

THAMES VALLEY DISTRICT SCHOOL BOARD REGULAR BOARD MEETING AGENDA

**March 26, 2019, 7:00 P.M.
Board Room, Education Centre**

- 1. CALL TO ORDER**
- 2. O CANADA**
- 3. SPECIAL MUSICAL PRESENTATION- Forest Park P.S.**
- 4. APPROVAL OF AGENDA**
- 5. OFFICIAL RECORD**
- 6. RECOGNITIONS**
- 7. CONFLICTS OF INTEREST**
- 8. CHAIR'S ANNOUNCEMENTS**
- 9. DIRECTOR'S ANNOUNCEMENTS**
- 10. PUBLIC INPUT**
- 11. MINUTES OF THE 2019 FEBRUARY 26 REGULAR BOARD MEETING**
 - a. Confirmation of Minutes**
 - b. Business Arising from Minutes**
- 12. STUDENT TRUSTEE UPDATE**
- 13. REPORTS FROM ADMINISTRATION**
 - a. Environmental Education and Management Committee Annual Report**
 - b. Draft School Year Calendar 2019-2020**
 - c. Masonville Public School-Addition/Renovation Project Additional Funding**
- 14. REPORTS FROM BOARD COMMITTEES**
 - a. Policy Working Committee, 2019 February 26**

- b. Chair's Committee, 2019 February 26
- c. Special Education Advisory Committee, 2019 March 4
- d. Program and School Services Advisory Committee, 2019 March 5
- e. Chair's Committee, 2019 March 19
- f. Committee of the Whole, In-Camera, 2019 March 26

15. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

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

16. COMMUNICATIONS

17. NOTICE OF MOTION

18. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

19. ADDITIONAL ITEMS

20. QUESTIONS/COMMENTS BY MEMBERS

21. ADJOURNMENT

OFFICIAL RECORD

We regret to record the death of Jackson Guiler on March 11th. Jackson was a Student at Ingersoll District Collegiate Institute.

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

2019 February 26

TRUSTEES

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

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

REGRETS

I. Frick

ADMINISTRATION AND OTHERS

L. Elliott
S. Mark
J. Pratt
S. Builder
A. Canham
R. Culhane
K. Edgar
D. Macpherson
M. Deman
L. Nicholls
S. Powell
A. Chahbar (+7:44)
J. Marlborough (-7:31)

P. Skinner
M. Moynihan
P. Sydor
T. Testa (-8:03)
R. Kuiper
L. Griffith-Jones
S. Mark
C. Lynd
C. Giannacopoulos
B. Williams
S. Smith (-8:03)
J. Rake (-7:31)

1. CALL TO ORDER

Board Chair Morell called the meeting to order at 7:00 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

River Heights P.S. opened the meeting with the singing of O Canada.

3. SPECIAL MUSICAL PRESENTATION- River Heights P.S.

The appreciation of the Board was extended to River Heights P.S. for their performance and to H. Callowhill for leading in the singing of O Canada and two musical selections.

4. APPROVAL OF AGENDA

The agenda was approved by motion by Trustee Cuddy, seconded by Trustee Ruddock.

5. OFFICIAL RECORD

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

We regret to record the death of Terry Tkatch on February 13. Terry was an Educational Assistant at Montcalm Secondary School.

6. RECOGNITIONS

a. United Way Cheque Presentation

J. Rake and J. Marlborough, 2018 Campaign United Way Co-Chairs, recognized the United Way Committee and over 200 site champions across the Thames Valley for executing another successful United Way campaign. Fundraising events were highlighted.

Appreciation was extended to L. Elliott for her consistent support and personal efforts to support each United Way event.

A total of \$356,250.00 was raised during the United Way Campaign this year.

K. Woodcock, Campaign Chair, United Way extended her appreciation to the volunteers that contributed to making the campaign a success.

A life sized cheque was presented to United Way and a photo was taken.

7. CONFLICTS OF INTEREST

None.

8. CHAIR'S ANNOUNCEMENTS

None.

9. DIRECTOR'S ANNOUNCEMENTS

Director Elliott welcomed C. Giannacopoulos and C. Lynd to the Senior Team and outlined their professional backgrounds.

Director Elliott clarified minutes from the 2019 January 15 PAPA minutes item #8. 2018 Western Middlesex Attendance Area Review- Procedure, Timelines and Communication Plan. When receiving email/correspondence, consultation will be with the Chair of the Board and staff to provide responses.

10. PUBLIC INPUT

None.

11. MINUTES OF THE 2019 JANUARY 22 REGULAR BOARD MEETING

a. Confirmation of Minutes

The minutes of the 2019 January 22 Regular Board meeting were approved on motion of Trustee Ruddock, seconded by Trustee Polhill.

b. Business Arising from Minutes

None.

12. STUDENT TRUSTEE UPDATE

Student Trustee Chun reported that with the support of the communications team and students from various high schools, she was able to create a video in support of the *Free the Flow* program. The video will be presented at the 2019 March 26 meeting of the Board, OSTA and OPSBA.

Student Trustee Chun attended the OSTA-AECO Conference in Ottawa, highlights of the conference were outlined.

13. REPORTS FROM ADMINISTRATION

None.

14. REPORTS FROM BOARD COMMITTEES

a. Policy Working Committee, 2019 January 22

Trustee Bennett referred to the written report of the Policy Working Committee provided to Trustees in the agenda package. There were no recommendations.

b. Chair's Committee, 2019 January 22

Trustee Bennett highlighted items from the written report of the Chair's Committee provided to the Trustees in the agenda package.

Recommendations of the Committee were outlined.

Moved by J. Bennett

Seconded by S. Polhill

THAT a maximum of \$3,700 be allocated from the Trustee budget to furnish the Chair's office.

CARRIED

c. Program and School Services Advisory Committee, 2019 February 5

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

d. Thames Valley Parent Involvement Committee, 2019 February 7

Trustee Morell highlighted items from the written report of the Thames Valley Parent Involvement Committee provided to the Trustees in the agenda package. There were no recommendations.

e. Chair's Committee, 2019 February 19

Trustee Bennett highlighted items from the written report of the Chair's Committee provided to the Trustees in the agenda package.

It was noted additional Board and Advisory meetings have been added to the schedule.

f. Committee of the Whole, In-Camera, 2019 February 26

Trustee Bennett reported the Committee of the Whole met in-camera from 5:03 p.m. to 6:26 p.m. and 8:15 to 9:28 p.m.

The committee discussed confidential legal and personal matters.

A conflict of interest was declared by Trustee McKinnon related to item 6.a of the in-camera agenda.

Moved by J. Bennett

Seconded by C. Rahman

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

Denise Goens (Parent Member for a 2-year term, representing London wards 1, 11, 12, and 14).

Emily Pasch (Parent Member for a 2-year term, representing Elgin County).

Dave Cripps (Parent Member for a 1-year term, representing Oxford County).

That the motions at the in-camera session of 2019 February 26 related to legal and personal matters be approved.

CARRIED

15. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. Ontario Public School Boards' Association (OPSBA)

Trustee Skinner noted 2019 April 8 is Advocacy Day in participation with the Executive of OPSBA and MPP's. He noted Grants for Student's Needs (GSN) are scheduled to be released in late 2019 March or early 2019 April.

Trustee Skinner reported the Public Education Symposium (PES) Conference was a success.

Trustee Skinner reported on an upcoming survey regarding Student Trustees and best practices.

It was noted an OPSBA binder will be created and available in the Trustee Conference Room with recaps from each meeting, he also noted a professional development form will be created.

b. Thames Valley Education Foundation (TVEF)

Trustee McKinnon reported the TVEF Toonie Tuesday kick off was a success. He noted there is a video available on the website showcasing the Caring Fund and outlining how raised funds are used. He also noted there have been 250 requests this school year through the Caring Fund. B. McKinnon extended his appreciation on behalf of TVEF for private donations.

16. COMMUNICATIONS

a. Community Services Coordination Network

This item was deferred on motion by Trustee Bennett, seconded by Trustee Rahman.

b. Association for Bright Children of Ontario

This item was deferred on motion by Trustee Bennett, seconded by Trustee Rahman.

17. NOTICE OF MOTION

None.

18. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

None.

19. ADDITIONAL ITEMS

None.

20. QUESTIONS/COMMENTS BY MEMBERS

In response to a question regarding the French Immersion review, R. Culhane and S. Builder reported on the meeting with the FI Principals noting the FI Steering Committee will meet again 2019 March 19.

R. Culhane provided an update on hiring and recruitment efforts noting 48 FI teachers have been hired, and 6 of them have started.

A motion to recess at 8:03 p.m. was moved by Trustee Yeoman, seconded by Trustee Cuddy and Carried.

The Board reconvened at 9:28 p.m.

21. ADJOURNMENT

On motion of Trustee Hunt and Trustee Ruddock, the meeting adjourned at 9:31 p.m.

Arlene Morell
Chair

REPORT OF THE STUDENT ADVISORY COUNCIL (SAC)

2019 March 06
4:15-6:10 p.m.

Student Trustees: N. Bajaj, S. Chun

Regrets: Student Trustee I. Frick

Students: D. Hashim (Saunders SS), F. Irfan(Saunders SS), A. Liu (AB Lucas SS), J. Monteith (London South Collegiate), M. Okusanya (Oakridge SS), E. Park (AB Lucas SS), A. Sharma (Saunders SS), E. Sharma (Saunders SS), S. Shelly (East Elgin SS), C. Wilson (Strathroy DCI), B. Woodward (London Central SS).

Administration and Others: A. Morell (Chair), L. Pizzolato (Trustee), D. Macpherson (Superintendent), S. Kilbourn (Assistant to the Trustees), Guest E. Meidlem

1. INTRODUCTIONS, APPROVAL OF AGENDA AND MINUTES

Student Trustee N. Bajaj called the meeting to order at 4:15 p.m. Student Trustee S. Chun acknowledged the traditional territory on which the Student Advisory Council meeting is held. The minutes of the 2019 January 9th meeting and the agenda were approved as presented.

2. STUDENT TRUSTEE UPDATE

Student Trustee N. Bajaj gave a brief outline of the OSTA professional development conference that the student trustees attended in Ottawa at the end of February. Student Trustee Bajaj updated the group on the May conference and those on the planning committee were asked to attend a meeting following the SAC meeting.

Student Trustee S. Chun told the group of her attendance at the OPSBA Symposium where she presented her initiative *Free the Flow*. She also shared with the group that she worked with other Student Senators on a *Free the Flow* video that will be released on International Women's Day.

In Student Trustee I. Frick's absence, Student Trustee N. Bajaj gave an update on initiative *Stand With Our Sisters* conference. The conference was held on 2019 February 20th and was a huge success.

3. FNMI LEARNING SESSION – B. WOODWARD

Student Senator B. Woodward from London Central Secondary School who has taken the Indigenous studies feels that it is important to repair relationships with the Indigenous peoples and learning about their culture will help achieve this. The group participated in a Kahoot game, which taught facts about the Indigenous people.

4. STUDENT ACHIEVEMENT AWARD INFORMATION

Student Trustee S. Chun discussed with the group know that the Student Trustees with the help of Principals and Student Senators, were looking to give a monthly award to students who made a difference in their school communities. The timeframe on this was to have something in place by the end of March.

5. STUDENT SENATOR C. WILSON - SAINTS STAND DAY

Student Senator C. Wilson shared with the group information about *Saints Stand Day*. This event takes place once a year with grade 10 students. The students are separated into male and female groups and learn about topics surrounding sexual violence.

6. POLICY WORKING COMMITTEE UPDATE - D. MACPHERSON

The draft procedure was presented at the December 2018 Policy Working Committee of the Board. Several suggestions were provided including seeking opportunities to engage senior elementary students, caution regarding financial expenditures and from the Student Advisory Council the suggestion of having Student Senators in place by June of the year preceding their term. Members were reminded that the draft procedure remains posted for public input until March 28, 2019. Response from the public input will be provided at the April Student Advisory Council for consideration.

7. **NETWORKING DINNER**

Student Senators discussed events happening within their schools while enjoying dinner.

8. **ADJOURNMENT**

The meeting adjourned at 6:10 p.m. Next meeting is scheduled for 2019 April 10.

