

THAMES VALLEY DISTRICT SCHOOL BOARD REGULAR BOARD MEETING AGENDA

January 28, 2020, 7:00 P.M.
Board Room, Education Centre

1. CALL TO ORDER
2. O CANADA
3. STRATEGIC PLAN IN ACTION
Eagle Heights Public School
4. APPROVAL OF AGENDA
5. OFFICIAL RECORD
6. CONFLICTS OF INTEREST
7. DIRECTOR'S ANNOUNCEMENTS
8. CHAIR'S ANNOUNCEMENTS
9. PUBLIC INPUT
10. MINUTES OF THE 2019 DECEMBER 17 REGULAR BOARD MEETING
 - a. Confirmation of Minutes
 - b. Business Arising from Minutes
11. STUDENT TRUSTEE UPDATE
12. REPORTS FROM ADMINISTRATION
 - a. Director of Education Entry Plan
 - b. 2019-2020 Review of Potential Classroom Closures – Elementary and Secondary Panels
 - c. Procurement of Portables
 - d. English Kindergarten In French Immersion Schools Application Process
13. REPORTS FROM BOARD COMMITTEES

- a. Special Education Advisory Committee, 2020 January 7
- b. Program and School Services Advisory Committee, 2020 January 7
- c. Chair's Committee, 2020 January 14
- d. Planning and Priorities Advisory Committee, 2020 January 14
- e. Committee of the Whole, In-Camera, 2020 January 28

14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

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

15. COMMUNICATIONS

- a. Autism Ontario London, Membership to Special Education Advisory Committee

16. NOTICE OF MOTION

17. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

18. QUESTIONS/COMMENTS BY MEMBERS

19. DIRECTOR'S NEWS FROM THE SYSTEM

20. ADJOURNMENT

2020 January 28

OFFICIAL RECORD

We regret to record the death of Troy Eldridge on December 26. Troy was an employee of the Thames Valley District School Board Maintenance Department.

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

December 17, 2019, 7:00 P.M.
Board Room, Education Centre

TRUSTEES

A. Morell (Chair)
J. Bennett
L. Pizzolato
M. Ruddock
B. Yeoman
C. Rahman
S. Chun (-7:48)

B. McKinnon
S. Polhill (-9:20)
J. Skinner
P. Cuddy
S. Hunt
E. Butler
C. Kennedy

REGRETS

B. Smith, C. Antone

ADMINISTRATION AND OTHERS

| | |
|----------------------|--------------------|
| M. Fisher | M. Moynihan |
| J. Pratt | T. Testa |
| S. Builder | L. Griffith-Jones |
| A. Canham | C. Lynd |
| R. Culhane | K. Wilkinson |
| D. Macpherson | K. Edgar |
| S. Powell | L. Nicholls |
| P. Skinner | J. Capaldi (-7:45) |
| C. Henriquez (-8:53) | A. Chahbar |
| T. Birch (-7:27) | B. Williams |
| J. Meijer (-7:27) | S. Smith |
| Z. Nadon (-7:27) | E. Jull (-7:27) |
| | H. Cocker (-7:27) |

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

Louise Arbour French Immersion Public School opened the meeting with the singing of O Canada.

3. SPECIAL MUSICAL PRESENTATION

The appreciation of the Board was extended to Louise Arbour French Immersion Public School for their performance and to R. Welch for leading in the singing of O Canada and two musical selections.

4. STRATEGIC PLAN IN ACTION

Principal T. Birtch and student representatives from College Avenue Secondary School presented information on the Grow Girls and Men of Quality events. Connections to the Strategic Plan were highlighted.

Trustee McKinnon extended appreciation to the school Administration and students from College Avenue Secondary School.

5. APPROVAL OF AGENDA

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

6. OFFICIAL RECORD

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

We regret to record the death of Lucas Legros on November 29. Lucas was a student at Huron Park Secondary School.

We regret to record the death of Clare Leaper on December 9. Clare was a teacher at College Avenue Secondary School.

7. CONFLICTS OF INTEREST

None.

8. DIRECTOR'S ANNOUNCEMENTS

Director Fisher introduced a video featuring students from Lord Roberts French Immersion Public School.

9. CHAIR'S ANNOUNCEMENTS

Chair Morell reminded Trustees of the meeting norms in place and wished everyone a happy holiday.

10. PUBLIC INPUT

None.

11. MINUTES OF THE 2019 NOVEMBER 26 REGULAR BOARD MEETING AND THE 2019 DECEMBER 2 SPECIAL BOARD MEETING AND THE 2019 DECEMBER 10 INAUGURAL BOARD MEETING

a. Confirmation of Minutes

The minutes of the 2019 November 26 Regular Board meeting, were approved on motion of Trustee Hunt, seconded by Trustee Cuddy.

The minutes of the 2019 December 2 Special Board meeting were approved on motion of Trustee Ruddock, seconded by Trustee Pizzolato.

The minutes of the 2019 December 10 Inaugural Board meeting were approved on motion of Trustee Rahman, seconded by Trustee Hunt.

b. Business Arising from Minutes

None.

