

THAMES VALLEY DISTRICT SCHOOL BOARD PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE AGENDA

March 5, 2019, 6:00 p.m.

London Room

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The minutes of the 2019 February 5 meeting are provided for information.	
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7. Community Advisory Committee Updates (Standing Item)	
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9. Questions and Comments of Members (Standing Item)	
10. Future Agenda Items	
11. Date and Time of Next Meeting	
The next meeting is scheduled for 2019 April 2.	
12. Adjournment	

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

February 5, 2019, 6:00 p.m.
Board Room, Education Centre

Administration: L. Elliott (Director), R. Culhane (Associate Director), D. Macpherson (Superintendent), S. Builder (Superintendent)(-6:37), A. Marlowe (Equity and Diversity)(-8:07), K. Edgar (Superintendent)(-8:07), M. Deman (Superintendent)(-8:07), C. Giannacopoulos (Superintendent), L. Nicholls (Superintendent)(-8:07), L. Griffith-Jones (Superintendent), A. McKerlie (Research and Assessment)(-8:07), T. Schram (Teacher-Banting)(-8:07), J. Cooper (Principal- Banting)(-8:07), B. Miller (Teacher-Banting)(-8:07), L. Munro (Learning Support Services)(-8:07), M. Moynihan (Superintendent), S. Smith (Corporate Services)

1. Approval of the Agenda

The agenda was approved on motion.

2. Conflicts of Interest

None declared.

L. Elliott introduced C. Giannacopoulos to the committee, noting she has acquired P. McKenzie's portfolio.

3. Minutes of the Previous Meeting

The minutes of the 2019 January 8 meeting were provided for information.

a. Business Arising from the Previous Meeting

None.

4. 2018-2019 Operational Plan Implementation Update

R. Culhane presented information on the process developed to implement and monitor the TVDSB 2018-2019 Operational Plan.

The timeline of the implementation plan was reviewed. Community consultations, development of the Strategic Plan, finalization of the plan and sharing of the plan were outlined.

The objective of the plan was reviewed and actions were highlighted. The implementation of the plan was outlined and the coordination of data was reviewed.

Questions of clarification were answered by R. Culhane.

5. Thames Valley School Climate Survey System-Level Results

S. Powell provided information on the system-level results for the TVDSB Climate Survey. It was noted the Ministry of Education requires School Climate Surveys to be completed every two years.

S. Powell noted the direct link between the survey results and the TVDSB Operational Plan.

A. McKerlie outlined the content and parameters of the survey (i.e., time to complete. Data collected, scoring methods and composite scores were reviewed. Elementary and Secondary school survey results were reviewed and next steps were outlined.

L. Munro described the ways school climate data is used at the school level in the areas of engagement, safety and school environment.

B. Miller, T. Schram and J. Cooper presented information on how the survey results are used by the school. It was noted the Safe Schools Action Plan (SSAP) was created based on a combination of results from Student Voice, Banting Cares and the School Climate survey data.

B. Miller identified subtopics within Banting S.S. that are the focus of the SSAP and highlighted key initiatives in place to enhance school climate including next steps.

T. Schram provided information on student, parent and staff involvement noting the link between school climate and student achievement.

Questions of clarification were answered by Administration.

6. Ministry Consultations Regarding Class Size and Hiring/Reg. 274

L. Nicholls presented for information a copy of a letter from the Ministry of Education inviting Directors and Principals to provide input on Ontario's teacher hiring practices (Ontario Regulation 274/12-Hiring Practices) and class sizes in Ontario. A copy was provided to the Trustees prior to the meeting.

L. Nicholls outlined the challenges TVDSB is facing with existing regulations.

L. Nicholls noted the Ministry is considering removing caps on Primary class sizes and full day kindergarten. She highlighted some of the beneficial outcomes anticipated as a result of these changes.

Director Elliott noted TVDSB will submit input.

Questions of clarification were answered by Administration.

7. Community Advisory Committee Updates (Standing Item)

B. McKinnon provided an update from the Active & Safe Route to School Committee meeting he attended noting the Municipality of Woodstock agreed to put in a 4-way stop in front of Central Public School/Woodstock Colligate Institute to slow traffic.