N. Bajaj
Student Trustee
Co-Chair

S. Chun
Student Trustee
Co-Chair

I. Frick
Student Trustee
Co-Chair



Date of Meeting: 2019 MAR 26

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:	Environmental Education and Management Committee Annual Report																		
PRESENTED BY:	Sheila Builder, Superintendent of Student Achievement Scott Armstrong, Learning Supervisor, Math, Science and Technology, Environmental Education Erin Mutch, Learning Coordinator, Environmental Education and Management																		
PRESENTED FOR:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice																		
Recommendation(s):																			
Purpose:	To provide the Administrative Council with an update regarding the activities of the Environmental Education and Management Committee.																		
Content:	<p>1. Overview and Membership of the Environmental Education and Management Committee (EEMC)</p> <p>It is the policy of the Board to be an active leader and corporate model for environmental sustainability. In order to achieve this, the Board creates conditions to empower students and staff to positively affect the environment and community in which their school is located through the work of the Environmental Education and Management Portfolio.</p> <p>The EEMC committee meets quarterly throughout the year to review legislative requirements; review current practices; identify future innovative programs; coordinate Ministry directives; and make recommendations to senior administration and the trustees.</p> <p>2018-2019 EEMC membership includes:</p> <table border="0"> <tr> <td>Amanda Delaney -Secretarial support</td> <td>Lori Ann Pizzolato -Trustee</td> </tr> <tr> <td>Chris Yeo -Manager Facility Services</td> <td>Melissa Mould -LC Materials Mgt & Instructional Safety</td> </tr> <tr> <td>Craig Smith -ETFO</td> <td>Randy Cousins -CUPE A</td> </tr> <tr> <td>Dan Arppe -PSSP-Environmental Educator</td> <td>Richard Hoffman -Public Affairs Coordinator</td> </tr> <tr> <td>Erin Mutch -Learning Coordinator Enviro Ed.</td> <td>Sheila Builder -Superintendent of Student Achievement</td> </tr> <tr> <td>Esther Wendel-Caraher -OPC Elementary</td> <td>Scott Armstrong -Learning Supervisor</td> </tr> <tr> <td>Jeff Beynon -OPC Secondary</td> <td>Shawn Muscutt -Safety Specialist, Human Resources</td> </tr> <tr> <td>Jennifer Eckert -CUPE 7575</td> <td>Tom Walker -Project Supervisor, Facility Services</td> </tr> <tr> <td>Jennifer Nuyens -TVCHSA representative</td> <td></td> </tr> </table> <p>2. Embedding Environmental Education into the Curriculum</p> <p>According to the Ministry document <i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools</i> (2009), it is the Board's responsibility to provide leadership, model and teach environmental education, as well as to increase student knowledge and skill development to foster environmental stewardship. "By the end of Grade 12, students will acquire knowledge, skills, and perspectives that foster understanding of their fundamental connections to each other, to the world around them, and to all living things" (<i>Acting Today, Shaping Tomorrow</i>, p. 11).</p> <p>In designing learning opportunities for Environmental Education, we are endeavouring to consider the key themes from <i>Achieving Excellence</i> as described in the Ministry of Education's <i>Discussion Paper (2016) for Community Connected Experiential Learning</i>. We are including commitments to provide students from Kindergarten to Grade 12 with "a wide array of opportunities both inside and</p>	Amanda Delaney -Secretarial support	Lori Ann Pizzolato -Trustee	Chris Yeo -Manager Facility Services	Melissa Mould -LC Materials Mgt & Instructional Safety	Craig Smith -ETFO	Randy Cousins -CUPE A	Dan Arppe -PSSP-Environmental Educator	Richard Hoffman -Public Affairs Coordinator	Erin Mutch -Learning Coordinator Enviro Ed.	Sheila Builder -Superintendent of Student Achievement	Esther Wendel-Caraher -OPC Elementary	Scott Armstrong -Learning Supervisor	Jeff Beynon -OPC Secondary	Shawn Muscutt -Safety Specialist, Human Resources	Jennifer Eckert -CUPE 7575	Tom Walker -Project Supervisor, Facility Services	Jennifer Nuyens -TVCHSA representative	
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We build each student's tomorrow, every day

outside school that are compelling and contribute to their success”; to foster student engagement and achievement by “creating more relevant, applied and innovative learning experiences that spark students’ curiosity and inspire them to follow their passions” (p. 4).

a. Environmental Education Centres

Our Environmental Educator team expanded in 2018 to six environmental educators, two for each of London (Pond Mills and Wellington Road), Jaffa and Vansittart Woods Environmental Education Centres. The daily operations of our three centres is heavily supported by our secretarial assistant. Demand for our Environmental Education Centre programs continues to exceed our capacity for all three locations. Program requests for September to June of this year represent 85% of TVDSB schools accessing our centres. This year we have implemented an Experiential Learning resource for teachers to use before and after their trip to our centres with the goal of supporting more of an extended learning experience. Each centre provides unique, curriculum-linked programs designed to increase student and teacher connections to their local environment in an interactive, natural, hands-on, and authentic way. We continue to use our electronic request system to ensure equity of opportunity as well as to improve accessibility for our popular programs. In 2018, Pond Mills Environmental Education Centre underwent a renovation to improve accessibility and efficiency including new entrance, washroom and windows. Window replacement is scheduled for Vansittart Woods this coming summer.

Innovative & Responsive Programming:

This year, our London Environmental Education Centre is the host site for our new grade 10 Environmental Leadership program out of our Wellington Road location. Tied to Laurier SS, the class is developing programming for grade 5 classes to visit the centre and take part in some cross-panel outdoor and experiential learning with support from our Environmental Educators.

Our centres are visited by classroom teachers for our regular programs as well as a variety of specialized opportunities where we develop programming for unique needs such as our newcomer LEARN classes, SWAC, our FNMI portfolio, and our visiting International students. We have continued to utilize our centres during the summer months for Summer Learning Conference for teachers and also for trips by our Summer Numeracy, English Language Learners Summer School, and FNMI summer school.

With the goal of enhancing teacher capacity for interdisciplinary programming, we continue to offer teachers the opportunity to apply for five consecutive days of 'Nature School' where their class visits one of our Environmental Education centres and integrates their curriculum using the natural environment as the context for learning. The five teachers collaborate with our Learning Coordinator and Environmental Educator for one day of planning prior to their week at our centres. Teachers have identified the impact on their practice in terms of how they look at curriculum integration, how they offer students the opportunity to think critically, and collaborate on authentic opportunities to contribute to their community, and the various ways in which technology can be used for students to document their learning. We have found that teachers use this one week opportunity and expand the learning throughout the school year with a variety of extensions upon their experience.

Strong Partnerships, Leadership Development & Professional Learning:

Our Learning Coordinator and all three centres host teacher-candidates from Althouse College, and various other local universities for their Alternative Field Experience, or through virtual mentorship. Additionally, our centres host secondary co-op student placements for half days for a full semester and our Vansittart Woods Centre coordinates a grade 8 Leadership program for 2 student leaders from each Oxford County Public School.

We continue to maintain strong community partnerships with our adjacent landowners and conservation authorities who assist in trail maintenance and small construction projects, along with some of our Secondary Green Industries courses.

b. Grade 10 Environmental Leadership Program

We are very excited to be offering our new grade 10 multi-credit environmental program through our London Environmental Education Centre. Our current cohort is a mix of students who are currently benefitting from re-engagement with secondary school, and students who are enjoying enriching extension opportunities. Student are working towards credits in grade 10 English, Civics, Careers, Physical Education, and a grade 11 credit in Interdisciplinary Studies.

We build each student’s tomorrow, every day

The transformative learning approach involves understanding, caring about, and taking action on a particular issue. Our projects will all directly impact the local community in which students live. We're excited for students to have the opportunity to put the 'active' into active citizenship. This course is designed for grade 10 students in semester 2. Applications are accepted from current grade 9 students from any TVDSB school. We are very interested in selecting students who represent the diversity that makes Thames Valley a wonderful place to learn from one another, and to empower them with engaging experiential learning opportunities. We believe that grade ten students are capable and competent critical thinkers who can contribute to their community. Secondly, we believe that there's a lot to learn from interacting with the local landscape. This class has immediate access to nature; immediately out of their portable door is a 200 hectare Environmentally Significant Area, located conveniently in the heart of London.

Student leaders are enjoying the opportunity to learn from passionate professionals and developing outdoor learning opportunities for younger students who visit their site. In their first few weeks, student welcomed a class of English Language Learners, as well as four grade 5 classes. These days have been full of confidence-building, resilience-fostering, and smile-generating opportunities for the older and younger students alike. Examples of student work, and the program overview is available at: <https://sites.google.com/gotvdsb.ca/help/>

c. Environmental Literacy and Outdoor Learning representatives

In order for the Thames Valley District School Board to be an active leader and corporate model for environmental sustainability, we recognize that this requires an investment of time, energy and resources. The goals of the Thames Valley District School Board's Environmental Education and Management Policy include creating conditions to empower students and staff to positively affect the environment and community in which their school is located. In order to do so, we are committed to supporting the environmental literacy of staff and students through the work of our Environmental Education and Management portfolio. This role will ideally build leadership capacity in teachers that do not necessarily have a leadership role in their school.

Last June, we sought one educator from each school to serve as a representative for their school to learn about, and share information with their school community regarding: opportunities available at our TVDSB Environmental Education Centres, TVDSB's Outdoor Education Funding opportunities, regional opportunities for community-connected experiential learning from local Conservation Authorities, School Ground Greening projects, and Ontario EcoSchools certification. Our team of Environmental Educators also supported some professional learning related to embedding Environmental Education into the curriculum.

Educators will help embed responsible citizenship, systems thinking, critical literacy, and the ability to communicate ideas in meaningful ways into the broader culture of developing student leadership. Educators will also help promote outdoor learning which not only offers a unique context for learning, but also provides experiential opportunities to foster a connection to local places and to develop a greater understanding of complex local and global systems.

d. Wilderness-based Interdisciplinary Leadership Development (W.I.L.D.)

Development of our wilderness-based interdisciplinary leadership development course (W.I.L.D.) for secondary students aligns the work of the Environmental Education Portfolio with data gathered from the Rethink Secondary Learning report. Students across TVDSB are invited to apply and a representation of our student community has been intentionally sought when selecting 18 applicants. Students learn through a blend of in-class learning beyond their regular school schedule; online learning where they could both work individually, as well as connect to build community and collaborate on planning tasks in Google Classroom; and outdoor learning where the students apply the course theories of leadership and planning in an authentic and experiential manner on a nine day canoe trip in Quetico Provincial Park.

Our partnerships with Growing Chefs and London Canoe Club help to prepare students and provide critical thinking and authentic planning opportunities. The Voyageur Wilderness Programme provides the services of an additional wilderness guide for our trip. Students are given opportunities to plan all aspects of the trip, lead their group for a day, deliver their own lesson, and learn from one another in their diverse group.

Feedback from parents and students alike have focussed on the personal growth that a wilderness setting can provide, the richness of learning in a diverse group, and the experience of being completely disconnected from technology for seven days.

Examples of student work is available at: <https://sites.google.com/gotvdsb.ca/wild>

e. Ontario EcoSchools

Ontario EcoSchools is an environmental education program for grades K-12 that nurtures environmental leaders, reduces the ecological impact of schools, and builds environmentally responsible school communities. The EcoSchools program also helps to promote, recognize, and encourage student and educator leadership and aligns with the promotion of Ministry and TVDSB targets in relation to waste minimization, energy conservation, school ground greening, and environmental stewardship.

Erin Mutch, Learning Coordinator, represents Thames Valley and Southwestern Ontario on the Ontario EcoSchools Steering Committee. Within Thames Valley, she assists schools with curriculum linking, application, and implementation for recognition and certification.

EcoSchools certification activities are empowering to students and allow schools to show evidence of student voice and student leadership. Schools are recognized for their commitment to environmental sustainability by acquiring certification points in six categories: curriculum connections; leadership; stewardship; waste minimization; conservation of energy; and school ground greening. Promoting the symbolic nature of being an EcoSchool in school discussions regarding waste management practices can lend focus to enhancement of school culture. We currently have 47 TVDSB schools working towards certification, our highest number thus far.

f. Outdoor Education Funding

The purpose of this targeted funding from the Ministry is to support experiential outdoor learning activities. "Learning in the outdoors not only offers a unique context for learning but also provides experiential learning outside the classroom to foster a connection to local places and to develop a greater understanding of ecosystems. Natural and human-built environments can be used as sites for discovery, problem-solving, and active learning, as well as for first-hand experiences that put students in touch with nature" (Ministry of Education, Environmental Education (K-8) Scope & Sequence 2017, page 5).

During the 2017-2018 school year, 67,117 student learning experiences occurred where students benefited from being able to participate in field trips at no cost. To date this year, we have reviewed over 800 applications for funding. Our secretarial support works tirelessly with teachers, school secretaries, Purchasing, and Finance to support these experiences for our students.

The Ministry funding allows us to support and promote the engagement and well-being of all students through the myriad opportunities for building relationships with community partners. Our community, including our Conservation Authorities and the London Children's Museum, allow us to build capacity in our educators as well by embedding professional learning into the student experiences.

3. Environmental Stewardship and Community Connected Learning:

The *Community Connected and Experiential Learning Policy Framework* suggests the enhanced role of such opportunities offers all students a broader range of choices of learning environments connected to a variety of communities; emphasizes student-directed/co-constructed learning opportunities; places increased emphasis on an inquiry approach; differentiates experiences to meet students' particular learning needs and strengths; and recognizes and supports planned and incidental learning through student-directed experiences in the local, national, or global community (Winter, 2016).

a. Landscapes on the Lake

Our Arts and Environmental Education Learning Coordinators partnered with Kettle Creek Conservation Authority, two local artists, and one student-photographer to plan a day where Arts students were immersed in the culture, geography, ecology, and history of Lake Erie.

Arts students from Central Elgin, Parkside, and Arthur Voaden Secondary Schools were given macro-lenses and Canon cameras and were invited to look closely, as well as to step back, to capture the local landscape. We asked students to consider their collaborative impact in both environmental stewardship and the creation of art. Furthermore, we asked students to consider which elements of a particular place are important to tell its story. Their work is displayed in the third floor hallway of the Education Centre.

