covers a reminder of rules and expectations for the coming term; and helps build school spirit and belonging.

- Additional tutoring has started! (The funds have arrived.)
 - The Acceleration Program and the Wilson program were already running.
 - French tutoring has now begun for all levels.
 - After-school online tutoring (offered by Edinburgh) will likely be starting in January.
 - The priority for online spots will be for grades 1, 2 and 3 for now. Students are suggested by the teachers for extra support.
 - Parents can also refer to the website Learn (and possibly Paper.co) for additional resources.
 - The problems with setting up tutoring include insufficient funds and a lack of personnel.
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- Dec. 16: school-wide clown/circus performance in the gym
 - Dec. 20–21: music concert
 - Dec. 23: pyjama day on last day before the holiday break; chocolate milk for all students

6.2 Commissioner

Joseph was not in attendance this evening.

6.3 Treasurer

Paid for pizza for GB holiday get-together. 😊

6.4 Parent Delegate (EMSB-PC)

- The last EMSB-PC meeting discussed Quebec virtual school, how schools handle complaints (bylaw 8), criteria selection for principals, and approval of the Governing Board manual.

6.5 Teacher

Geneviève Guay reported.

- Dec. 16: show for the whole school
 - Dec. 19: rehearsal for music concert
 - Dec. 20–21: music concert
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- New information is available about end-of-cycle exams.
 - Grade 4 – French
 - This exam will take place at the end of January/beginning of February.
 - The exam will be formative (to verify learning still in progress; does not have a designated weighting in the final mark).
 - Grade 4 – English
 - This exam will take place in early February (practice response task) and early April (reading response).
 - The exam will be summative (verify learning acquired; worth 20% of final mark in the course)
 - Grade 4 – Math
 - This exam will take place in May.

- Grade 6 – French
 - This is a school board exam.
 - The exam will be summative (verify learning acquired; 20% of final mark).
- Grade 6 – English
 - This is a government exam.
 - It will be written in May and June.
- Grade 6 – Math
 - This is a government exam.
 - It will be written in May and June.
- The grading of these exams is complicated, based on what competencies students are supposed to have mastered.
- Teachers are no longer on duty outside at recess (as of November 16).
 - BASE employees are supervising both morning and afternoon recesses, as well as lunch.
 - The students are comfortable with the BASE employees (regular staff).
 - There has been no increase in incidents reported at recess.
 - The pandemic required teachers to do double the supervision duties, but that time can now be re-allocated towards class preparation, remediation, etc.
 - The teachers are mindful of balancing students’ social and relaxation needs with their academic needs. (Some of the kids who need extra help are also the ones who need to expend extra energy.) The teachers are also discreet about asking certain children to stay in, to avoid anyone feeling singled out.
 - Staying in at recess helps the students deal with the stress of having missed class time or a test.
 - Students are not necessarily kept in for the entire recess period. Older students are given a choice of which recess to stay in, so they have some control.
 - Some children have begun asking to stay in (especially to play on the computer), so the teachers are watching for that, too.

6.6 Home and School liaison

Anne-Marie reported.

- The book fair was a success. H&S raised \$700–\$800 to purchase books. The money is being given to the teachers this year, instead of librarian. Teachers are asked to submit requests for books they would like for their classrooms.
- Dec. 21: staff appreciation luncheon to take place
- H&S social events
 - Dec. 11: skating party
 - In early 2023: movie night, yoga
 - No charge for parents; H&S assumes the cost

- H&S has a large budget for “enrichment” as the budget allocated to JungleSport has been freed up (activity cancelled)
- Teachers can submit their wish lists, to pay for guest speakers, purchase items, etc.
- Teachers should email H&S with their requests

