

THAMES VALLEY DISTRICT SCHOOL BOARD REGULAR BOARD MEETING AGENDA

December 18, 2018, 7:00 P.M.
Board Room, Education Centre

1. CALL TO ORDER
2. O CANADA
3. SPECIAL MUSICAL PRESENTATION- Hillcrest P.S
4. APPROVAL OF AGENDA
5. OFFICIAL RECORD - none
6. APPOINTMENT OF FIRST NATIONS TRUSTEE
7. CONFLICTS OF INTEREST
8. CHAIR'S ANNOUNCEMENTS
9. DIRECTOR'S ANNOUNCEMENTS
10. PUBLIC INPUT
11. MINUTES OF THE 2018 NOVEMBER 27 REGULAR BOARD MEETING AND THE 2018 DECEMBER 3 SPECIAL BOARD MEETING AND THE 2018 DECEMBER 11 INAUGURAL BOARD MEETING
 - a. Confirmation of Minutes
 - b. Business Arising from Minutes
12. STUDENT TRUSTEE UPDATE
13. REPORTS FROM ADMINISTRATION
 - a. Annual Report
 - b. Roch Carrier French Immersion Public School Enrolment Pressures

14. REPORTS FROM BOARD COMMITTEES

- a. Policy Working Committee, 2018 November 27
- b. Chair's Committee, 2018 December 4
- c. Committee of the Whole, In-Camera, 2018 December 18

15. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

- a. Ontario Public School Boards' Association (OPSBA)
- b. Thames Valley Education Foundation (TVEF)

16. COMMUNICATIONS

- a. Oneida Nation of the Thames- First Nations Advisory Committee, Membership
- b. Thames Valley Parent Involvement Committee, Membership

17. NOTICE OF MOTION

18. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

That the AED Policy be referred to the Policy Working Committee to review the funding structure for the purchase and maintenance of AEDs in schools.

19. ADDITIONAL ITEMS

20. QUESTIONS/COMMENTS BY MEMBERS

21. ADJOURNMENT

ONEIDA NATION OF THE THAMES

ADMINISTRATION OFFICE
2212 ELM AVENUE, RR #2
SOUTHWOLD, ONTARIO
N0L 2G0

TELEPHONE: (519) 652-3244

FAX: (519) 652-9287

December 8, 2018

Laura Elliot, Director of Education
Thames Valley District School Board
1250 Dundas St.
London, ON
N5W 5P2

Re: First Nation Trustee Appointment

Dear Ms Elliot:

Oneida Nation of the Thames Chief and Council appoint Carol Antone to fulfil the duties of the First Nation Trustee with the Thames Valley District School Board, effective immediately.

We look forward to having Ms Antone confirmed as a member at your next Board Meeting.

Sincerely,



Chief Jessica Hill
Oneida Nation of the Thames Chief and Council

CC Chippewa of the Thames Chief and Council
Munsee-Delaware First Nation

THAT Carol Antone be appointed the First Nations Trustee on the Thames Valley District School Board for the Term ending 2022 November 14.

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

November 27, 2018, 7:02 P.M.
Board Room, Education Centre

TRUSTEES

M. Reid (Chair)	J. Todd
J. Bennett	B. McKinnon
R. Campbell (-9:45)	A. Morell
C. Goodall	S. Polhill
G. Hart	P. Schuyler
P. Jaffe	J. Skinner
I. Frick	R. Tisdale
N. Bajaj	

REGRETS

S. Chun

ADMINISTRATION AND OTHERS

L. Elliott	P. Skinner
S. Mark	P. McKenzie
J. Pratt	S. Powell
S. Builder	P. Sydor
A. Canham	T. Testa
R. Culhane	A. Chahbar
M. Deman	B. Williams
K. Edgar	C. Henriquez (-10:42)
R. Kuiper	C. Glaser
D. Macpherson	H. Gerrits (-10:42)
C. Beal	D. Kettle (-10:42)
L. Nicholls	S. Smith
J. Ammendolia (+7:23)	
(-9:33)	

1. CALL TO ORDER

Board Chair M. Reid called the meeting to order at 7:02 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

Victoria Public School sang O Canada.

3. SPECIAL MUSICAL PRESENTATION- Victoria P.S.

The appreciation of the Board was extended to Victoria P.S. for their performance and to Laurie Khawaja and Monica Sass for leading in the singing two musical selections.

4. APPROVAL OF AGENDA

The agenda was approved on motion of Trustee C. Goodall, seconded by Trustee P. Jaffe.

5. OFFICIAL RECORD

B. Williams, Supervisor, Corporate Services, read the following official record into the minutes:

We regret to record the death of Keci Fox on October 27. Keci was a Student at Sir Isaac Brock Public School.

We regret to record the death of Taliyah Roberts-Nicholas on November 12. Taliyah was a Student at Aberdeen Public School.

We regret to record the death of Tyler Arts on November 14. Tyler was a Student at Ingersoll District Collegiate Institute.

6. CONFLICTS OF INTEREST

None.

7. CHAIR'S VALEDICTORY ADDRESS

In a video address Chair Reid extended appreciation to the Board of Trustees and Administration for their work noting the impact they have had on implementing changes across the Thames Valley District School Board. Chair Reid expressed gratitude for the effort and countless hours invested by the Trustees to improve the education system for staff and students. Successes achieved over the last four years were highlighted.

Moved by J. Todd

Seconded by A. Morell

THAT Chair Reid's Valedictory Address be spread upon the minutes.

CARRIED

Matt Reid, Chair of the Board of Trustees

Valedictory Address

November 28, 2018

As the term of our Board of Trustees comes to an end, it's my privilege to deliver my final address as Chair of the Thames Valley District School Board.

As I reflect on the last 4 years, I am filled with appreciation to our teachers and staff and have hope for what the future holds for our school board. Public Education continues to be a pillar of Canadian society that changes lives, and it is the greatest legacy that we can leave our children.

Over the last 4 years, our Trustees have been prudent stewards of our school board's \$3.8 billion dollars. We have made strategic investments in technology, musical instruments, STEM and so much more. Whether it was managing the \$250 million in school renewal at our 160 schools, building and renovating new schools throughout the Valley, or partaking in long debates over the prospect of having to close a school, our Trustees have had to make difficult decisions with our sole focus always being on our 78,000 students.

Our Board of Trustees have given so much of themselves over the last 4 years. I would like to thank them for their sacrifices that they have made for the betterment of our students. The long hours that take them away from their families are often thankless but wherever I go in our school system I can see the impact they have made on our students and staff. I hope those that are not returning to our board are able to find joy in knowing they have made a difference and have helped shape our public education system for the better.

Our board passed a new strategic plan this past year, one that focuses on 1) building positive relationships, 2) promoting equity and diversity and 3) improving student achievement and well-being. This plan will continue to be the foundation for the work we do at the Thames Valley District School Board. This plan will be a legacy for generations to come and will cause a ripple effect throughout our communities. I for one look forward to the new and innovative ways our administration and future trustees help bring this document to life and help us achieve our mission of building each students tomorrow, everyday.

To our new Trustees that begin their 4 year term, you now have the privilege of becoming the guardians of public education. The future will be filled with challenges and there may be more scarce resources that you have to stretch further than you thought possible. But if you continue to focus on what is important - which is always our students - then you will be able to shape the lives of those around you in ways you never thought possible. You have an outstanding senior administration team that will support you along the way and past Trustees that will always be willing to answer your calls. I wish you the best of luck as you take on your new roles.

I am so passionate about public education because I know firsthand the impact it can have on someone's life. Being raised in a single parent home with family members who suffered from addictions and mental health concerns, I often wondered what the future would hold for me. It was my teachers that helped shape me and were the positive role models I so desperately needed.

My story is not unique in our district, and our teachers are continuing to change thousands of lives each year. On behalf of our board, but also as a former student of this great board, i want to thank our staff for all that you do. You may never know the impact you are truly having on our students but i assure you our country will be better off in the future for your efforts.

To our students I want to say that public education is one of the greatest gifts you can receive. In our world where 700 million people cannot read or write, you've been given something that children have to fight for. Don't take it for granted and know that your futures are bright. I know that the only limit to your potential is your ability to dream. You can achieve anything you set your sights on and change the world for the better.

As I reflect on the last 4 years, what I am most proud of is the way our board has embraced our diversity in all its forms. Our school board has been a leader in this country when we implemented the first ever indigenous student trustee who attends our board meetings. She makes sure our indigenous communities have their voice heard loud and clear and helps us on our path towards Truth and Reconciliation.

We showed the world how much we care when we created the GENTLE centre that saw almost 500 Syrian newcomers be welcomed to our board with open arms. These students, who had to leave a war torn country behind have brought such a vibrant and unique cultural background that has benefitted all of our students. These students help us understand just how lucky we are to be Canadian and I want to thank them and all of our international students for opening our eyes to the world around us.

Lastly I want to say to our LGBTQ community, both students and staff that I hope you will always understand that you belong and are supported in our school board. A lot has been written over the years of me being the first gay chair, but it is really our culture at our school board that is helping to give our students' a place where they belong. It was this school culture that caused us to fly the Pride flag at every school in our board last year and I hope you will understand that symbols like these are simply an articulation of our deep desire to support you and every student. I know there continues to be more work we need to do in this world to create a society where everyone feels supported and I would challenge everyone to continue to be kind and support each other. I hope our LGBTQ community is proud of all that we have accomplished together, but know that whoever takes over from me will continue to support all of our students into the future.

I want to thank all of you for making my years as Chair of this board one of the most challenging and best experience of my life. Fulfilling this role has been a childhood dream since I was elected a Student Trustee 15 years ago. I could not have asked for a better board or administration to work with. While I am retiring from our board, I know the future is brighter than ever for our students.

8. RECOGNITIONS - High School Project (HSP)

S. Lanthier thanked the Board for their support with the High School Project. She introduced H. Gowan who outlined HSP, noting the positive way HSP has impacted him.

S. Lanthier noted students develop life skills beyond theatrical ones from participating in HSP, these were highlighted. S. Lanthier introduced S. Dennison, a HSP student who performed an accapella solo of Mother Mary for the Board.

9. TRUSTEE APPRECIATION

The outgoing Trustees and Chair Reid were thanked for their years of service and dedication to the TVDSB. Members of the Board extended their appreciation for their passion noting the impact they have had on the TVDSB.

10. DIRECTOR'S ANNOUNCEMENTS

L. Elliott extended sincere appreciation to the trustees for their work over the last four years; outgoing Trustees were recognized and thanked.

L. Elliott recognized the Pillar Award Nominees: In the Community Innovation category; School Within a School and The Hundred Schools Project (with the Grand Theater).

L. Elliott recognized the Pillar Award Winner Mustafah Madlol, from Oakridge Secondary School. Mustafah Madlol won in the Community Leadership category logging over eight-hundred hours of community service.

L. Elliott recognized P. McKenzie for his accomplishments during his tenure with TVDSB as he is retiring in 2019 January.

P. McKenzie thanked the Trustees and acknowledged their selfless service. He offered his gratitude to the Board and Administration for their support, shared experiences and inspiration.

11. PUBLIC INPUT

None.

12. MINUTES OF THE 2018 OCTOBER 23 REGULAR BOARD MEETING AND THE 2018 NOVEMBER 13 SPECIAL MEETING OF THE BOARD

a. Confirmation of Minutes

The minutes of the Regular Board Meeting of 2018 October 23 and Special Board Meeting of 2018 November 13 were adopted on motion of Trustee Jaffe, and seconded by Trustee Tisdale and CARRIED.

b. Business Arising from Minutes

None.

On motion of Trustee Skinner, seconded by Trustee Todd, the meeting recessed at 8:40 p.m. reconvening at 8:48 p.m.