12. STUDENT TRUSTEE UPDATE

Student Trustee Chun reported on her experience attending the OPBSA Advocacy Day at Queen's Park.

Student Trustee Butler reported the Student Trustees collaborated with Mental Health Lead, K. Appleby to discuss student concerns regarding mental health.

Student Trustee Butler reported she will be speaking alongside K. Appleby at the next Student Advisory Council meeting to present information aimed at increasing student engagement.

Student Trustee Kennedy reported on the success of the NextGen Conference noting 250 students attended.

13. THAMES VALLEY PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT

Trustee Morell outlined the initiatives and progress captured in the 2018-2019 Annual Report of the Thames Valley Parent Involvement Committee provided to the Trustees in the agenda package.

Trustee Morell highlighted the role TVPIC plays in parent engagement, noting the support offered from the Principal members. She provided information on the Parent Reaching Out Grant.

14. REPORTS FROM ADMINISTRATION

a. 2019 Director's Annual Report

Director Fisher provided an update on the 2018-2019 Director's Annual Report. The Ministry criteria for the report was outlined.

J. Capaldi detailed the advantages of posting the report online. She reviewed the 2018-2019 Annual Report outlining the three categories: accountability, year in review, and our stories.

J. Capaldi extended appreciation to Administration for helping to gather data for the report.

b. School Closure and Opening Timelines related to Elementary Pupil Accommodation Review-02 (EPAR-02) and New Southeast London Public School

C. Lynd advised that TVDSB is awaiting approval to proceed from the Ministry of Education.

Moved by S. Polhill

Seconded by L. Pizzolato

THAT the previously adopted motions on 2018 May 22:

WHEREAS the approval of the Ministry of Education with respect to the Capital Priorities funding grant for the new Southeast London Public School and Tweedsmuir Public School was delayed until 2018 March 13,

BE IT RESOLVED THAT Fairmont Public School, at 1040 Hamilton Road, London ON, close effective 2020 June 30 and declared surplus.

THAT the Tweedsmuir Public School junior kindergarten to grade 8 new attendance area be approved, as per Figure 01 (Appendix A), effective 2020 July 01.

THAT the students residing in the proposed Tweedsmuir Public School attendance area to be accommodated at Tweedsmuir Public School, effective 2020 July 01.

be amended as follows:

THAT Fairmont Public School, at 1040 Hamilton Road, London ON, close effective no earlier than 2021 June 30 and declared surplus, contingent upon

Ministry of Education approvals as per the Capital Approval Process.

THAT the Tweedsmuir Public School junior kindergarten to grade 8 new attendance area be approved, as per Figure 01 (Appendix A), effective no earlier than 2021 July 01, contingent upon Ministry of Education approvals as per the Capital Approval Process.

THAT the students residing in the proposed Tweedsmuir Public School attendance area to be accommodated at Tweedsmuir Public School, effective no earlier than 2021 July 01, contingent upon Ministry of Education approvals as per the Capital Approval Process.

CARRIED

c. Junior Kindergarten / Senior Kindergarten Options in French Immersion Schools

M. Fisher presented for consideration an option to create English track full day kindergarten (FDK) classes within available space in selected French Immersion (FI) Schools, in a fiscally responsible manner.

Background information and feedback, criteria to make a change, timeline and next steps were reviewed

Questions of clarification regarding capping enrolment, offering split classes, transportation, the Attendance Area Review procedure, funding class sizes, FDK, grandparenting for families and enrolment advantages for siblings and addressing the nationwide FI teacher shortage were answered by Administration.

Trustees against the recommendation spoke to issues of inequity.

Trustees in favour of the recommendation spoke to serving the needs of the community and reducing disruption for families.

Moved by J. Skinner

Seconded by P. Cuddy

That the Board provide a minimum of one English language combined Junior Kindergarten/Senior Kindergarten class at the following French Immersion Elementary Schools, effective September 1, 2020:

- Éva Circé-Côté French Immersion Public School
- J.S. Buchanan French Immersion Public School
- Jeanne Sauvé French Immersion Public School
- Kensal Park French Immersion Public School
- Lord Roberts French Immersion Public School
- Louise Arbour French Immersion Public School
- Pierre Elliott Trudeau French Immersion Public School
- Princess Anne French Immersion Public School
- West Oaks French Immersion Public School

A poll vote was conducted.

YEAS: P. Cuddy, S. Hunt, A. Morell, C. Rahman, R. Ruddock, J. Skinner

NAYS: J. Bennett, B. McKinnon, L. Pizzolato, S. Polhill, B. Yeoman

Abstained: none

Absent: C. Antone, B. Smith

Student Trustees: NAYS: E. Butler and C. Kennedy

Absent: S. Chun

CARRIED

15. REPORTS FROM BOARD COMMITTEES

a. Policy Working Committee, 2019 November 26

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 December 3

Trustee Ruddock 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.

Questions of clarification were answered by Chair Morell.

