



MAPLE RIDGE ELEMENTARY SCHOOL

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Education
Foundation
of Ottawa

International
Education
Programs

Maple Ridge Elementary School Parents Council

1000 Valin St, Orleans, ON K4A 4B5

June 15, 2021

Attendees:

Cynthia Allen, Mireille Filion, Robert Levesque, Pamela Dossett, Jennifer Malek, Lisa Briscoe, Elitza Palazov, Wendy Mak, Barbara MacIntyre, Amanda Hope, Mara Belitzky, Michelle Snook, Crystall Matheson

Regrets:

Jennifer Tracey, Rosita McLaughlin

Welcome

Meeting called to Order

6:32 pm Minutes Record by: Pamela Dossett

Old Business & Approval of last meeting's minutes:

Motion to approve was by Lisa Briscoe, seconded by Michelle Snook

Principal's Report: Mireille Filion & Robert Levesque

Update: Presentation of the Policy and Practice Review of Police Involvement in Schools

(See Appendix A)

- Mme Filion provided the report from the Human Rights and Equity Advisory (HREA) to Cynthia, who forwarded it via email to the Council members prior to the meeting. The report examined the practices at the OCDSB when involving police and the resultant impacts on stakeholders. Staff will reflect on the observations in the HREA's report to inform response through revisions to OCDSB policies and practices. Not discussed at Council.

Report Cards

- Online report cards only this year. The Board is using a new system that will require the students' OEN code to access. The OEN is the Ontario Education Number. It can be found on your child's previous report cards.

Staffing Updates

- No changes to class sizes and breakdown as compared to what was presented at May council. At this time, there has not been a net increase in the number of students. We have lost a few, and then a few more have registered. We have about 480 students in school next year.
- Teachers at the virtual academies this year because they were placed on surplus from the school due to decrease in in-person enrollment for 2020-21 will be returning to Maple Ridge.

- A few LTO leaving. Mme Gabrielle Vachon-Vallé is leaving and going to a school in the west end.
- Tim Whalen will be joining Maple Ridge, teaching at the intermediate grades in French. Interestingly he did a coop placement at Maple Ridge years ago.
- There will be 2 educational assistants (EA) in the Developmental Disabilities Program (DD) classes. We have another 2.5 EA for the remaining classes.

Increased Funding

- Sometimes at year-end, we receive leftover money from the Board to spend towards equipment and supplies for the next school year. We are very restricted on what the funds can be spent on. The Board normally waits until the end of the school year to release how much money can be spent and in which specific subjects/areas that we are permitted to spend each allotted amount. Once notified, we only had about 21 days to spend the allotted budget.
- We received about \$1500 that we were permitted to put towards the Arts. We decided to spend the money on percussion instruments and purchased 2 bins of 15 percussion instruments per bin. This will be enough percussion instruments for a whole class of 30 students to use. We also purchased arts and crafts supplies such as 5000 googly eyes, pompoms, beads, plasticine, watercolour paint and brushes, and ribbons for dance.
- We received about \$1000 for physical education and purchased various outdoor sporting goods equipment such as, different sizes of soccer and volleyballs, etc.
- We received a budget to put towards musical instruments; however, decided to hold off on spending the money for now since again next year there will not be a dedicated music teacher.
- Since we had fewer kids in the building this past year, about \$800 was spent on various online programs (ie: Joli reading program).
- We purchased approximately \$7000 for supplies to start the next school year. We had to spend more money for each child to have their own sets of markers, scissors, glue sticks etc. Children used to share these items, whereas now with COVID, we need to provide each child with their set of supplies.
- Some other money was spent on various other funded extracurricular activities throughout the year, (such as virtual tours etc)

Next year – COVID-19 Protocols

- We do not currently have any information about PPE or specific supplies needed for next school year. We are hoping to be able to receive this information over the summer, at least by August.
- We do know we will be continuing to have staggered lunches and a two-cohort system like this school year.

Year End Update email

(See Appendix B)

- Last day of synchronous learning – Wednesday June 23, 2021
- Grade 8 students can pick up their belonging on June 24 and take photos with teachers and staff. All other grades can come pick up their items June 25.
- Loaned Chromebooks will be **disabled on Monday, June 28**. If you borrowed a Chromebook, it will need to be returned on Friday, June 25 between 8:30 a.m. and 4:00 p.m. No appointment is needed if you are only returning borrowed materials.