Staff from Kettle Creek CA and our Learning Coordinator for Environmental Education was invited by the Ministry of Environment and Climate Change to present this initiative in a presentation at the Latonnell Conservation Ontario Conference as an example of the art of collaborative design between Education and Conservation sectors.

b. Elgin E.C.O. Class

Four classes in Elgin County have expressed interest in being part of an Environmental Collaborative Opportunity. This year, the curriculum for these grade 7 and 8 classes will be addressed using a variety of strategies including real-world experiential learning, student-led inquiry and place-based learning where the local landscape creates the context for the learning. The four teachers who teach these classes collaborate to create engaging, interactive, hands-on, real-life learning opportunities that will meet both the curriculum expectations and the individual learning needs of each student.

Students in all four schools will have the opportunity to explore a wide variety of curriculum outcomes through their learning in a school garden, and connecting with community partners through on and off site visits at least once per month to learn alongside local experts (examples include Jaffa Environmental Education Centre, Kettle Creek Conservation Authority, Bird Studies Canada). Students will foster their leadership skills in both the school and in their community and will have the opportunity to initiate solutions to complex environmental issues.

c. Supportive Funding from Community Partners

Our local Conservation Authorities and environmental organizations continue to enhance our capacity to offer students meaningful stewardship opportunities. The Kettle Creek Conservation Authority's Environmental Youth Corps, developed in the summer of 2018, provides a group of Elgin County students the opportunity to execute stewardship projects throughout the region. The Middlesex, Elgin and London chapters of the Healthy Kids Community Challenge have collectively funded water bottle filling stations, school gardens, and outdoor learning spaces for our schools in these areas. ReForest London continues to support the installation of shade trees in London and Middlesex school yards through their comprehensive Seeds to Forest program. The City of London's Neighbourhood Decision Making has provided three school communities a collaborative problem-solving opportunity where students could submit proposals to request funding for community development and improvement projects in their neighbourhoods. This participatory budgeting initiative allowed school communities to support local projects in school yards.

Our Grade 10 Environmental Leadership program will be completing a series of stewardship projects in the Westminster Ponds with the expertise of Upper Thames River Conservation Authority and the Western Ontario Fish and Game Preservation Association. Students will also support the restoration and transformation of Hodge's Pond in Oxford County into a site for community outdoor recreation.

d. Outdoor, Experiential and Environmental Education Festivals

In partnership with our local conservation authorities, our Learning Coordinator sits on the steering committees for programming and linking curriculum for the Carolinian Forest Festival (2,000 students) and the Children's Water Festival (2,750 students). The Children's Water Festival will take place at Fanshawe Conservation Area in May of 2019.

Our Environmental Educators support, and co-facilitate these annual festivals. Our Environmental Educators from Jaffa, along with the leadership of the ELP program at East Elgin run the grade 4 Marshquest, and Carolinian Forest Festival. They also run our annual collaborative Maple Syrup program in conjunction with Catfish Creek CA. Our London Environmental Educators run an interactive station at the Children's Water Festival in partnership with Upper Thames River CA. The festivals provide our secondary students with leadership opportunities as they act as environmental educators for the day with their own station.

4. School Ground Greening/Outdoor Learning Environments

The implementation of outdoor learning spaces has been an opportunity for creative collaboration amongst our educators, parent councils and community organizations. Over the past 4 years, over 100 schools have brought their visions of outdoor learning spaces to fruition.

	<p>By intentionally designing our outdoor spaces for learning, we offer students an opportunity to directly engage with nature as well as to develop their observation skills by providing opportunities to look closely, to wonder, and then to examine and investigate.</p> <p>School communities, with support from School Councils, TD Friends of the Environment, ReForest London, Conservation Authorities, City of London, Healthy Kids Community Challenge, and local organizations have chosen to implement some of the following types of outdoor learning spaces:</p> <ul style="list-style-type: none"> • Outdoor classrooms as a place to begin an investigation, or for oral presentations; • Planter boxes or gardens for scientific inquiry, and to foster a personal connection to healthy food; • Natural climbing structures for gross motor development; • Improved biodiversity to create a welcoming habitat for birds or pollinators; • Artistic spaces for dramatic, musical and creative productions; • A calming space for students, young and old. <p>The planning, fundraising, construction, and maintenance require a commitment of time and energy by the lead staff and their supportive school community. The Environmental Education and Management Learning Coordinator acts as the liaison between school and Board departments, and maintains strong relationships with our involved community.</p> <p>5. Waste Minimization, Conservation of Energy, and Student Learning</p> <p>Promotion of waste minimization and energy conservation offers an opportunity to promote environmental responsibility and create conditions to cultivate caring citizens. Waste Management Guidelines exist in order to streamline the process of recycling, garbage disposal, composting, and hazardous waste removal. We now have 100% of our schools on a single-streamed recycling system. This allows all recyclables to be gathered in one classroom container, and to be collected nightly by the custodian. Successful change in practices requires ongoing communication of the guidelines to all employee groups and students, answering of clarifying questions, and coordination of efforts and celebration of successes. Supporting documents that have been created include an updated website, Waste Management Guidelines, posters, and a video.</p> <p>School-wide waste and energy audits are being conducted as an in-class STEM inquiry using their school data as an authentic case study. Students share their own observations and predictions prior to the inquiry and create explanations and next-steps based on the results. Significant differences exist between EcoSchools and non-EcoSchools which was seen in a provincial study, as well as at our board-level. Our intent is to replicate the responsible citizenship learning opportunities regarding waste minimization as we work towards behaviour change in terms of conservation of energy at the system-level.</p> <p style="text-align: center;">NEXT STEPS</p> <p>1. Environmental Education</p> <ul style="list-style-type: none"> • Build on the implementation year of the multi-credit program and the strong partnerships that exist with community (run out of our London Environmental Education Centre). • Continuation of our new wilderness-based interdisciplinary leadership development course (WILD as an opportunity to align the work of the Environmental Education Portfolio with data gathered from the Rethink Secondary Learning report. • Expansion from five weeks of the Nature School model where educators co-design a week-long program at one of the Environmental Education Centres for a week of interdisciplinary learning. • Further align the programming and extension opportunities of our TVDSB Environmental Education Centres with the system initiatives of waste minimization and conservation of energy. <p>2. Ontario EcoSchools</p> <ul style="list-style-type: none"> • Continue to promote the use of Ontario EcoSchools as a framework and celebration of the work of a school's EcoTeam in order to foster environmental responsibility and stewardship, and appropriate use of the board's resources. <p>3. Environmental Stewardship Linked with Curriculum</p> <ul style="list-style-type: none"> • Maintain strong relationships with our collaborating organizations such as local Conservation Authorities, ReForest London and municipalities, as these organizations allow us to expand our capacity for stewardship and learning opportunities, as well as offer capacity building opportunities for our educators.
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	<ul style="list-style-type: none"> Continue to build opportunities for authentic stewardship and real-world inquiries with community collaborators. <p>4. School Ground Greening</p> <ul style="list-style-type: none"> Continue to support administrator teams as they work with parent groups to develop outdoor learning spaces. Continue to maintain strong relationships with our potential project donors and supporters and seek funding opportunities to support our school in need in order to work towards equity for our students. <p>5. Waste Minimization & Energy Conservation</p> <ul style="list-style-type: none"> Develop and implement a Communications plan to share system-level messaging, expectations and stories of sustainable practices with schools and our community. Continue to run curriculum linked waste audits as a data-management and active-citizenship learning opportunity for students. Build similar energy conservation resources available to schools to effect change in their buildings using their school as a case study for STEM inquiry.
Cost/Savings:	N/A
Timeline:	November 2017 – March 2019
Communications:	Admin Council – March 18, 2019 Board of Trustees – March 26, 2019
Appendices:	Appendix A: EEMC Report Slides

Strategic Priority Area(s):

Relationships:	<input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported. <input checked="" type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	<input checked="" type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input checked="" type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised October 2018



2018 EEMC ANNUAL REPORT

2018-19 EEMC MEMBERSHIP INCLUDES:

Amanda Delaney - Secretarial support

Chris Yeo- Manager Facility Services

Craig Smith - ETFO

Dan Arppe - PSSP-Enviro. Educator

Erin Mutch - Learning Coordinator Enviro Ed.

Esther Wendel-Caraher - OPC Elementary

Jeff Beynon - OPC Secondary

Jennifer Eckert - CUPE 7575

Jennifer Nuyens- TVCHSA representative

Lori Ann Pizzolato - Trustee

Melissa Mould – LC Materials Mgt &
Instructional Safety

Randy Cousins - CUPE A

Richard Hoffman - Public Affairs Coordinator

Sheila Builder - Supt. of Student Achievement

Scott Armstrong - Learning Supervisor

Shawn Muscutt - Safety Specialist, Human Res.

Tom Walker- Project Supervisor, Facility
Services



TVDSB

Environmental Education Centres



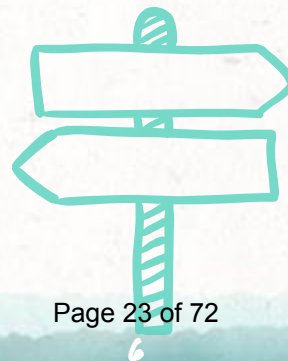
FACILITY AND PROGRAM UPDATES AT POND MILLS ENVIRONMENTAL ED CENTRE



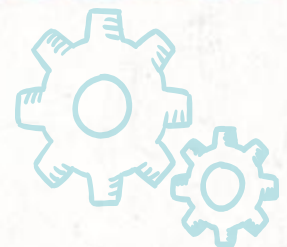
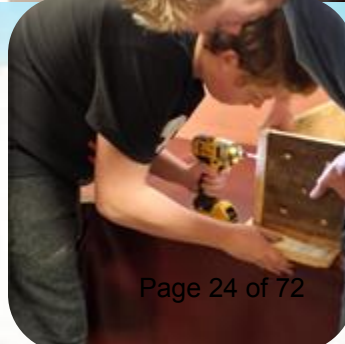
CROSS-PANEL, COMMUNITY-CONNECTED EXPERIENTIAL LEARNING AT VANSITTART WOODS THROUGH OUR NATURE SCHOOL OPPORTUNITY



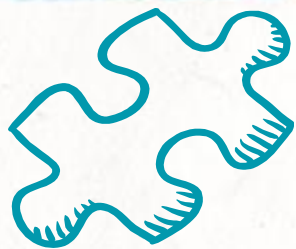
GRADE 10 ENVIRONMENTAL LEADERSHIP PROGRAM

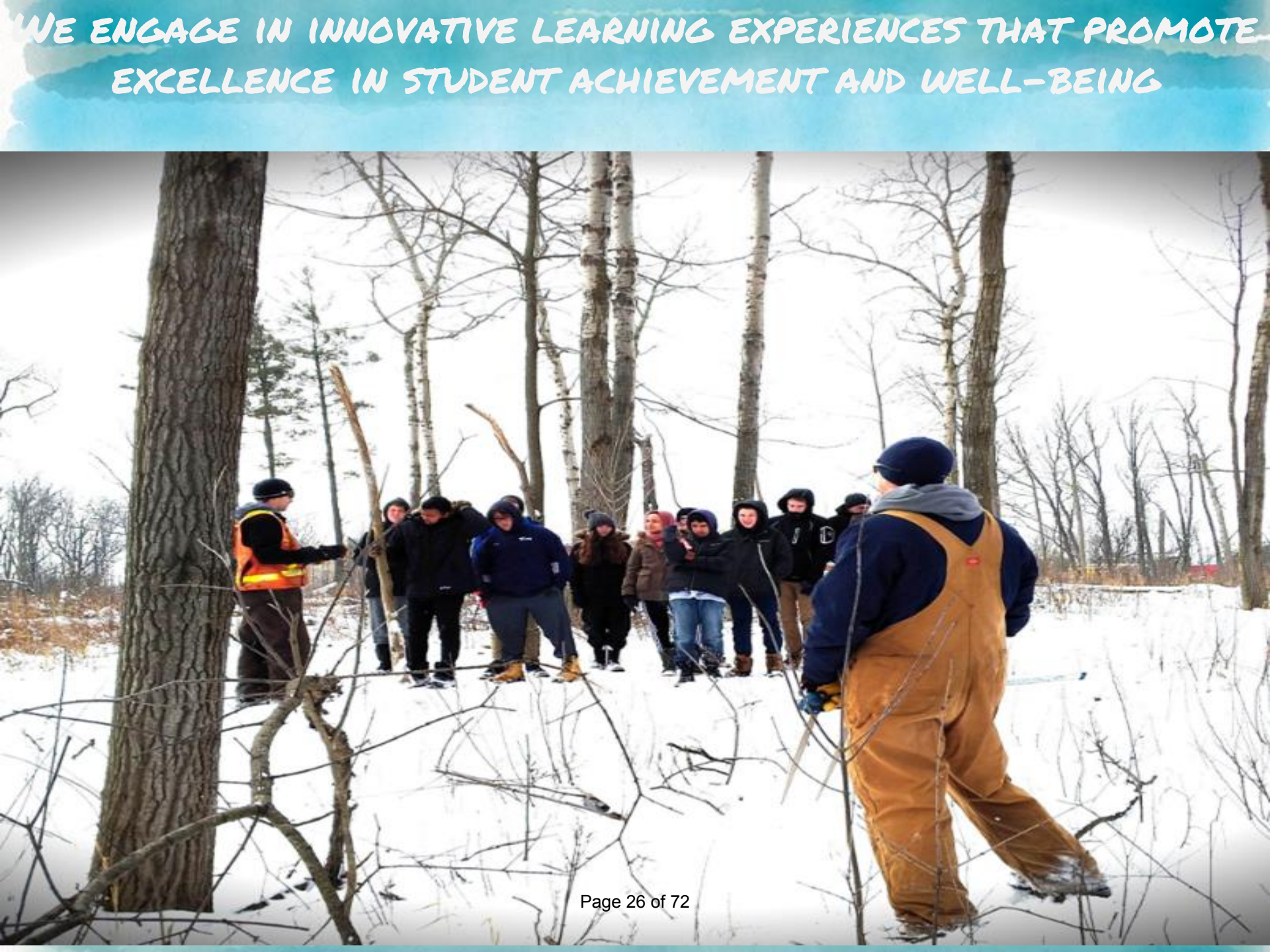


WE BUILD POSITIVE RELATIONSHIPS WITH ALL MEMBERS OF OUR EDUCATION COMMUNITY TO FOSTER AN ENGAGED AND INCLUSIVE BOARD CULTURE



**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

ENVIRONMENTAL LITERACY + OUTDOOR LEARNING REPRESENTATIVES



Professional Learning opportunity for educators to create innovative learning experiences to support student achievement and well-being.