B. McKinnon shared plans to put in a cross walk designed by the students, upon consensus between the Active & Safe Route to School Committee and the Municipality.

J. Bennett reported on efforts to resolve the staffing shortage at the Children's Safety Village.

8. Other Business

None.

9. Questions and Comments of Members (Standing Item)

An update on funding for Kettle Creek P.S. will be provided at the 2019 February 12 meeting of the Planning and Priorities Advisory Committee.

For Trustees unable to attend the Phelps group on 2019 February 21, alternative arrangements will be made.

10. Future Agenda Items

None.

11. Date and Time of Next Meeting

The next meeting is scheduled for 2019 March 5.

12. Adjournment

The meeting was adjourned on motion at 8:40 p.m.

Sheri Polhill
Committee Chairperson



Date of Meeting: 2019 03 05

Item #: 4.0

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 type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Tu Puente	
PRESENTED BY:	Abe Wall, Charlotte Wall, Trish Tomico	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):		
Purpose:	To inform the board of the specific needs of the Low German Mennonite community and what we have done to meet some of those needs.	
Content:	Slide decks and we will be speaking to the content of the slide decks.	
Cost/Savings:		
Timeline:		
Communications:		
Appendices:		

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

Building Bridges for our Students



An Update on our 3 Year Latin American Pilot

History

- **"For the child of my father's and my generation, school could be, and often was a painful place. Everything valued by one's parents, everything that made up one's after-school life, was feared, misunderstood, occasionally ridiculed, and always subtly undermined. Everything associated with the most significant landmarks of human existence, everything that was most sacred, most poignant, most satisfying- all of that was somehow second or third-rate."**

Mennonites Now Free To Come Into Canada

Order-in-Council passed by Union Government
Forbidding Mennonite Immigration Into This
Country Has Been Annulled By King Govern-
ment As Result of Steps Taken By W. D. Euler
M. P.

WAS INJUSTICE TO DESIRABLE PEOPLE

(Exclusive to Record.)

OTTAWA, June 9.—The order-in-council promulgated by the Union Government during the war restricting all Mennonite immigration into Canada has just been annulled by the Liberal government as a result of the efforts of W. D. Euler M. P., according to information received by Record's press gallery representative at Ottawa. The Mennonites are now as free to enter Canada as the adherents of any other faith. This announcement will be received with considerable pleasure by the thousands of Mennonites in Kitchener, Waterloo and the country.

MENNONITES PLEASED

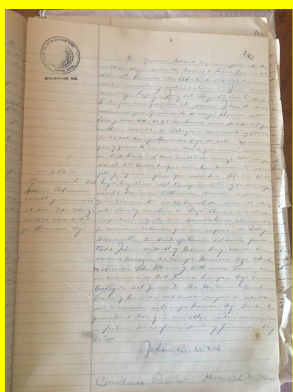
The announcement of the repeal of the order-in-council restricting Mennonite immigration into Canada will be received with a great deal of pleasure by the Mennonite people of North Waterloo, according to a statement made to the Record today by D. B. Betzner of this city, when informed by the Record of the annulling of the restrictions. The news, Mr. Betzner said, will be a matter of extreme satisfaction to the Mennonites of Canada.

TEA AND SUGAR

Broken Promises

- 1920-1925 Saskatchewan levied 5,367 prosecutions against the Mennonites for non-attendance. In a school year, that would equate to approximately **5 per day for 5 years.**
- **Families were fined \$10/day/child.** In 2018 dollars that's approximately **\$125/day/child**
- Parents were jailed and property was seized

“...and in Mexico we found what we had lost in Canada.”
Old Colony Bishop: Isaak Dyck



NUEVO IDEAL “The New Ideal”
Durango Mexico

Numbers

- 2011 Census Canada estimates the Mennonite population in East Elgin county between 12,000 to 15,000 *'at any given time.'*
 - Approximately 1500 are TVDSB students (K-12)
- There are 10 private schools in the East Elgin area, and a strong 'homeschooler' community
 - Thousands of students (vast majority) fall into this category
- We lost approximately 100 elementary students in 2015 due to so-called "Sex Ed Curriculum"
- Enrolment in TVDSB ebs and flows
 - Miscommunication, racism, a general sense of exclusion, not feeling valued or a sense of belonging
- Hundreds of students stayed home on May 17th, 2018
- As of December 21, 2018 the Tu Puente program has provided over 300 collective hours of learning for our students