Chair Report: Cynthia Allen

Election Committee

- Both Mireille and Robert are coming back next year. Cynthia asked if they would both like to serve as the election committee for next year's school council elections. Both accepted this responsibility and confirmed that the election will take place within the first 30 days of the school year.

Financial Review

- Each year, Council requires a member to do an audit of our financial information for the school year. This individual cannot be a signing member of the financials (cannot be Cynthia Allen, Jennifer Tracey, or Crystall Matheson) and the audit must be completed after the books are closed for this school year, end of July 2021. The individual is responsible to double check for errors, miscalculations, and/or misappropriations. They will write a signed letter indicating the executive Council has upheld their fiduciary duties and there were no anomalies. Cynthia asked for a volunteer and Amanda Hope volunteered to do this audit.

Ottawa Carleton Assembly of School Councils (OCASC) May meeting update

- Last meeting of the year was held in May, then there was the AGM combined in this meeting
- One interesting point in the last meeting was that there was supposed to be a school boundary review conducted at some point in time. Apparently, there has been several schools that have dwindling registration which prompted the need for a boundary review. Schools with low registration may run the risk of being closed or may only offer an English program. This one school (close to Devonshire), had been told there will be a boundary review for the past 6 years, however this review has been on hold. OCASC is planning a letter writing campaign requesting the boundary review. From what was understood, all schools within the entire school board are involved in the review therefore it is not a small task. The Trustee that was part of this advised it will be a boundary review everywhere.
- Another interesting point that was discussed at the meeting was surrounding some potential training for Council members on how to conduct a virtual / hybrid meeting. Since it is uncertain on how the new school year will be structured (in-person, virtual, or a hybrid model) OCASC would like to have a training session on how to host an effective hybrid-model meeting for all parent Councils that are interested. If OCASC does move forward with this initiative and Cynthia receives information, she advised she will be sure to pass it along to our Council members if parents are interested.
- Last highlight was good news that the OCDSB plans to continue with the PRO grant program again next year. Cynthia was hoping to do the science nights again as it was such a success in the past. This will depend on the pandemic situation and if in person gatherings will be permitted.

Grade 8's 'Graduation' Leaving Ceremony

- As discussed at the May meeting, the Council will be supporting the year-end celebration for our grade 8 students. The leaving ceremony will be virtual; however, the students will be invited to the school to pick up their certificates and drop off any items belonging to the school.
- In May, Council had discussed getting Lawn signs to display at each graduate's house; however, the OCDSB advised they did not want the lawn signs and most schools are abiding by the recommendation. Council ordered socks that Wendy Mak is preparing with vinyl transfer of

'congratulations' along with a commemorative pen. The school is also putting together a gift bag to go along with their certificate, as well as a yearbook for each student, both in-person and virtual. The yearbook has already gone to print. Thank you very much to everyone who helped put this together and work on that.

- We have ordered a large 10 X 2 foot banner saying "Congratulations," to take photos with. The year was omitted on the banner so that it can be used yearly.

Year-end celebration Council expenses:

Banner - \$164.97
Sock - \$79.10
Vinyl - \$79.89 (for the socks)
Pens: \$110.62
Yearbooks: \$375
Total: \$809.58

- Cynthia had circulated an email stating that she had heard from a few Council members that they will not be able to attend this evening and as such ran the risk of not having a quorum to vote on this financial matter. She had received various YES vote replies from those members who were not able to attend. Pamela Dossett motioned to approve, seconded by Michelle Snook. All were in favour. Quorum was achieved through voting at the meeting along with previously replied e-votes. Motion carried.

Gifts for Custodial and Office Staff

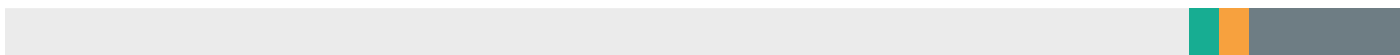
- Council has a tradition of purchasing a small thank you for the office and custodial staff. We rely on their help and they do so much for our students. We appreciate everything they do and wish we could do more. The gift is \$20 gift cards X 7 staff = **\$140.**
- Cynthia had circulated an email stating that she had heard from a few Council members that they will not be able to attend this evening and as such ran the risk not having a quorum to vote on this financial matter. She had received various YES votes replies from those members who were not able to attend. Amanda Hope motioned to approved and was seconded by Elitza Palazov. All were in favour. Quorum was achieved through voting at the meeting along with previously replied e-votes. Motion carried.