Regional sessions were held at our three Environmental Education Centres.

W.I.L.D.



Grade 11 credit in
Wilderness-based
Interdisciplinary
Leadership
Development.



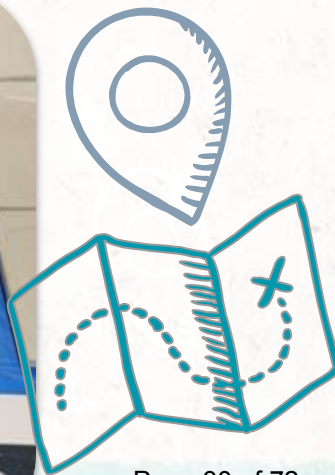


“

“In a school classroom, we deal with stereotypes, cliques, and social pressures that limit how we can communicate and collaborate as a group. Once we were in the canoes, none of these seemed to matter, which, for me, begged the question of how much I've misread the people in my life thus far.....this trip gave me the opportunity to learn that I am often too quick to read people – that the amiability, humour, charm, and relatability found in others can be so surprising to a closed-mind.”



LANDSCAPES ON THE LAKES



LANDSCAPES ON THE LAKES



Landscapes on the Lake

LAKE ERIE

PORT STANLEY, MAY 2018



SCHOOL GROUND GREENING



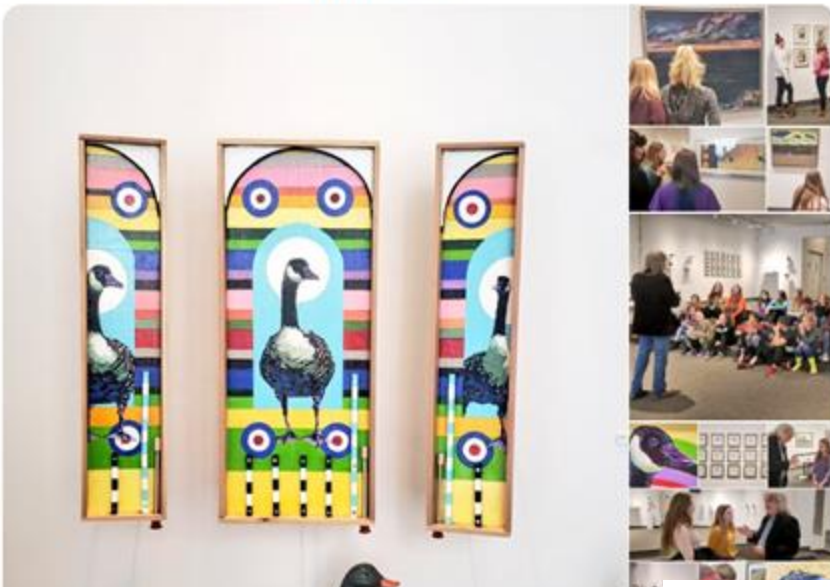


ELGIN E.C.O. CLASSES



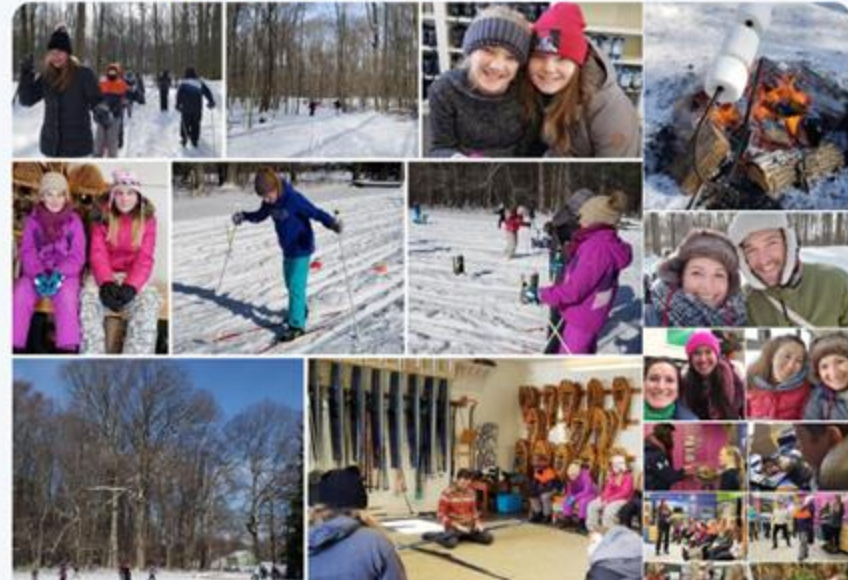
Edyta Centeno @MmeCenteno · Feb 9

Wonderful visit to @STEPACDOTCA to see Ron Milton's paintings & sculptures - "Migration: So you want to be a bird" exhibit. Thank you for inspiring our students! We thoroughly enjoyed hearing his stories & getting to ask about his art & career. What a pleasure! #ElginECOclass



Edyta Centeno @MmeCenteno · Jan 30

Field trips out to @JaffaEEC are THE BEST (& my favourite)! Today was awesome! We had a modified day due to the cold and spent only short spans of time outdoors 🌨️, well bundled. Big thanks to @danarppe & Shannon & Canadian winter weather 😊 #ElginECOclass #BellLetsTalk #getoutside



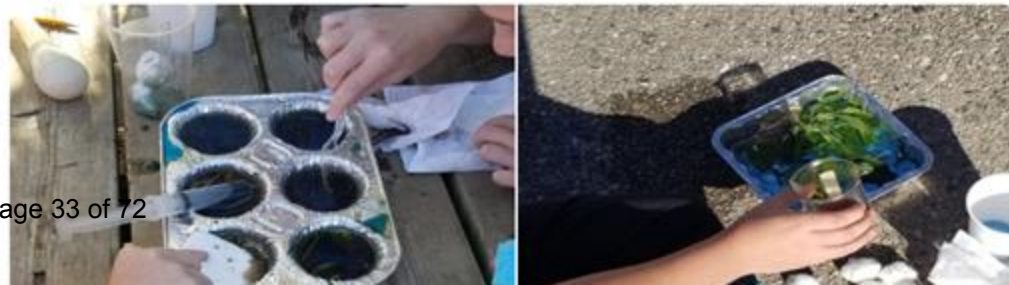
Edyta Centeno @MmeCenteno · Jan 17

Planning out a class newspaper/yearbook/photo essay project. Looking at meeting curriculum expectations for Media & English Writing and hoping it be a nice year end keepsake, as well as, get students to explore blogging. #ElginECOclass @SummersCorners @HSolway



Mme Vint @MmeVint · 13 Dec 2018

Throwback to last month's inquiry and hands on experiment on oil spills #ElginECOclass



WASTE MINIMIZATION



In-class inquiry to link data-management, critical thinking skills, and communication planning, while offering a stewardship opportunity.



MULTI-DEPARTMENTAL WORK: CONSERVATION OF ENERGY



- **FACILITY SERVICES**
- **ENVIRONMENTAL EDUCATION**
- **COMMUNICATIONS**
- **PURCHASING**
- **INFORMATION TECHNOLOGY**







Date of Meeting: 2019 03 26

Item #: 13.b

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:	Draft School Year Calendar 2019-2020	
PRESENTED BY:	Sheila Builder, Superintendent of Student Achievement	
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Advice	
Recommendation(s):	That the Draft 2019-2020 School Year Calendars be submitted to the Ministry of Education for approval.	
Purpose:	To share the Draft School Year Calendars for 2019-2020 and the stakeholder input.	
Content:	<p>Regulation 304 of the Education Act states that:</p> <ul style="list-style-type: none"> • Every school year shall include a minimum of 194 school days • Three days shall be designated by the Board as professional activity days • Up to four additional days may be designated by the Board as professional activity days • A Board may designate up to ten instructional days as examination days <p>Note that each semester in the secondary panel must have at least 88 instructional days in order to provide students with the mandatory 110 hours of instruction per course.</p> <p><u>Appendix A: Draft Elementary Calendar</u></p> <ul style="list-style-type: none"> • 187 instructional days • 7 PA days: <ul style="list-style-type: none"> • September 27, 2019 • October 25, 2019 • November 15, 2019 • January 24, 2019 • March 6, 2020 • June 5, 2020 • June 26, 2020 • 194 total school days <p><u>Appendix B: Draft Secondary Calendar</u></p> <ul style="list-style-type: none"> • 177 instructional days (S1 = 89 instructional days; S2 = 88 instructional days) • 7 PA days: <ul style="list-style-type: none"> • September 27, 2019 • October 25, 2019 • November 15, 2019 • January 31, 2019 • March 6, 2020 • April 24, 2020 • June 26, 2020 • 10 exam days • 194 total school days 	

We build each student's tomorrow, every day

	Stakeholder Survey Results: <ul style="list-style-type: none"> • Total # of Respondents: 501 • Elementary Calendar: majority of respondents support the draft • Secondary Calendar: majority of parents of students in TVDSB support the draft; staff, with and without TVDSB students, commented on the changes to the June PA Days (i.e. one PA Day at the end of semester two in June) <p>It should be noted that the TVDSB Draft Secondary School Year Calendar presented for approval, aligns with the secondary calendar for the London District Catholic School Board that also has one PA Day at the end of June; this has been the case in LDCSB for many years. In addition, the majority of school boards in the Southwestern Ontario region have one PA day at the end of June for secondary schools.</p>
Cost/Savings:	Alignment of the TVDSB and LDCSB calendars will reduce transportation expenditures.
Timeline:	2018 – 2019 Meetings <ul style="list-style-type: none"> • October 2018: Coterminous Boards (London District Catholic School Board, Public and Separate French Boards) • February 2019: Employee Group Representatives • March 2019: Public Input • March 26, 2019: Board Meeting • March 2019: Submission to Ministry of Education for approval
Communications:	Notification of stakeholders via email and TVDSB website once approval received from the Ministry of Education.
Appendices:	A. Draft 2019 – 2020 Elementary Calendar B. Draft 2019 – 2020 Secondary Calendar

Strategic Priority Area(s):

Relationships:	<input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships.
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Form Revised October 2018



Thames Valley District School Board

Elementary School Calendar

DRAFT 2019-2020

SEPTEMBER				
MON	TUES	WED	THURS	FRI
2	Classes Begin 3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER				
MON	TUES	WED	THURS	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER				
MON	TUES	WED	THURS	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER				
MON	TUES	WED	THURS	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY				
MON	TUES	WED	THURS	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY				
MON	TUES	WED	THURS	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH				
MON	TUES	WED	THURS	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL				
MON	TUES	WED	THURS	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY				
MON	TUES	WED	THURS	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE				
MON	TUES	WED	THURS	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	Classes End 25	26
29	30			

LEGEND		
Classes Begin Sept. 3, 2019 Last Day June 25, 2020 194 School Days Including PA Days	PA DAYS September 27, 2019 October 25, 2019 November 15, 2019 January 24, 2020 March 6, 2020 June 5, 2020 June 26, 2020	HOLIDAYS Sept 2, 2019 Oct 14, 2019 Dec 23 - Jan 3, 2020 Feb 17, 2020 March 16 - 20, 2020 April 10, 2020 April 13, 2020 May 18, 2020 Labour Day Thanksgiving Christmas Break Family Day March Break Good Friday Easter Monday Victoria Day



Thames Valley District School Board

Secondary School Calendar

DRAFT 2019-2020

SEPTEMBER				
MON	TUES	WED	THURS	FRI
2	Classes Begin 3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER				
MON	TUES	WED	THURS	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER				
MON	TUES	WED	THURS	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER				
MON	TUES	WED	THURS	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY				
MON	TUES	WED	THURS	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	Classes End 23	24
27	28	29	30	31