13. STUDENT TRUSTEE UPDATE

a. Student Advisory Council, 2018 November 7

N. Bajaj reported on the Student Advisory Council (SAC) meeting and Ontario Student Trustee Association (OSTA) fall general meeting where S. Chun presented on the Free the Flow Project. She also thanked the outgoing Trustees for their mentorship.

I. Frick reported on plans for National Indigenous People Day taking place 2019 June 21 and thanked the outgoing Trustees for the impact they have made on the lives of the students of Thames Valley.

14. REPORTS FROM ADMINISTRATION

a. 2018 Western Middlesex Attendance Area Review

S. Mark presented for information the 2018 Western Middlesex Attendance Area Review.

S. Mark outlined the timeline, communication regarding the initiative, the 2018 Initial Report, Draft Elementary Study Areas and TVDSB Middlesex Study Area Accommodation Options. This information was provided to the Trustees in their packages prior to the meeting. S. Mark introduced J. Ammendolia from Watson & Associates Economists Ltd.

J. Ammendolia presented identified options for the Middlesex Attendance Review Area, to be used as part of the consultation process.

Discussion occurred and questions of clarification were answered by J. Ammendolia and L. Elliott.

b. 2018 Annual Planning Report

S. Mark presented for approval the 2018 Annual Planning Report. S. Mark reviewed the schools to be approved for potential facility collaborations. The locations for proposed

capital construction projects and potential co-builds were also reviewed.

S. Mark and D. Kettle outlined factors impacting enrollment. Collaboration opportunities and renovation projects were highlighted.

Questions of clarification were answered by S. Mark, J. Pratt and C. Henriquez.

Moved by R. Tisdale
Seconded by J. Todd

THAT Aberdeen Public School, Ealing Public School, Knollwood Public School, Nicholas Wilson Public School, Trafalgar Public School, Arthur Voaden Secondary School, Clarke Road Secondary School, B. Davison Secondary School, Glencoe District High School, Ingersoll District Collegiate Institute, Montcalm Secondary School, North Middlesex District High School, West Elgin Secondary School and Westminster Secondary School be approved for potential facility collaborations.

THAT the following proposed capital construction projects for potential co-build opportunities and facility collaboration: Belmont (new Elementary School), London Southwest (new Elementary School), St. Thomas Southeast (new Elementary School) and (Springbank Public School(addition and renovation) be approved.

CARRIED

c. Secondary School, Out of Area Attendance

D. Macpherson presented for information the need to address capacity issues at three secondary schools for the 2019-20 school year. Plans to not accept out of area students for grades 10-12 were described.

Questions of clarification were answered by D. Macpherson.

15. REPORTS FROM BOARD COMMITTEES

a. First Nations Advisory Committee, 2018 October 16

Trustee Schuyler referred to the written report of the First Nations Advisory Committee provided to the Trustees in advance of the meeting.

Revisions to the terms of reference were provide to the committee for approval.

Moved by P. Schuyler
Seconded by J. Bennett

THAT the proposed amendments to the First Nations Advisory Committee Terms of Reference be approved.

DEFERRED

On motion of R. Tisdale, seconded by J. Skinner the approval of the terms of reference were deferred to the 2019 January 22 Board Meeting. There were a number of edits required to the document.

A motion to sit until 11:30 p.m. was moved by Trustee A. Morell, seconded by Trustee C. Goodall and CARRIED.

b. Policy Working Committee, 2018 October 23

Trustee Morell referred to the written report of the Policy Working Committee provided to the Trustees in advance of the meeting. Revised procedures approved by the Committee were provided for information.

Moved by A. Morell

Seconded by R. Tisdale

THAT the revised School Rededications, Opening and Closure policy (#2007) be approved.

CARRIED

c. Chair's Committee, 2018 October 30

Trustee Morell referred to the written report of the Chair's Committee provided to the Trustees in their agenda package.

Moved by A. Morell

Seconded by C. Goodall

THAT Trustee C. Goodall be reappointed to the Chairs Committee.

CARRIED

d. Program and School Services Advisory Committee, 2018 November 6

Trustee Bennett highlighted items from the written report of the Program and School Services Committee provided to Trustees in the agenda package. There were no recommendations.

e. Thames Valley Parent Involvement Committee, 2018 November 8

Trustee Tisdale highlighted items from the written report of the Thames Valley Parent Involvement Committee provided to Trustees in the agenda package.

Moved by R. Tisdale

Seconded by S. Polhill

THAT the TVDSB Board of Trustees compose a joint letter with the Thames Valley Parent Involvement Committee to the Ministry of Education regarding the pause on the Reaching Out Grants.

CARRIED

f. Special Education Advisory Committee, 2018 November 12

Trustee Goodall referred to the written report of the Special Education Advisory Committee provided to Trustees in their agenda package. The Committee met 2018 November 12; highlights of the meeting were shared. There were no recommendations.

g. Audit Committee, 2018 November 13

Trustee Tisdale highlighted items from the written report of the Audit Committee provided to Trustees in advance of the meeting.

C. Beal provided information about the audited financial statements and accumulated surplus.

Moved by A. Morell

Seconded by R. Tisdale

THAT the 2017-2018 Audited Financial Statements be approved.

THAT the 2017-2018 internal appropriations of accumulated surplus of \$23,680,833 and \$950,994 for Thames Valley Education Foundation as outlined in Chart 1 (See Audit-2), be approved.

CARRIED

h. Planning and Priorities Advisory Committee, 2018 November 13

Trustee Goodall highlighted items from the written report of the Program and School Services Committee provided to the Trustees in the agenda package.

Discussion considered the delays in Ministry approvals for capital projects.

Moved by P. Jaffe

Seconded by R. Tisdale

THAT the Chair write the Ministry expressing the significant concerns of Trustees regarding delays in capital project approvals highlighting the significant investment of resources, adherence to ministry process, and the impact the delay is having on communities.

CARRIED

i. Chair's Committee, 2018 November 20

Trustee Morell highlighted items from the written report of the Chair's Committee provided to the Trustees in the agenda package. There were no recommendations.

j. First Nations Advisory Committee, 2018 November 20

Trustee Schuyler referred to the written report of the First Nations Advisory Committee provided to the Trustees in advance of the meeting. There were no recommendations.

k. Committee of the Whole, In-Camera, 2018 November 27

Trustee Morell reported the Committee of the Whole met In-Camera from 5:00 p.m. to 6:10 p.m. The committee discussed confidential legal and personal matters.

Moved by A. Morell

Seconded by S. Polhill

That the motions at the In-Camera session of 2018 November 27 related to personal and legal matters be approved.

THAT the following individuals be appointed as members of the Thames Valley Parent Involvement Committee:

Lori Martinez (Parent Member for a 1 year term, representing London wards 1, 11, 12, and 14).

Laura Gonzalez (Parent Member for a 2 year term, representing London wards 2, 3, 4, 5, and 6).

Sarah Thomson (Parent Member for a 2 year term, representing London wards 7, 8, 9, 10 and 13).

Theresa Whaley (Community Member for a 1 year term representing Thames Valley Home and School Associations).

CARRIED

16. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES**a. Ontario Public School Boards' Association (OPSBA)**

It was noted the next meeting of OPSBA is 2018 December 8. It was also noted the Public Education Symposium (PES) will be held 2019 January 24-25, the Student Trustees are waiting for clarification from the Ministry regarding the coverage of the registration fees.

b. Thames Valley Education Foundation (TVEF)

R. Tisdale reported on TVEF donations for the last year. Toonie Tuesday is scheduled for 2018 February 12 to raise funds for the Caring Fund.

17. COMMUNICATIONS

None.

18. NOTICE OF MOTION

That the AED Policy be referred to the Policy Working Committee to review the funding structure for the purchase and maintenance of AEDs in schools.

19. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

None.

20. ADDITIONAL ITEMS

None.

21. QUESTIONS/COMMENTS BY MEMBERS

J. Bennett and S. Polhill attended a Time of Peace musical performance at H.B Beal Secondary School. The performers will be singing at the 2018 December 3 Inaugural Meeting of City Council, London.

22. ADJOURNMENT

On motion of Trustee J. Todd and Trustee P. Jaffe, the meeting adjourned at 11:25 p.m.

Chairperson

THAMES VALLEY DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING

2018 December 3, 7:00 P.M.
BOARD ROOM, EDUCATION CENTRE

The Board met in special session on 2018 December 3 in the Board Room at the Education Centre, meeting in public session at 7:00 p.m. The following were in attendance:

TRUSTEES

J. Bennett	C. Rahman
S. Hunt	B. Yeoman
M. Ruddock	J. Skinner
B. McKinnon	B. Smith
A. Morell	L. Pizzolato
P. Cuddy	S. Polhill

ADMINISTRATION AND OTHERS

L. Elliott	S. Smith
L. Nicholls	D. Macpherson
S. Builder	R. Culhane
B. Williams	J. Pratt
M. Moynihan	C. Beal
S. Powell	K. Edgar

1. CALL TO ORDER

Director Elliott called the meeting to order at 7:00.

2. O CANADA

Trustee Smith performed O Canada on the piano.

3. APPROVAL OF AGENDA

The agenda was approved on motion of Trustee Morell, seconded by Trustee Hunt.

4. CONFLICTS OF INTEREST

No conflicts of interest were declared.

5. ELECTION OF OFFICERS FOR 2019

a. Election of Chair of the Board for 2019

Director Elliott presided over the election of the 2019 Chair of the Board and called for nominations.

A motion to close nominations was moved by Trustee Rahman, seconded by Trustee Yeoman and CARRIED.

Trustees Skinner, McKinnon, Morell and Bennett were nominated. Trustee Morell declared her acceptance of the nomination. Trustee Morell was elected to the office of the Chair of the Board.

A motion to destroy the record of the election of Chair was moved by Trustee McKinnon, seconded by Trustee Polhill and CARRIED.

b. Election of Vice-Chair of the Board for 2019

Chair Morell called for nominations for the position of Vice-Chair of the Board for 2019.

A motion to close nominations was moved by Trustee Yeoman, seconded by Trustee Ruddock and CARRIED.

Trustees Skinner, Polhill, Rahman, Pizzolato and Bennett were nominated. Trustees Bennett and Skinner declared their acceptance of the nominations. The nominees spoke to their nominations in random order. Following a secret ballot, Trustee Bennett was elected Vice-Chair of the Board for 2019.

A motion to destroy the record for the election of Vice-Chair was moved by Trustee Polhill, seconded by Trustee Cuddy and CARRIED.

6. ELECTION OF ADVISORY COMMITTEE CHAIRS

a. Election of Program and School Services Advisory Committee Chair for 2019

Chair Morell called for nominations for the position of Program and School Services Advisory Committee Chair for 2019.

A motion to close nominations was moved by Trustee Polhill, seconded by Trustee Bennett and CARRIED.

Trustees Skinner, Smith, Polhill and Rahman were nominated. Trustee Polhill declared her acceptance of the nomination. Trustee Polhill was elected to the office of the Chair of the Program and School Services Advisory Committee.

A motion to destroy the record for the election of Chair of the Program and School Services Advisory Committee was moved by Trustee Skinner, seconded by Trustee McKinnon and CARRIED.

b. Election of Planning and Priorities Advisory Committee Chair for 2019

Chair Morell called for nominations for the position of Planning and Priorities Advisory Committee Chair for 2019.

A motion to close nominations was moved by Trustee Ruddock, seconded by Trustee Rahman and CARRIED.

Trustees Ruddock, McKinnon, Skinner, Hunt and Pizzolato were nominated. Trustees Skinner and Hunt declared their acceptance of the nominations. The nominees spoke to their nominations in random order. Following two secret ballots, Trustee Skinner was elected Planning and Priorities Advisory Committee Chair.