Year-End Report

- Board Policy P.014.SCO School Councils requires school councils prepare an annual report on the school council activities, including fundraising. The report must be submitted to the school principal and the policy analyst by 31 October 2021. Although we were not as active as in previous years, we still positively contributed to the school environment and enhanced the learning experience for our students.
- Cynthia circulated the year-end report in an email prior to this meeting and asked each Council member to review the report and ensure it is accurate and please send feedback before the end of the School year.

Fundraising & Communications: Cynthia Allen on behalf of Wendy Mak & Rosita McLaughlin

- Rosita sends her regrets, however wanted to advise that she will be putting together a newsletter this month on behalf of Council members. The newsletter will thank the parents for participating in fundraising and encourage parents to join Council for next year.



Financial Summary: Cynthia Allen on behalf of Jennifer Tracey (See Appendix C)

- See email total about \$809.58 (large banner, socks 50 pairs, pens, and yearbook) and \$140 for gifts for custodial staff (2x\$20 gift cards Indigo Gift Cards for office staff and custodial for Tim Hortons 5x\$20). Motion as approved and quorum was achieved through voting at the meeting along with previously replied e-votes. (See Chair Report for more details)

Wish List: all

- No wish list items were brought forward

Round Table: all

- Eitza asked about who pays for cleaning supplies. Mme Filion answered that it is the Board that pays for these expenses.
- Elitza inquired about recognition for Mme Vachon-Vallé's departure from Maple Ridge. She was an inspirational teacher to her family and hoped there was an event that she could partake in. Mme Filion advised that the School will be doing something for her within the School's social committee and that due to COVID larger events of more than 10 people are not encouraged or recommended at this time. Mme Filion added that they also have a few other LTO's who are leaving, so Mrs. Armstrong will be arranging a commemorative event for all these staff.
- Cynthia asked if EDP will be running next year? Mme Filion advised that EDP will be running through the OCDBS in the fall. The City of Ottawa will most likely be offering the after school program. The city is offering full programs this summer and we are just figuring out which areas they will have access to within the school.
- Michelle Snook will be leaving Maple Ridge as her son is graduating. Thank you so much for all the years in Council, your contributions are admirable. Please don't forget us!!
- Cynthia had a heartfelt thank you towards each Council member for their participation and volunteering contributions this year. She also acknowledged the great work and contributions from Mme Filion and Mr. Levesque and thanked them for their leadership in the school and engagement in Council.
- All Council members returned the recognition for Cynthia and thanked her for her leadership and dedication as Chair of Council, especially given the hardships we all experienced in our personal and outside Council work-lives, Cynthia prevailed through and managed to continue the same quality and dedication to Council throughout the entire year.

7:36 meeting adjourned

June 15th, 2021 meeting minutes approved by MRES council:

Cynthia Allen

October 5/2021

Executive Signature

Date

Appendix A – Presentation of the Policy and Practice Review of Police Involvement in Schools



COMMITTEE OF THE WHOLE

8 June 2021

REPORT NO. 21-049

Presentation of the Policy and Practice Review of Police Involvement in Schools

Key Contact: Mary Jane Farrish, Superintendent of Instruction, 613 721 1820 ext. 8821

PURPOSE:

1. To present the report from the Human Rights and Equity Advisory (HREA), attached as Appendix A (hereinafter referred to as the HREA's Report) examining practices at the OCDSB when involving police and the resultant impacts on stakeholders. Staff will reflect on the observations in the HREA's report to inform our response through revisions to OCDSB policies and practices.

STRATEGIC LINKS:

2. Both the HREA's report and Report 21-049, in response, align with the OCDSB 2019-2023 Strategic Plan (strategic plan) goals within the cultures of Innovation, Caring and Social Responsibility:
 - a. Champion high learning expectations for all students
 - b. Remove barriers to equity of access, opportunity and outcomes;
 - c. Prioritize the dignity and well-being of students in inclusive and caring classrooms; and
 - d. Build authentic engagement with and among our communities.