FEBRUARY				
MON	TUES	WED	THURS	FRI
Classes Begin 3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH				
MON	TUES	WED	THURS	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL				
MON	TUES	WED	THURS	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY				
MON	TUES	WED	THURS	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE				
MON	TUES	WED	THURS	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	Classes End 18	19
22	23	24	25	26
29	30			

LEGEND									
Classes Begin Sept. 3, 2019 Last Day June 18, 2020 194 School Days Including PA Days	<table> <tr> <th colspan="2">PA DAYS</th></tr> <tr> <td colspan="2">September 27, 2019 October 25, 2019 November 15, 2019 January 31, 2020 March 6, 2020 April 24, 2020 June 26, 2020</td></tr> <tr> <th colspan="2">EXAM DAYS</th></tr> <tr> <td colspan="2">January 24, 27-30, 2020 June 19, 22-25, 2020</td></tr> </table>	PA DAYS		September 27, 2019 October 25, 2019 November 15, 2019 January 31, 2020 March 6, 2020 April 24, 2020 June 26, 2020		EXAM DAYS		January 24, 27-30, 2020 June 19, 22-25, 2020	
PA DAYS									
September 27, 2019 October 25, 2019 November 15, 2019 January 31, 2020 March 6, 2020 April 24, 2020 June 26, 2020									
EXAM DAYS									
January 24, 27-30, 2020 June 19, 22-25, 2020									

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:	Masonville Public School – Addition/Renovation Project Additional Funding										
PRESENTED BY:	Jeff Pratt, Associate Director of Education and Treasurer Cathy Lynd, Superintendent Business Services Susan Mark, Superintendent Facility Services and Capital Planning										
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Advice										
Recommendation(s):	That \$2,425,564 of unappropriated accumulated surplus be used to fund the revised business case for Masonville Public School approved by the Ministry of Education, dated February 28, 2019.										
Purpose:	A revised scope of work has been proposed for the Masonville Public School Addition/Renovation project, which requires additional self-funding.										
Content:	<p>Masonville PS was originally built in 1952 with further additions in 1953, 1954, 1959, 1974 and 2000. With an OTG of 363, this facility has 2 purpose built Kindergarten classrooms, 12 standard classrooms, a library resource centre, single gymnasium and an activity room. In 2017 September, Thames Valley District School Board (TVDSB) submitted a business case as a response to <i>Memorandum 2017:B7 – Request for Capital Priorities Project Funding Submissions</i>. At the time of the submission, the new addition included classrooms and a new library learning commons. The existing gymnasium would remain.</p> <p>TVDSB obtained approval on 2018 March 13 via correspondence from the Ministry for the Masonville PS – Addition/Renovation Project with a funding allocation of \$5,958,958 for the proposed scope of work noted above. Upon further review by TVDSB with respect to the sustained enrolment pressures, the scope of work needed to be revised to account for the operational issues related to the size of the existing gymnasium. An activity room adjacent to the gym has been used to accommodate the growth of the student population. Table 1.0 summarizes the existing sizes of the gymnasium and library spaces and compares this to the Ministry of Education recommendations for spaces:</p> <p>Table 1.0 – Existing Space vs. Recommendations</p> <table border="1"> <thead> <tr> <th>Space</th> <th>Existing Area (m2)</th> <th>Ministry of Education Recommended Area (m2) Based of 594 OTG</th> </tr> </thead> <tbody> <tr> <td>Gymnasium Area and Stage</td> <td>285</td> <td>552</td> </tr> <tr> <td>Library</td> <td>200</td> <td>276</td> </tr> </tbody> </table> <p>As of 2018 October 31, Masonville PS has 594 FTE students and is at 164% utilization. The Board has had to mobilize 13 portables to the site to accommodate the enrolment pressures. Enrolment projections for 2019-2020 are estimated at 584 students and a utilization of 161%. Future projections indicate Masonville PS will continue to experience sustained enrolment. The school will continue to be over capacity – in 2023 by 61% or 222 students and in 2028 by 53% or 193 students.</p>		Space	Existing Area (m2)	Ministry of Education Recommended Area (m2) Based of 594 OTG	Gymnasium Area and Stage	285	552	Library	200	276
Space	Existing Area (m2)	Ministry of Education Recommended Area (m2) Based of 594 OTG									
Gymnasium Area and Stage	285	552									
Library	200	276									

	<p>Proposed Revision to Original Scope of Work</p> <p>A proposed revision to the original scope of work was submitted to the Ministry of Education in collaboration with the Design Committee comprised of the following representatives: parents, teachers, school administration, senior administration and trustees.</p> <ul style="list-style-type: none"> • Addition: <ul style="list-style-type: none"> ○ 9 Classrooms ○ 2 Kindergarten Classrooms and 1 Partial ○ 1 Learning Support Room ○ Washrooms ○ Mechanical Space ○ Gymnasium • Renovations: <ul style="list-style-type: none"> ○ Creation of 2 Classrooms ○ Renovation of existing gymnasium into Library Learning Commons and staff room ○ Renovations of existing library into general arts classroom • AODA Improvements; and • Renewal Costs and School Condition Improvements <p>Ministry Approvals</p> <p>On 2019 February 28 the Ministry of Education issued a letter approving the revised scope of work, with the additional costs to be funded through the appropriation of accumulated surplus.</p>
Cost/Savings:	Cost of \$2,425,564 to fund the revised scope of work.
Timeline:	
Communications:	
Appendices:	

Strategic Priority Area(s):

Relationships:	<input type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input type="checkbox"/> Create opportunities for collaboration and partnerships.
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Form Revised October 2018

THAMES VALLEY DISTRICT SCHOOL BOARD

POLICY WORKING COMMITTEE

February 26, 2019, 2:30 p.m.
Governor Simcoe

MEMBERS

J. Bennett (Chair) S. Hunt
L. Pizzolato M. Ruddock
C. Rahman

ADMINISTRATION AND OTHERS

L. Elliott A. Marlowe
A. Chabar L. Griffith- Jones (+3:34)(-4:36)
A. Morell C. Williams (+3:54)(-4:36)
B. Martin (+3:04)(-3:20) S. Smith
L. Nicholls (+2:57)(-3:34)

1. **Approval of the Agenda**

The agenda was approved on motion.

2. **Conflicts of Interest**

None declared.

3. **Committee Report of the Previous Meeting**

The minutes from 2019 January 22 were reviewed.

4. **Tracking Sheet**

The tracking sheet was reviewed.

5. **New Draft Policies/Procedures**

a. **Political Activity on Board Property Procedure**

L. Elliott presented for approval the proposed Political Activity on Board Property Procedure for review and input.

Questions of clarification were answered by L. Elliott.

Recommended edits were recorded by L. Elliott.

The following motion was moved and CARRIED:

THAT the Political Activity on Board Property Procedure be posted for 60 days of public input.

b. **Substance Abuse and Addiction Procedure**

L. Nicholls presented for approval the proposed Employee Code of Conduct Independent Procedure for review and input.

Questions of clarification were answered by L. Nicholls.

The following motion was moved and CARRIED:

THAT the Employee Code of Conduct Independent Procedure be posted for 60 days of public input.

c. Off Duty Conduct Procedure

L. Nicholls presented for approval the proposed Off Duty Conduct Procedure for review and input.

Questions of clarification were answered by Administration.

Suggested edits were captured by L. Nicholls.

The following motion was moved and CARRIED:

THAT the Off Duty Conduct Procedure be posted for 60 days of public input.

d. Employee Code of Conduct Policy and Procedure

L. Griffith-Jones introduced C. Williams and briefly outlined his professional background. L. Griffith-Jones presented for approval the proposed Employee Code of Conduct Independent Procedure for review and input.

It was noted the policy and procedure align with other boards.

It was clarified the TVDSB Employee Code of Conduct applies to TVDSB employees only. Situations involving third party providers will be reviewed as needed.

It was noted an addition needs to be made to the procedure to address the issue regarding the dress code.

Questions of clarification were answered by Administration.

Suggested edits were captured by L. Griffith-Jones and C. Williams.

The following motion was moved and CARRIED:

THAT the Employee Code of Conduct Policy and Procedure be posted for 60 days of public input.

6. Policies/Procedures - Review Requested by Committee

a. Police Record Check Independent Procedure (9047)

L. Nicholls and B. Martin presented for information the Police Record Check Independent Procedure #9047. The procedure was reviewed by the committee.

The difference between criminal and vulnerable sector background checks were outlined.

Questions of clarification were answered by L. Nicholls and B. Martin.

Suggested revisions were captured by B. Martin.

The following motion was moved and CARRIED:

THAT the revised Police Record Check Independent Procedure (9047) be posted for public input for 60 days.

7. Existing Policies/Procedures Under Revision

a. Political Activity on Board Property Policy (2006)

L. Elliott presented for consideration the revisions to the Political Activity on Board Property Policy #2006 to better define/clarify political activity.

It was noted the timeline of an election would be identified by the writ period.

Questions of clarification were answered by L. Elliott.

The following motion was moved and CARRIED:

THAT the revised Political Activity on Board Property Policy (2006) be posted for public input for 60 days.

8. Policies/Procedures Following Public Input

a. Reporting Suspected Child Neglect and Abuse Independent Procedure (5005)

L. Nicholls provided an outline of the independent procedure and a recap of the changes that were made.

L. Nicholls reported there were 2 responses gathered from public input. There were no changes made as a result of public input.

The following motion was moved and CARRIED:

THAT the revised School Response to Reporting Suspected Child Neglect and Abuse Independent Procedure (5005) be approved and provided to the Board for information.

b. External Teacher Hiring Independent Procedure 9035

B. Martin noted there was a minor grammatical correction in the independent procedure and provided a recap of the changes that were made.

L. Nicholls reported there were no responses gathered from public input.

The following motion was moved and CARRIED:

THAT the revised External Teacher Hiring Independent Procedure (9035) be approved and provided to the Board for information.

9. Policies/Procedures Requiring Additional Consideration

None.

10. Other Business

None.

11. Date and Time of Next Meeting

The next meeting is scheduled for 2019 March 26.

12. Adjournment

The meeting adjourned by motion at 4:36 p.m.

RECOMMENDATIONS:

None.

Joyce Bennett
Committee Chairperson



INDEPENDENT PROCEDURE

Title: **REPORTING SUSPECTED CHILD
NEGLECT AND ABUSE**

Procedure No.: **5005a**
Effective Date: **2006 June 27**

Department: Organizational Support Services – Human Resources

Reference(s):

- Attendance & Social Work Services
- *Child and Family Services Amendment Act*
(Proclaimed 2000 March 31)
- *Child, Youth and Family Services Act, 2017*
- Education Act
- *Ontario College of Teachers Act*
- Ontario Ministry of Education Policy/Program Memorandum No. 9 entitled, Child in Need of Protection/Child Abuse Reporting Requirements (1996 December 15)
- *Municipal Freedom of Information and Protection of Privacy Act*

Introduction

The protocol developed in partnership with the London and Middlesex Children's Aid Society, the Children's Aid Society of Oxford County and the Family and Children's Services of St. Thomas and Elgin County outlines the roles, responsibilities and procedures to be followed in situations where there is a suspicion that a child is in need of protection.

Procedures in the protocol ensure adherence to personal and professional obligations as defined in the *Child, Youth and Family Services Act, 2017* and the *Education Act*. This protocol will outline preferred practices, and support consistency in reporting practices and responses, including internal procedures for school board employees. A consistent, co-ordinated response will offer the best possible protection for the children in our communities.

The procedure will be reviewed on an annual basis with all Thames Valley District School Board (TVDSB) employees.

1.0 General Principles

- 1.1 Children have the right to be protected from neglect and abuse.
- 1.2 All members of a family are affected by child abuse and will be treated by professionals in a manner that is sensitive to their issues.
- 1.3 Addressing child neglect and child abuse is a responsibility shared by many professionals including TVDSB employees and child protection workers.

Administered By: **Organizational Support Services – Human Resources**

Amendment Date(s): 2010 June 08, 2019 February 26

- 1.4 Children have the right to be protected from further victimization. The investigation process will be consistent with this principle in regards to procedures such as number of interviews and timing of response.
- 1.5 The school system has an important role to play in the prevention and identification of child neglect/abuse and the linking of appropriate services. It is the responsibility of TVDSB employees to approach the child who may be in need of protection with the same commitment and thoroughness with which they have approached children with learning problems, disabilities and handicaps.
- 1.6 The Thames Valley District School Board, the Children's Aid Society of London and Middlesex, the Children's Aid Society of Oxford County and the Family and Children's Services of St. Thomas and Elgin County have agreed to work co-operatively to address suspected child abuse and neglect and share all information that is relevant to an investigation within legal confines.
- 1.7 Reporting child neglect/abuse will take place **immediately**. The investigation by the Society will take place in a timely, organized and impartial manner. The immediate safety of the child will determine the timeliness of the investigation.
- 1.8 The Children's Aid Societies are responsible for the investigation of allegations of child abuse and neglect. Investigations will be conducted in a manner that is child-centred and child-sensitive.

2.0 Statement of Roles

- 2.1 Children's Aid Societies and Family and Children's Services are child protection agencies legislated under the *Child, Youth and Family Services Act, 2017*. The legislation defines the functions of a Children's Aid Society, defines when a child may be in need of protection and the responsibilities of the society to investigate and provide services to children in need of protection from abuse or neglect.