Participation in Interview process

Provided training to MCC workers

Created Program of Study

Schools Support Students

The Team



Page 12 of 44



Hired MCC Worker (3yr term)

ClassroomSpace

Manage Budget

Regular meetings with TVDSB

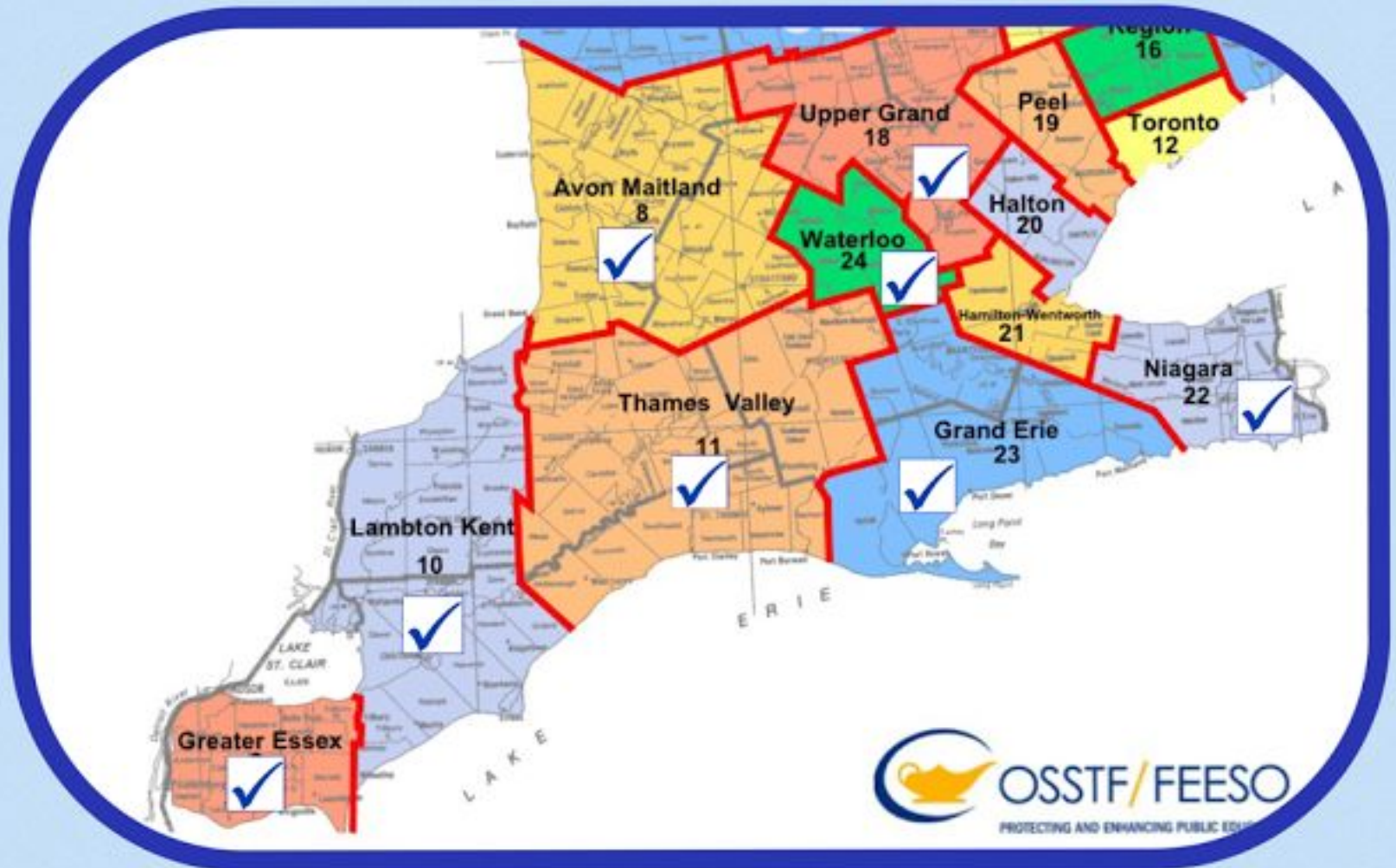
Collaboration With Assistant Deputy Minister