The District multi-year Indigenous, Equity and Human Rights Roadmap (IEHRR) calls for centering principles of human rights and equity in policies, practices and decision-making and identifying and removing disparity in outcomes. A human rights and equity lens is reflected in the HREA's review.

A strategic link to the OCDSB Mental Health Strategy 2019-2022 exists in the approach to supporting mental health in a shared model of collaboration with community and home to reduce barriers to accessing culturally responsive services.

CONTEXT

3. Responding to community concerns about police involvement in schools, the Board of Trustees passed a motion on 22 September 2020 directing a review of Policy P.043.SCO Police Involvement in Schools, including the role or roles of the School Resource Officer (SRO).

4. Board Motion

On 22 September 2020, the Board passed the following motion directing a review of police involvement in schools:

- A. *THAT the Board Review Policy P.043.SCO Police Involvement in Schools, including (i) the role or roles of the School Resource Officer (SRO) in OCDSB schools, and (ii) all OCDSB commitments identified as legally discretionary within the multilateral protocol governing relations between Ottawa Police Services (OPS) and Ottawa-area school districts.*
- B. *THAT staff bring forward a report with a plan for Board approval no later than the end of October 2020, which includes: (i) a plan for the overall review of police involvement in OCDSB schools, with milestones; (ii) internal and external consultation plans, per Policy P.110.GOV; and (iii) options for the involvement of external academic or other experts, the creation of an advisory panel, and/or the creation of an ad hoc or steering committee.*

5. Review Process

The consultation plan for the policy review, approved in October 2020, outlined the scope of the broader review of OCDSB practices and included the generation of a report to share findings from the review. The HREA was tasked with conducting this review and completing a report within her 'arm's length role', with the authority to provide recommendations on practice and policy to the District for consideration.

The HREA is a provincially funded position in Ontario school boards with the mandate to promote and uphold principles of human rights and equity across the district. As such, part of the work of the HREA includes providing guidance and advice to senior staff on policies related to human rights with the goal of fostering a culture free of harassment and discrimination.

In accordance with the consultation plan, the HREA established a steering team of student representatives, parents and community representatives, as well as advisory committee representatives. This team remained involved throughout the review process and provided input for pieces of the consultation process as well as the final HREA's report (Appendix A).

6. Review Structure

The review of OCDSB practices of involving police in schools, began in November of 2020 with the formal consultation activities spanning four months. The modes of consultation, conducted to inform the HREA's report included both public and private discussions as well as written feedback submissions and anonymous

surveys. The participant engagement for the HREA's report includes voices from both secondary school students, parents/guardians/caregivers and staff as well as input from the current and past SROs assigned to both schools. All participants were offered the opportunity to provide individual feedback, and some made written submissions to the HREA directly and/or arranged for individual conversations.

Facilitation of the sessions was completed by internal facilitators and note takers as well as external facilitators and note takers from Dennery Resources for sessions designed for participants who identify as Black or racialized. Dennery Resources also facilitated consultation sessions for stakeholders from Gloucester and Ridgemont High Schools, the two schools that are served by priority SROs.

Other sources of information for the HREA's report include inquiry with other school districts, relevant reports and literature reviews from other districts, studies and research in the field of police involvement in schools.

7. Structure of the HREA's Report

The HREA's report has been organized to provide background information to reflect the intended outcomes of the OCDSB practices when engaging with Ottawa Police Service (OPS) as well as a presentation of the impacts as shared by participants in the multiple consultation activities. Participation data for each consultation activity is included in the appendices found within the HREA's report. The HREA's report includes sections on perceptions, perspectives and impacts as well as a section on connecting these perspectives to OCDSB policy and practice and to the available external research and reports. In addition, the HREA's report includes a scan of other Ontario school districts' reviews and the scholarship and studies available. The HREA's report concludes with recommendations for staff to consider. The HREA's report includes considerations and recommendations pertaining to the summary observations in each section.

8. Legislative Requirements

Both the provincial model for local protocols and the Ottawa protocol directs the legislated partnership between the OPS and the 4 publicly funded school boards in Ottawa. Shaping the on-going partnership with OPS to achieve productive intersections in service for youth and families through our shared legislative obligations is the goal and objective of our response to the review observations as outlined in the HREA's report.

