

REGULAR BOARD MEETING AGENDA
 PUBLIC SESSION

TUESDAY, FEBRUARY 11, 2020
 7:00 p.m.

A

Board Room
 Chatham Education Centre
 476 McNaughton Avenue, Chatham

Page Reference

1. Call to Order
2. In Memoriam 3
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Approval of the Minutes of the Minutes from January 28, 2020 Regular Board Meeting 4
6. Business Arising from the Minutes – John
7. Motions Emanating from the Regular Board Private Session
8. Motion that the Actions of the Regular Board Private Session be the Action of the Board.
9. Presentations:
10. Delegations
11. Questions from the Public
12. Reports for Board Action
 - a) LKDSB Policy and Regulations on *Concussion Protocol* Director Howitt/Superintendent Mancini 7
 Report B-20-18
Recommendation
 “That the Board approve the revised policy and regulations on
Concussion Protocol.”
13. Reports for Board Information
 - a) Ontario Public School Boards’ Association – Report from the Public 13
 Education Symposium January 2020
 Student Trustee Harris
 Report B-20-19
 - b) Parent Involvement Committee Report
 Director Howitt
 Oral Report
 - c) Student Senate Report Student Trustees Bressette/Harris/Newcombe
 Oral Report
14. Correspondence
15. New Business
16. Trustee Questions

17. Notices of Motion:
18. Future Agenda Items
19. Announcements
 - a) The next Regular Board Meeting will be held on Tuesday, February 25, 2020 7:00 p.m. at the Sarnia Education Centre.
20. Adjournment



In Memoriam

Dominick Campbell

Dominick Campbell passed away on January 26, 2020 in his 19th year.

Dominick was a student at the Sarnia Alternative, Adult and Continuing Education Centre.

Dominick is survived by his Mother Jodi and siblings Kash and Kaynen.

Staff, students and all who knew Dominick will miss him.

February 11, 2020

Lambton Kent District School Board

Minutes of the Regular January 28, 2020 Board Meeting held at the Sarnia Education Centre

PRESENT:

- Trustees: Vice-Chair Randy Campbell, Greg Agar, Janet Barnes, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Brittany Jenkins, Lareina Rising and Derek Robertson (Acting Vice-Chair)
- Staff: Director of Education John Howitt, Superintendent of Business Brian McKay Superintendents of Education Angie Barrese, Gary Girardi, Ben Hazzard, Mary Mancini and Public Relations Officer Heather Hughes
- Student Trustees: Aurora Bressette, Simon Harris and Byren Newcombe
- Excused: Trustee Scott McKinlay
- Regrets: Chair Jane Bryce, Superintendents of Education Helen Lane and Mark Sherman
- Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer
- Call to Order: Vice-Chair Campbell called the meeting to order at 7:00 p.m. Trustee Robertson served as Vice-Chair for the Meeting.
Director Howitt read the Traditional Territorial Acknowledgement.
- #2020-31
Approval of the Agenda Moved by Jack Fletcher, seconded by Greg Agar,
“That the Agenda for the Regular Board Meeting of January 28, 2020 be approved.”
CARRIED.
- Declaration of Conflict of Interest None
- #2020-32
Approval of the Minutes Jan/14/2020 Moved by Ruth Ann Dodman, seconded by Greg Agar,
“That the Board approve the Minutes of the Regular Board Meeting of January 14, 2020.”
CARRIED.
- Business Arising None
- #2020-33
Action of the Regular Board Private Session be the Action of the Board Moved by Derek Robertson, seconded by Jack Fletcher,
“That the Action of the Board in Private Session be the Action of the Board.”
CARRIED.
- Presentations: Director’s Snap Shots of Excellence Director’s Snap Shots of Excellence
Director presented the Director’s Snap Shots of Excellence PowerPoint which features highlights of engagement across the district. Included in the presentation were examples of bullying awareness and prevention activities, Treaty Awareness Week activities, school facility enhancements, family engagement nights in schools, inclusive activities, Director’s Entry Plan school visit highlights, students’ CBC radio music challenge contest entries, international education student activities, holiday concerts, examples of students giving back to their communities, examples of students supporting Noelle’s Gift Fund and examples of Noelle’s Gift Fund helping students, examples of the Grade 8 to 9 information nights at Secondary Schools, Community Police Officer visiting students, examples of volunteers helping in the schools and examples of student art.
- Delegations: None
- Questions from the Public None