A motion to destroy the record for the election of the Chair of the Planning and Priorities Advisory Committee was moved by Trustee Cuddy, seconded by Trustee Smith and CARRIED.

7. OFFICERS OF THE BOARD

Associate Director Pratt presented the report to appoint by name the Officers of the Board who shall be the Director of Education, and the Board Treasurer, both of whom, along with the Chair and Vice-Chair of the Board, shall have signing authority on behalf of the Board for the period 2018 December 01 to 2019 November 30, in accordance with Board Bylaws-Election of Chair and Vice-Chair, section 6.9.

The following recommendation was moved by Trustee McKinnon, seconded by Trustee Polhill and CARRIED:

That the following persons be appointed signing officers on behalf of the Board for the period 2018 December 01 to 2019 November 30:

**Arlene Morell, Chair of the Board
Joyce Bennett, Vice-Chair of the Board
Laura Elliott, Director of Education and Secretary
Jeff Pratt, Associate Director and Treasurer**

8. ADJOURNMENT

The meeting adjourned at 7:37 p.m. on motion of Trustee Yeoman seconded by Trustee Rahman and CARRIED.

Confirmed:

Chairperson

SUMMARY OF APPROVED RECOMMENDATIONS OF 2018 DECEMBER 3:

That the following persons be appointed signing officers on behalf of the Board for the period 2018 December 01 to 2019 November 30:

**Arlene Morell, Chair of the Board
Joyce Bennett, Vice-Chair of the Board
Laura Elliott, Director of Education and Secretary
Jeff Pratt, Associate Director and Treasurer**

THAMES VALLEY DISTRICT SCHOOL BOARD

INAUGURAL MEETING, PUBLIC SESSION 2018 DECEMBER 11

The Board met in session for its annual Inaugural meeting on 2018 December 11 in the Board Room at the Education Centre, meeting in public session at 7:00 p.m. The following were in attendance:

TRUSTEES

A. Morell (Chair)
J. Bennett
L. Pizzolato
M. Ruddock
B. Yeoman
C. Rahman
I. Frick

S. Hunt
P. Cuddy
S. Polhill
B. Smith
J. Skinner
S. Chun
N. Bajaj

ADMINISTRATION AND OTHERS

L. Elliott
S. Mark
S. Builder
A. Canham
R. Culhane
M. Deman
R. Kuiper
D. Macpherson
C. Beal
C. Antone

P. Skinner
P. McKenzie
M. Moynihan
S. Powell
P. Sydor
L. Nicholls
L. Griffith-Jones
B. Williams
S. Smith

REGRETS

B. McKinnon

1. CALL TO ORDER

Board Chair A. Morell called the meeting to order at 7:00 p.m.

2. O CANADA

Westmount Public School Choir led in the singing of O Canada.

3. CEREMONIAL DECLARATION OF OFFICE

The agenda was approved on motion by Trustee Polhill, seconded by Trustee Rahman.

Chair Morell, led the Trustees in the Declaration of Office.

4. WELCOME AND INTRODUCTION OF TRUSTEES

Trustee Polhill, Chair, Program and School Services Advisory Committee introduced the Trustees noting their area of representation.

5. MUSICAL INTERLUDE

Trustee Smith introduced Parkside Collegiate Institute Stage Ensemble and welcomed them to perform their first of three musical selections.

6. TRADITIONAL OPENING

Brian Hill, Board President, N'Amerind Friendship Centre, provided a traditional opening acknowledging the land and giving gratitude.

7. REFLECTION

Jacob Rowe delivered the Reflection.

8. MUSICAL INTERLUDE

Trustee Skinner introduced the Westmount Public School Junior Choir to perform a musical selection.

9. SPECIAL GREETINGS

Trustee Skinner, Chair, Planning and Priorities Advisory Committee acknowledged representatives of various groups and organizations in attendance. The following guests brought greetings on behalf of their affiliates:

- Teresa Armstrong, MPP for London-Fanshawe
- Terence Kernaghan, MPP for London-North Centre
- Peggy Sattler, MPP London-West
- John Jevnikar, Chair, London District Catholic School Board
- Stacey Vries, Thames Valley Parent Involvement Committee
- Laura Gonzalez, President, Thames Valley Council of Home and School Associations
- James Stewart, President, Thames Valley Education Foundation

10. MUSICAL INTERLUDE

Parkside Collegiate Institute Stage Ensemble performed their second selection.

11. RECOGNITION OF 2018 CHAIR

Trustee Bennett extended appreciation, on behalf of the Trustees, to Chair M. Reid for his commitment and dedication as Chair in 2018.

M. Reid briefly addressed the Board, sharing his appreciation for past work, noting the success he believes is still to come.

12. MUSICAL INTERLUDE

Westmount Public School Choir performed their next music selection.

Vice-Chair Bennett thanked Westmount P.S. for their performances.

13. PRESENTATION OF THE GAVEL

On behalf of the students, trustees, staff and community of the Thames Valley District School Board, the Gavel of Office was presented to Chair Morell by Vice-Chair Bennett and Everleigh Morell.

14. INAUGURAL ADDRESS

Chair Morell presented the following Inaugural Address:

"Trustee Colleagues, Director Elliott, Associate Director Pratt and Culhane the team of Superintendents of Student Achievement, and honoured guests. I would like to begin my remarks this evening with my sincere thank you to all of you for attending our evening of celebration here in Thames Valley. There are many supporters in the audience who are sharing this evening with us. My family, my mother and my husband, my son Trevor and his wife Kim, friends, past trustees, municipal mayors and municipal leaders, members of provincial parliament and many more. I thank you for sharing in our celebration of public education.

I would like to ask that the families of our Trustees who have been elected please stand so that we can take this opportunity to thank you for your support that enables us to serve the students of Thames Valley. Thank you, we recognize that we couldn't do this without your support. I am honoured and humbled by the trust my fellow trustees have placed in me as Chairperson of the Thames Valley District School Board for the upcoming year.

As I prepared for this evening, I reflected on my more than 20 years of my involvement with Thames Valley and how education has evolved in our schools and as a school Board through the guidance of Trustees and our system's leaders. Reflecting on the successful evolution of Thames Valley, as we begin our term in public office as Trustees, honouring the past leadership, while maintaining the

balance between our local community interest and the broader public interest through the Education Act, each Trustee brings our personal values, beliefs and vision for improving student outcomes. As trustees, we have the responsibility not only to lead the system to continued success, but also to act as leaders with integrity. Our focus should always on the students and families we serve.

We will make a difference, I challenge each of us to recognize the strategic role of Trustees, this strategic role determines how we address accountability, how we focus on the big picture in providing clarity about what it is we wish to achieve and the strategic plan as the tool to monitor system successes and challenges.

Our strategic plan was informed by our students, staff, parents and the broader community, with a focus on Relationships, Equity and Diversity, Achievement and Well-Being, Trustees' our leadership is referred to by Michael Fullen as "resolute leadership" where "Successful schools, districts, and larger systems have 'resolute leadership' that stays with the focus, especially during rough periods, and these leaders cause others around them to be resolute.....This is hard, persistent work but it is not overly complex. Resolute leadership is critical near the beginning when new ideas encounter serious difficulty, but it is also required to sustain and build on success."

Working alongside the administrative team recognizing that education has evolved, and that Trustees are no longer overseers of school systems focussing on compliance with specific fiduciary duties..... we are leaders of public education in our communities and in the province.

We are given the responsibility to create the conditions that enable students to achieve to their fullest potential, to enhance a culture for learning and innovation within a school environment that ensures safety and promotes well-being.

Embracing these responsibilities requires everyone to engage alongside, taking time to foster a deep understanding of a system that supports "the best for all students". As education has evolved so has the role of a school in a community, schools are not isolated entities, schools are intricately connected to families, the school staff, to the local community and to the municipal and provincial government.

As leaders of public education, building collaborative networks, bringing key partners, parent leaders through School Councils and Home and School Associations, employee groups community organizations, municipal leaders, our MPP's into our conversations, working collaboratively ensuring greater outcomes for students will require going beyond information sharing, this requires a commitment to place student achievement and well-being at the forefront of every conversation and every decision.

Looking ahead, reflecting on our successes, there is much to be accomplished, through Re-Think Secondary global competencies and student voice, through the Parent Engagement Review as we move from parent involvement to family engagement, as we promote the use of technology and digital literacy, building proficiencies in numeracy and literacy, ALL with a underpinning of positive mental health and well-being.

As well, we are deeply committed to supporting senior administration in implementing their strategic objectives to

** Improve Student Achievement in Mathematics;*

** Improve the Five Year Graduation Rate;*

** Enhance Communication and Engagement in our Community;*

** Create Secondary Learning Experiences and Environments that are Engaging, Inclusive and Relevant; and*

** Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success.*

We know that this is a tremendous responsibility and I have every confidence that the team of Thames Valley administrators, teachers and support staff will continue to use their strengths, skills and passion to deliver exemplary programs and services to our students.

Engagement is vital to the success of our students and schools, and our history speaks to our strong connections which we have developed with parents, guardians, and community members. This community engagement is absolutely essential in supporting our Board's Vision and Mission.

Vice Chair Bennett, I am very pleased to have your leadership and knowledge, as you have always inspired me to set high expectations for myself, you have never wavered as a champion of public education, I look forward to our collaboration.

In closing, I would like to thank Cooperate Supervisor Williams and her team for truly making this a very special evening for all, to all here in Thames Valley and the community who are invested in the success of the Board of Trustees please know your efforts are welcomed and appreciated. A strong public education system is built on the collaborative efforts of all, regardless of our role, I look forward leading alongside."

The following motion was moved by Trustee Polhill, seconded by Trustee Skinner and CARRIED:

THAT the Chairperson's Inaugural Address be spread upon the minutes.

15. MUSICAL INTERLUDE

Parkside Collegiate Institute Stage Ensemble performed their final selection.

Trustee Ruddock thanked Parkside Collegiate Institute for their performances.

16. CLOSING REMARKS

Director L. Elliott brought closing remarks to the Inaugural meeting of the Thames Valley District School Board of Trustees noting the Inaugural meeting is held to mark the beginning of a leader's term of office. Trustee Arlene Morell was welcomed as Chairperson and Trustee Joyce Bennett as Vice Chairperson. On behalf of the Senior Administrative team, Director Elliott expressed the ongoing commitment of working together.

The student performers were thanked for their special performances and sharing their talents. Families, friends, staff, partners in education and special guests were thanked for attending.

Director Elliott invited guests to attend the reception in the Atrium.

17. ADJOURNMENT

The meeting adjourned at 8:15 p.m. on motion of Trustee Yeoman, seconded by Trustee Ruddock.