The relationship the District has with OPS reflects a shared focus on, and commitment to, youth safety and healthy development in our schools as subsets of communities. Maintaining a positive relationship with all community partners is the cornerstone of effective community involvement and engagement. The District shares stakeholders with OPS and we are committed to shaping our partnership activities to improve service for students who experience disproportionately negative outcomes through our practices. These practices include the District's involvement of police in progressive discipline and in activities intended to build positive, engaging and safe school cultures and climates.

KEY CONSIDERATIONS

9. Responding to the HREA's Report

Staff have received the HREA's report, which can be viewed as an audit of OCDSB stakeholder experiences and perspectives pertaining to police involvement in the school community. We will use the observations presented in the HREA's report to consider and examine our practices in the partnership and relationship that we have with OPS. As the employer, OPS governs police programs such as the SRO program and they will similarly consider the HREA's report so that our work forward will be informed through this common source.

The HREA's report issues guidance and recommended considerations for decisions and direction with respect to future OCDSB practices when involving OPS. This guidance will be reflected upon to draft the revised policy document for presentation to the board of trustees in fall 2021.

The findings from the HREA's report are assessed within the context of the OCDSB commitments within the IEHRR and the strategic plan. As the IEHRR states:

Explicit and deliberate actions are urgently required to address inequities in our systems, structures, policies and practices that continue to impact student and staff success and well-being and to build trust with students, families, staff, and communities that we have been under-serving.

Championing high learning expectations for students requires appropriate and relevant supports that serve to prioritize the dignity and well-being of students. Achievement is also inextricably connected to the conditions that we set for learning in our schools; conditions that are free from barriers to equity of experiences and outcomes. As an educational institution, our purpose in service to students is to provide them with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens.

Our schools must therefore be places where students feel empowered and elevated in reaching their potential, set by high expectations of them matched with conditions that support their achievement. Students are not only welcomed, but expected and supported to excel, in our school climates and cultures, in the bodies and identities that they live as well as the knowledge, skills and talents that they bring.

10. Stakeholder impacts

The perspectives that are recorded in the HREA's report reveal outcomes of harm experienced for stakeholder groups whom we have centred as priority voices in this review. Many participants from minoritized groups voiced that the events happening in their communities and schools involving police cannot be separated from the impact of world events involving police violence. Participants pointed to the violence experienced by Indigenous and Black people in the US, in Canada and in Ottawa when discussing OCDSB policy on police involvement in schools.

The observations presented in the HREA's report question the hypothesis that relationship building with police through resource officers in schools achieves positive outcomes for students and the intended objectives of the program as it currently operates. The presence of police officers in schools is also built upon the assumption that having a police officer in school makes school a safer place. Feedback from participants in the consultation did not confirm this assumption. The larger number of Indigenous, Black and racialized voices heard in the consultation process described the creation of an environment that was unsafe, rather than safe when police were involved at school.

Many participants in the consultation discussions expressed concerns about inbuilt systematic racism and bias in the education system combined with systemic racism in the policing system resulting in over-exposure and involvement of Indigenous, Black and racialized students with the police at school.

OCDSB's annual suspension data demonstrate disproportionality and disparity for equity seeking groups including students with special education identifications, students who are Indigenous and students who are racialized. This is also the case for students living in lower socio-economic conditions, keeping in mind the possible intersectionality of all lived identities. The OCDSB policy and practice for police involvement in schools includes engagement with police in supporting progressive discipline

Although individual relationships with SROs were cited as positive in some cases and appreciated by some stakeholder groups there were also examples provided that suggested the benefit and value of the partnership was dependent on the individuals in the roles (administrator and SRO). The integrity of any individual, or their intentions (both District staff and OPS staff) is not in dispute or meant to be judged in the examination of the review observations or in the HREA's report. The examples of the positive relationships, interactions and outcomes, in some instances, do not mitigate or neutralize the harm expressed by many stakeholders from minoritized identities who spoke about a level of distrust and fear felt about the institution of policing. It appears from these stakeholder groups' reports that distrust and fear is not being addressed or repaired in the types of activities that are intended through police involvement in schools, and in fact the presence of police in their schools intensifies their negative feelings and experiences.