Invited to '*virtually*' attend a meeting with:

Amy Kipfer,	<i>Equity Lead, Avon Maitland DSB</i>
Kim Black,	<i>Superintendent, Avon Maitland DSB</i>
Lisa Walsh,	<i>Director, Avon Maitland DSB</i>
Merrill Mathews,	<i>Education Officer, Toronto</i>
Patrick Case,	<i>Assistant Deputy Minister,</i>
	<i>Educational Equity Secretariat, Ministry of Education</i>

...and others on December 14, 2018
From Nuevo Ideal, Durango, Mexico

ONTARIO SCHOOL BOARDS SERVING OLD COLONY MENNONITE COMMUNITIES



This Changes Everything

- **personally** - individual student and family needs being met
- **locally** - demonstrating TVDSB's commitment to build each student's tomorrow, every day
- **provincially** - setting a new standard of innovation and collaboration
- **nationally** - Thames Valley has changed the narrative of the experience from Western Canada, almost 100 yrs ago
- **internationally** - supporting our students as they live their reality in two worlds
- **multinationally** - partnering and collaborating with a team spread over 2 continents and 3 countries as we develop a model that will impact what learning can look like globally
- Thank you and congratulations, Thames Valley District School Board!

OLD COLONY MENNONITE



Two Different Worlds



Strategic Plan

RELATIONSHIPS	EQUITY AND DIVERSITY	ACHIEVEMENT AND WELL-BEING
We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.	We provide an equitable and inclusive environment that champions learning opportunities for all.	We engage in innovative learning experiences that promote excellence in student achievement and well-being.
✓ Students, families and staff are welcomed, respected and valued as partners.	✓ Create opportunities for equitable access to programs and services for students.	✓ Staff will demonstrate excellence in instructional practices.
✓ Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.	✓ Programs and services embrace the culture and diversity of students and all partners.	✓ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
✓ Create opportunities for collaboration and partnerships.	✓ Students and all partners feel heard, valued and supported.	✓ Enhance the safety and well-being of students and staff.



For the first time....



Welcome to *Tu Puente* 'Your Bridge'



For the first time....



For the first time....



'I AM A BUTTERFLY.
SEE ME HIDING IN
THE BUSH?'



Welcome to *Tu Puente* *'Your Bridge'*



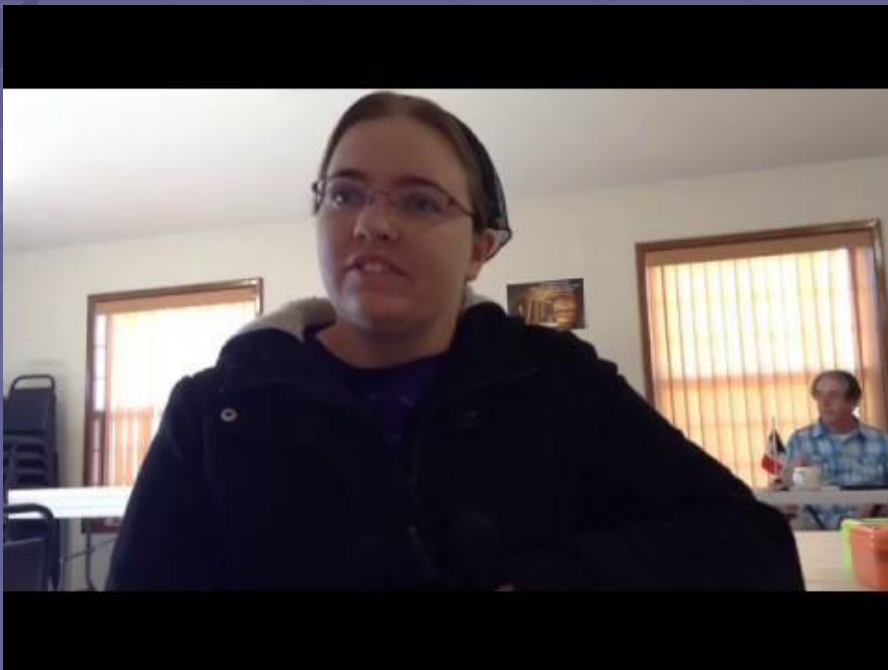
Tu Puente Progress

- **21** students currently accessing program from across **5** TVDSB schools*
- Existing Colony MCC workers ran program Oct-Dec.
- Tu Puente MCC Support Worker began Jan. 2019
- Families from other school districts asking how to be involved
- *Tu Puente* is the 'talk' of the colony, in homes, churches and local schools