Confirmed: _____
Chairperson



Date of Meeting: 2018 December 18

Item #: 13.a

REPORT TO:	<input type="checkbox"/> Administrative Council	<input type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input checked="" type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	2018 Annual Report	
PRESENTED BY:	Laura Elliott, Director of Education	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):		
Purpose:	To fulfill the requirement of section 283(3) of the Education Act, that at the first meeting in December of each year, the chief executive officer of a board shall submit to the Board a report in a format approved by the Ministry on the action he or she has taken during the preceding 12 months under subsection (2) and a copy of such report shall be submitted to the Ministry on or before the 31 st day of January next following. The Annual Report is also required to be posted on the Thames Valley District School Board website by 2019 January 31.	
Content:	The 2018 Annual Report demonstrates our progress towards achieving our Vision, Mission and Strategic Priorities. Evidence supporting our strategic plan has been profiled within the report. Similar to the past two years, the Annual Report has been launched through the Board's website to allow for a greater number of stakeholders to receive the report.	
Cost/Savings:		
Timeline:	2018 December 18 – Preliminary Presentation to the Board 2019 January 31 – Final Copy Posted to the Board's Website	
Communications:		
Appendices:		

Form Revised 2017 November 8

Relation to Commitments:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Putting students first | <input checked="" type="checkbox"/> Actively engaging our students, staff, families and communities |
| <input checked="" type="checkbox"/> Recognizing and encouraging leadership in all its forms | <input checked="" type="checkbox"/> Being inclusive, fair and equitable |
| <input checked="" type="checkbox"/> Ensuring safe, positive learning and working environments | <input checked="" type="checkbox"/> Inspiring new ideas and promoting innovation |
| <input checked="" type="checkbox"/> Taking responsibility for the students and resources entrusted to our care | |

We build each student's tomorrow, every day

REPORT TO:	<input type="checkbox"/> Administrative Council	<input type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input checked="" type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Roch Carrier French Immersion Public School Enrolment Pressures	
PRESENTED BY:	Riley Culhane, Associate Director, Learning Support Services	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):		
Purpose:	To provide the Board of Trustees with an update regarding enrolment pressures at Roch Carrier French Immersion Public School and the plan to temporarily alleviate those pressures for the 2019-2020 school year.	
Content:	<p>The on the ground (OTG) capacity at Roch Carrier French Immersion Public School is 247 students. The current enrolment is 512 students. The projected enrolment for September 2019 is 544 students. There are currently 8 portables, as well as a 6 classroom portapack on site. Concerns regarding access to washrooms as well as parking have been reported. From an operational perspective, the school is unable to manage an additional portable on the property.</p> <p>Several options to alleviate enrolment pressures were reviewed with Administrative Council as well as the school administration. It was determined that limiting the entry point to the French Immersion program at Roch Carrier French Immersion Public School to grade one students for the 2019-2020 school year would be the best way to manage enrolment pressures on a temporary basis. Typically, we offer entry into our French Immersion program to Year 2 Kindergarten (Senior Kindergarten) and grade one students. This change would mean that interested students would complete the full, two - year Kindergarten Program at their designated English school prior to entering the French Immersion program in grade one. It should be noted that we will still offer the Extended French Immersion Program for our grade seven and grade eight students.</p> <p>In addition to this temporary plan to alleviate enrolment pressures at Roch Carrier French Immersion Public School we will be initiating a review of our French Immersion Program offerings throughout our system.</p>	
Cost/Savings:	N/A	
Timeline:	Effective for the 2019-2020 school year.	
Communications:	Roch Carrier French Immersion Public School administration as well as the English attendance area school administrators - December 19, 2018; school community members - January 7, 2019. It should be noted that registration for our French Immersion programs takes place from January 21, 2019 until February 8, 2019.	
Appendices:	None	

Strategic Priority Area(s):

Relationships:

- ☐ Students, families and staff are welcomed, respected and valued as partners.
- ☒ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.
- ☐ Create opportunities for collaboration and partnerships.

Equity and Diversity:

- ☐ Create opportunities for equitable access to programs and services for students.
- ☒ Students and all partners feel heard, valued and supported.
- ☐ Programs and services embrace the culture and diversity of students and all partners.

Achievement and Well-Being:

- ☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
 - ☐ Staff will demonstrate excellence in instructional practices.
 - ☒ Enhance the safety and well-being of students and staff.
-

Form Revised October 2018

It was noted Policy #5003 was replaced with the Assessment, Evaluation and Reporting of Student Achievement Policy #5015 in June 2017.

The following recommendation was moved and CARRIED:

THAT the Assessment and Evaluation of Student Achievement policy (#5003) be rescinded.

- 10. Other Business**
None.
- 11. Date and Time of Next Meeting**
The next meeting is scheduled for 2018 December 18.
- 12. Adjournment**
The meeting adjourned by motion at 3:35 p.m.

RECOMMENDATIONS:

THAT the Assessment and Evaluation of Student Achievement policy (#5003) be rescinded.

ARLENE MORELL
Committee Chairperson



PROCEDURE

Title: **SAFE SCHOOLS**

Procedure No.: 4008h

Effective Date: XXXX XXX XX

Department: Learning Support Services – Culture for Learning

Reference(s): The Education Act
Trespass to Property Act
Access to Premises Act
Charter of Rights and Freedoms
Bill 13: Accepting Schools Act, 2012
Safe Schools Act, 2001
Caring and Safe Schools in Ontario
Occupational Health and Safety Act
Municipal Freedom of Information and Protection of Privacy Act
PPM128: The Provincial Code of Conduct and School Boards Code of Conduct
PPM 144: Bullying Prevention and Intervention
PPM 145: Progressive Discipline and Promoting Positive Behaviour
Police/School Board Protocol, 2017
TVDSB Equity and Inclusive Education Policy #2022
TVDSB Religious and Creed-Based Accommodations of Staff Procedure #2022b
TVDSB Religious and Creed-Based Accommodations of Students Procedure #2022a
TVDSB Harassment Policy #3004
TVDSB Independent Procedure: Information Technology Security
TVDSB Health and Safety Policy #2005
TVDSB Violence in the Workplace Policy #3011
TVDSB Violence in the Workplace Procedure #3011a

Administered By: **Learning Support Services**

Amendment Date(s): 2017 xx xx

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The Thames Valley District School Board is committed to ensuring that it provides learning and working environments that are safe, accepting and inclusive for all.

1.0 ACCESS TO SCHOOL SITES

In order to ensure a safe learning environment, all persons, including visitors authorized to be on school premises, must report their presence to the school office and obtain permission to remain on the school premises. A person is not permitted to remain on school premises if the person fails to obtain permission as noted unless the principal has pre-authorized an alternate procedure. Such pre-authorization procedures may apply to a person employed or retained by the Board or a person who is otherwise on the premises for a lawful purpose (eg. delivering mail, voting, et cetera).

- 1.1 A principal has a duty under the Education Act s.265(m) to refuse to admit to the school or classroom a person whose presence in the school or classroom would, in the principal's judgement, be detrimental to the physical or mental well-being of the students. The Access to Premises Act extends the scope of this to include persons detrimental to the safety or wellbeing of a person on the premises.
- 1.2 Authority to be on school premises does not entitle a person to have access to all areas of the school premises.
- 1.3 The Trespass to Property Act provides authority to deal with a person not acting in a lawful manner such as entering premises or failing to leave after being directed to do so by the principal or designate. Matters under the Trespass to Property Act are normally referred to a police officer. Principals may contact the Superintendent of Student Achievement in situations where charges are not laid by police in order to determine what action, if any will be taken on behalf of the Board.

2.0 CODE OF CONDUCT

The Thames Valley District School Board is committed to supporting a system strategy for promoting a safe and inclusive school climate. Schools are expected to develop and maintain safe, inclusive and accepting learning environments that are free from violence.

The purpose of the TVDSB Code of Conduct is to ensure the rights and responsibilities of all members of the school community. Practices will focus on prevention and will foster dignity and respect while ensuring the safety of all through firm, fair and progressive strategies designed to promote self-respect and respect for others.

Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole school approach involving all education and community partners is needed to bring about necessary systemic change.

2.1 TVDSB Code of Conduct

The TVDSB Code of Conduct is the Provincial Code of Conduct and states the

minimum requirements for each school's local Code of Conduct. These are mandatory for inclusion in each school's local Code of Conduct and are based on requirements of the Ministry of Education.

2.2 Development of Local Codes of Conduct for Individual Schools

Principals will develop local school Codes of Conduct governing the behaviour of all persons in the school tailored expressly for their schools.

Local school codes of conduct must set out clearly what is acceptable and what is unacceptable for all members of the elementary or secondary school community (eg. students, staff, parents/guardians, volunteers, community members and community groups) and must also be consistent with the Provincial and School Board Codes of Conduct. The code applies whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have impact on the school climate. Local school codes of conduct must be communicated to all members of the school community.

In developing local standards of behaviour, the principal must take into consideration the views of the school council. In addition, principals will:

- seek input from students, staff, parents/guardians and members of the school community;
- include procedures and timelines for review, in accordance with school board policy;
- develop a communications plan that outlines how these standards will be made clear to everyone, including parents/guardians whose first language is not English (eg. postings within the school, copies of the Code to be sent home with students, et cetera);
- embed all of the standards of the Provincial and Board of Conduct (outlined in section 2.7);
- provide a copy of the Code of Conduct to the Superintendent of Student Achievement for review in order to ensure consistency with Ministry and Board policy.

2.3 Board Code of Conduct

2.3.1 A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe, inclusive and accepting learning and

teaching environment.

A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions.

All students, parents/guardians and staff have the right to be safe and to feel safe, included and accepted in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as Student Success and Character Development along with the employment of prevention and intervention strategies to address inappropriate behaviour and fosters a positive school climate that supports student achievement and the well-being of all students.

The TVDSB Code of Conduct and each school's Code of Conduct include the provincial standards of behaviour.

These standards of behaviour apply not only to students but also to all individuals involved in the school system (principals, staff, parents/guardians, volunteers, community members (whether they are on school property, on school buses or at school-related events or activities, or in other circumstances which could have an impact on the school climate.

A whole school approach involving all members of school community is needed to build and sustain a positive school climate.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

2.3.2 The purposes of the code are:

- to ensure that all members of the school community (including those in a position of authority) are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- to prevent bullying in schools;

- to encourage the use of non-violent means to resolve conflict;
- to promote the safety of people in the schools;
- to discourage the use of alcohol and illegal drugs;
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

2.3.3 School boards provide direction to schools to ensure opportunity, academic excellence and accountability in the education system. It is the responsibility of the School Board to:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop that are related to the Provincial standards that promote respect, civility, responsible citizenship and safety;
- hold the Director responsible for ensuring accountability for the behaviour and actions of everyone under their authority;
- establish a process that clearly communicates the Provincial Code of Conduct and School Board Code of Conduct to all parents/guardians, students, staff members and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those parties listed above;
- seek input from School Councils, their Parent Involvement Committee and their Special Education Advisory Committee;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe, inclusive and accepting learning and teaching environment;
- wherever possible, Boards should collaborate to provide coordinated prevention and intervention programs and endeavor to share effective practices;

- include in agreements with a third party that the third party must follow standards that are consistent with the Provincial Code of Conduct (this includes third party rentals of school space).

2.3.4 Principals, under the direction of their School Board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their authority accountable for their behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.
- empowering volunteers and other members of the school community;
- prepare students for the full responsibilities of citizenship.

2.3.5 School staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents/guardians, volunteers and other members of the school community;
- prepare students for the full responsibilities of citizenship.

2.3.6 Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility

are demonstrated when students:

- come to school prepared, on time and ready to learn;
- show respect for themselves, for others and for those in authority;
- refrain from bringing anything to school that may compromise the safety of others;
- follow the established rules and take responsibility for their own actions.

2.3.7 Parents/guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students.

Parents/guardians fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the Provincial Code of Conduct, the Board's Code of Conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

2.3.8 Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g. Elders from our indigenous communities) may also be created. Community-based service providers are resources that Boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between Boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

The police play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the TVDSB [Police/School Board Protocol](#).

2.4 Standards of Behaviour

2.4.1 Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- use respectful language (for example, refrain from swearing) when speaking to a teacher or at another person in a position of authority.