<p>Special Education Advisory Committee Report Report B-20-14</p>	<p>Trustee Barnes reported on the Special Education Advisory Committee Meeting (SEAC) held on January 16, 2020. Rose Gallaway was re-elected to the position of Chair and Trustee Barnes was re-elected to the position of Vice-Chair. Presentations were provided on the work of the Psychological Services Department and on the work of the Multi-Disciplinary Teams.</p>
<p>Elementary Teacher/ Board Communications Committee Report Report B-20-15</p>	<p>Superintendent Girardi reported on the January 14, 2020 meeting of the Elementary Teacher/Board Communications Committee. The members discussed ASIST requirements (Applied Suicide Intervention Skills Training), the LKDSB Equity and Inclusive Education Policy, completion of report cards, the new student achievement reporting system ASPEN, violence in schools and the LKDSB Attendance Support Program. Superintendent Girardi confirmed that the discussion on report cards centered around timing and due dates for teachers. There was no discussion regarding comments on the report cards.</p>
<p>Kindergarten Registration 2020 Report B-20-16</p>	<p>Superintendent Hazzard advised Trustees that parents/guardians of students entering the LKDSB Kindergarten program are able to register online using any device, including cell phones and tablets. This allows staff to spend more time welcoming families to the school. Families and staff spend time building positive relationships and less time filling out paperwork on their Kindergarten registration day. Superintendent Hazzard shared a video on Kindergarten registration from a parent/guardian's perspective and a video promoting the program. He noted that the majority of the parents/guardians did register online. Feedback indicated that they appreciated this option so they could spend more time during the school visit getting to know the staff and the school setting. Superintendent Hazzard demonstrated the registration section on the LKDSB website including the section that outlines the immunization requirements and documents they are required to bring with them to registration. Director Howitt noted the amount of work required by various department staff to prepare for Kindergarten registration. Their efforts to encourage school age children to register with the LKDSB are appreciated. Increased enrolment assists with the provision of strong programs for students.</p>
<p>French Immersion Boundary Clarification Report B20-17</p>	<p>Director Howitt advised that the need for greater clarity on the French Immersion school catchment boundaries was identified during the ongoing LKDSB French Immersion (FI) Program Service Review. Some of the French Immersion school catchment boundaries were not included in the Address Eligibility Query function on the Chatham-Kent Lambton Administrative School Services (CLASS) section of the website. This is where parents/guardians insert their address to determine what their child's home school is and eligibility for transportation. He explained that the FI inquiries did not provide a home school if transportation was not provided based on the CLASS eligibility criteria. This has been corrected. Every parent/guardian in any locale of the LKDSB will now have a specific school identified as their home school for FI program availability if they go onto the CLASS website and enter their home address. This process will also continue to identify if they qualify for transportation or not. Director Howitt clarified the secondary boundaries and the elementary boundaries. He noted that the existing FI boundaries have not been altered or changed. Director Howitt clarified that all students would be eligible to attend a FI program but depending on where they lived, they may or may not be eligible for transportation. The transportation eligibility criteria have not changed. Director Howitt confirmed that he will follow up with Transportation Department staff regarding the functionality of the Address Eligibility Query function.</p>
<p>Trustee Question</p>	<p>In response to Trustee Fletcher's question about the Ministry of Education making money available for Specialist High Skills Majors (SHSM) developments, Superintendent Mancini explained that the Secondary Program staff are always</p>

assessing the SHSM programs to identify gaps to see if there are more ways to benefit LKDSB students. In 2018/2019, the LKDSB ran 43 SHSM programs in 12 economic sectors across the district with a 21.7% footprint. The footprint represents the percentage of Grade 11/12 students registered in SHSM. In 2019/2020 the LKDSB is participating in the SHSM Rural Regional Skilled Trades Pilot program. Through this program the LKDSB was approved to offer Construction, Manufacturing and Transportation Programs to all schools within LKDSB. Previously the LKDSB only had construction at 7 schools, manufacturing at 7 schools and transportation at 2 schools. The Regional Pilot has allowed for a real spread of these skilled trade programs. Schools that could not otherwise offer a program in one of these sectors are now able to do so. Superintendent Mancini clarified that a minimum of about 8 students are required to offer a stand-alone SHSM Program in a school – a challenge for many small schools. Because of the Regional Pilot, the LKDSB now offers a total of 65 SHSM programs within the district. This pilot has resulted in an additional 71 students participating in SHSM this year, all in skilled trades sectors. For the 2019/2020 year, the LKDSB SHSM program will achieve a 23.6% footprint, well above the projected provincial footprint of 16%.