Community Voice

“Ontario’s Education Equity Action Plan is a clear and robust blueprint that outlines how we will identify and eliminate persistent inequities in the education system.”
--The Honourable Mitzie Hunter, Minister of Education



Isaak





Date of Meeting: 2019 March, 5

Item #: 5 . 0

REPORT TO:	<input type="checkbox"/> Administrative Council	<input checked="" type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Rethink Secondary Learning Overview	
PRESENTED BY:	Don Macpherson, Superintendent of Student Achievement	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):	None at this time.	
Purpose:	That the Program and School Services Advisory Committee receive the report for two purposes; to provide background information on the Rethink Secondary Learning Initiative for Trustees new to their position and to update Trustees previously introduced to the program.	
Content:	Rethink Secondary Learning is in the second year of implementation following two years of research, consultation and planning. The program continues to be a major driver of learning in our secondary schools. Elements of the work are at various stages of implementation. Rethink Secondary Learning spans several program areas and is supported by the work of school superintendents and the principals, within the school improvement planning process.	
Cost/Savings:	No specific costs at this time, however the 2019 budget development discussions will have a significant impact on components of the program.	
Timeline:	March 5, 2019, Program and School Services Advisory Committee.	
Communications:		
Appendices:	Rethink Presentation – Slide Deck	

Strategic Priority Area(s):

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Form Revised October 2018

We build each student's tomorrow, every day

RETHINK SECONDARY LEARNING



#TVDSB_Rethink

Teaching and Learning

Through our consultations with stakeholders, and grounded in broadly supported research, we believe in teaching and learning that:

- ✓ **Promotes curiosity, questioning and creativity** over memorization and rote learning;
- ✓ **Fosters engagement and autonomy** over compliance and reliance;
- ✓ **Provides adaptive and flexible classroom experiences** over fixed assignments and tasks;
- ✓ **Emphasizes collaboration** over solitary learning experiences;
- ✓ **Differentiates for inclusion** over organizing for efficiency;
- ✓ **Focuses on big ideas and concepts** over specific expectations;
- ✓ **Values ongoing descriptive feedback** over marks, categories and reports;
- ✓ **Inspires integrated, interdisciplinary learning experiences** over single-subject approaches; and
- ✓ **Encourages inquiry-based learning connected to real-world settings** over lessons in isolation.



Teaching and Learning

It is understood that professional learning opportunities will be required to support capacity building in the areas of: inquiry, integrated curriculum, differentiation, and assessment (particularly formative) in all subjects and programs. It will be equally necessary to consult and collaborate widely with educators and school leaders on actioning school organizational structures and instructional practices that will best serve current and future teaching and learning needs.



Today's Program Opportunities

Curriculum:

Instruction will be learner centred and will emphasize project based learning. It will be responsive, flexible and may require changes to organization needs (eg. instructional day, scheduling, staffing).

Specialized Programs:

A variety of specialized programs and courses will be established on a regional basis, which can include course bundling, inter-disciplinary studies, and focused programming as defined by the Ministry of Education (e.g. French Immersion, International Certificate Program).