2.4.2 Safety

All members of the school community must not:

- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or under the influence of, or provide others with alcohol, illegal drugs, or unless the pupil is a medical cannabis user, cannabis;
- inflict or encourage others to inflict bodily harm on another person;
- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol or cannabis to a minor;

- commit robbery;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school

3.0 STUDENT DRESS CODES

It is the policy of the Board that individual schools will establish a student dress code respecting appropriate dress for students. Principals will ensure that a consultation process is in place and that school policies and guidelines address the following requirements:

- Parents are encouraged to be extensively involved and active in the decision-making process through their school councils.
- The consultation process is designed to enable a majority of parents, through their school councils, to decide what an appropriate dress policy should be in their own school.
- Students should be consulted throughout the process and their input provided to the School Council through the student representatives who sit on the School Council.
- While it is recommended that each group reach consensus on the Student Dress Code, if a vote is required, a majority of parents is defined as 70% of the parents/guardians who vote (one vote per family) of registered students in the school.
- The school's statement of principles which forms the basis of the school's student dress code will relate to fostering a safer and more respectful learning and teaching environment.
- The school dress code will be consistent with the Human Rights Code and the Charter of Rights and Freedoms (e.g. disability, religious beliefs).
- Any terms used in the dress code will be defined in the code (e.g. appropriate dress, dress code or school code).
- Expectations will be stated for student compliance with the school policy (e.g. appropriate dress, dress code or school uniforms) and will take into consideration local circumstances and the principal's authority under the Education Act.
- Issues of affordability will be addressed in the process. No student will be denied access to school as a result of inability to afford appropriate clothing required by a school's dress code.
- Each school will annually review the school's dress code. This review process shall include consultation with students, school staff, volunteers working in schools, parents and guardians.

- A copy of the school's dress code will be filed annually with the school's Superintendent of Student Achievement who will review and monitor the process of dress code development.

4.0 BULLYING PREVENTION AND INTERVENTION

A positive school climate exists when all members of the school community feel safe, included and accepted and work to promote positive behaviours and interactions between and among all members of the school community. TVDSB and its schools will actively promote and support positive behaviours and interactions using evidence-informed processes and programs. This whole school approach to bullying prevention and intervention endeavours to ensure that all work collaboratively to achieve a positive school climate free from bullying.

4.1 Positive School Climate

The Thames Valley District School Board supports and maintains positive school climates in its schools. PPM 144 defines a positive school climate as a place where:

- students, staff members, and parents feel safe, and are safe, included, and accepted;
- all members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment;
- students are encouraged and given support to be positive leaders and role models in their school community;
- open and ongoing dialogue takes place between the principal, staff members, parents, and students. All partners are actively engaged;
- the learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners;
- every student is inspired and given support to succeed in an environment of high expectations;
- bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

4.2 Definition of Bullying

Bullying is aggressive and typically repeated behaviour by a student that:

- intends to cause harm, fear or distress to another individual;
- includes physical, psychological, social or academic harm, harm to an individual's reputation or harm to an individual's property;
- creates a negative environment at a school for another individual;
- occurs in a context where there is real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances,

gender, gender identity, gender expression, race, disability or the receipt of special education services;

- may include the use of any physical, verbal, electronic, written or other means;

Cyberbullying includes:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as an author of content or messages posted on the internet; and
- communicating material electronically or posting material on a website that may be accessed by one or more individuals.

4.3 Prevention and Awareness Raising

TVDSB is committed to raising awareness and providing prevention strategies which include:

- incorporating bullying prevention procedures into the School Code of Conduct;
- incorporating information regarding bullying prevention, reporting procedures and the consequences for bullying in the student handbook;
- conducting anonymous Safe Schools and Well-Being Surveys of students, staff and parents once every two years;
- providing opportunities for students to participate in equity and inclusive education, bullying prevention and leadership activities within their own school;
- focusing on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles throughout curriculum instruction and school activities;
- ensuring that all schools have a Bullying Prevention and Intervention Plan which is updated annually and posted on the school's website.

4.4 Programs, Interventions and Other Supports

Students who bully, are bullied or who witness bullying can learn effective strategies for interacting positively with others and for promoting positive peer dynamics if they receive the necessary support. This support may be provided by school staff as well as by social workers, school support counsellors, psychologists or by other professionals who have trained in similar fields, as determined by the Board.

All TVDSB employees will:

- take seriously all allegations of bullying behaviour and act in a timely, sensitive and supportive manner when responding to students who

disclose or report bullying incidents;

- respond to any student behaviour that is likely to have a negative impact on the school climate, including all inappropriate and disrespectful behaviour at any time on school property or at any school-related event if, in the employee's opinion, it is safe to respond to it;
- report any bullying incidents to the school administrator as soon as it is possible to do so.

Schools will:

- investigate any reports of bullying and review anonymous reports;
- provide a mechanism that enables students and parents/guardians to anonymously report incidents of bullying to teachers and school administrators;
- respond in a manner that is consistent with a progressive discipline approach;
- take measures to address the issue of protection in a way that will minimize the possibility of reprisal for those who report incidents;
- ensure that, for students with special education needs, interventions, supports and consequences are consistent with the student's strengths and needs as well as with the program goals and learning expectations in their Individual Education Plan (IEP);
- encourage an open and ongoing dialogue among the principal, staff, parents and students;
- inform the concerned parents/guardians to contact the classroom teacher first when attempting to resolve an issue (should the issue remain unresolved, the process to follow is outlined in the Board's Resolving Public Concerns and Complaints Procedure);
- offer supports to parents through school, Board or community partners.

4.5 Reporting Process

The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities for which suspension or expulsion must be considered and to help ensure a positive school climate.

The Education Act outlines the responsibilities of all parties when reporting serious incidents:

- an employee of the Board shall report the matter to the principal as soon as reasonably possible, considering the safety of others and the urgency of the situation in reporting the incident, but no later than the end of the school day;
- in cases where immediate action is required, a verbal report may be

made;

- all reports are to be confirmed in writing using the “Safe Schools Incident Reporting Form – Part I”;
- in certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, possible to do so without having a negative impact on the nature of the clinical relationship and report matters that could result in the student’s doing physical, emotional or psychological harm to themselves or others (consistent with the code of ethics and the standards of practice of their respective professions);
- the principal must investigate all reports submitted and once the investigation is complete, communicate the results of the investigation to the staff member who made the report (if the employee making the report is not a staff member of the school, the principal may communicate the results of the investigation if the principal considers it appropriate);
- communication between the principal and the staff is a shared responsibility and is an important factor in meeting student needs and fostering collaboration in the school;
- the principal must not communicate more personal information than is reasonably necessary for the purpose of communicating the results of the investigation;
- the principal must provide the employee who reported the incident with a written acknowledgement using the “Safe Schools Reporting Form – Part II”, indicating whether the investigation has been completed or is still in progress;
- if the principal determines that action must be taken as a result of an incident of bullying, a copy of the reporting form must be filed in the Ontario Student Record (OSR) of the student whose behaviour was inappropriate (names of all other students involved must be removed from the form);
- if no further action is required, the form does not need to be retained;
- if multiple students have been involved in an incident as perpetrators, a copy of the form goes into the OSR of each student (names of all other students must be removed from the form);
- a copy of the form does not go into the OSR of the student who has been harmed unless the parents/guardians of the student expressly requests that it be placed in the OSR;
- the form and documentation must be kept in the OSR for a minimum of one year;

- third-party contractors (Before and After School Program Providers, bus operators) are required to use the reporting forms and must report to the principal any serious incidents as soon as it is reasonably possible.

4.6 Notification of Parents/Guardians

Principals are required to notify the parents/guardians of students who have engaged in serious student incidents. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student;
- the nature of the harm to the other student;
- the nature of any disciplinary measures taken in response to the activity;
- the supports that will be provided for the student.

When principals notify the parents/guardians of students who have been harmed as a result of a serious incident, they shall disclose the following information:

- the nature of the incident that resulted in harm to the student;
- the nature of the harm to the student;
- the steps taken to protect the student's safety, including the nature of any disciplinary action taken in response to the activity;
- the supports that will be provided for the student in response to the harm that resulted from the activity.

If the principal makes the decision not to notify the parents/guardians of a student that their child was involved in a serious incident, the principal is required to:

- document the rationale for the decision not to notify the parents/guardians of the student;
- inform the appropriate supervisory officer of this decision;
- inform the teacher who reported the incident;
- inform other Board employees of the decision, if the principal determines it is appropriate to do so; and
- refer students to Board resources or to a community-based service provider that can provide the appropriate type of confidential support (eg. Counselling, a sexual assault centre, Kids Help Phone, Lesbian, Gay, Bisexual, Transgendered Youth Line).

4.7 Safe and Accepting Schools Teams

Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner and the

principal or designate. An existing school committee (eg. Healthy Schools Committee) can assume this role. The chair of this team must be a staff member.

4.8 Bullying Prevention and Intervention Plans

Each school must have an annual Bullying Prevention and Intervention Plan (BPIP) developed by the school's Safe and Accepting Schools Team. The plan must be communicated clearly to the students, parents/guardians, staff and school community. The school BPIP must be posted on the school's website.

5.0 PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE BEHAVIOUR

The Thames Valley District School Board is committed to building and sustaining a positive school climate that is safe, inclusive and accepting for all students in order to support their education so that all students reach their full potential. A comprehensive, whole-school approach involving all members of the school community fosters efforts to ensure that schools are safe and welcoming environments for everyone.

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

All aspects of school life are included in a whole school approach, including curriculum, school climate, teaching practices, policies, procedures parent involvement, student engagement. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. Involving the whole school community is necessary to bring about necessary systemic change.

Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally, socially and emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

5.1 Prevention and Awareness

In order to promote a positive school climate, TVDSB supports the use of positive practices for prevention and positive behaviour management. Positive practices for prevention include:

- equity and inclusive education strategy;
- bullying prevention programs;

- mentorship programs;
- student success strategies;
- character development initiatives;
- student leadership;
- promoting healthy student relationships;
- healthy lifestyles;
- professional learning opportunities for staff and students around bullying, violence, bias, stereotyping, cultural competency and sensitivity, discrimination, prejudice, hate, critical media literacy, appropriate and safe online behaviour.

Positive behaviour management practices include:

- program modifications or accommodations;
- class placement;
- positive encouragement and reinforcement;
- individual, peer and group counselling;
- conflict resolution / dispute resolution;
- restorative practices;
- mentorship programs;
- promotion of healthy relationships;
- sensitivity programs;
- safety programs;
- safety plans;
- school, board and community support programs.

5.2 Responding to Incidents

The purpose of responding to incidents that can have a negative impact on school climate (eg. inappropriate and disrespectful behaviour) is to stop it and correct it immediately so that the students involved can learn that it is unacceptable.

Responding may include asking a student to stop the inappropriate behaviour, naming the type of behaviour and explaining why it is inappropriate or disrespectful, and asking the student to correct the behaviour (eg. asking the student to apologize for a hurtful comment and/or to rephrase a comment). By responding in this way, Board employees immediately address inappropriate student behaviour that may have a negative impact on the school climate.

Schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. Early

intervention strategies will help prevent unsafe or inappropriate behaviours in a school and during school-related activities.

The Board supports the use of consequences/interventions which may include:

- oral reminders;
- review of expectations;
- contact with the student's parents/guardians;
- peer mentoring;
- written work assignment addressing the behaviour that has a learning component that requires reflection;
- dialogue with police liaison officers where available;
- conflict mediation and resolution;
- restorative approaches;
- meeting with the student's parents/guardians, student and principal;
- referral to counselling;
- consultation with school supports;
- referral to a community agency;
- volunteer services in the community;
- detention;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- depending on the severity of the infraction, suspensions and/or expulsions may be considered.