Director Howitt commented that the SHSM program offerings are an area of pride for the LKDSB. The programs give students a purpose to reach graduation. He noted the Personal Support Worker (PSW) program at Wallaceburg District Secondary School and the Pesticide Certificate program offered at Ridgetown District High School allow students to go into the work force upon graduation. He commented on the expanding programs at Lambton College that benefit LKDSB students. He shared that the enrolment in the Faculty of Education at universities has dropped off since it moved to a two year program. Directors of Education are lobbying the government to develop a SHMS for education to ensure school boards will have qualified and competent teachers especially in skilled trades, sciences and math.

Announcements

The next Regular Board Meeting will be held on Tuesday, February 11, 2020 , 7:00 p.m. at the Chatham Education Centre.

Adjournment
7:43 p.m.

There being no further business of the Board, Vice-Chair Campbell declared the Meeting adjourned at 7:43 p.m.

Chair of the Board

Director of Education and
Secretary of the Board

REPORT TO BOARD

FROM: John Howitt, Director of Education/Mary Mancini, Superintendent of Education

DATE: February 11, 2020

SUBJECT: Policies and Regulations on *Concussion Protocol*

The LKDSB policy and regulations on *Concussion Protocol* have been reviewed as part of the LKDSB cyclical review.

The policy and regulations were updated to reflect what is currently the practice and the requirements of Ministry Policy/Program Memorandum (PPM) 158.

Recommendation

“That the Board approve the revised policy and regulations on *Concussion Protocol*.”



POLICY

SUBJECT: Concussion Protocol

It is the policy of the Lambton Kent District School Board to create safe and healthy learning environments and promote awareness of safety, injury prevention and well-being in schools.

~~including strategies to minimize risk and proper treatment of concussion and recognizes that the health and safety of students are essential preconditions for student learning.~~

Implementation Date: January 28, 2015

Revised: January 31, 2020

Reference: Ministry of Education Policy/Program Memorandum No. 158,
School Board Policies on Concussion



REGULATIONS

SUBJECT: Concussion Protocol

Overview

All partners in education, including the Ministry of Education, other Ontario ministries, school boards, administrators, educators, school staff, students, parents, school volunteers, and community-based organizations, have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can learn. **Research shows that a concussion can have a significant impact on an individual – cognitively, physically, emotionally and/or socially. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a concussion and their parents to seek a medical assessment by a physician or nurse practitioner.**

A concussion is defined as follows:

- a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep).
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull.
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness).
- cannot normally be seen by means of medical imaging tests, such as X-ray standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

~~A concussion can have a significant impact on a student – cognitively, physically, emotionally, and socially.~~ It is very important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to minimized risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.

Responsibilities **Role** of the Lambton Kent District School Board

1. The Board will implement and maintain **a Concussion Protocol that includes** awareness and prevention ~~initiatives, prevention strategies,~~ **a process for identification of a suspected concussion, process, diagnosed concussion management and training.** **a return to school plan for students diagnosed with a concussion and a concussion tracking process**
2. The Board will provide annual **concussion awareness** training for staff, coaches, volunteers, parents/guardians and students on the concussion **prevention and** management strategies.