6.7 BASE

- This year’s holiday charitable events were a joint activity between BASE and the wider school community, and took place during the day and after-school.
 - Partner: CTV Spirit of Giving (<https://montreal.ctvnews.ca/video?clipId=2582666>).
 - Special activity: students made ornaments, class concepts chosen by teachers. The ornaments were sold at the craft fair, and also sent as gifts to community centres.
 - Musical performances by school choir and band.
 - Speakers came from Carolyn’s Toy Drive and Acte d’amour, to talk to the kids.
 - Collected 20 boxes of food; donated to Logifem and Acte d’amour.
 - BASE craft fair (sale of ornament and cards) raised \$1,300.
 - Dec. 10: Saturday outing for some BASE students.
 - Shopping for presents for Carolyn’s Toy Drive.
 - Proceeds from craft sale used to purchase ~75 toys, from JRC Toys (wholesaler).
 - BASE students chose the toys, each group focusing on an age group when shopping.
 - Afterwards, went for lunch at McDonald’s.
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- Recent PED days
 - Nov. 24 – Funtropolis
 - Nov. 25 – Céramic Café (half-day; other half organized and run by student council)
 - Dec. 9 – bowling then a movie at Guzzo.
 - Special events in week before winter break
 - Tues. 20: Hanukkah snack
 - Wed. 21: Cycle 3 dance-off/lip-sync battle
 - Fri. 23 holiday meal, tree-decorating activity, dance.
 - Come back to an in-house PED day on Jan. 9.
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- Update on HopHop trial
 - Testing for month of December
 - Going very well, positive feedback all around
 - App gives an estimation of when parent will arrive, but does not indicate when the parent actually gets to the school.
 - HopHop does not update location indefinitely, so please head straight to school.
 - Parents are still required to get out of their car to collect their child.
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- In the new year, BASE students will be selecting responsibilities and tasks they would like to take on (like cleaning out the fridges, checking milk expiration dates, etc.).
 - Student council has proposed composting.

7. Varia

- Several GB meetings were scheduled in conflict with Commissioners' meetings. Our GB meetings will be rescheduled thus:
 - Tuesday, Jan. 31 @ 7pm (online)
 - Tuesday, April 4 @ 7pm (online)
 - Tuesday, May 9 @ 7pm (online)
 - Tuesday, June 13 @ 7pm (in person)

8. Correspondence

Nothing to report at this time.

9. Question period

- Any GB member seeking reimbursement of babysitting fees must submit a receipt with a description of the service (i.e. babysitting), the date of the service and the total paid.
- Tutors are generally recruited via word-of-mouth. As tutors are paid by the EMSB, there are regulations in place as to who can be hired for these positions.

10. Adjournment

The meeting was adjourned at 8:50 p.m., with thanks.

Appendix A

SAFE SCHOOL ACTION PLAN 2022-2023

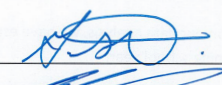
Edinburgh Elementary School


Level of instruction: Primary School

Number of students 311

* Date of GB approval: **December 13, 2022**

* Date of Action Plan revision: **November 25, 2022**

Principal's Signature: 

Governing Board Chair's Signature: 

Quebec Education Act (QEA)

Bullying: Any repeated direct or indirect behavior, comment, act or gesture, including in cyberspace, whether deliberate or not, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes.

Violence: Any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.

EMSBSafe Physical and Cyber Environment Policy (2013)

The English Montreal School Board (EMSBS) believes that every member of its community has the right to learn and work in a safe physical and cyber environment. The EMSBS advocates a strong safety and prevention focus which includes student education and support, as well as professional development as per the Quebec Education Program (Q.E.P.) and the EMSBS's Strategic Plan.

SAFE SCHOOL ACTION PLAN 2022-2023

Our Safe School Action Plan

This plan outlines the measures for preventing and responding to acts of bullying and violence in our school in accordance with the EMSBS Safe Physical and Cyber Environment Policy and the Quebec Education Act (QEA).

Edinburgh School is committed to providing our students with a safe and caring learning environment. We encourage all members of our school community to act with respect and kindness towards others. Our school expects students, parents/guardians and others who witness or learn about an act of violence or bullying involving a student to report it promptly. Our school administration will take the necessary steps in investigating reports and ensuring safety for those concerned.