Moved by M. Ruddock

Seconded by P. Cuddy

That the following individuals be appointed to the Rural Education Task Force Steering Committee: Suzanne McCullough, OSSTF; Jennifer Brackenbury, OPC-Elementary; Larisa Grant, OPC-Secondary; Jennifer Nuyens, Thames Valley Council of Home and School Associations; Adrian Cornelissen, Middlesex County; Sally Martyn, Elgin County; Marcus Ryan, Oxford County; and Student Trustees Butler and Kennedy.

CARRIED

Moved by M. Ruddock

Seconded by L. Pizzolato

That the reserve fund be used to support the OPSBA Alternate Members to attend the OPSBA meetings.

CARRIED

Moved by M. Ruddock

Seconded by J. Bennett

THAT Dave Cripps of the Thames Valley Parent Involvement Committee and Trustee Cuddy be appointed to the Rural Education Task Force Steering Committee.

CARRIED

c. Committee of the Whole, In-Camera, 2019 December 17

Trustee Bennett reported the Committee of the Whole met in-camera from 5:45 p.m. to 6:11 p.m. The committee discussed confidential legal, negotiation and personal matters.

Moved by M. Ruddock

Seconded by C. Rahman

THAT the motions at the in-camera session of 2019 December 17 related to a personal matter be approved.

CARRIED

16. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. Ontario Public School Boards' Association (OPSBA)

Trustee Skinner reported that the OPSBA media scans will be received by all Trustees.

b. Thames Valley Education Foundation (TVEF)

Trustee McKinnon reported TVEF Hot Chocolate Day is tomorrow with proceeds going to the Caring Fund.

In response to a question, Trustee McKinnon reported the TVEF Christmas cards sold out.

17. COMMUNICATIONS

None.

18. NOTICE OF MOTION

None.

19. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

Trustee Rahman and Student Trustees spoke to the motion, highlighting the importance of Student Voice.

Trustees speaking against the motion raised concerns about the timing noting eLearning is still being discussed at the Central bargaining table.

Moved by C. Rahman

Seconded by B. Yeoman

Whereas, the Minister of Education announced on November 21, 2019 the policy of at least two mandatory eLearning courses of the thirty credits needed to graduate to be implemented in the 2020-21 school year; and

Whereas, the Board's Multi-Year Strategic Plan seeks to create opportunities for equitable access to programs and services for students; and

Whereas, the Board's most recent school climate survey resulted in some students expressing challenges with issues of mental health, belonging, and access to caring adults in schools, and the role of technology in relation to their overall well-being; and

Whereas, this policy raises as yet unanswered questions regarding equitable access to technology, and students, parents and teachers have already identified access issues; and

Whereas, the Halton District School Board and the Ontario Student Trustees' Association have surveyed their communities about the issue of mandatory eLearning; and

Whereas, the Board honours and values student voice as well as parent and staff feedback; and
Whereas, it is our obligation to provide the Ministry of Education with input about the repercussions of this policy on the Board's Elementary and Secondary schools, and on student success overall; and

Whereas, the Ministry has indicated that implementation is next school year and yet no framework or implementation details have been provided from the Ministry of Education, nor have the results of the government's own consultation on the matter;

Therefore, be it resolved:

- (a) That the Director conduct a random sample survey of the Board's secondary school students, parents and staff to determine their thoughts about the implementation of mandatory eLearning;
- (b) That the Chair write to the Minister of Education and the presidents of both the Ontario Public School Boards' Association and the Ontario Student Trustees' Association:
 - 1. to express the Board's concerns about the implementation of the Ministry's mandatory eLearning;
 - 2. to advise that the TVDSB is surveying its community and will then report back to the province when the results become available.

A poll vote was conducted.

YEAS: C. Rahman, S. Polhill, B. Yeoman

NAYS: J. Bennett, B. McKinnon, L. Pizzolato, R. Ruddock, J. Skinner, P. Cuddy, A. Morell

Abstained: S. Hunt

Absent: C. Antone, B. Smith

Student Trustees: YAYS: E. Butler and C. Kennedy

Absent: S. Chun

DEFEATED

20. QUESTIONS/COMMENTS BY MEMBERS

None.

21. DIRECTOR'S NEWS FROM THE SYSTEM

Director Fisher showcased the Strategic Plan in Action with a slideshow demonstrating each of the Strategic Priorities in Action at a TVDSB school.

22. ADJOURNMENT

On motion of Trustee Cuddy, seconded by Trustee Pizzolato the meeting adjourned at 9:24 p.m.