11. Priority SRO support

Consultation activities were held specifically for students, parents/guardians/caregivers and staff at both secondary schools that are currently supported by priority SROs.

Input shared through the consultation activities includes reports of harm being experienced by students, staff and families who are minoritized, in response to the presence and involvement of police officers in school settings and processes. Some stakeholders from these schools expressed a feeling of being surveilled and targeted in their neighbourhoods and school communities and having police officers present in their schools was not seen as supportive but rather negatively impacted their sense of safety. Some stakeholders felt that having police presence in school limited their full participation in school life due to a sense of being

watched. Students and families from both schools indicated that the high visibility of police officers and police vehicles at the school reinforced and perpetuated incorrect, negative stereotypes about the students, school and community as dangerous and criminal.

Staff at both schools indicated that the schools were well resourced through the Urban and Priority High School (UPHS) ministry funding and that the involvement of the priority SROs was not critical nor a high yield resource in achieving improved outcomes for their students. Staff at both schools appreciate the framework for resource allocation that is attached to utilization of the UPHS funds and indicated that they could invest the money diverted from the memorandum of understanding (MOU) using their UPHS framework for allocation.

CONCLUSION:

12. At the 26 May 2021 Committee of the Whole Budget meeting, staff informed the Board of Trustees that the 2021/2022 staff recommended budget will not include a continuation of the investment in the MOU with OPS in any amount. Budget preparation continues and decisions about the diversion of those funds will be forthcoming.

In response to the stakeholder perspectives presented in the HREA's report, current practices, and operations within our partnership with OPS will be suspended while we recalibrate our relationship through the policy revision process which will unfold in the fall. Findings and recommended considerations from the HREA's report will inform the policy revisions, and actions to implement changes to OCDSB practices. The voices heard and prioritized in this review indicate that a reshaping of the District's partnership with OPS, in service of student and school safety is necessary.

The policy revisions will consider the range and profundity of the impacts and perspectives from the voices collected through consultation activities and documented in the HREA's report. The draft revised policy will be presented to the Board of Trustees for approval in the fall of 2021.

RESOURCE IMPLICATIONS:

13. The current investment of OCDSB funds to support the MOU with OPS combined with the contribution made by OPS is approximately \$200,000. This amount will be available for the investment in the 2021-2022 staff recommended budget to be directed to schools for use with similar parameters to UPHS funding or other student success centered initiatives.

COMMUNICATION/CONSULTATION ISSUES:

14. The HREA's report will be shared directly with the steering team who guided this review as well as with the student groups who were consulted, all school-based

staff, community groups who were consulted, board Advisory Committee chairs as well as the Ottawa Assembly of School Councils (OCASC), school council chairs at Gloucester and Ridgemont High Schools' as well as through the OCDSB digital school council newsletters. The HREA's report will be shared through social media communications and on the District website. OPS will also receive a copy of the HREA's report and this resultant Committee of the Whole report, 21-049.

The District consultation webpage will be updated to reflect the timelines and activities to be completed, including the policy revision.

Direct communication with OPS, through the respective staff members, will continue as we facilitate the reshaping of the approach within our partnership, to maintain a productive and a positive relationship in our collaborative actions to support students and families as required.

DISCUSSION QUESTIONS

15. How is the strategic plan's monitoring progress reflected in response to the HREA's report as per the following questions:
- How is decision-making guided by the strategic priorities?
 - How does this create conditions to promote a change in culture?
 - How does the data/ evidence inform our work?
 - How is the response to the HREA's report consistent with the goals from the IEHRR in the areas of Engagement and Connectedness, Importance of Identity, and Governance and Leadership?
 - How can we build on the consultation process and outcomes that informed the HREA report to inform the policy development and commensurate procedures that the board will undertake as the next steps?

Mary Jane Farrish
Superintendent of Instruction

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Appendix A-Policy and Practice Review of Police Involvement in Schools

Appendix B – Year End Update email

Subject: Year End Update

Good day, Maple Ridge families!

We are almost at the end of the school year. We very much appreciate the perseverance, positive attitude, and patience as we continue to make adjustments and respond to changing directions. In this message, we are sharing details of how we will conclude this school year.