Safe School Team

Our Safe School team is working to ensure safety and maintain a positive school environment. Every year, members of our team review and update our Safe School Action Plan.

Our Safe School Team members are:

- Gaetano Sifoni – Principal
- Maria Lloyd – Behavior Specialist
- Jean-Michel Brunet – Teacher (Staff Assistant)
- Geneviève Hébert – Teacher (Staff Council Chair)
- Avra Wiesenthal – Teacher (OurSchool Survey Facilitator)
- Marco De Crescentis – BASE & Lunch Technician

School Climate

Assessing the school climate helps us understand how safe students feel in their learning environment. It allows us to reflect on what improvements we can make and how we can build interpersonal relationships, engage students socially, and foster emotional and physical safety. Our school collects data related to school climate, primarily, by using The OurSCHOOL Student Survey. Students in Grades 4-5-6 complete the survey on a voluntary basis in order to identify, among other things, their perception of bullying and sense of school security. Other sources that our school uses to collect data are:

- Consistent dialogue between staff members, with bus drivers and/or lunch & daycare staff
- Student letters of reflection and register of referrals to the office for bullying and violent behaviours
- The review and analysis of data related to bullying/violence at the school level (i.e., incident reports and bus incident reports)
- Analysis of the previous year's Safe School Action Plan

Based on our data analysis, we have established the following priorities for the coming school year:

- To decrease the number of students reporting feeling unsafe attending school (including travelling to and from school).
- To increase and promote a sense of belonging at our school
- To decrease the number of students who expressed moderate or high levels of anxiety

** Note: The school reserves the right to alter this plan seen below, at any point during the academic year, to reflect its changing priorities and needs more accurately.

SAFE SCHOOL ACTION PLAN 2022-2023

Violence Prevention

As part of our efforts to increase protective factors and educate our staff, students, and the wider community on issues related to bullying and violence, our school will:

- Clearly communicate the Code of Conduct with our school community and with the student population in the agenda and on our school website;
- Outline the bus safety rules to all students and implement a bus seating plan. Regular bus check-ins and meetings take place when pertinent;
- Ensure that workshops take place throughout the year to encourage students to develop and sustain healthy friendships, and to demonstrate empathy;
- Invite guest speakers, including visits from our SPVM Socio-Community to encourage all students to be safer and more responsible citizens;
- Design and implementing anti-bullying lessons and projects in all classes. Edinburgh staff also teach and model empathy;
- Build community involvement by organizing a Cycle 3 Mentorship Program that will allow students to contribute to the general sense of community and belonging within the school;
- Offer a weekly Social Skills Group led by our behaviour specialist designed to emphasize the importance of respecting one another throughout the year;
- Host an annual Pink T-Shirt Day to raise awareness and remind each other of our commitment to our pledge to curb and prevent violent and bullying.

Equity, Diversity, and Inclusion

Our school is committed to addressing various forms of violence and bullying, including harassing behaviours that target perceived aspects of a person's identity (i.e., body size, exceptionality, sexual orientation, gender and gender expression, skin colour, ethnicity, religion, language, culture, socio-economic class). We are committed to fostering an inclusive school environment by:

- Designing and implementing lessons and projects that promote equity, diversity and inclusion take place in all classes, particularly through the ERC and Sexuality Education curriculum;
- Organizing workshops and inviting guest speakers to remind students about the importance of being well-rounded citizens who celebrate diversity and demonstrate respect for all member of our Edinburgh community;
- Highlighting the role of bystanders who witness harassing behaviours in school by stressing the importance of speaking up in support and/or reporting to a parent or staff member.
- Engaging in awareness campaigns and school-wide initiatives with the aim of fostering a more inclusive school environment

Measures to Protect Confidentiality

Edinburgh school pledges to take steps to protect the confidentiality of any persons involved in a bullying or violent incident. We will ensure that the details of the bullying incident reports made against an identified perpetrator are kept confidential and secure in the principal's office, so as to protect all parties regardless of their role in the incident. Our staff, families and social services will be reminded that they are to share information about an incident strictly on a need-to-know basis, with consideration to the feelings and privacy of individuals.