Arlene Morell
Chairperson



Date of Meeting: 2020 January 28

Item #: 12.b

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| 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: | 2019-2020 Review of Potential Classroom Closures – Elementary and Secondary Panels | |
| PRESENTED BY: | Jeff Pratt, Associate Director and Treasurer Cathy Lynd, Superintendent of Business Services Linda Nichols, Superintendent of Human Resources Chris Yeo, Manager, Facility Services Bethany Martin, Manager, Human Resources Carlos Henriquez, Manager, Capital Projects | |
| PRESENTED FOR: | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice | |
| Recommendation(s): | | |
| Purpose: | To provide the Board with information regarding the potential for closing classrooms to address empty pupil places for elementary and secondary schools. | |
| Content: | <p>Background</p> <p>At the 2019 June 18 special meeting of the Board, Trustees passed the following motion:</p> <p style="text-align: center;"><i>THAT Administration review the potential of closing classrooms to address empty pupil places with a report to the Board no later than 2019 November 26.</i></p> <p style="text-align: center;"><i>Factors to be considered when determining potential classroom closures include: school capacity, available spaces, and program needs specific to the school.</i></p> <p>Subsequently, on 2019 October 22 the deliverable date was amended to 2020 January 28. Administration reviewed the impacts of classroom closures on the system and provides information below.</p> <p>Methodology</p> <p>Administration completed the following for this report:</p> <ul style="list-style-type: none"> • Liaised with other school boards; • Assembled a committee to review impacts to system; • Identified potential classroom closures in elementary and secondary panels; • Reviewed operational savings; • Reviewed energy savings; and | |

We build each student's tomorrow, every day

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| | <ul style="list-style-type: none"> Established a methodology for closing/opening classrooms. <p>The committee comprising of representatives of the following groups:</p> <ul style="list-style-type: none"> Elementary/Secondary Supervisory Officers; Elementary/Secondary Learning Supervisors; Facility Services; Business Services; Special Education; and Human Resources – Staffing. <p>Assumptions</p> <p>The basis for the identification of potential classroom closures was actual student full-time equivalent enrolment and staffing data, effective 2019 October 31, which is a Ministry of Education reporting date. 2020-2021 enrolment projections were not considered within the scope of this exercise. To reduce the impact on programming the committee established the following parameters:</p> <ul style="list-style-type: none"> Spaces intended for programming would not be included in the review (Science Labs, General Arts Rooms, Computer Labs, Gymnasiums, Technology Rooms, Music Rooms); All schools require space for a minimum of one Learning Support Teacher Room; One empty classroom would be allocated to remain in the school to allow for flexibility and growth. <p>Analysis – Available Space</p> <p>To determine the number of potential empty classrooms a review of available space was completed for the elementary and secondary panels. Appendix A illustrates the total number of available classrooms based on this analysis. Administration notes that the initial review identified potential number of surplus classrooms based on allocations and empty pupil places. Further dialogue with school administration would be required to confirm precise school-level space needs.</p> <p>Elementary Panel</p> <p>Preliminary analysis based on the above parameters indicates that 119 classrooms could be closed within 46 elementary schools.</p> <p>Student enrolment and distribution by grade has the greatest potential to impact available classroom space. Schools are allocated Teachers/Classrooms based on the number of students enrolled in the school and distributed between the classes while ensuring that provincial class size guidelines are met as well as the needs of our students. As such, schools with low utilization may not have the expected number of empty classrooms.</p> <p>Secondary Panel</p> <p>Preliminary analysis based on the above parameters indicates that 55 classrooms could be closed within 12 secondary schools.</p> |
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Enrolment utilization in the secondary panel is largely dependent on the specific programming needs of each school. As such, only schools with a utilization less than 65% or greater than 250 empty pupils were reviewed. (Note: utilization is calculated as the Average Daily Enrolment (ADE) divided by the On The Ground (OTG) capacity of the school.)

To establish an OTG of the school, the Ministry loads classroom spaces at 21 with the exception of Special Education, which is loaded at 9. Secondary schools may run programming to meet the needs of our students with smaller class sizes and in accordance with Collective Agreement class size language. This would result in a higher number of classrooms needed than expected for the enrolment of the school.

Analysis – Energy and Operational Impacts

Energy Savings

The closures of empty classrooms will have savings of approximately \$12,500 for elementary panel and \$5,500 for secondary panel per year.

The following was considered:

- Heating would still need to be maintained in empty classrooms albeit at a reduced level;
- At schools with air conditioning, some cooling would still need to be provided to avoid adverse environmental conditions;
- Energy savings were anticipated to be minimal as the Board has employed numerous energy initiatives through the building automation system and lighting retrofit upgrades.

Some of these savings would be offset through additional costs required to re-program the changes to temperature set-points of the building automation system. Larger savings may be realized if larger sections of buildings are closed, such as wings or floors.

Operational Savings

As an outcome of recent CUPE central negotiations, a letter of understanding pertaining to job security/protected complement was agreed to which requires the Board to maintain a minimum staff complement, as of November 1, 2019 and is in effect until August 31, 2022. The proposed closure of empty classrooms roughly equates to a cumulative 6.94 custodial FTE based on the estimated total reduction of cleanable space, however, as custodial staff are redeployed in 2-hour minimum increments (e.g. 6 hours at school A + 2 hours at school B) it would only be operationally feasible to reduce a cumulative 1.36 custodial FTE for a total of savings of \$89,903. Despite the potential savings, the restriction for the Board to maintain protected complement prevents a reduction of permanent custodial FTE in the absence of declining enrollment and/or school closures/consolidations.