In responding to incidents and when determining progressive discipline measures, the following should be considered:

- the particular student and circumstances, including considering mitigating and other factors;
- the nature and severity of the behaviour;
- the impact of the inappropriate behaviour on the school climate; and
- consultation with the student's parents/guardians (unless the student is an adult or has withdrawn from parental control).

In accordance with the Education Act, a principal has the authority to delegate powers or functions to a vice-principal of the school or to a teacher employed in the school. A principal may only delegate this authority (in writing) to a teacher if the administration is absent from the school and must respect the terms of all applicable collective agreements. Principals must communicate to school staff

when and to whom administrative responsibilities have been delegated if no administrator is on site.

6.0 SUSPENSION OF STUDENTS

Within the continuum of progressive discipline, the purpose of a suspension is to caution students and deter them from continuing with or repeating unacceptable behaviour; prevent other students from being exposed to or involved in dangerous and damaging activities; discipline students who have transgressed the rules of the school; and to warn parents or guardians of serious discipline problems with their children.

6.1 Circumstances for Which a Suspension Shall Be Considered by the Principal

The principal shall consider a suspension, subject to mitigating and other factors, if they believe that the student has engaged in any of the following activities while at school, at a school-related activity or in any other circumstances where engaging in the activity will have an impact on the school climate:

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol, illegal drugs, or unless the pupil is a medical cannabis user, cannabis;
- being under the influence of alcohol or unless the pupil is a medical cannabis user, cannabis;
- swearing at a teacher or at another person in a position of authority;
- committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
- bullying;
- persistent opposition to authority;
- use of profane or improper language;
- engaging in any act considered by the principal to be injurious to the moral tone of the school;
- engaging in any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community;
- engaging in any act considered by the principal to be contrary to the Board or school Code of Conduct or the Board's Safe Schools Policies and Procedures.

6.2 Other Non-Disciplinary Reasons for a Suspension

In accordance with the Immunization of School Students Act, Reg. 645, the Medical Officer of Health may order that a student be suspended or excluded from school where the student is not immunized as required by legislation and is

not legally exempt from being immunized.

6.3 Mitigating Factors

A suspension may not be imposed if, in the judgement of the principal, one or more of the mitigating factors are relevant:

- the student does not have the ability to control their behaviour;
- the student does not have the ability to understand the foreseeable consequences of their behaviour; or
- the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The principal will consider whether the following other factors would mitigate the seriousness of the activity for which the student is being suspended:

- the student's history;
- whether a progressive discipline approach has been used with the student;
- whether the infraction for which the student may be suspended was related to any harassment of the student because of sex, race, ethnicity, ancestry, religion/creed, disability, gender identity, gender expression, sexual orientation, age, citizenship, family status or any other characteristic or ground protected by the Human Rights Code;
- how the suspension would affect the student's on-going education;
- the age of the student;
- in the case of a student for whom an Individual Education Plan (IEP) has been developed,
 - whether the behaviour was a manifestation of a disability identified in the student's IEP;
 - whether appropriate individualized accommodation has been provided; and
 - whether a suspension is likely to result in aggravating or worsening of the student's behaviour or conduct; or
- where the student has a safety plan, whether that plan was being considered.

6.4 Duration of Suspensions

Suspensions may be for a minimum of one (1) day to a maximum of twenty (20) days. A student may only be suspended once for any incident or infraction. The student shall be suspended from school and from all school-related activities.

When determining the length of a suspension, the principals shall consider:

- the student's history;
- any factors prescribed in regulation; and
- such other matters as the principal considers important.

For suspensions of one (1) to five (5) days, the suspension is processed and authorized by the principal.

Suspensions of six (6) to ten (10) days are initiated by the principal in consultation with the Superintendent of Student Achievement.

Suspensions of eleven (11) to twenty (20) days are initiated by the principal in consultation with the Superintendent of Student Achievement and the Associate Director of Learning Support Services.

6.5 Suspension Process

Where the principal has completed an investigation and has determined that a suspension is being imposed, the following steps must be followed.

- 6.5.1 Where the student is under the age of eighteen (18) and has not withdrawn from parental control, the parent or guardian must be notified before the student is dismissed, in order to outline the reason for the suspension, the nature and the length of the suspension.
- 6.5.2 The principal shall notify the student's teacher(s) of the suspension and arrange for school work to be provided for up to five (5) days.
- 6.5.3 Where the suspension imposed is for six (6) or more days, the principal shall assign the student to the Board's program for suspended and expelled students. Students who have been suspended for six or more school days cannot be compelled to attend the board program, however they should be strongly encouraged to participate.
- 6.5.4 Written notice of suspension shall be provided promptly to the student and to the parent/guardian of the student if the student is under the age of eighteen (18) and has not withdrawn from parental control.

The letter should be addressed to the parent/guardian, or where the student is an adult or has withdrawn from parental control, to the student. This letter should be copied to:

- the student;
 - the Superintendent of Student Achievement;
 - the Ontario Student Record (OSR).
- 6.5.5 The written notice of the suspension shall include:
- the reason for suspension (both the legislative grounds and the specific details of the infraction);
 - the duration of the suspension;

- information about the Board's program for suspended and expelled students where the student has been suspended for six (6) or more school days; and
- information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the Superintendent of Student Achievement Responsible for Student Discipline.

6.6 Suspension of Identified Student

Where a student is being suspended and is on an Individual Education Plan, the principal shall complete the "Suspension of Identified Student" form and attach it to the Superintendent of Student Achievement's copy only for tracking purposes.

6.7 Violent Incident

Violent Incident Reports are required for all incidents involving police. This report should be copied to:

- the student;
- the Superintendent of Student Achievement;
- the Ontario Student Record.

6.7.1 Reporting to Police

Where the student is twelve years of age or older, the following incidents shall be reported to police:

- all deaths;
- physical assault causing bodily harm requiring medical attention;
- sexual assault;
- robbery;
- criminal harassment;
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or threaten bodily harm to another person;
- threats of serious bodily harm or death;
- non-consensual sharing of intimate images;
- gang-related violence;
- trafficking in weapons or illegal drugs;
- possessing an illegal drug;
- hate and/or bias motivated occurrences;
- extortion;

- arson;
- bomb threats.

The categories described above must be reported to police. Parties are free to seek police involvement in incidents of violence that fall outside of these categories should they decide that police involvement is appropriate.

Procedures for involving police services are outline in the [Police/School Board Protocol](#).

6.7.2 Retention of Violent Incident Reports

The information relating to a violent incident is to be retained in the Ontario Student Record until one of the following conditions is met:

- where the incident did not result in a suspension or expulsion, the record shall be removed after three (3) years have passed during which no further serious violent incidents have been filed;
- where the incident resulted in a suspension, the record shall not be removed unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place;
- where the incident resulted in an expulsion, the record shall be removed five (5) years after the date on which the board expelled the student;
- where the incident resulted in an expulsion and the student was readmitted to the board and is expelled again, the record shall not be removed until five (5) consecutive years have passed without any further expulsion.

6.8 Alternative Suspension Program (ASP)

TVDSB offers an Alternative Suspension Program (ASP) called U-Turn. This program has both site-based and itinerant service options.

- 6.8.1 Where a principal suspends a student for six (6) or more days, the student shall be assigned to the program for suspended and expelled students. Students who have been suspended for six or more days cannot be compelled to attend the board program, although they should be strongly encouraged to do so;
- 6.8.2 Where a student has been suspended for six (6) or more days, they will be provided with work for the first five (5) days or until the Student Action Plan (SAP) is implemented;
- 6.8.3 A Student Action Plan (SAP) will be developed for every student subject to a suspension of six (6) or more days who agrees to participate in the alternative suspension program.

- 6.8.4 The principal or designate will convene a meeting as soon as the adult student or parent/guardian informs the school of the student's intention to participate in the Alternative Suspension Program (ASP).
- 6.8.5 The Student Action Plan (SAP) will be developed and reviewed as soon as possible and will be shared with the student and parent/guardian as well as with all necessary staff to facilitate implementation;
- 6.8.6 A student suspended for eleven (11) or more days will be provided with both academic and non-academic supports as outlined in the student's Student Action Plan (SAP).

7.0 SUSPENSION APPEALS

An appeal of a suspension may be made to the Superintendent of Student Achievement responsible for Student Discipline within ten (10) school days of the commencement of the suspension. The notice to appeal a suspension does not stay the suspension.

- 7.1 The following persons may appeal, to the Board, a principal's decision to suspend a student:
 - the student's parent or legal guardian (including the Children's Aid Society or other such community agency who has legal custody), unless the student is an adult student or the student is 16 or 17 years old and has withdrawn from parental control;
 - the student if the student is at least eighteen (18) years old or if the student is 16 or 17 years old and has withdrawn from parental control.
- 7.2 Upon receipt of a written notice of appeal, the Superintendent of Student Achievement responsible for Student Discipline (or designate) will:
 - contact the school principal to inform them of the intent to appeal the suspension;
 - invite the parent/guardian or adult student to discuss any matter related to the incident or appeal of the suspension;
 - review the suspension (reason, duration, and mitigating or other factors);
 - consult with the principal and/or the Superintendent of Student Achievement for the school regarding modification or expunging of the suspension if appropriate (the Superintendent of Student Achievement responsible for Student Discipline or designate has the authority to confirm or modify the suspension and/or expunge the record after review);
 - attempt to narrow the issues and try to effect a mutually agreeable settlement;
 - where a settlement is not effected, provide notice of the review decision to the parent/guardian or adult student.
- 7.3 Following attempts at resolution, the parent/guardian or adult student who

wishes to proceed with the appeal shall be notified that a hearing will be held to review the suspension. The hearing will be held within fifteen (15) school days of receiving notice of intention unless both parties agree to an extension.

7.4 Disclosures Require Prior to Appeal Hearing

Ensure that the parties exchange, within five (5) days after the delivery of notice of appeal:

- an outline of each party's position, setting out the reason for the appeal of the suspension;
- a copy of the principal's findings with respect to the events which gave rise to the suspension, including a brief outline of what each witness (names not identified) stated;
- copies of any documents the party proposes to submit at the hearing;
- where the party proposes to call witnesses, a list of the witnesses whom the party intends to call and a brief outline of what the witness will say.

7.5 Suspension Appeal Hearing

The suspension appeal hearing will be held *In Camera*. Since intimate personal matters involving the student, and in some cases other persons, will be disclosed at the hearing, the interests the privacy of the student and such other persons outweigh the desirability of holding a public hearing and require that the hearing be held in camera.

The parent/guardian (unless the student is an adult student or is 16 or 17 years old and has withdrawn from parent control), the student, the principal, the Superintendent of Student Achievement for the School and such other parties as the Discipline Committee may direct are parties to the hearing.

7.5.1 Discipline Committee

The Discipline Committee is comprised of three elected members of the Board of Trustees, as designated by the Chairperson of the Board. The Superintendent for Student Achievement responsible for Student Discipline or designate will act in an advisory role to the Committee on procedural matters during the hearing and the Committee's subsequent deliberations.

7.5.2 Timing of the Hearing

The Committee will make all reasonable attempts to commence an appeal hearing within fifteen (15) days from the commencement of the receipt of notice of appeal.

7.5.3 Hearing Procedure

The hearing will be scheduled for one (1) hour. Notice of the date, time and location of the hearing will be provided to the parties. If any party fails

to attend the hearing, the Discipline Committee may proceed in the absence of the party.

Each party will be provided with an outline of the procedure for the hearing by the assistant to the Superintendent Responsible for Student Discipline, including requirements for sharing of documentation and process for calling witnesses.

Should the party wish to engage an attorney, this information must be shared with the Superintendent's office no later than five (5) days before the scheduled hearing date in order to allow all parties to have legal representation at the hearing; the need for legal representation could impact the date and time of the hearing.