SAFE SCHOOL ACTION PLAN 2022-2023

Collaborating with Families

Families are instrumental in helping schools prevent, detect, and resolve incidents of bullying and violence. We will use various means such as, organized events, distribution of information sheets, newsletters posted on the school website, presentations, and individual meetings to inform parents about bullying and the role they can play in support their child.

Based on the priorities outlined for the academic year, our school will actively support and encourage families to:

- Actively engage in the educational process involved in preventing and addressing bullying.
- Recognize signs of distress in their child.
- Understand the difference between conflict and bullying.
- Report suspected acts of bullying or violence to the school administration.
- Collaborate with school staff in finding solutions if their child is involved in acts of bullying or violence.
- Reinforce pro-social behaviours in their child/youth.

Response Procedures

Our school is committed to ensure that professional and teaching staff receive ongoing training on how to respond appropriately when witnessing or being made aware of harmful behaviours. Claims of bullying and violence will be investigated according to guidelines established in our school. Emphasis will be on assuring safety, promoting accountability with consideration to mitigating factors, and repairing harm.

Reporting Procedures

The protocol for reporting incidents of bullying and or violence will be described in the student agenda and school website. The protocol will explain that:

- Students are provided with confidential, safe and age-appropriate ways to report an incident (e.g. by talking to a staff member or a parent, by submitting a note in a designated box or by email at home, etc.).
- Professional /teaching staff members will intervene when they are advised of or have observed an act of bullying or violence. They will complete a reporting form to alert the administration to investigate and follow up promptly after an incident has occurred.
- Parents/guardians may report (to their child's teacher, school administrator, behaviour technician, BASE technician, or any other school staff member) in person, with a direct phone call or by email detailing the issue or incident

Supervisory & Support Measures

Our school professionals and staff may take the following steps to support any student who has been involved in, targeted, or affected by bullying behaviors.

- Consultation with appropriate school professionals: (Special Education Technicians, Childcare Workers, Psychologist, Nurse, Social worker, etc.)
- Meeting with parents/guardians to reinforce social skills building activities at home, to help support families to seek for solutions and/or when necessary, families are referred to the CLSC for additional support;

SAFE SCHOOL ACTION PLAN 2022-2023

- Providing relevant educational activities and ongoing support / follow-up to all students involved.
- The Special Education Technician periodically "checks in" with students involved and provides ongoing support following an incident.

Disciplinary Measures

If after investigation, claims of bullying or violence are confirmed, the principal or designee will determine what disciplinary measures will be required. The school's disciplinary measures will be formative, fair (considering the nature, severity & frequency of act as well as any other mitigating factors) and respect legal requirements regarding the confidentiality of students. In line with the EMSB Safe Physical and Cyber Environment policy, police may be contacted when a criminal act or threat of a criminal act may be involved. Depending on the severity and frequency of the incident, examples of disciplinary measures include:

- Intervention by a staff member followed by discussion with the student and a call placed to parents;
- Loss of recess and lunch privileges;
- Loss of other school privileges including participation in extra-curricular activities, field trips and special events;
- Implementation of a structured supervision plan for the student during recess and lunch, where he/she is monitored for his/her actions
- In-school suspension, supervised by a member of the school team where the student will keep up with classwork and assignments, while also being offered time to reflect and discuss with school personnel about the incident

- Out of school suspension (up to 5 days) with a mandatory re-entry meeting with parents and students. At this meeting, a plan will be developed for the student and agreed by all. The student's teachers and other implicated staff will be informed of the plan.
- If incident takes place on the bus, reports are filed and suspensions from using transportation services can be given by administration;
- Students that are involved in incidents of bullying are supervised by the school's Special Education Technician to ensure well-being;