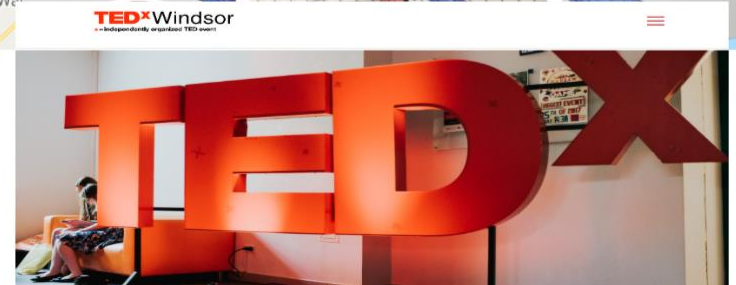
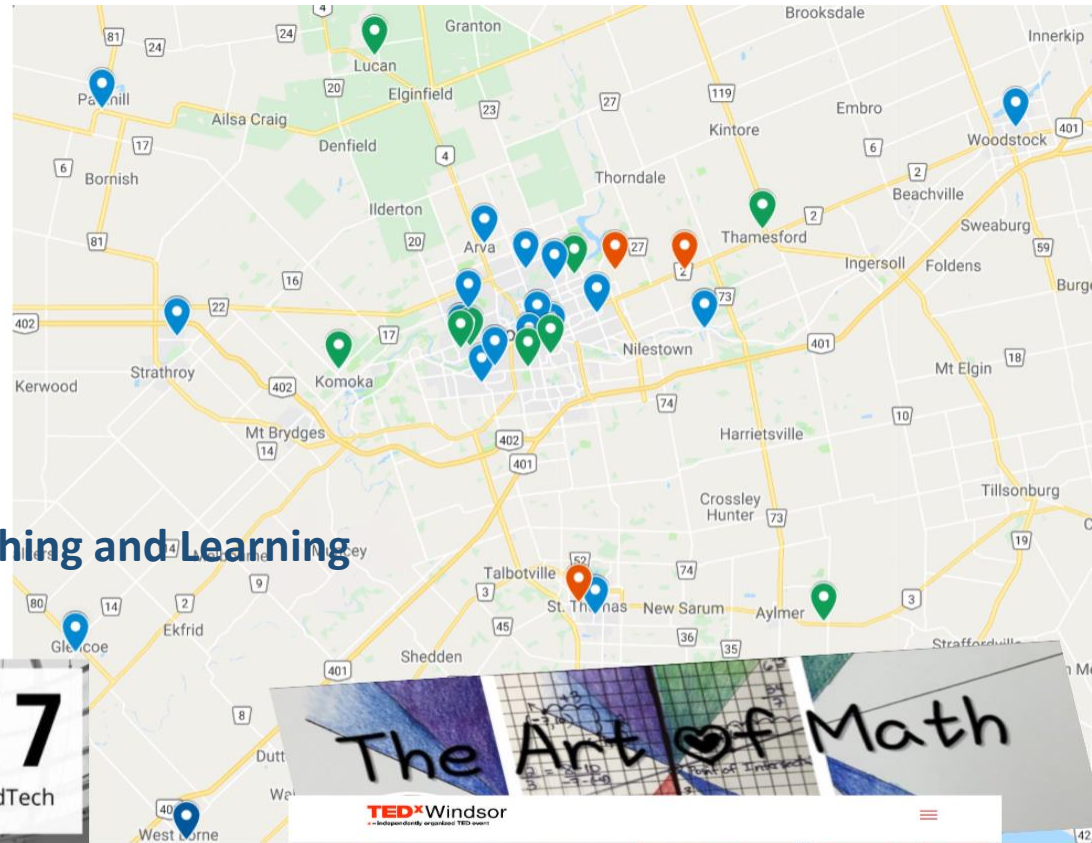
30 schools
45 teams
115+ teachers
1900+ students
Grades 1-12

AVIATION



STEAM SCHOOL
SCIENCE • TECHNOLOGY • ENGINEERING • ART • MATH

Teaching and Learning





Today's Program Opportunities

Student Services and Supports:

All secondary schools will provide Guidance and Career Planning, Transitional Supports and Student Success Programs.

Special Education and System Supports:

All secondary schools will provide a range of Special Education services and supports to meet the needs of individualized learners. Access to uniquely specialized programs may be provided on a regional basis. All students will have personalized and precise programming to meet their individualized needs as required.

Program Pathways:

Improve the access to all program pathways in each school

Culture *for* Learning (p.16)

A culture *for* learning is required for a culture *of* learning.

Thames Valley community is actively engaged in an on-going process of understanding culture *for* learning and its impact.





