

Thank you Madame Chair. Good evening everyone.

The Problem:

I am here to present a problem facing over [189](#) students and parents who have voiced their concerns through [this petition](#). I represent their united voices and seek your assistance in bringing a resolution to the issue I bring forth tonight.

The Ministry and OCDSB made a clear promise; families would **have** the choice of selecting the learning model that suits their needs be it in person or remote learning. In response, IB schools like CBSS had developed a remote and in person model, ready to be rolled out. However, at the issuance of the latest ministry's memorandum, IB families' right of choice was eliminated by the creation of the district wide virtual school. IB students who wish to continue pursuing their diplomas are being forced to go to school, regardless of their personal and family circumstances. They are not provided a choice for a remote learning model.

It is unjust and unfair, to put this student body in such a predicament.

Why is it unfair?

- For families with members who are at risk or immunocompromised, going to school during this ongoing pandemic situation is extremely risky. For those families, the in-person model is not a choice. According to CHEO guidelines, children or families with underlying health conditions or immunocompromised should **not attend school in person**.
- IB students especially face a disproportionate health risk as many have 2 to 3 hours of daily school commute using the yellow school buses or on public transportation. We've already seen a number of OC Transpo COVID-19 cases surface. Busses will inevitably become a breeding environment for COVID-19.
- In some subjects, the order in which the curriculum topics are taught is different than in regular OCDSB classes. In other words, it is not guaranteed that a 12th grade IB student has been taught all the Ontario Grade 11 curriculum. Switching between the two systems at this stage is not practical without repercussions.
- Families and students invested time, effort (e.g. daily commutes), and money (e.g. IB tuition and exam fees) in this path. Students past and future plans have been developed based on graduating with this diploma, including choices for University abroad. We cannot just ask them to give up their diploma or compromise their health.

Our students are being LET DOWN.

Solution:

- There is no need to impose one centralized model on all OCDSB programs. Specialized programs, like the IB, have been handled differently since their inception. It is neither fair nor practical to change that policy now and expect that we force a ministry model on a specialized program. Exceptions should be under such dire circumstances, especially that students have spent many years in this specialized path. We are not asking that the virtual system for OCDSB be changed to include IB. We are recommending that IB schools, like CB, be provided the opportunity to create and deliver their own virtual learning model. According to the IB World Website "Schools should not assume that

synchronous teaching is required or even desirable in order to support effective learning.”

- In addition, if an outbreak should occur at CB, the school ‘on a turn of a dime’ should be able to turn to remote learning. If there is no plan to cater to an IB virtual learning model now, how will this student body be supported in that situation?
- Parents are willing to help in whichever way to resolve this situation