Incident Follow-Up Measures

Our school will take necessary steps to protect students from harm or retaliation after an incident has occurred. The school will ensure a proper follow-up by:

- Documenting the investigation process, interventions and communications with parties involved.
- Informing all students concerned (victimized student, accused, witness) of the steps taken to stop the situation.
- Maintaining communication with families and students involved in the incident.
- Communicate relevant information to staff members regarding the safety of the student, while maintaining confidentiality.
- Verifying that support services are offered as required.
- Checking in with students to ensure well-being and to prevent escalation or retaliation.
- Providing educational services to the wider school population if the incident reflects a larger problem within the school

SAFE SCHOOL ACTION PLAN 2022-2023

For more information or inquiries, please contact:

Gaetano Sifoni	Principal	gsifoni@emsb.qc.ca
Maria Lloyd	Behavior Specialist	mlloyd@emsb.qc.ca
Marco De Crescentis	BASE Technician	mdecrescentis@emsb.qc.ca
Main Office	(514) 486-0981	edinburgh@emsb.qc.ca

Resources Outside of the School

We encourage members of our school community to be informed on bullying and violence prevention by consulting the following:

For Students:	Kids Help Phone: 1-800-668-6868 www.needhelpnow.ca www.cybertip.ca
For Parents/Guardians:	www.prevnet.ca www.mediasmarts.ca www.protectchildren.ca/en/ www.education.gouv.qc.ca/en/current-initiatives/bullying-and-violence-in-the-schools/

Appendix B



Commission scolaire English-Montréal
English Montreal School Board

ELEMENTARY SEXUALITY EDUCATION PLAN 2022-2023



École Edinburgh School

PRESCHOOL 4 & 5

THEME	COMPREHENSIVE VIEW OF SEXUALITY	SEXUAL GROWTH AND BODY IMAGE	EMOTIONAL AND ROMANTIC LIFE	PREGNANCY AND BIRTH	SEXUAL ASSAULT PREVENTION	IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS
PRESCHOOL (optional)		<p>WHO: <i>Please check all that apply</i></p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization <p>WHEN: throughout the year</p> <p>DURATION 5-10 hours</p> <p>SUBJECT AREA: Classroom teacher</p> <ul style="list-style-type: none"> • <i>Parts of the body</i> • <i>Expressing needs and feelings</i> 				

**Please note that blackened areas are themes not covered in that grade*

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/adaptation-scolaire-services-comp/EDUC-Apprentissages-Sexualite-GrandPublic-EN.pdf



ELEMENTARY SEXUALITY EDUCATION PLAN 2022-2023

CYCLE 1 ELEMENTARY

THEME	COMPREHENSIVE VIEW OF SEXUALITY	SEXUAL GROWTH AND BODY IMAGE	EMOTIONAL AND ROMANTIC LIFE	PREGNANCY AND BIRTH	SEXUAL ASSAULT PREVENTION	IDENTITY, STEREOTYPES AND ROLES, AND SOCIAL NORMS
GRADE 1	<p>WHO: Please check all that apply</p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC</p> <ul style="list-style-type: none"> • <i>Mind: Knowledge and questions about sexuality</i> • <i>Heart: Emotions, feelings and expression</i> • <i>Body: growth, needs, 5 senses & hygiene</i> 				<p>WHO: Please check all that apply</p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC</p> <ul style="list-style-type: none"> • <i>How to recognize a situation and protect yourself</i> • <i>Reporting an incident</i> 	<p>WHO: Please check all that apply</p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2-3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC</p> <ul style="list-style-type: none"> • <i>Respect for individual differences</i> • <i>Individual choices: activities, preferences, interests</i> • <i>Gender roles associated with girls and boys</i>

*Please note that blackened areas are themes not covered in that grade

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/adaptation-scolaire-services-comp/EDUC-Apprentissages-Sexualite-GrandPublic-EN.pdf