Culture For Learning

Inclusive Design

Culturally Relevant and Responsive Teaching

Mentally Healthy Schools

LGBT2Q+ Affirmative Spaces

Implications of Poverty

Safe Schools 101

Chill Rooms

Supports for First Nations Students

- *Hiring of Graduation Coaches – Ministry Funded*
- *Board Action Plan has been developed in consultation with each of the communities*
- *School based champion teams – gathering student voice*
- *Experiential learning and language linked to coop credits delivered at the N' Amerind Friendship Centre*

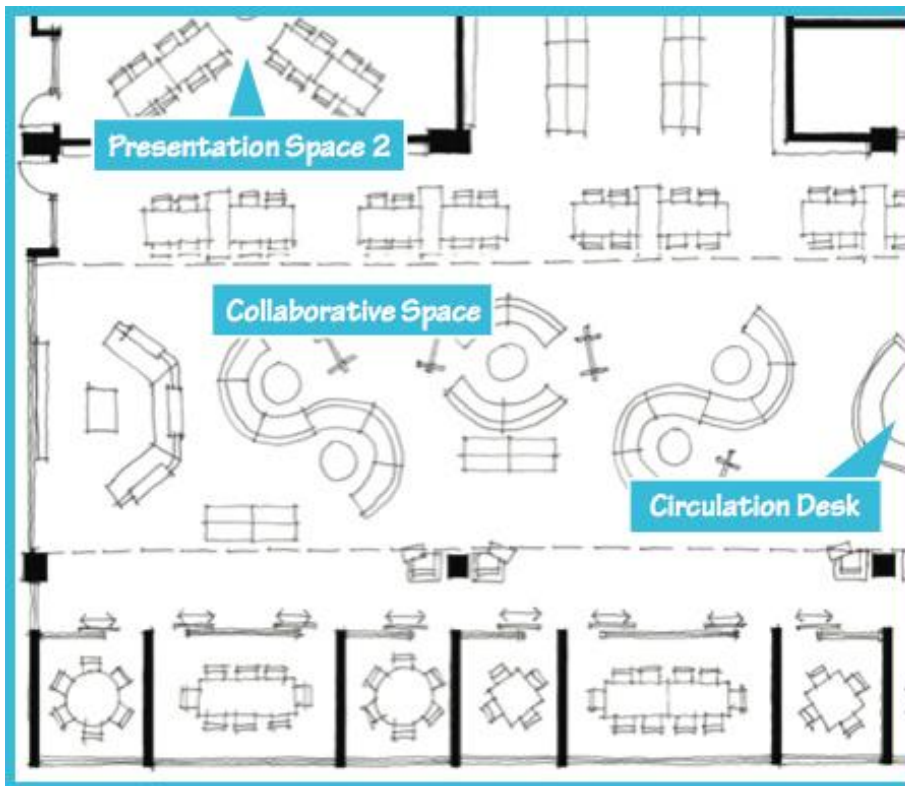
Learning in a Digital World

Supporting Technology **Equity**:

- ✓ 1:1 Chromebook Pilot
- ✓ 7 schools grade 9 and 10, adding grade 11
- ✓ Perceptual Data Report (Fall 2018)
- ✓ Engaging with the technology fundamentally changes practice

Physical Environment (p.24)

Our students have asked for spaces that support much more experiential learning that incorporates technology.



- Library Learning Commons – Renewal
- Saunders Secondary Complete 2018
- Huron Park and Parkside in the Design Phase
- Expressions of Interest

Physical Environment (p.24)

Program and Building Consolidation

It is imperative that robust program opportunities in service of student learning and well-being drive the additional elements of the secondary school experience

(e.g., curriculum, instruction, organization, system supports and facilities).

Physical Environment (p.24)

Program and Building Consolidation

Program Planning

- Creating regional access to specialized programs

Program Consolidation

- Where needed to support robust program offerings
- Ministry Moratorium

Global Competencies (p.28)

Preparing our students to participate fully in the world demands that we nurture and develop Global Competencies that will support students to reach their full potential.





Global Competencies

- *6 Global Competency Facilitators working regionally*
- *Critical thinking and problem solving*
- *Innovation, creativity and entrepreneurship*
- *Learning to learn / self aware, self directed learning*
- *Collaboration*
- *Communication*
- *Global Citizenship*

Designing for Tomorrow



Questions?