Kind regards,
Mireille Filion, Principal
Robert Levesque, Vice Principal

Last Day of Synchronous Learning - Wednesday, June 23.

To support and allow for year end tasks to be completed, the OCDSB has set Thursday, June 24 and Friday, June 25 as days for asynchronous instruction. There will be no synchronous (live) Google Meets on those days.

Returning Borrowed Materials - Including Chromebooks

Loaned Chromebooks will be **disabled on Monday, June 28**. If you borrowed a Chromebook, it will need to be returned on Friday, June 25 between 8:30 a.m. and 4:00 p.m. No appointment is needed if you are only returning borrowed materials. Families of students attending summer school will be contacted soon with instructions about how they can continue using their borrowed Chromebook.

Grade 8 students may return their borrowed Chromebooks and other items at their scheduled time on Thursday, June 24 (details below).

Grade 8 Retrieval of Belongings and Leaving Ceremony

On Thursday, June 24, between 11:00a.m. and 3:30p.m., we invite grade 8 students, including those Maple Ridge grade 8s currently enrolled at OCV, to come to the school (by appointment only). Visit

<https://www.schoolinterviews.ca/code?z=gF8CXN> to book an appointment - use event code **3ktvn**.

Grade 8 students may be accompanied by a maximum of 2 family members. There will be the opportunity to take photos near our Maple Ridge banner and pick up a gift bag containing a leaving certificate, yearbook, composite photo and a couple of other surprises.

Details of how to view our Virtual Leaving Ceremony will soon be sent to grade 8 families.

Retrieval of Student Belongings (JK to grade 7) - By Appointment ONLY

Friday, June 25

Almost all essential student belongings were sent home with students in April, before the switch to remote learning. If there is a need to collect belongings from the school, an appointment is required, so that we can prepare for your arrival and ensure that we are following OPH guidelines.

Visit <https://www.schoolinterviews.ca/code?z=gF8CXN> to book an appointment - use event code **3ktvn**. If you book an appointment, you will need to attend alone or with your child (maximum of 1 person accompanying the student). You will check in at the main entrance, complete a COVID screening, then proceed to the gym to retrieve items.

Items not collected by the end of the day on June 25 will be recycled, discarded, or donated.

How to Access June Report Cards

Report Cards for all grades will be sent by email at the end of June. To access the report card, you will need your child's Ontario Education Number (OEN). The OEN can be found on your child's previous report cards.

Visit ocdsb.ca/ReportCards to learn more.

Please note that the OEN must be entered in this format XXX-XXX-XXX. If after accessing a past report card and/or the instructions on the school board website you need help to locate your child's OEN, please contact our office for assistance.

Appendix C – Financial Summary

**Maple Ridge - Parent Council
Income Statement & Fund Reconciliation**

	<u>Jun 14, 2021</u>	<u>(Last meeting) May 8, 2021</u>	<u>(Last year) Jul 31, 2020</u>
Income			
Lunch Programs			
Revenue	0	0	16,983
Expense	0	0	-10,560
Total Lunch Programs	0	0	6,424
Movie Night			
Revenue	0	0	0
Expense	0	0	-184
Total Movie Night	0	0	-184
Other			
Grants	1,150	500	500
Other Revenue	137	137	1,202
Other Expense	0	0	-627
Purdys Revenue	706	706	1,805
Purdys Expense	0	0	0
Total Other	1,993	1,343	2,880
Total Income	1,993	1,343	9,120
Expense			
Interest, bank charges	28	25	33
Miscellaneous	125	125	722
School - activities	-140	-940	1,097
School - books & equipment	2,840	2,840	6,314
School - greening	81	81	50
Total Expense	2,934	2,131	8,216
Net Income	-941	-788	904
Available funds, beginning of year	10,979	10,979	10,075
Available funds, end of year	10,038	10,191	10,979
Reconciliation			
Balance per bank	10,038	9,485	14,693
Balance per PayPal	0	0	0
Outstanding cheques	0	0	(695)
Outstanding deposits/receivables	0	706	0
Cash On Hand	0	0	0
Commitments			
Hot lunch	0	0	0
School equipment	0	0	(1,881)
School Activities	0	0	(1,088)
School - Greening	0	0	(50)
Available funds, end of year	10,038	10,191	10,979