ELEMENTARY SEXUALITY EDUCATION PLAN 2022-2023

CYCLE 1 ELEMENTARY

THEME	COMPREHENSIVE VIEW OF SEXUALITY	SEXUAL GROWTH AND BODY IMAGE	EMOTIONAL AND ROMANTIC LIFE	PREGNANCY AND BIRTH	SEXUAL ASSAULT PREVENTION	IDENTITY, STEREOTYPES AND ROLES, AND SOCIAL NORMS
GRADE 2		<p>WHO: Please check all that apply</p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: Phys Ed & Santé</p> <ul style="list-style-type: none"> • <i>Knowing your body and using correct terms for the parts of the body</i> • <i>Bodily needs: Hygiene, food, physical activity, sleep, etc.</i> 	<p>WHO: Please check all that apply</p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC & Spiritual Animator</p> <ul style="list-style-type: none"> • <i>Range of feelings toward the people in your life</i> • <i>Positive feelings: Love, trust, respect, loyalty, etc.</i> • <i>Negative feelings: jealousy, disappointment, sadness, etc.</i> 	<p>WHO: Please check all that apply</p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC & Science</p> <p><i>Understand the phenomenon of birth</i></p>		

*Please note that blackened areas are themes not covered in that grade

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/adaptation-scolaire-services-comp/EDUC-Apprentissages-Sexualite-GrandPublic-EN.pdf



ELEMENTARY SEXUALITY EDUCATION PLAN 2022-2023

CYCLE 2 ELEMENTARY						
THEME	COMPREHENSIVE VIEW OF SEXUALITY	SEXUAL GROWTH AND BODY IMAGE	EMOTIONAL AND ROMANTIC LIFE	PREGNANCY AND BIRTH	SEXUAL ASSAULT PREVENTION	IDENTITY, STEREOTYPES AND ROLES, AND SOCIAL NORMS
GRADE 3	<p>WHO: Please check all that apply</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization <p>WHEN: Term 2</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC & Spiritual Animator</p> <ul style="list-style-type: none"> • <i>Body, heart, mind and messages conveyed by the social environment</i> 				<p>WHO: Please check all that apply</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input checked="" type="radio"/> Approved organization <p>WHEN: Term 3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC</p> <ul style="list-style-type: none"> • <i>How to recognize a situation and protect yourself</i> • <i>Reporting an incident</i> 	<p>WHO: Please check all that apply</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization <p>WHEN: Term 3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC</p> <ul style="list-style-type: none"> • <i>Stereotypes conveyed about girls and boys</i> • <i>Establishing egalitarian relationships</i>

*Please note that blackened areas are themes not covered in that grade

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/adaptation-scolaire-services-comp/EDUC-Apprentissages-Sexualite-GrandPublic-EN.pdf



ELEMENTARY SEXUALITY EDUCATION PLAN 2022-2023

CYCLE 2 ELEMENTARY						
THEME	COMPREHENSIVE VIEW OF SEXUALITY	SEXUAL GROWTH AND BODY IMAGE	EMOTIONAL AND ROMANTIC LIFE	PREGNANCY AND BIRTH	SEXUAL ASSAULT PREVENTION	IDENTITY, STEREOTYPES AND ROLES, AND SOCIAL NORMS
GRADE 4		<p>WHO: Please check all that apply</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization <p>WHEN: Term 2-3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: Phys Ed & Santé</p> <ul style="list-style-type: none"> • <i>Main changes associated with puberty</i> • <i>Feelings about growing up:</i> <ul style="list-style-type: none"> ○ <i>Positive: Pride, excitement</i> ○ <i>Negative: unease, embarrassment</i> 	<p>WHO: Please check all that apply</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization <p>WHEN: Term 2-3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC</p> <ul style="list-style-type: none"> • <i>Definition & perceptions of friendship and love</i> • <i>Characteristics of a friend and importance of friendships</i> • <i>Acceptance of diversity, concern for others, empathy, commitment, respect, dealing with conflicts</i> 			<p>WHO: Please check all that apply</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization <p>WHEN: Term 2-3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC/ELA</p> <ul style="list-style-type: none"> • <i>Establishing egalitarian relationships</i> • <i>Peer relationships and the social environment</i>