Conclusion

As a system, the Board continues to have operational challenges regarding balanced enrolment. As a result of the 2019 June 18 Board motion, Administration reviewed

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| | the potential of closing classrooms at underutilized schools to determine if operational savings may be achieved. The job protected complement language requiring us to maintain our current custodial staffing levels negates any potential operational staff savings that may be realized from closing classrooms. |
| Cost/Savings: | \$18,000 Energy Savings |
| Timeline: | N/A |
| Communications: | N/A |
| Appendices: | Appendix A – Elementary/Secondary List of Potential Classroom Closures |

Strategic Priority Area(s):

| | |
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| Relationships: | <input 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 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 type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners. |
| Achievement and Well-Being: | <input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input 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

Appendix A - Elementary/Secondary List of Potential Classroom Closures

| School Name | Total Classroom Spaces Available | Total Surplus Classroom Spaces Calculated | OTG | Pupil Places (+/-) | Utilization Rate (%) |
|--------------------------------------|----------------------------------|---|-----|--------------------|----------------------|
| Aberdeen Public School | 16 | 4 | 378 | 148 | 61% |
| Aldborough Public School | 17 | 2 | 389 | 79 | 80% |
| Algonquin Public School | 31 | 3 | 620 | 83 | 87% |
| Annandale Public School | 27 | 5 | 580 | 171 | 71% |
| Arthur Stringer Public School | 17 | 2 | 381 | 95 | 75% |
| Blenheim District Public School | 16 | 1 | 366 | 46 | 87% |
| Bonaventure Meadows Public School | 22 | 3 | 518 | 113 | 78% |
| Chippewa Public School | 27 | 4 | 605 | 150 | 75% |
| Cleardale Public School | 23 | 2 | 536 | 99 | 82% |
| Davenport Public School | 18 | 1 | 423 | 50 | 88% |
| Delaware Central Public School | 9 | 1 | 259 | 130 | 50% |
| Ealing Public School | 15 | 4 | 343 | 145 | 58% |
| East Williams Memorial Public School | 13 | 2 | 317 | 135 | 57% |
| Elgin Court Public School | 19 | 4 | 467 | 167 | 64% |
| Eva Circe Cote FI PS | 12 | 1 | 305 | 115 | 62% |
| Evelyn Harrison Public School | 19 | 1 | 416 | 94 | 77% |
| Forest Park Public School | 21 | 2 | 530 | 122 | 77% |
| Glen Cairn Public School | 29 | 1 | 685 | 94 | 86% |
| J.S. Buchanan French Immersion PS | 16 | 1 | 363 | 46 | 87% |
| John P. Robarts Public School | 28 | 3 | 677 | 165 | 76% |
| Knollwood Park Public School | 18 | 4 | 447 | 209 | 53% |
| Laurie Hawkins Public School | 29 | 1 | 671 | 61 | 91% |
| Lester B. Pearson School for Arts | 17 | 5 | 414 | 134 | 68% |
| Lord Nelson Public School | 26 | 2 | 619 | 116 | 81% |
| Louise Arbour French Immersion PS | 33 | 3 | 783 | 137 | 83% |
| McGregor Public School | 20 | 3 | 544 | 234 | 57% |
| Mountsfield Public School | 23 | 1 | 490 | 7 | 99% |
| Nicholas Wilson Public School | 16 | 3 | 420 | 155 | 63% |
| Northdale Central Public School | 20 | 4 | 460 | 74 | 84% |
| Northridge Public School | 26 | 1 | 593 | 32 | 95% |
| Oliver Stephens Public School | 16 | 3 | 366 | 130 | 64% |
| Port Burwell Public School | 11 | 2 | 248 | 106 | 57% |
| Prince Charles Public School | 26 | 4 | 602 | 112 | 81% |
| Rick Hansen Public School | 21 | 2 | 484 | 88 | 82% |
| River Heights Public School | 19 | 1 | 461 | 107 | 77% |

Appendix A - Elementary/Secondary List of Potential Classroom Closures

| School Name | Total Classroom Spaces Available | Total Surplus Classroom Spaces Calculated | OTG | Pupil Places (+/-) | Utilization Rate (%) |
|-------------------------------------|----------------------------------|---|-----|--------------------|----------------------|
| Sir John A. Macdonald Public School | 28 | 8 | 579 | 209 | 64% |
| South Ridge Public School | 18 | 2 | 400 | 74 | 82% |
| Straffordville Public School | 21 | 6 | 458 | 152 | 67% |
| Summers' Corners Public School | 24 | 1 | 571 | 83 | 85% |
| Tecumseh Public School | 18 | 3 | 377 | 92 | 76% |
| Trafalgar Public School | 12 | 4 | 409 | 276 | 33% |
| Tweedsmuir Public School | 19 | 1 | 458 | 86 | 81% |
| Victoria Public School | 13 | 1 | 331 | 96 | 71% |
| Woodland Heights Public School | 30 | 2 | 658 | 86 | 87% |
| Wortley Road Public School | 15 | 2 | 292 | 39 | 87% |
| Zorra Highland Park Public School | 16 | 3 | 397 | 145 | 63% |