The Children's Aid Societies have protocols for referral and joint investigations with police forces in each jurisdiction. The Societies and the police have reciprocal reporting responsibilities and protocols. When possible the Children's Aid Societies have agreed to inform the TVDSB of the plan to involve the police.

- 2.2 The Thames Valley District School Board is charged with the responsibility under the Education Act of providing education and educational supports to children living in the counties of Elgin, Middlesex and Oxford. The Board is responsible for ensuring that policies and procedures regarding child abuse reporting conform to legislative provisions of the *Education Act* and the *Child, Youth and Family Services Act, 2017*.
- 2.3 Police Services have a responsibility to investigate allegations of abuse which may also constitute offences under the Criminal Code of Canada and other statutes.

The working relationship between the police and the Children's Aid Societies is such that the police become involved when an abuse allegation may also indicate a criminal offence on the part of the alleged abuser. This involvement could include situations where the alleged abuser is an employee of the TVDSB or the Society. The TVDSB will fully cooperate with any police investigation provided that valid authorization under applicable legislation is presented to the TVDSB to access the relevant information prior to disclosure by the TVDSB.

3.0 Definition of a Child

The *Child, Youth and Family Services Act, 2017*, part V, Child Protection, defines a child as a person actually or apparently younger than sixteen (16) years of age. A person subject to a protection order, for example an order of supervision or wardship, is considered to be a child until they attain eighteen (18) years of age. A child protection investigation may be undertaken with regards to a sixteen (16) or seventeen (17) year old and may become the subject of a child protection order. Allegations of neglect/abuse involving such young people ages 16 or 17 are to be reported to the society for determination on next steps, which may include an investigation by the police under the assault or sexual assault provisions of the Criminal Code

4.0 Definitions of Child Abuse and Neglect

Note: Any amendments to the *Child, Youth and Family Services Act, 2017* will take effect upon a day to be named by proclamation of the Lieutenant Governor and will apply to this procedure.

The Child, Youth and Family Services Act, 2017 Section 74(2) defines the circumstances in which a child would be found to be "in need of protection":

4.1 Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

4.1.1 The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,

4.1.1.1 Failure to adequately care for, provide for, supervise or protecting the child, or

4.1.1.2 Pattern of neglect in caring for, providing for, supervising or protecting the child.

4.1.2 There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or accused by or resulting from that person's,

4.1.2.1 Failure to adequately care for, provide for, supervise or protecting

- the child, or
 - 4.1.2.2 Pattern of neglect in caring for, providing for, supervising or protecting the child.
- 4.1.3 The child has been sexually abused or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual abuse or sexual exploitation and fails to protect the child.
- 4.1.4 There is a risk that the child is likely to be sexually abused or sexually exploited as described in paragraph 4.1.3.
- 4.1.5 The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or where the child is incapable of consenting to the treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, the treatment on the child's behalf.
- 4.1.6 The child has suffered emotional harm, demonstrated by serious,
 - 4.1.6.1 anxiety;
 - 4.1.6.2 depression;
 - 4.1.6.3 withdrawal;
 - 4.1.6.4 self-destructive or aggressive behavior; or
 - 4.1.6.5 delayed development.

and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
- 4.1.7 The child has suffered emotional harm of the kind described in subparagraph 4.1.6.1 to 4.1.6.4 or 4.1.6.5 of paragraph 4.1.6 and the child's parent or the person having charge of the child does not provide services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the harm.
- 4.1.8 There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 4.1.6.1 to 4.1.6.4 or 4.1.6.5 of paragraph 4.1.6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
- 4.1.9 There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 4.1.6.1 to 4.1.6.4 or 4.1.6.5 of paragraph 4.1.6 and that the child's parent or the person having charge of the child does not

provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to, treatment to prevent the harm.

- 4.1.10 The child suffers from a mental, emotional, or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or, where the child is incapable of consenting to the treatment under the *Health Care Consent Act, 1996*, refused or is unavailable or unable to consent to treatment to remedy or alleviate the condition.
- 4.1.11 The child's parent has died or is unavailable to exercise custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
- 4.1.12 The child is younger than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the *Health Care Consent Act, 1996*, refuses or is unavailable or unable to consent to treatment.
- 4.1.13 The child is younger than 12 years old and has, on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.
- 4.1.14 The child's parent is unable to care for the child and the child is brought before the court with the parent's consent and, where the child is 12 or older, with the child's consent, for the matter to be dealt with under this Part; or
- 4.1.15 The child is 16 or 17 and a prescribed circumstance or condition exists.

5.0 Legislative Duty to Report

- 5.1 The *Child, Youth and Family Services Act* (CYFSA (section 125)) states that:

“Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, who has

reasonable grounds to suspect that a child is in need of protection shall immediately report the suspicion and the information upon which it is based to a society”.

All reports and suspicions of abuse and neglect must be reported *immediately* to the appropriate child welfare agency regardless of whether the alleged perpetrator is a family member, a community member, school board staff or volunteer.

- 5.2 The duty to report is personal and can only be carried out by the person who has “reasonable grounds to suspect” that a child is in need of protection. This duty cannot be delegated to, or assumed by, anyone else, including a principal, professional support staff, or senior administrator.
- 5.3 Professional persons and officials have a higher duty to report than a member of the public. As such, where there are reasonable grounds to suspect that a child is in need of protection, a person, including a person with professional or official duties, must report the suspicion and the information on which the suspicion is based to a Society (CFSA 125 (6)).
- 5.4 The duty to report applies regardless that the information reported may be confidential or privileged and no action for making the report shall be instituted against a person who acts in accordance with the legislation unless the person acts maliciously or without reasonable grounds for suspicion as the case may be (CFSA 125 (10)).
- 5.5 TVDSB employees are advised that their failure to report where there are “reasonable grounds to suspect” that a child is in need of protection can lead to a conviction of an offence which is subject to a fine of not more than \$5,000.

Note: A failure to comply with the *Child, Youth and Family Services Act, 2017* is a defined ground of professional misconduct under the *Ontario College of Teachers Act 1996*.

- 5.6 It is important to note that the duty to report is an ongoing one, such that where “additional reasonable grounds” arise to suspect that a child is in need of protection, a further obligation to report arises despite the fact that the person may have made one or more previous reports.

6.0 Access to Information

- 6.1 In accordance with the *Child, Youth and Family Services Act, 2017* and the *Municipal Freedom of Information and Protection of Privacy Act* the Society and the school should share as much information as is necessary to ensure the child’s safety and well-being and to enable school personnel to support the child.

- 6.2 It is preferred that the sharing of information is done with written parental consent if the child is under 18 years of age. When it is not possible, or there is risk that the child's well-being and safety may be endangered if parental consent is obtained, then information will be shared to the extent necessary to ensure the child's well-being and safety.

At no time shall the attempt to share information and/or to obtain parental consent obstruct the duty to report that a child is in need of protection.

7.0 Investigation on School Premises

In certain situations it may be necessary for investigations of suspicions to occur on school premises. Where a child is to be interviewed at school, it is recommended that the Society and the police adopt the following procedures:

- 7.1 Where there is a suspicion that a child is in need of protection and there is a risk of harm to the safety and/or well-being of the child if the parent has prior knowledge of the interview and is permitted to participate, the Society may direct and the principal shall permit an interview to take place without parental consent and in the absence of the parents on school premises.
- 7.2 Where the Society and/or the police do not object to the presence of at least one parent at the interview of the child at school, the Society would seek prior parental consent to the interview, encourage the parent to attend, and give the principal of the school sufficient notice of their visit.
- 7.3 Where a parent is unavailable and the Society and/or the police do not object, the school shall arrange for a support person who is over 18 years of age and with whom the child is comfortable with.
- 7.4 The removal of a child from the school property without parental consent by an agent of the Society or the police will constitute an "apprehension", as defined under the *Child, Youth and Family Services Act, 2017*, of that child and will thereby fall within the legal jurisdiction of the Society or the police.

8.0 Students with Special Needs

- 8.1 The Thames Valley District School Board recognizes the particular vulnerability of children with special needs. Procedures following the report of a suspicion of abuse/neglect or a disclosure will be followed with consideration of additional and appropriate assistance to a child whose disability affects the ability to communicate.
- 8.2 The reporting person and/or the principal will ensure that the investigating agency or police are aware of whatever needs and accommodations are necessary for the

child. Such accommodations may include the presence of a known adult during the investigation process.

9.0 Detailed Procedures

Detailed procedures for specific situations are outlined in the appendices to this procedure as set out below:

Appendix A - Reporting Suspected Child Neglect and Abuse by a Parent, Caregiver or Community Member.

Appendix B - Reporting Suspected Child Neglect and Abuse by Board Employee.

Appendix C - Reporting Suspected Child Neglect and Abuse by Employee of the Children's Aid Society/Family & Children's Services.

Report of Suspected Child Neglect and/or Abuse (available on the Electronic Forms on the Employee Portal)

Appendix A

Procedure No. 5005a - Reporting Suspected Child Neglect and Abuse

REPORT OF CHILD ABUSE OR NEGLECT

BY A PARENT, CAREGIVER OR COMMUNITY MEMBER

1. In situations where a TVDSB Employee at a TVDSB school/site suspects a parent, caregiver or community member of conduct which places a child in need of protection, they shall **immediately** report the suspicion and the information on which it is based to the Society in the **jurisdiction** where the child normally resides.

London and Middlesex County Children's Aid Society (CAS) 519-455-9000

*Family and Children's Services of St. Thomas 519-631-1492
and Elgin County (F&CS)*

Children's Aid Society (CAS) of Oxford County 519-539-6176

2. The TVDSB employee who suspects that a child is in need of protection has a legislated and a professional duty to report directly to the Society. That duty cannot be delegated to or assumed by anyone else, including a Principal, Supervisor, or Senior Administrator. The employee may wish to consult and discuss the situation with the site Principal or Supervisor. **Consultation should be available; but, it does not remove the reporting obligation from the employee, nor should it impede the timeliness of the report.** It is important to note that the duty to report is an on-going one, such that when additional information is received it must be reported to the Society (refer to Section 5.6 of Procedure 5005a re: Legislative Duty to Report).
3. When a TVDSB Employee contacts the Society, they are required to complete the form titled "*Report of Suspected Child Neglect and/or Abuse*" for submission to the site Principal/Supervisor (available on the Electronic Forms on the Employee Portal). The report is reviewed and signed by the Principal/ Supervisor who sends a copy to the School Superintendent of Student Achievement. The original report is retained in the Principal/Supervisor's office in a confidential file marked "CAS/F&CS Reports". Both the original and the copy are to be retained for two years from the date of issue.
4. The suspecting person may need to ask questions of the child to clarify information. **Questioning should occur only to the point where the TVDSB Employee has a suspicion that the child is in need of protection.** Any further questioning constitutes investigation which is the responsibility of the Society. Assessing the validity of a suspicion is also the responsibility of the Society. Once a child has disclosed, they must not be subjected to further questioning by any other TVDSB Employees to avoid

interfering with the investigative process.

5. If advised by the Society that the suspicion or disclosure does not warrant an investigation, the Principal/Supervisor will record the worker's name, the date, and the time of the consultation on the report that was submitted by the TVDSB Employee.
6. Once a report is received by the Society, the Child Protection Worker and the Principal/Supervisor will develop a strategy for informing the parents. TVDSB Employees shall not inform parents that a report has been made without consultation with the Society.

The Child Protection Worker will keep the Principal/Supervisor advised of the strategy for responding to the report such that TVDSB employees may assist where required. Any investigative role is clearly the mandate of the Society. The strategy will include consideration of appropriate timelines such as when the child is expected at home or when a parent may arrive to pick up their child from school. The strategy should also include provisions for supporting the child prior to and during the initial interview and/or investigation. A support person should be a person of the child's choosing (refer to Section 7.3 of Procedure 5005a re: Investigation on School Premises).

7. In situations where there is a suspicion that a child is in need of protection and there is a risk of imminent physical or emotional harm, the Society will make arrangements to interview the child at the school in a safe environment. In situations where the immediate safety of the child and of other children is of concern, the Society will take the necessary steps to ensure the child(ren)'s safety (refer to Section 7.0 of Procedure 5005a re: Investigation on School Premises).
8. The Society will obtain the information necessary to complete the investigation from the referring source and the school, including the student's identifying information, family data and the context of the situation within legal confines.

Appendix B

Procedure No. 5005a - Reporting Suspected Child Neglect and Abuse

REPORT OF CHILD ABUSE OR NEGLECT

BY BOARD EMPLOYEE

(Note: If the suspected TVDSB Employee is a Principal/Supervisor, then replace all references to “Principal/Supervisor” in this procedure with “Associate Director, Organizational Support Services or Designate”.

1. In situations where a TVDSB employee suspects another TVDSB employee of conduct which places a child in need of protection, they shall **immediately** report the suspicion and the information on which it is based to the Society in the **jurisdiction** where the child normally resides.

London and Middlesex County Children’s Aid Society (CAS) 519-455-9000

*Family and Children’s Services of St. Thomas 519-631-1492
and Elgin County (F&CS)*

Children’s Aid Society (CAS) of Oxford County 519-539-6176

2. The Principal or Supervisor of the employee who is suspected of child neglect or abuse will be notified when a report to a Society has been made. The Principal or Supervisor will notify the Associate Director, Organizational Support Services or Designate and the School Superintendent of Student Achievement regarding the report.