- ~~1. The members of the program department will provide curriculum links for staff.~~
- ~~2. Board will endeavor to meet the educational needs of the student while the student is recovering from a head injury or concussion.~~

Role of the Principal

1. The Principal will ensure that concussion awareness training is completed annually by staff and coaches
2. The principal will ensure the concussion prevention strategies are adopted by school staff, coaches, students and parent/guardians
3. The principal will inform school staff of a student with a suspected/confirmed concussion
4. The principal will ensure that all components of the concussion return to school plan are completed and implemented
5. The principal will ensure that a student's progress from removal of an activity, to the return to learning and physical activity is documented using the LKDSB Concussion Tracking Tool

~~Responsibilities of the Principal/Teacher/Coach (for specific actions, see LKDSB Concussion Protocol Resource Binder)~~

Role of Activity Supervisors

1. Activity supervisors are those individuals, including non-LKDSB employees, who are in direct contact with students on a regular basis (examples include coaches, teachers, intra-mural supervisors, etc.)
2. Activity supervisors will complete annual concussion awareness training
3. Activity supervisors will maintain a safe learning environment and encourage fair play and respect for all
4. Activity supervisors will review concussion prevention strategies for their specific sport or activity
5. In the event of a suspected concussion, activity supervisors will begin the Concussion Protocol (see the Concussion Protocol section at www.lkdsb.net)
6. In the event of a confirmed concussion, activity supervisors will follow the Return to Learn and Return to Physical Activity plans (see Resources in the Concussion Protocol section at www.lkdsb.net)
 - ~~1. The individual in charge must administer first aid as soon as an injury occurs and determine if the student needs emergency treatment.~~
 - ~~2. The individual in charge must ensure that the student is not left alone.~~
 - ~~3. The individual in charge must monitor signs and symptoms for deterioration.~~
 - ~~4. The individual in charge must not administer medication.~~
 - ~~5. The principal will ensure that the proper documentation contained in the Concussion Handbook is completed and returned to the school by the parent/guardian, doctors and/or nurse practitioners.~~
 - ~~6. The school principal should appoint staff members to monitor and ensure adequate communication and coordination to meet the student's academic needs.~~
 - ~~7. The school principal will also be responsible for approving any adjustments to the student's schedule.~~
 - ~~8. The school principal will share information contained in Concussion Protocol Resource Binder on dealing with students who have had a concussion.~~
 - ~~9. In some circumstances, the In-School Team under the direction of the school principal may find it necessary to develop an Individual Education Plan (IEP) for the student. This will facilitate the collaborative problem solving, decision making and planning for students who are experiencing difficulty in their learning environment as a result of a concussion.~~

Responsibilities of the teaching and other **Role of LKDSB staff**

1. Staff will complete annual concussion awareness training
2. Staff will maintain a safe learning environment and encouraging fair play and respect for all
3. Staff who witness an incident of suspected concussion will report the incident to administration and support the completion of Form C-2a – Tool to Identify a Suspected Concussion
4. Staff will follow the Return to Learn and Return to Physical Activity plans

- ~~1. Teaching staff will help observe changes in a student.~~
- ~~2. Teachers are also in a position to interact regularly with the student's parents, thereby providing a channel to obtain and share information with them about the student's progress and challenges.~~
- ~~3. School coaching staff with responsibility for a student after school hours can assist in monitoring participation in after school activities and observing any changes in symptoms.~~

Role of students

1. Students will review concussion awareness and prevention strategies as provided
2. Students will abide by the rules and regulations of activities they are involved in and will abide by the principles of fair play and respect for all
3. Students will inform LKDSB staff or activity supervisors of any suspected or confirmed head injury
4. Students who become aware of a peer who is experiencing signs or symptoms of a concussion will report this to an activity supervisor or LKDSB staff member
5. Students will honestly monitor their symptoms and report any recurrence of such to avoid Second Impact Syndrome
6. Students with confirmed concussions will follow the return to school plan created in collaboration with the student, parent/guardian and school

Responsibilities **Role of the parents/guardians**

1. Parents/guardians will put the health and safety of their child first
2. Parents/guardians will review concussion awareness and prevention strategies regularly (see the Concussion Protocol section at www.lkdsb.net)
3. Parents/guardians will follow the Concussion Protocol for any suspected concussion
4. Parents/guardians will ensure that the proper documentation is completed and returned to the school by the parent/guardian, doctors and/or nurse practitioners
5. Parents/guardians will notify the school if their child sustains a concussion outside of school because the Concussion Protocol must still be initiated in this event
- ~~6. Parents/guardians must understand:

 - ~~○ what a concussion is~~
 - ~~○ that medical attention is required~~
 - ~~○ that most students will get better~~
 - ~~○ the potential effects on school learning and performance~~
 - ~~○ the importance of following guidance from their student's health care provider in order to ensure the most rapid and complete recovery possible~~
 - ~~○ that a student who suffers a second concussion before he or she is symptom free from the first concussion is susceptible to a prolonged period of recovery, and possible Second Impact Syndrome.~~~~

Responsibilities of the student

- ~~1. Students will inform principal/teacher/coach of any suspected or confirmed head injury.~~
- ~~2. The affected student will be encouraged to share his/her thoughts about how things are going, and symptoms he or she is experiencing.~~
- ~~3. The student will receive feedback from monitoring staff that is appropriate to his/her age, level of understanding, and emotional status.~~

Implementation Date: March 31, 2015
Revised: January 31, 2020

Reference: Ministry of Education Policy/Program Memorandum
No. 158, School Board Policies on Concussion
Ophea - Ontario Physical Education Activity Safety **Standards in Education Guidelines**
~~LKDSB Concussion Protocol Resource Binder,~~
LKDSB Administrative Procedures

**REGULAR BOARD, PUBLIC SESSION
REPORT TO BOARD**

REPORT NO. B-20-19

FROM: Simon Harris, Student Trustee

DATE: February 11, 2020

**SUBJECT: Report on the Ontario Public School Boards' Association – Public Education
Symposium January 23 to 25, 2020**

Public Education Symposium

This report is intended to highlight some of the events & activities of the Public Education Symposium organized by both the Ontario Public School Board Association (OPSBA) and l'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO). Though this report will not necessarily be the most robust (as the workshops geared towards student trustee professional development may not be the same as those geared towards adult trustees), key workshops, panels, and regional meetings will be detailed to the best of my ability. I have attached a copy of the agenda to this report.

Considering that I was unable to attend Thursday morning activities -- since the content covered does not pertain to me or student trustees directly and due to conflicts in scheduling -- information about much of the Pre-Symposium will not be covered. However, I was engaged onwards from the opening of the Symposium. Despite this, I heard only great things from other trustees at the Pre-Symposium workshop on public research and polling from Nik Nanos -- especially in relation to OPSBA's survey on the public perceptions of Ontario's public education system. Otherwise, I would be happy to direct trustees who have any questions about seminars that they had missed that they may have wished to attend on legal restrictions or understanding and applying the Code of Conduct policies at local boards, to the appropriate person who may be able to give a rundown wherever possible.

Thursday, 23 January

During the opening of the Public Education Symposium, trustees, directors, and attending board staff were fortunate enough to be joined by Stephen Lecce, Minister of Education. The Minister was able to speak to a number of pressing topics that have been addressed in the past year, including the mandating of inclusive policies for service animals, the revision of the Indigenous education curriculum, changes to math curricula, and investments in mental health services. Minister Lecce had also noted the important role that trustees serve in being able to support their communities and had expressed strong support in maintaining and advancing the role -- a role that has been around for over two hundred years. Though I had some questions that I had wished for the Minister to address, his staff noted that only three questions would be answered for the sake of time, and thus I did not get the opportunity.

Groups in attendance for the first night included the Ontario Secondary School Teachers' Federation (OSSTF), the Elementary Teachers' Federation of Ontario (ETFO), CIVIX, People for Education, and the Canadian Union of Public Employees (CUPE).

Trustees were also shown the power of public education through student presentations and works throughout the conference. This included a presentation from two students from the Peel District School Board (PDSB) on Thursday night, who displayed their artistic growth through a presentation of their animation skills that had grown through continual communications technology courses.

Friday, 24 January

On Friday morning, attendees were greeted with a presentation by the former host of *Daily Planet* and TV show host Ziya Tong on “The Nature of Leadership”. In her talk, Ziya took a more creative approach into understanding what roles from the natural world trustees and staff may wish to embody in order to be incredible leaders in our own right. According to Ziya, leaders should be willing to take on the characteristics of cellular slime mould, rather than the clichéd lion, for their ability to problem solve, embrace new challenges, work with technology, adapt to new environments, and be efficient. Additionally, leaders should never underestimate their followers as sheep, but instead be able to cooperate and display equal treatment to their peers in order to ensure their confidence. To sum up her talk on leadership within the animal kingdom, Tong pointed that, as the only animals with the ability to envision the future, we have a responsibility as both leaders in our own right and as leaders of the animal kingdom to not envision a world that is solely “doom and gloom”, but to know that there can be “gloom” or “bloom”, depending on how we wish to act in developing leaders and solutions of the future.