Appendix A - Elementary/Secondary List of Potential Classroom Closures

| School Name | Total Classroom Spaces Available | Total Surplus Classroom Spaces Calculated | OTG | Pupil Places (+/-) | Utilization Rate (%) |
|-------------------------------|----------------------------------|---|------|--------------------|----------------------|
| Huron Park SS | 31 | 2 | 978 | -227 | 77% |
| Ingersoll District Collegiate | 33 | 6 | 1203 | -489 | 59% |
| Clarke Road SS | 43 | 3 | 1545 | -640 | 59% |
| B. Davison SS | 14 | 5 | 618 | -461 | 25% |
| Montcalm SS | 38 | 2 | 1251 | -467 | 63% |
| Saunders SS | 46 | 3 | 1938 | -222 | 89% |
| Arthur Voaden SS | 42 | 14 | 1059 | -728 | 31% |
| Glendale HS | 29 | 2 | 996 | -226 | 77% |
| Lord Dorchester SS | 17 | 4 | 651 | -205 | 69% |
| Westminster SS | 35 | 4 | 1095 | -507 | 54% |
| Glencoe DHS | 12 | 3 | 531 | -360 | 32% |
| North Middlesex DHS | 8 | 3 | 426 | -297 | 30% |
| West Elgin SS | 15 | 4 | 642 | -391 | 39% |

| 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: | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|------------------------------|--|---------------------|----------------|------|---|------|---|------|---|------|----|------|----|------|----|------|---|------|---|------|----|------|---|------|---|
| | For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TITLE OF REPORT: | Procurement of Portables | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PRESENTED BY: (list ONLY those attending the meeting) | Jeff Pratt, Associate Director and Treasurer Cathy Lynd, Superintendent Business Services Carlos Henriquez, Manager, Capital Projects | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PRESENTED FOR: | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input type="checkbox"/> Information | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recommendation(s): (only required when presented for approval) | That the Thames Valley District School Board (TVDSB) procure 25 portables from NRB Inc. at an estimated cost of \$3,137,975 appropriated from accumulated surplus to fund the cost of the portables. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Purpose: | To obtain the Board of Trustees' approval for the procurement of 25 portables and provide an overview of current portable inventory and projected requirements. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Content: | <p>TVDSB continues to experience sustained enrolment growth, resulting from factors such as immigration and migration. Localized enrolment pressures and sustained growth across TVDSB is resulting in continued needs for portable accommodation in 2020/2021 and beyond. Currently, TVDSB does not have sufficient portables to meet the demand for the 2020/2021 school year. The temporary accommodation grant received by the Ministry of Education is not sufficient to fund our portable purchases and portable moves in 2019/2020.</p> <p>With increasing enrolment over the past three years, the Board has not had adequate opportunities to continue decommissioning an aging portable inventory. The estimated useful service life for portable structures is 20 years based on the Ministry of Education. Maintenance staff complete annual reviews of portables to identify repair needs. Operations staff, through daily cleaning, also identify any health and safety issues to be addressed. The useful service life of aging portables are extended through these repairs. The table below illustrates TVDSB's portable inventory by year.</p> <p style="text-align: center;">Table 1.0 – Portable Inventory By Year</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Portable Inventory (By Year)</th></tr> <tr> <th>Year Portable Built</th><th># of Portables</th></tr> </thead> <tbody> <tr><td>1981</td><td>1</td></tr> <tr><td>1987</td><td>2</td></tr> <tr><td>1988</td><td>6</td></tr> <tr><td>1989</td><td>28</td></tr> <tr><td>1990</td><td>82</td></tr> <tr><td>1991</td><td>30</td></tr> <tr><td>1999</td><td>4</td></tr> <tr><td>2006</td><td>2</td></tr> <tr><td>2007</td><td>24</td></tr> <tr><td>2015</td><td>5</td></tr> <tr><td>2016</td><td>4</td></tr> </tbody> </table> | Portable Inventory (By Year) | | Year Portable Built | # of Portables | 1981 | 1 | 1987 | 2 | 1988 | 6 | 1989 | 28 | 1990 | 82 | 1991 | 30 | 1999 | 4 | 2006 | 2 | 2007 | 24 | 2015 | 5 | 2016 | 4 |
| Portable Inventory (By Year) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year Portable Built | # of Portables | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1981 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1987 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1988 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1989 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1990 | 82 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1991 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1999 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|------------------------|--|--------------|------------|
| | | 2017 | 4 |
| | | 2018 | 28 |
| | | 2019 | 20 |
| | | Total | 240 |
| | <p>In the spring of each year, Facility Services begins planning for the student building accommodation needs for the upcoming school year. Enrolment, staffing projections, along with available space at school locations, determine the need for portables. This includes extensive review and consultation with Superintendents and Principals on current and future needs.</p> <p>NRB Inc. is the prequalified vendor/manufacturer of portables for TVDSB, identified through a Request for Proposal process. Facility Services engages in discussions with NRB Inc. for new portables throughout the school year in anticipation of the increased needs. Based on the manufacturer's production capacity and TVDBS needs, Administration needs to submit an order for portables by end of January for delivery in July 2020. Ordering delays may result in schools accommodating classes in alternative locations such as libraries and resource rooms.</p> <p>Enrolment will continue to be monitored over the winter and spring to review our portable needs. Preliminary five-year projections from Planning indicate sustained portable needs. An Accommodation Plan, to be delivered in Winter 2020 will provide recommendations where balancing enrolment throughout the system, may reduce our dependency on temporary accommodations in short to medium-term; however, this would not alter our projected immediate portable needs for the 2020/2021 school year. Any surplus portables would replace aging portables past their useful service life or maintained to address future portable needs.</p> | | |
| Cost/Savings: | Estimated cost for purchase, delivery and installation of 25 portables: \$3,137,975 to be funded through Accumulated Surplus. | | |
| Timeline: | 2020 January – Portable order submitted with NRB Inc. 2020 Spring – Enrolment and staffing allocations review to confirm portable allocations 2020 Summer – Portable deliver and installation | | |
| Communications: | N/A | | |
| Appendices: | Appendix A – Portable Projections by Planning Area Appendix B – Portable Inventory List Appendix C – Portable Distribution Map (Elementary Regular Track) Appendix D – Portable Distribution Map (Elementary French Immersion) Appendix E – Portable Distribution Map (Secondary Regular Track) | | |