When a TVDSB employee contacts the Society, they are required to complete the form titled “*Report of Suspected Child Neglect and/or Abuse*” for submission to the site Principal/Supervisor (available on the Electronic Forms on the Employee Portal). The report is reviewed and signed by the Principal/ Supervisor who sends the original to the Associate Director, Organizational Support Services or Designate. The original report is retained in the Human Resources Department. No copies will be retained in any other location.

3. The suspecting person may need to ask questions of the child to clarify information. **Questioning should occur only to the point where the TVDSB Employee has a suspicion that the child is in need of protection.** Any further questioning constitutes investigation which is the responsibility of the Society. Assessing the validity of a suspicion is also the responsibility of the Society. Once a child has disclosed, they must

not be subjected to further questioning by any other TVDSB Employees to avoid interfering with the investigative process.

4. If advised by the Society that the suspicion or disclosure does not warrant an investigation, the Principal/Supervisor will record the worker's name, the date, and the time of the consultation on the report that was submitted by the TVDSB employee.
5. Under no circumstances should the implicated employee be contacted regarding an allegation or disclosure until specific instructions are received from the investigating police or Society.

Notwithstanding section 18 (1) (b), Regulation Made under the *Teaching Profession Act*, a teacher shall NOT report to a fellow teacher that an allegation or disclosure has occurred. This procedure is designed to secure the safety of the student, to ensure that the rights of the victim and the accused person are protected and to prevent possible destruction of evidence.

6. The Thames Valley District School Board will undertake to ensure the safety of any other alleged or potential victims through whatever means deemed appropriate, including interim suspension of the employee or removal from the school setting. TVDSB employees are expected to be supportive of a student who has come forward, and will respect and protect the confidentiality of the disclosure within legal confines. Only the people who need to know and who will in no way jeopardize the investigation will be informed of the disclosure.
7. The Thames Valley District School Board will fully cooperate with the Society and the police in any investigation and provide access to any relevant information within legal confines.
8. In instances involving employees, it must be remembered that the Thames Valley District School Board has two key areas of responsibility:
 - i. Acting "in loco parentis" for the children registered within their school system
 - ii. Serving as the employer of the person who is the alleged abuser. It is the Associate Director, Organizational Support Services or Designate's determination whether the accused employee shall be relieved of duties or re-assigned during an investigation.
9. Where an allegation of neglect and/or abuse involving a TVDSB employee is reported to a Society or the police, and they decide not to pursue the matter, the matter shall be

reviewed by the Associate Director, Organizational Support Services or Designate in order to establish whether further action is warranted.

10. The Associate Director, Organizational Support Services or Designate will be responsible for ensuring that an internal investigation of circumstances is conducted in relation to the suspicious conduct of a TVDSB employee. The investigation shall be coordinated in consultation with the investigating Society and the police.
11. The Associate Director, Organizational Support Services or Designate will determine if a follow-up meeting is required with the TVDSB employee who has been alleged to have been involved in a suspected child abuse/neglect incident in order to discuss the results of the investigation and to confirm that the allegations were or were not verified.
12. In instances where TVDSB employees are suspected to have conducted themselves in personal situations outside the Board, which place a child in need of protection, there is a very delicate balance between the individual's right to privacy versus the employer's need to know to protect possible victimization in the workplace. In these instances, the Associate Director, Organizational Support Services or Designate will be notified by the Society only in cases where there is a potential risk to children.

Appendix C

Procedure No. 5005a - Reporting Suspected Child Neglect and Abuse

REPORT OF CHILD ABUSE OR NEGLECT

BY EMPLOYEE OF CHILDREN'S AID SOCIETY/FAMILY & CHILDREN'S SERVICES

1. In situations where a disclosure has been made to a TVDSB employee regarding a suspicion which involves an employee of the Society, a report will be made to the appropriate Children's Aid Society or Family and Children Services Designate in the region in which the child normally resides.
2. When a TVDSB Employee contacts the Society, they are required to complete the form titled "Report of Suspected Child Neglect and/or Abuse" for submission to the site Principal/Supervisor (available on the Electronic Forms on the Employee Portal). The report is reviewed and signed by the Principal/ Supervisor who sends a copy to the school Superintendent of Student Achievement. The original report is retained in the Principal/Supervisor's office in a confidential file marked "CAS/F&CS Reports". Both the original and the copy are to be retained for two years from the date of issue.



INDEPENDENT PROCEDURE

Title: **EXTERNAL TEACHER HIRING**

Procedure No.: **9035**
Effective Date: **2001 Oct. 31**

Department: Organizational Support Services – Human Resources

Reference(s): - Collective Agreements, Education Act, Regulation 274, Regulation 298,
Equitable Recruitment, Selection and Promotion of Staff Policy

INTRODUCTION

Thames Valley District School Board will remain compliant with the current Policy and Procedures set out in the Education Act, Regulation 274, Regulation 298, the Equitable Recruitment, Selection and Promotion of Staff Policy as well as the applicable Elementary and Secondary Collective Agreements.

1.0 Procedures for External Hiring of Teachers

- 1.1 Regulation 274 and the Elementary and Secondary Collective Agreements, contain an internal posting/transfer process which must be completed before external hiring begins. In addition, unplaced teachers must be placed and requests by teachers for increased time must be addressed before any new hires noted below are placed or any additional new hiring is authorized.
- 1.2 Thereafter, Principals who have received authorization from the appropriate Staffing Officer to hire for a vacant position will follow the procedures outlined below in conjunction with Human Resources.

2.0 External Advertisements

- 2.1 Vacancies will be posted on the Apply to Education website.

3.0 Screening Process

- 3.1 Applications of qualified candidates will be reviewed who have applied to each specific posting and selections will be made for interviews in accordance with the process outlined below.
- 3.2 Applications will be screened using factors such as qualifications, experience and availability.

4.0 Selection Process

- 4.1 HR will provide guidance on how many applicants will be interviewed and will

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organize and facilitate the interview process.

- 4.2 The interview panel will consist of a minimum of two School Administrators.
- 4.3 The interview panel will be advised of adherence to the Equitable Recruitment, Selection and Promotion of Staff Policy prior to conducting interviews to ensure a bias-free selection process.
- 4.4 Prior to the interview, and in consultation with Human Resources, the panel will determine the criteria and scoring to be used, interview questions to be asked, and tasks for all candidates.
- 4.5 Assessment tools, if applicable, may be used as part of the selection process.
- 4.6 Candidates will be asked the same interview questions, given the same tasks and asked to complete the same assessment tool, if applicable. The responses of each candidate must be recorded.
- 4.7 The responses and record of interview for the recommended candidate will be retained by Human Resources for a period of one year.
- 4.8 Two references will be conducted using the Teaching Reference Check form (available in Electronic Forms) both of which must be submitted to Human Resources. One reference needs to be in a supervisory capacity and one needs to be in an education capacity, at least one of whom is the current employer, if applicable, for the recommended candidate.

5.0 Successful Candidates

- 5.1 The interview team will make a recommendation to the applicable Staffing Officer regarding the preferred teacher(s) to hire.
- 5.2 Human Resources will confirm the prospective teacher's qualifications and membership standing with the Ontario College of Teachers. Once the necessary documentation has been received in Human Resources, the Manager of Human Resources or designate will authorize the hire.
- 5.3 Human Resources will contact the successful candidate to arrange for an orientation date to complete the required documentation.
- 5.4 The teacher will not begin working in the assignment until the documentation process in Human Resources is complete.

REPORT OF THE CHAIR'S COMMITTEE

2019 February 26
12:08 p.m. – 1:10 p.m.

MEMBERS

J. Bennett
J. Skinner
S. Polhill

B. McKinnon
A. Morell (Chair)

ADMINISTRATION AND OTHERS

L. Elliott (-1:00 p.m.) B. Williams

1. APPROVAL OF AGENDA

The agenda was approved by motion.

2. CONFLICTS OF INTEREST – none declared

3. REVIEW UPCOMING MEETING AGENDAS

The 2019 March 5 Program and Schools Services Advisory Committee agenda was reviewed and revised.

Provided for information was the draft schedule of reports for future Advisory and Board meetings.

4. CORRESPONDENCE - none

5. TRUSTEE SWIPE CARDS

Discussion considered the request for Trustee access to the building and their conference room outside of business hours. It was noted a new security profile was needed for that purpose. B. Williams to follow up.

6. BUS TOUR TO SCHOOLS IN THE MIDDLESEX ATTENDANCE AREA REVIEW

The availability of Trustees to attend the Middlesex Attendance Area Review bus tour was reviewed. The date for the tour is to be confirmed as either April 1 or April 10.

7. TRUSTEES' PD REQUEST

No requests.

Through discussion, the Committee agreed to create a resource for Trustees to document and maintain reports from OPSBA.

Discussion also considered the past practice of documenting learning from conference/professional development events attended by Trustees. Chair Morell will follow up with S. Kilbourn regarding the form previously used for this purpose.

8. UPCOMING EVENTS AND INITIATIVES

- Trustee PD Session, 2019 April 16
- Variety Is, 2019 April 25
- Student Trustee Elections, 2019 May 1
- Indigenous Student Trustee Election, 2019 May 2
- Award of Distinction, 2019 May 9
- TVCHSA AGM and Dinner, 2019 May 13
- MPP Meeting, 2019 May 17
- TVDSB Student Leadership Conference, 2019 May 22
- Lawson Awards, 2019 June 12
- Annual Retirement Reception, 2019 September 11

Municipal Joint Meetings: All meeting will be held at the Education Centre

City of St. Thomas – April 9, 11:30 a.m.– 1:30 p.m.
Oxford County – April 9, 1:45 p.m. – 3:45 pm.
Elgin County – May 15, 11:30 a.m.-1:30 p.m.
City of London – May 15, 2:00 p.m. – 4:00 p.m.
Middlesex County – June 13, 8:30 a.m.-10:30 a.m.

L. Elliott reminded Trustees they are all invited to the Municipal Joint Meetings. Trustees will be invited to contribute to agenda item ideas at the next Program and School Services Advisory Meeting 2019 March 5. The item will be facilitated by L. Elliott and B. McKinnon.

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

J. Skinner reported the Robotics Competition is scheduled for April 5; and the Labour Symposium is scheduled on April 4 and 5.

Discussion considered ideas for a Trustee/Senior Team social/team building activity this year. To be discussed further at the next meeting.

9. OTHER BUSINESS

Discussion considered some of the challenges when forwarding voice mail messages to email. A. Morell to ask S. Kilbourn to email Trustees to determine if they are experiencing any issues in this regard.

10. DIRECTOR RECRUITMENT (Standing Item)

A. Morell advised she will provide an update on the Director's search to Trustees at the Committee of the Whole, in-camera meeting. The confidential nature of the discussion was emphasized.

11. DATE AND TIME OF NEXT MEETING

The next meeting was scheduled for 2019 March 19, 12:00 p.m.

12. ADJOURNMENT

The meeting adjourned at 1:10 p.m. by motion.

RECOMMENDATIONS: None

ARLENE MORELL
Chairperson

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

2019 March 4
6:34 p.m. - 9:25 p.m.

MEMBERS

B. Furac, Community Living London
A. Morse, Easter Seals Ontario
B. Harvey, Epilepsy Support Centre
P. Cook, Learning Disabilities Association of Ontario
L. Turner-Otte, Ontario Parents Advocating for Children with Cancer
L. Dunlop-Dibbs, Vanier Children's Services
M. Cvetkovich, Children's Aid Society of London and Middlesex
J. Wright, Community Services Coordination Network (CSCN)
T. Grant, Fetal Alcohol Spectrum Disorder Network
S. Young, London Autism Developmental Disabilities
J. Gritzan, Thames Valley Children's Centre
J. Courtney-Nuyens, Thames Valley Council Home and School Associations
L. Pizzolato, Trustee
B. Yeoman, Trustee
D. Shore-Reid, Learning Disabilities Association London
N. Davison, VOICE for the Hearing Impaired
C. Krygsman, Community Services Coordination Network (CSCN)

Regrets: N. Brown, J. Bruce, J. Bennett

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
A. Leatham, Learning Supervisor
R. Ferrara, Learning Supervisor
T. Birtch, Secondary Principal (+7:15)
M. Chevalier, Elementary Principal
D. Clark, Secondary Principal
S. Smith, Corporate Services
K. Snake, Munsee-Delaware Nation
C. Kechego, Education Director Chippewas of the Thames
S. Khan, Principal, Madeline Hardy (+7:01)(-7:32)
A. Marlowe, Equity and Diversity Coordinator

1. Call to Order

Vice Chair Cook called the meeting to order at 6:34 p.m. in the London Room at the Education Centre.

2. Confirmation of Agenda

With the addition of Elementary Development Education Placement to item #11. the agenda was approved on motion.

3. Conflicts of Interest

None declared.

4. Report of the Previous Meeting

The report of the 2019 January 8 Special Education Advisory Committee meeting was provided for information.

5. Business Arising from the Minutes

None.

6. In-Camera

On motion the committee moved in camera at 6:38 p.m., reconvening in public session at 6:59 p.m.