The next presentation was given by Michael Barrett, 1st Vice President of OPSBA; Laurie French, President of the Canadian School Boards Association (CSBA); and Paul Wozney, President of the Nova Scotia Teachers' Union on the need for strong governance practices and locally elected trustees. Across the country, provincial governments have been eroding the autonomy of locally-elected trustees (except in the case of minority-language representation, which is protected under the Constitution). In Atlantic Canada, most school boards have either folded or have been centralized at the provincial level. In Quebec, school board powers have been delegated to local school councils and the provincial government has reserved more powers for itself. Only Ontario and British Columbia have been very lucky in being able to continue the current practices as we see them today. Despite this, trustees must ensure that they are not engaging in a “self-fulfilling prophecy”, whereby the misunderstanding of the role that they play within our education system does not ultimately lead to the destruction of the position, as is the case in provinces such as Nova Scotia.

A panel between Chair and Director relationships was then staged with Chairs and Directors from the Halton District School Board (HDSB), Hamilton Wentworth District School Board (HWDSB), District School Board of Niagara (DSBN), and le Conseil des écoles publiques de l'Est de l'Ontario (CEPEO). Panelists spoke of the need to hold a strong working relationship and the ability to understand how each other is wishing to act, even if their personal relationships may not be the strongest.

A presentation from Nouman Ashraf, Assistant Professor at the Rotman School of Management was next. Ashraf spoke of the purpose of school systems in two ways -- in the creation of knowledge and in the mobilization of knowledge. Ashraf has argued that trustees and all leaders should not just be working for the organization, but on the organization as well, to address blindspots or potentially missing perspectives or goals. In summary, Ashraf had illustrated that we all have a “duty to care” about the systems that we entrench ourselves in, and that we bring a level of generative discussion into meetings and strategic planning that builds resilience to our boards.

The last section of the day included some concurrent workshops. Seeing as there was a workshop directed solely at student trustees, I had made sure to attend that discussion group in sharing challenges, solutions to those challenges, and next steps in the role of student trustee. Participants in this discussion had noted a lack of communication, the lack of similar entitlements to access and treatment at board tables, and discrepancies in planning Student Senates or Student Advisory Councils. Solutions to student trustee representation included the controversial idea of guaranteeing a binding vote, the ability to move and second motions that are of particular interest to student trustees, and encouraging representation of marginalized voices in the position of student trustee.

An awards ceremony had also occurred on Friday, wherein trustees were treated to a fantastic choir performance by students from le Conseil des écoles publiques de l'Est de l'Ontario (CEPEO), and had recognized trustees who had served their regions for over 25 years.

Saturday, 25 January

No elections to regional Chairs or Vice Chairs had occurred at this meeting.

Due to the confidential nature of a considerable section of this meeting which had seen sensitive information similar to that discussed during closed sessions, much of this meeting cannot be reported. However, updates were given by our neighbouring boards at this meeting, including our update in almost completing Great Lakes Secondary School (GLSS), the mandating of Grade 11 Contemporary Indigenous Voices English curricula fully being complete, and the promotion of skilled trades within our board. TJ Goertz, OPSBA's Communications and Policy Officer, gave an update on OPSBA's release of their GSN Consultations for the 2020-2021 school year, and the Pre-Budget Submission to the Standing Committee on Finance and Economic Affairs, and briefly went over the results from OPSBA's polling conducted last year.

The symposium had ended with a panel from students in the York Region and a francophone student trustee that covered the need for developing student voice in Ontario. Will Gourley, a teacher and student voice coach, moderated the discussion and encouraged panellists to share their experiences, hopes, and goals for the future in including students in our conversations *about* the future.

OPSBA's next Western Region meeting will be on March 28, 2020, hosted by the Lambton Kent District School Board.