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. |
| Equity and Diversity: | <input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners. |
| Achievement and Well-Being: | <input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff. |

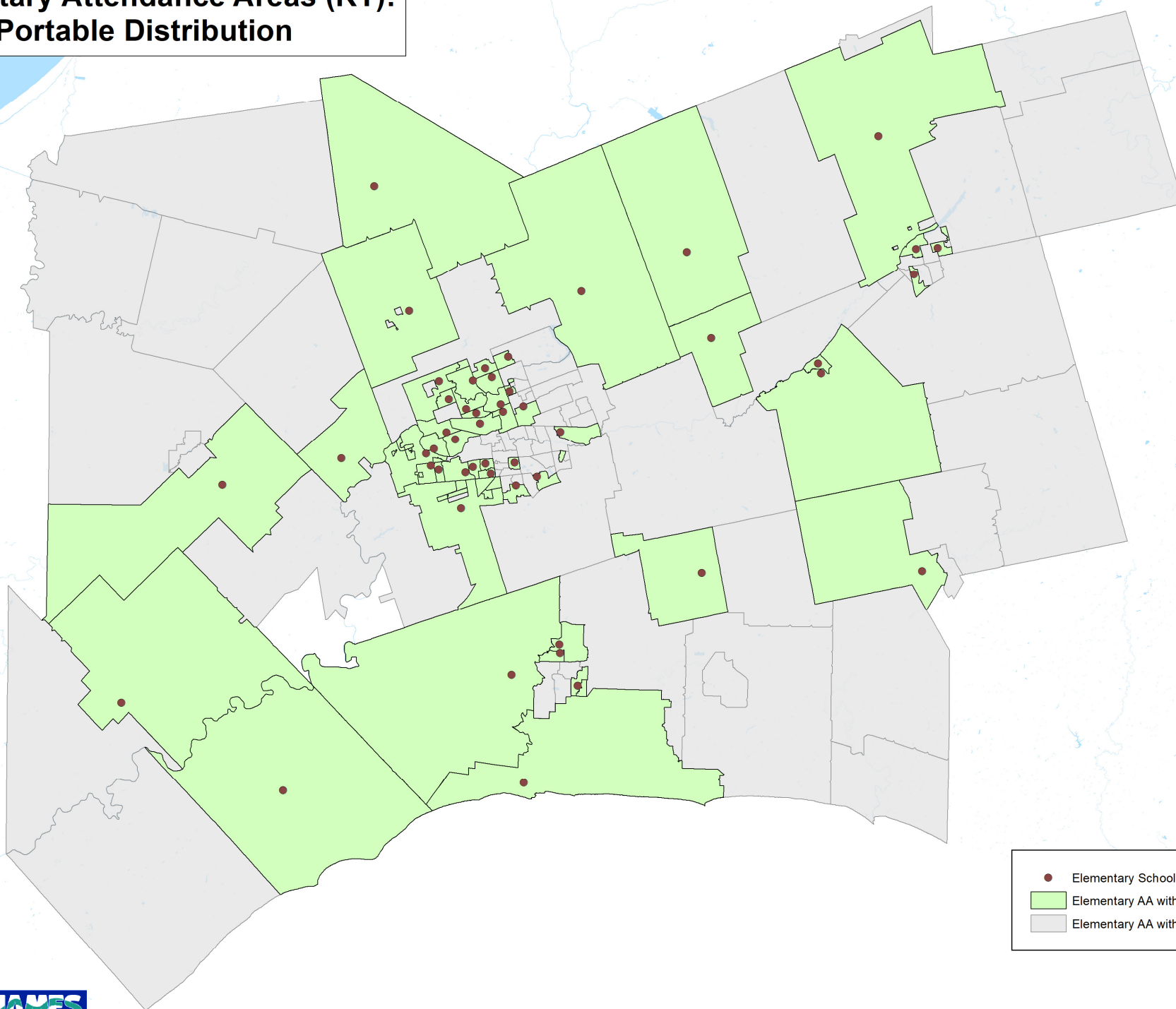
Form Revised June 2019

| PLANNING AREA | NET PORTABLE PROJECTIONS |
|----------------------------|--------------------------|
| PE01: Banting | 8 |
| PE02: Lucas | -1 |
| PE03: Oakridge | 2 |
| PE04: Beal/Central | 0 |
| PE05: Montcalm | 2 |