7.5.4 Disposition

The Discipline Committee may:

- confirm the principal's decision;
- modify the duration of the suspension;
- expunge the record; or
- make such other orders as it deems appropriate.

7.5.5 The decision of the Discipline Committee is final.

7.6 The Superintendent of Student Achievement Responsible for Student Discipline will communicate the decision of the Discipline Committee in writing to each of the parties to the hearing.

7.7 The Superintendent of Student Achievement Responsible for Student Discipline will report out to the Board the decision of the Discipline Committee during the *In Camera* part of the Board meeting.

8.0 EXPULSION OF STUDENTS

Expulsion of students exists within the continuum of progressive discipline. It is reserved for incidents that are of such a serious nature that the student's continuing presence in the school poses a risk to others in the school.

8.1 Circumstances for Which an Expulsion Shall Be Considered by the Principal

The principal shall consider an expulsion, subject to mitigating and other factors, if they believe that the student has engaged in any of the following activities while at school, at a school-related activity or in any other circumstances where engaging in the activity will have an impact on the school climate:

- possessing a weapon, including possessing a firearm;
- using a weapon to cause or threaten bodily harm to another person;
- committing a physical assault on another person that causes bodily harm

- requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons or illegal drugs;
- committing robbery;
- giving alcohol or cannabis to a minor;
- bullying, if the student has previously been suspended for engaging in bullying, and the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
- engaging in any activity listed in subsection 311 of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor;
- engaging in any activity that cause the student's presence in the school to be injurious to the physical or emotional well-being of other students or persons in the school;
- engaging in any activity that cause extensive damage to the property of the Board;
- engaging in any activity considered by the principal to be a serious violation of the Board or school Code of Conduct or the Board's Safe Schools Policies and Procedures.

8.2 Mitigating Factors

An expulsion may not be considered if, in the judgement of the principal, one or more of the mitigating factors are relevant:

- the student does not have the ability to control their behaviour;
- the student does not have the ability to understand the foreseeable consequences of their behaviour; or
- the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The principal will consider whether the following other factors would mitigate the seriousness of the activity for which the student is being considered for expulsion:

- the student's history;
- whether a progressive discipline approach has been used with the student;
- whether the infraction for which the student may be suspended was related to any harassment of the student because of sex, race, ethnicity, ancestry, religion/creed, disability, gender identity, gender expression, sexual orientation, age, citizenship, family status or any other characteristic or ground protected by the Human Rights Code;

- how the suspension would affect the student's on-going education;
- the age of the student;
- in the case of a student for whom an Individual Education Plan (IEP) has been developed,
 - whether the behaviour was a manifestation of a disability identified in the student's IEP;
 - whether appropriate individualized accommodation has been provided; and
 - whether a suspension is likely to result in aggravating or worsening of the student's behaviour or conduct; or
- where the student has a safety plan, whether that plan was being considered.

8.3 Suspension Pending Recommendation for Possible Expulsion

The principal must undertake an investigation to determine whether to recommend to the Discipline Committee that the student be expelled. During this period, the student is suspended from all schools and from all school-related activities. The notice of Suspension Pending Recommendation for Expulsion must include the following information:

- the reason for the suspension;
- information about the investigation the principal is conducting to determine whether to recommend expulsion;
- information about the program for suspended and expelled students;
- a statement that there is no immediate right to appeal the suspension.

8.4 Suspension of Identified Student

Where a student is being suspended and considered for expulsion and is on an Individual Education Plan, the principal shall complete the "Suspension of Identified Student" form and attached it to the Superintendent of Student Achievement's copy only for tracking purposes.

8.5 Violent Incident

Violent Incident Reports are required for all incidents involving police. This report should be copied to:

- the student;
- the Superintendent of Student Achievement;
- the Ontario Student Record.

8.5.1 Reporting to Police

Where the student is twelve years of age or older, the following incidents shall be reported to police:

- all deaths;
- physical assault causing bodily harm requiring medical attention;
- sexual assault;
- robbery;
- criminal harassment;
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or threaten bodily harm to another person;
- threats of serious bodily harm or death;
- non-consensual sharing of intimate images;
- gang-related violence;
- trafficking in weapons or illegal drugs;
- possessing an illegal drug;
- hate and/or bias motivated occurrences;
- extortion;
- arson;
- bomb threats.

The categories described above must be reported to police. Parties are free to seek police involvement in incidents of violence that fall outside of these categories should they decide that police involvement is appropriate.

Procedures for involving police services are outline in the [Police/School Board Protocol](#).

8.5.2 Retention of Violent Incident Reports

The information relating to a violent incident is to be retained in the Ontario Student Record until one of the following conditions is met:

- where the incident did not result in a suspension or expulsion, the record shall be removed after three (3) years have passed during which no further serious violent incidents have been filed;
- where the incident resulted in a suspension, the record shall not be removed unless three (3) consecutive years have passed during which no further suspensions for serious violent incidents have taken place;
- where the incident resulted in an expulsion, the record shall be removed five (5) years after the date on which the board expelled the student;
- where the incident resulted in an expulsion and the student was

readmitted to the board and is expelled again, the record shall not be removed until five (5) consecutive years have passed without any further expulsion.

8.6 Alternative Suspension Program (ASP)

TVDSB offers an Alternative Suspension Program (ASP) called U-Turn. This program has both site-based and itinerant service options.

- 8.6.1 Where a principal suspends a student pending investigation into possible expulsion, the student will be assigned to the Board's program for long-term suspension and expulsion;
- 8.6.2 A student cannot be compelled to participate in the program;
- 8.6.3 The principal or designate will convene a meeting as soon as the adult student or parent/guardian informs the school of the student's intention to participate in the Alternate Suspension Program(ASP);
- 8.6.4 The Student Action Plan (SAP) will be developed and reviewed as soon as possible and will be shared with the student and parent/guardian as well as with all necessary staff to facilitate implementation;
- 8.6.5 The student will be provided with both academic and non-academic supports as outlined in the student's Student Action Plan (SAP).

8.7 Investigation

The principal will conduct an investigation into the incident. The investigation will include interviews of individuals who the principal determines can contribute relevant information to the investigation. Principals will make every reasonable effort to interview the following:

- the student;
- the victim (if relevant);
- any witnesses suggested by the student or the student's parent/guardian;
- any witnesses suggested by the victim;
- any staff or other adult witnesses to the incident.

The investigation should normally be completed within five (5) schools days of the incident. The police may be involved in carrying out a separate investigation; principals should refer to the [Police/School Board Protocol](#).

8.8 Disposition

- 8.8.1 Decision not to recommend expulsion
Should the principal decide not to recommend expulsion, the principal must:

- consider if a suspension is appropriate;
- notify the adult or parent/guardian of the decision, indicating the length of suspension to be imposed;
- provide information about the right to appeal the suspension;
- provide contact information for the Superintendent of Student Achievement Responsible for Safe Schools.

8.8.2 Decision to recommend expulsion

Should the principal decide to recommend expulsion, the principal shall refer the recommendation to the Discipline Committee. A recommendation for expulsion may be one of two kinds:

- School expulsion – a student who is subject to a school expulsion is not entitled to attend the school or participate in any school-related activities of the school the student was attending when they committed the infraction which gave rise to the expulsion;
- Board expulsion – a student who is subject to a Board expulsion is not entitled to attend any school or to engage in any school-related activities of any school in the Province of Ontario until the student successfully completes a program for expelled students or equivalent and has satisfied the objectives required for the completion of the program, as determined by the person who provides the program.

9.0 EXPULSION PROCESS

9.1 Notice of Expulsion Hearing

The Superintendent of Student Achievement Responsible for Student Discipline will provide notice of the hearing to the parent/guardian or adult student. The notice shall include:

- the date, time and location of the hearing;
- a statement that the student is being referred to the Discipline Committee to determine whether the student will be expelled for the activity that resulted in suspension;
- a copy of the Board's guidelines and rules governing the hearing before the Discipline Committee;
- a copy of the Board Code of Conduct and school Code of Conduct;
- a copy of the suspension letter;
- a statement that the student and/or their parent/guardian has the right to respond to the principal's report in writing;
- information about the process and possible outcomes of the expulsion

hearing, including :

- if the Discipline Committee does not expel the student they will either confirm, confirm and shorten, or withdraw the suspension;
- parties have the right to make submissions with respect to the suspension
- any decision with respect to the suspension is final and cannot be appealed;
- if the student is expelled from the school, they will be assigned to another school;
- if the student is expelled from the Board, they will be assigned to a program for expelled students;
- if the student is expelled, there is a right of appeal to the Child and Family Services Review Board.

The name and contact information of the Superintendent of Student Achievement Responsible for Student Discipline.

9.2 Disclosures Required Prior to Hearing

Ensure that the parties exchange, within five (5) days of the hearing:

- an outline of each party's position on the discipline imposed;
- copies of any documents the party proposes to submit at the hearing;
- where the party proposes to call witnesses, a list of the witnesses whom the party intends to call and a brief outline of what the witness will say.

9.3 Minutes of Settlement

The parties are encouraged, where possible, to agree on facts, documents or other evidence which are not in dispute between them. Minutes of Settlement are available for parties to sign prior to the hearing. If Minutes of Settlement are signed, parties are not required to attend the hearing. The decision of the Discipline Committee is then binding.

9.4 Expulsion Hearing

The expulsion hearing will be held *In Camera*. Since intimate personal matters involving the student, and in some cases other persons, will be disclosed at the hearing, the interests the privacy of the student and such other persons outweigh the desirability of holding a public hearing and require that the hearing be held in camera.

The parent/guardian (unless the student is an adult student or is 16 or 17 years old and has withdrawn from parent control), the student, the principal, the Superintendent of Student Achievement for the School and such other parties as the Discipline Committee may direct are parties to the hearing.

9.4.1 Discipline Committee

The Discipline Committee is comprised of three elected members of the Board of Trustees, as designated by the Chairperson of the Board. The Superintendent for Student Achievement responsible for Student Discipline or designate will act in an advisory role to the Committee on procedural matters during the hearing and the Committee's subsequent deliberations.

9.4.2 Timing of the Hearing

The hearing will be held within twenty (20) school days from the commencement of the suspension pending recommendation for possible expulsion.

9.4.3 The Expulsion Hearing

The hearing will be scheduled for two (2) hours. Notice of the date, time and location of the hearing will be provided to the parties. If any party fails to attend the hearing, the Discipline Committee may proceed in the absence of the party.

Each party will be provided with an outline of the process for the hearing by the assistant to the Superintendent Responsible for Student Discipline, including requirements for sharing of documentation and process for calling witnesses.

Should the party wish to engage an attorney, this information must be shared with the Superintendent's office no later than five (5) days before the scheduled hearing date in order to allow all parties to have legal representation at the hearing; the need for legal representation could impact the date and time of the hearing.

9.4.4 Disposition

9.4.4.1 Decision not to expel

Should the Discipline Committee decide not to expel, it will:

- consider whether alternative discipline is warranted;
- uphold the suspension and its duration;
- uphold the suspension and shorten its duration;
- quash the suspension and expunge the record so that no record of the suspension remains in the Ontario Student Record; or
- make other such orders as the Discipline Committee considers appropriate.

9.4.4.2 Decision to expel

Should the Discipline Committee decide to expel, the Committee must decide whether to impose a school expulsion or a Board expulsion. Where the Committee determines to impose a school expulsion, it must assign the student to another school of the Board. Where the Committee determines to impose a Board expulsion, it must assign the student to a

program for expelled students.