7. Supporting and Teaching in Care and/or Treatment, Custody and Correctional Programs (CTCC)

S. Khan, Principal, Madeline Hardy and W.D. Sutton presented information on Supporting and Teaching in Care and/or Treatment, Custody and Correctional Programs (CTCC). The nine community agencies involved with the program were highlighted. It was noted the agency partnership agreements are renewed annually. Student admissions, student profiles, classrooms, challenges, student support and the 17 programs were outlined. The CTCC program is monitored by the Ministry of Education.

S. Khan noted there has been a strong focus on transitioning from home to school and school to home for students.

S. Khan reviewed the decrease in admissions over the last four years; causes for the drop in enrollment were outlined.

Questions of clarification were answered by S. Khan.

8. Experiential Learning (Development Education) in Thames Valley District School Board

A. Leatham presented information on the Work Experience Program *Preparing for Life After School*. She noted it's a five year program that supports students with developmental disabilities to pursue a school to work pathway. Currently the program is offered at 10 TVDSB Secondary schools. Program focuses include numeracy, literacy, community awareness, daily living, communication, technology and life skills.

Transition planning, global competencies and criteria for placement were highlighted. A. Leatham noted the Work Experience Program is a certificate program and not a diploma program. The differences between a certificate and diploma were reviewed.

In response to a question it was noted the difference between the Work Experience Program and Locally Developed Program is that the Work Experience Program is not credit based.

Examples of students involvement in the program were provided.

Questions of clarification were answered by A. Leatham.

9. School-Based Empower Reading for SEAC

R. Ferrara provided information on School-Based Empower for SEAC. The goals of Empower were reviewed and student programming was outlined. Characteristics for the ideal Empower candidate were identified.

Empower is currently in place in Elementary schools and in 4 Secondary schools. The history and training process of Empower was outlined.

In response to a question it was noted Empower is a 60 minute daily program, recommended to be done 5 days a week.

The Committee watched the video "Empower Has Made a Difference" featuring success stories of students as a result of Empower.

Questions of clarification were answered by R. Ferrara.

10. Special Education Budget

a. Education Programs - Other (EPO)

A. Canham advised TVDSB has received \$345,076.00 in EPO grants from the Ministry to be used by 2019 August 30. The parameters of the funding and plans for it's use to reduce wait times was described.

In response to a question it was noted the wait list is decentralized with varying wait times for speech, language and psychology.

On request, additional information regarding wait times for assessment will be brought forward to the next meeting.

Questions of clarification were answered by A. Canham.

11. Special Education Advisory Committee Priorities (Standing Item)

Elementary Development Education Placement

A. Leatham described plans to accommodate students transitioning from grade 8 to grade 9 DE classrooms for the 2019-20 school year.

As 4 new classrooms are created in Secondary, 4 classrooms will close in Elementary. The committee was asked to provide input on options considering some classrooms are purpose-built sites. Through discussion, it was suggested the stability of keeping students in their existing schools in familiar environments and minimal commutes was the best option for students.

Questions of clarification were answered by Administration.

12. Special Needs Strategy Update (Standing Item)

A. Morse noted SEAC needs to update the information for the SEAC booth. It was suggested a brochure be created.

13. Special Education Plan (Standing Item)

a. Standard 3

A. Canham reviewed Standard 3: Roles and Responsibilities of the Special Education Plan outlining changes to the document.

A. Canham requested any suggested edits be emailed to him.

b. Standard 5

A. Canham reviewed Standard 5: The Identification, Placement and Review Committee (IPRC) Process and Appeals outlining changes to the document.

A. Canham requested any suggested edits be emailed to him.

c. Standard 10

A. Canham reviewed Standard 10: Individual Education Plans (IEPs) outlining edits to the document.

A. Canham requested any suggested edits be emailed to him.

d. Standard 11

A. Canham reviewed Standard 11: Provincial and Demonstration Schools in Ontario outlining changes to the document.

A. Canham requested any suggested edits be emailed to him.

14. Modified Day Guidelines (Standing Item)

A. Canham reported on the number of elementary students currently on a modified day program.

In response to a questions it was noted the majority are in primary grades.

Discussion occurred regarding tracking modified for secondary school. It was noted there are too many varying factors in secondary.

Questions of clarification were answered by A. Canham.

15. Correspondence (Standing Item)

a. TVDSB (SEAC)'s Letter to MOE and Response from Minister MacLeod's Office

Vice Chair Cook presented for information a copy of a letter drafted on behalf of SEAC to Minister Thompson and MacLeod expressing concern for special needs students who are currently on waiting lists for services, requesting funds to reduce wait times.

b. Durham District School Board (SEAC);s Letter to the MOE

Vice Chair Cook presented for information a copy of a letter from the Durham District School Board (DDSB) to Minister Thompson expressing concern at the lack of increase to the Special Incidence Portion previously announced for the 2018/2019 school year.

c. Peel District School Board (SEAC)'s Letter to the MOE

Vice Chair Cook presented for information a copy of a letter from the Peel District School Board to Minister Thompson expressing concern for the students that have been negatively impacted as a result of recent changes in funding to special education.

16. Rescheduling of February 12, 2019 Meeting

The 2019 February 12 SEAC meeting was cancelled. It was determined to schedule two meetings on 2019 May 27, one at 5 p.m. and 7 p.m., to make up for the cancelled meeting.

17. Other Business

There was a request to add links to the community agency websites (member organizations) on the TVDSB SEAC web page.

18. Forum: Association Updates

Round table updates were completed; committee members highlighted some of the events and activities planned by various organizations in March and April. As a follow up to the meeting event flyers will be emailed out to the committee members as they are received by Corporate Services.

19. 2018-2019 Meeting Dates

The 2018-2019 meeting dates were provided in the agenda package. The next meeting is scheduled for 2019 April 2, 12:15 p.m.

20. Future Agenda Items

- Accessibility Committee Update (April)
- Role of a Special Education TOSA (April)
- TVDSB - IPRC Student Placement (April)
- PPM 161 Update (May)
- Exceptionality Data and Trends (May)

21. Adjournment

The meeting adjourned at 9:25 p.m. by motion.

Paul Cook
Vice Chair

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

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

Members: Trustees J. Bennett, B. McKinnon, S. Polhill, J. Skinner, P. Cuddy, B. Yeoman, L. Pizzoalto (+6:20), B. Smith, M. Ruddock, C. Rahman; C. Antone; Student Trustees S. Chun, N. Bajaj

Regrets: A. Morell, S. Hunt; Student Trustee I. Frick

Administration: L. Elliott (Director), R. Culhane (Associate Director), D. Macpherson (Superintendent), C. Giannacopoulos (Superintendent), P. Sydor (Superintendent)(-7:05), A. Wall (Tu Puente Supervisor)(-7:05), C. Wall (Tu Puente Representative)(-7:05), T. Tomico (Tu Puente Representative)(-7:05), S. Smith (Corporate Services)

1. **Approval of the Agenda**

The agenda was approved on motion.

2. **Conflicts of Interest**

None declared.

3. **Minutes of the Previous Meeting**

The minutes of the 2019 February 5 meeting were provided for information.

a. Business Arising from the Previous Meeting

None.

4. **Tu Puente**

P. Sydor introduced A. Wall, T. Tomico and C. Wall to the committee and briefly outlined their professional backgrounds and how they became involved in Tu Puente. P. Sydor provided an overview of Tu Puente noting it translates as "bridging the gap" and explained Tu Puente's purpose within TVDSB, and how it benefits TVDSB students.

A. Wall, T. Tomico and C. wall provided information on the Low German Mennonite Community including it's history, culture and challenges faced by students. The Tu Puente program was outlined. A video was presented highlighting the impact of the program on students and parents. The alignment to the Boards Strategic Priorities was noted.

Questions of clarification were answered by A. Wall.

5. **Rethink Secondary Learning Overview**

D. Macpherson provided information on the Rethink Secondary Learning Initiative noting it 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 Secondary schools.

Through a power point presentation D. Macpherson described initiatives currently underway including specialized programming, efforts to improve access to all program pathways at each school, improvements to technology equity, enhanced learning spaces and the integration of global competencies into student learning.

S. Polhill spoke to her personal experience with the Rethink program at Beal.

Questions of clarification were answered by Administration.

6. Municipal Joint Meetings

L. Elliott reported on the Municipal Joint Meetings that will be Co-Chaired by the Chairs of the TVDSB and LDCSB with the Municipality in attendance. This year the meetings will be hosted at the Education Centre.

Dates of the meetings may be found in the Chair's reports. T. Levschuk will send a request for agenda items. S. Polhill stressed the importance of having all items on the agenda so each party can properly prepare for the meeting.

L. Elliott encouraged Trustees to attend the meeting scheduled with their Municipality.

7. Community Advisory Committee Updates (Standing Item)

L. Pizzolato noted that 2019 May 6-11 is Community Safety Week.

8. Other Business

B. McKinnon advised the committee regarding the Code of Conduct, noting the Chair is the spokesperson for the Board. No Trustee will speak on behalf of the Board unless explicitly requested to do so by the Chair.

In response to a question L. Elliott reviewed the process for responding to media inquiries.

In response to a question it was noted Chair Morell will attend each Municipal meeting as she is able.

9. Questions and Comments of Members (Standing Item)

S. Polhill gathered feedback from the committee about the change in meeting venue.

10. Future Agenda Items

No discussion.

11. Date and Time of Next Meeting

The next meeting is scheduled for 2019 April 2.

12. Adjournment

The meeting was adjourned on motion at 9:01 p.m.

Sheri Polhill
Committee Chair

REPORT OF THE CHAIR'S COMMITTEE

2019 March 19
12:12 p.m. – 1:28 p.m.

MEMBERS

J. Bennett
J. Skinner
S. Polhill (+12:35)

B. McKinnon
A. Morell (Chair)

ADMINISTRATION AND OTHERS

R. Culhane (-1:09) B. Williams

1. APPROVAL OF AGENDA

The agenda was approved by motion.

2. CONFLICTS OF INTEREST – none declared**3. REVIEW UPCOMING MEETING AGENDAS**

The 2019 March 26 in-cameras and Board meeting agendas were reviewed and discussed.

4. CORRESPONDENCE - none**5. SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBERSHIP**

As a follow up to the 2019 February 26 Board meeting, discussion considered the process for approving committee membership of community members to Board Committees. It was noted that sometimes recommendations come through committee and other times the recommendation goes directly to the Board. It was agreed that recommendations regarding membership should come through committee to allow for review before coming to Board.

On motion the committee moved in-camera at 12:43 p.m., reconvening in public session at 12:52 p.m.

The following recommendations were moved and carried:

That Cassie Krygsman be appointed the alternate for the Community Services Community Coordination Network on the Special Education Advisory Committee for the term ending 2022 November 30.

That Beth Mai be appointed the alternate for the Association for Bright Children of Ontario on the Special Education Advisory Committee for the term ending 2022 November 30.

6. TRUSTEES' PD REQUESTS (STANDING ITEM)

There were no PD requests at this time. A. Morell advised she will ask S. Kilbourn to prepare a budget report, to identify unspent PD funds, for the next Chair's meeting.

7. UPCOMING EVENTS AND INITIATIVES

- Bus Tour of WMAAR Schools, 2019 April 1 – the planned route was discussed.
- Trustee PD Session, 2019 April 16
- Variety Is, 2019 April 25
- Student Trustee Elections, 2019 May 1
- Indigenous Student Trustee Election, 2019 May 2
- Award of Distinction, 2019 May 9
- TVCHSA AGM and Dinner, 2019 May 13
- MPP Meeting, 2019 May 17
- TVDSB Student Leadership Conference, 2019 May 22
- Lawson Awards, 2019 June 12
- Annual Retirement Reception, 2019 September 11

A. Morell will ask S. Kilbourn to send Trustees information about Variety Is, the Award of Distinction, and the Lawson Awards.

Municipal Joint Meetings: All meeting will be held at the Education Centre

City of St. Thomas – April 9, 11:30 a.m.– 1:30 p.m.

Oxford County – April 9, 1:45 p.m. – 3:45 pm.

Elgin County – May 15, 11:30 a.m.-1:30 p.m.

City of London – May 15, 2:00 p.m. – 4:00 p.m.

Middlesex County – June 13, 8:30 a.m.-10:30 a.m.

8. OTHER BUSINESS - none

9. DIRECTOR RECRUITMENT (Standing Item)

A. Morell advised HR is prepared to provide Bias Free Hiring training. It was determined the training was mandatory for those planning to participate in the interview process for the new director and have not already had the training. A. Morell will follow up with HR regarding the availability of training on April 8 or 10. The possibility for a subsequent date will be explored for those not able to participate in the training.

10. DATE AND TIME OF NEXT MEETING

The next meeting is scheduled for 2019 March 26, 12:00 p.m.

11. ADJOURNMENT

The meeting adjourned at 1:28 p.m. by motion.

RECOMMENDATIONS:

That Cassie Krygsman be appointed the alternate for the Community Services Community Coordination Network on the Special Education Advisory Committee for the term ending 2022 November 30.

That Beth Mai be appointed the alternate for the Association for Bright Children of Ontario on the Special Education Advisory Committee for the term ending 2022 November 30.

ARLENE MORELL
Chairperson