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ELEMENTARY SEXUALITY EDUCATION PLAN 2022-2023

CYCLE 3 ELEMENTARY

THEME	COMPREHENSIVE VIEW OF SEXUALITY	SEXUAL GROWTH AND BODY IMAGE	EMOTIONAL AND ROMANTIC LIFE	PREGNANCY AND BIRTH	SEXUAL ASSAULT PREVENTION	IDENTITY, STEREOTYPES AND ROLES, AND SOCIAL NORMS
GRADE 5		<p>WHO: <i>Please check all that apply</i></p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2</p> <p>DURATION: 2-3 hours</p> <p>SUBJECT AREA: Science, Phys Ed & Santé</p> <ul style="list-style-type: none"> Physical and psychological changes associated with puberty Role of puberty in growth 			<p>WHO: <i>Please check all that apply</i></p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input checked="" type="radio"/> Approved organization</p> <p>WHEN: Term 3</p> <p>DURATION: 2-3 hours</p> <p>SUBJECT AREA: ERC</p> <ul style="list-style-type: none"> Recognizing real world and virtual world situations Self-protection /self-defense Seeking solutions, asking for help, protecting a friend by reporting to an adult 	

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ELEMENTARY SEXUALITY EDUCATION PLAN 2022-2023

CYCLE 3 ELEMENTARY

THEME	COMPREHENSIVE VIEW OF SEXUALITY	SEXUAL GROWTH AND BODY IMAGE	EMOTIONAL AND ROMANTIC LIFE	PREGNANCY AND BIRTH	SEXUAL ASSAULT PREVENTION	IDENTITY, STEREOTYPES AND ROLES, AND SOCIAL NORMS
GRADE 6	<p>WHO: <i>Please check all that apply</i></p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2-3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: Phys Ed & Santé</p> <p><i>Dimensions of sexuality</i></p> <ul style="list-style-type: none"> Biological: puberty, ability to reproduce Psychoaffective: feelings and emotions, body image, need for independence Socio-cultural: norms, expectations, stereotypes Interpersonal: relationships, communication Moral: values, beliefs, choices 	<p>WHO: <i>Please check all that apply</i></p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input checked="" type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2-3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: Science</p> <ul style="list-style-type: none"> Understanding the changes associated with puberty Body image 	<p>WHO: <i>Please check all that apply</i></p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2-3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC</p> <ul style="list-style-type: none"> Physiological manifestations of puberty Romantic awakening-attraction, changes in interpersonal relationships 			<p>WHO: <i>Please check all that apply</i></p> <p><input checked="" type="radio"/> Teacher <input type="radio"/> Board Professional <input type="radio"/> Health Care Professional <input type="radio"/> Approved organization</p> <p>WHEN: Term 2-3</p> <p>DURATION: 1-2 hours</p> <p>SUBJECT AREA: ERC/ELA</p> <ul style="list-style-type: none"> Understanding how discrimination based on gender identity, gender expression and sexual orientation can affect people Respecting sexual diversity and differences

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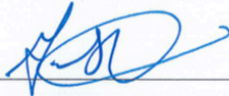
GOVERNING BOARD RESOLUTION

EDINBURGH SEXUALITY EDUCATION PLAN 2022-2023

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;

WEREAS the principal, together with a committee of school staff and professionals from the health and social services system, have made recommendations for the implementation of the Sexuality Education Program and the information for the implementation of the Sexuality Education plan.

IT WAS MOVED BY Steve Muoio AND RESOLVED THAT the 2022-2023 Sexuality Education Curriculum Plan be approved, as presented, by the Governing Board and that it be communicated to all parents on the school website.

Signature : 
Principal

Date: 12.13.2022

Signature : 
Governing Board Chair

Date: 12.13.2022