9.5 The Superintendent of Student Achievement Responsible for Student Discipline will communicate the decision of the Discipline Committee in writing to the parent/guardian or adult student. The written notice shall include:

- the reason for the expulsion;
- a statement whether the expulsion is a school expulsion or a Board expulsion;
- information about the school or program to which the student has been assigned;
- information about the right to appeal the expulsion including the steps to be taken.

9.6 The Superintendent of Student Achievement Responsible for Student Discipline will report out to the Board the decision of the Discipline Committee during the *In Camera* part of the Board meeting.

9.7 Re-Entry Process Following an Expulsion

A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once they have successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the person who provides the program. The Board shall re-admit and inform the student in writing of the re-admission.

A student who is subject to a school expulsion may apply in writing to the Board to be reassigned to the school from which they were expelled.

- the Board will consider whether their attendance will have a negative impact on the school climate, including on any victims, where applicable;
- the student will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate;
- the Board may, in its sole discretion, determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

When a student has successfully met the objectives of the program for expelled student, the student must be readmitted to a regular day school. A re-entry plan must be developed as part of the Student Action Plan to assist with the student's transition and integration back into the school. The re-entry plan should contain the following elements:

- a description of the re-entry process for successful transition back to school

- identification of the types of support in both the academic and non-academic components that are needed to sustain student learning.

A meeting must be convened including the following:

- Board staff;
- staff of the school the student will be attending;
- the student;
- the parent/guardian if the student is not an adult;
- where appropriate, other significant adults in the student's life;
- the student's teacher(s) where possible.

10.0 APPEAL OF A BOARD DECISION TO EXPEL A STUDENT

The adult student or the student's parent/guardian may appeal a Board's decision to expel a student to the Child and Family Services review Board in accordance with the procedures set out by the Ministry of Education. The decision of the Child and Family Services Review Board is final.

REPORT OF THE CHAIR'S COMMITTEE

2018 December 4
12:02 p.m. – 12:54 p.m.

MEMBERS

J. Bennett B. McKinnon
A. Morell (Chair) J. Skinner
S. Polhill

ADMINISTRATION AND OTHERS

L. Elliott B. Williams

1. APPROVAL OF AGENDA

The agenda was approved by motion.

2. CONFLICTS OF INTEREST – none declared**3. REVIEW AND APPROVAL OF THE BOARD AND ADVISORY COMMITTEE AGENDAS**

The agenda for the Inaugural meeting of the Board, and the draft public and in-camera agendas for the 2018 December 18 meeting of the Board were reviewed and discussed. The draft list of agenda items for upcoming Board and Advisory meetings were reviewed.

4. CORRESPONDENCE - none**5. COMMITTEES OF THE BOARD**

The Committees of the Board and Community Representation, 2018-2019 was reviewed and revised (Appendix CC-1).

The following motion was moved and carried:

That the appointment of Trustees to committees of the Board for 2018-2019, as outlined on the *Committees of the Board and Community Representation 2018-2019*, be approved.

In consideration of meetings scheduled in December it was determined the motion will be presented to the full Board for their approval through an electronic vote.

6. SEAC MEMBERSHIP

Applications for SEAC membership were reviewed.

The following motion was moved and carried:

That the following individuals be appointed to the Special Education Advisory Committee for the 2018-2022 term:

**Christine Thammavongsa, Association for Bright Children
Nadia Brown, Autism Ontario
Mike Cvetkovich, Children's Aid Society of London
Barb Furac, Community Living London
Judy Wright, Community Services Coordination Network
Don Hunter (Alternate), Community Services Coordination Network
Alison Morse, Easter Seals
Bob Harvey, Epilepsy Support Centre
Jayme Arts (Alternate), Epilepsy Support Centre
Tracy Grant, Fetal Alcohol Spectrum Disorder Network
Wendy Conforzi (Alternate), Fetal Alcohol Spectrum Disorder Network
First Nations Representative
Paul Cook, Learning Disabilities Association London
Deborah Shor Reid (Alternate), Learning Disabilities Association London
Suzanne Young, London Autism Developmental Support Group**

Christina Devlin (Alternate), London Autism Developmental Support Group
Lori Turner-Otte, Ontario Parents Advocating for Children with Cancer
Kim Vander Schelde (Alternate), Ontario Parents Advocating for Children with Cancer
Janet Gritzan, Thames Valley Children's Centre
Colleen Willoughby (Alternate), Thames Valley Children's Centre
Jennifer Courtney-Nuyens, Thames Valley Council of Home & School Associations
Melissa Noszenko (Alternate), Thames Valley Council of Home & School Associations
Laura Dunlop-Dibbs, Vanier Children's Services
Sheri Grabstas (Alternate), Vanier Children's Services
Michele Barbeau, VOICE for the Hearing Impaired
Natalie Davison (Alternate), VOICE for the Hearing Impaired

7. BOARD ROOM SEATING PLAN

The Board Room seating plan was reviewed and confirmed.

8. TRUSTEE TRANSITION/ORIENTATION (Standing Item)

Discussed under item #9.

9. PROFESSIONAL DEVELOPMENT REQUESTS

Information regarding professional development requests, available funds, and the process for applying for funds will be shared at the scheduled orientation this evening.

10. UPCOMING EVENTS AND INITIATIVES

- Indigenous Student Trustee Election, 2019 April 17
- Student Trustee Elections, 2019 April 18
- Variety Is, 2019 April 25
- TVCHSA AGM and Dinner, 2019 May 13
- Award of Distinction, 2019 May 9
- Lawson Awards, 2019 June 12
- Annual Retirement Reception, 2019 September 11

The public delegation meetings for the Western Middlesex Attendance Area Review are scheduled for May 15/16, 2019.

11. OTHER BUSINESS

a. Time of Chair's Meetings

Discussion considered the future meeting times for the Chair's Committee. It was determined meetings will be scheduled at 12 p.m.

12. DATE AND TIME OF NEXT MEETING

The next meeting was scheduled for 2018 December 11, 12 p.m.

13. ADJOURNMENT

The meeting adjourned at 12:54 p.m. by motion.

RECOMMENDATIONS:

The following recommendation was carried through an electronic vote:

That the appointment of Trustees to committees of the Board for 2018-2019, as outlined on the *Committees of the Board and Community Representation 2018-2019*, be approved.

That the following individuals be appointed to the Special Education Advisory Committee for the 2018-2022 term:

Christine Thammavongsa, Association for Bright Children
Nadia Brown, Autism Ontario
Mike Cvetkovich, Children's Aid Society of London

Barb Furac, Community Living London
Judy Wright, Community Services Coordination Network
Don Hunter (Alternate), Community Services Coordination Network
Alison Morse, Easter Seals
Bob Harvey, Epilepsy Support Centre
Jayne Arts (Alternate), Epilepsy Support Centre
Tracy Grant, Fetal Alcohol Spectrum Disorder Network
Wendy Conforzi (Alternate), Fetal Alcohol Spectrum Disorder Network
First Nations Representative
Paul Cook, Learning Disabilities Association London
Deborah Shor Reid (Alternate), Learning Disabilities Association London
Suzanne Young, London Autism Developmental Support Group
Christina Devlin (Alternate), London Autism Developmental Support Group
Lori Turner-Otte, Ontario Parents Advocating for Children with Cancer
Kim Vander Schelde (Alternate), Ontario Parents Advocating for Children with Cancer
Janet Gritzan, Thames Valley Children's Centre
Colleen Willoughby (Alternate), Thames Valley Children's Centre
Jennifer Courtney-Nuyens, Thames Valley Council of Home & School Associations
Melissa Noszenko (Alternate), Thames Valley Council of Home & School Associations
Laura Dunlop-Dibbs, Vanier Children's Services
Sheri Grabstas (Alternate), Vanier Children's Services
Michele Barbeau, VOICE for the Hearing Impaired
Natalie Davison (Alternate), VOICE for the Hearing Impaired

ARLENE MORELL
Chairperson



COMMITTEES OF THE BOARD AND COMMUNITY REPRESENTATION 2018-2019

COMMITTEES	TRUSTEE REPRESENTATION	MEMBERSHIP
STANDING BOARD COMMITTEES		
Program and School Services Advisory (Program)	All Trustees	All Trustees
Planning and Priorities Advisory (Planning)	All Trustees	All Trustees
Chair's	Chair Past Chair Vice-Chair 2 Advisory Chairs	Morell McKinnon Bennett Polhill and Skinner
First Nations Advisory	First Nations Trustee + 2	Cuddy, McKinnon
Negotiations Advisory	3	Bennett, McKinnon, Rahman
Policy Working	Vice Chair + 4	Bennett, Hunt, Pizzolato, Rahman, Ruddock
STATUTORY COMMITTEES		
Audit (term of the Board)	3	Hunt, Morell, Smith
Discipline	3 + 3 Alternates (A)	Bennett, Polhill, Smith Alternates: Cuddy, McKinnon, Pizzolato
Special Education Advisory (SEAC) (term of the Board)	3	Bennett, Pizzolato, Yeoman
Supervised Alternative Learning (SAL)	1 + 1 Alternate (A)	McKinnon Alternate: Yeoman
Thames Valley Parent Involvement (TVPIC)	1	Morell Alternate: Pizzolato
ADMINISTRATIVE COMMITTEES		
Accessibility Working Group	1	Cuddy
Award of Distinction	1	Smith
Culture for Learning Advisory	1	Rahman
Communications & Public Relations	1	Smith
Environmental Education and Management	1	Pizzolato
COMMUNITY/PROFESSIONAL REPRESENTATION		
Ontario Public School Boards' Association	2 + 2 Alternates (A)	Morell, Skinner Alternates: Pizzolato, Ruddock
Children's Safety Village	1	Bennett
Safety & Crime Prevention Advisory (4-yr term)	1 + 1 Alternate (A)	Bennett
Thames Valley Education Foundation (TVEF) <ul style="list-style-type: none"> 1 trustee for the term ending Nov. 30, 2019 1 trustee for the term ending Nov. 30, 2021 	2 (or as per TVEF Bylaws)	Skinner (to 2019), McKinnon (to 2021)
Thames Valley Council of Home and School	1	Polhill
Student Advisory Council	Student Trustees	N. Bajaj, S. Chun, I. Frick

ONEIDA NATION OF THE THAMES

ADMINISTRATION OFFICE
2212 ELM AVENUE, RR #2
SOUTHWOLD, ONTARIO
N0L 2G0

TELEPHONE: (519) 652-3244

FAX: (519) 652-9287

November 27, 2018

RECEIVED
DEC 03 2018
DIRECTOR OF EDUCATION

Laura Elliot, Director of Education
Thames Valley District School Board
1250 Dundas Street East
London, Ontario
N5W 5P2

Re: First Nations Advisory Committee Membership, 2018-2023 Term

Dear Ms Elliot:

The following appointments to the TVDSB First Nations Advisory Committee, effective immediately, are:

Bette Summers, Life Long Learning Administrator
Ursula Doxtator, Elected Councillor
Charity Doxtator, Elected Councillor

Moved by Consensus at the duly convened meeting of the Oneida Chief and Council on Saturday October 20, 2018.

Respectfully,



Chief Jessica Hill
Oneida Nation of the Thames Chief and Council

cc. Director of Operations

THAT Bette Summers, Ursula Doxtator and Charity Doxtator be appointed to the First Nations Advisory Committee for the 2018-2022 Term.

“People of the Standing Stone”



November 3, 2016

Board of Trustees
Thames Valley District School Board

Dear Board of Trustees:

Please be advised that Kim Robertson has been nominated by the Thames Valley Administrator's Committee - Elementary to sit on the Thames Valley Parent Involvement Committee.

Sincerely,

Scott Purvis
President
OPC – Thames Valley

THAT Kim Robertson be appointed to the Thames Valley Parent Involvement Committee for the 2018-2019 year.