| PE06: Clarke Road | -3 |
| PE07: Byron | 2 |
| PE08: Westminster | -3 |
| PE09: Saunders | 1 |
| PE10: White Oaks & | 1 |
| PE11: Laurier | 0 |
| PE12: South of Highway 401 | 2 |
| PE13: North Middlessex | 0 |
| PE14: Town of Strathroy/ | -1 |
| PE15: Central North | 3 |
| PE16: Town of Ingersoll/ | 2 |
| PE17: City of Woodstock/ | 8 |
| PE18: Town of Tilsonburg/ | 1 |
| PE19: East Elgin | 0 |
| PE20: City of St. Thomas/ | 1 |
| PE21: West Elgin | 0 |
| Sum Total | 25 |

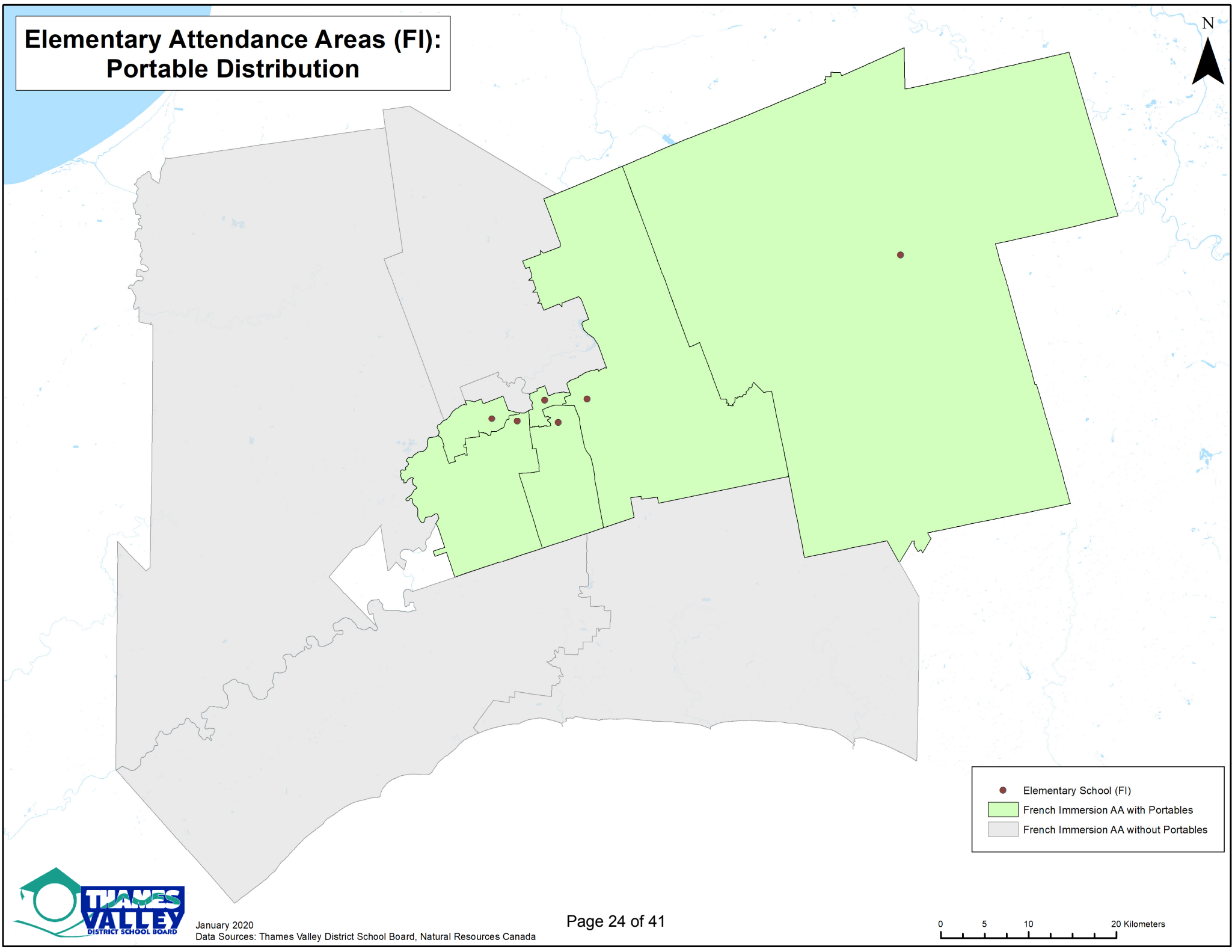
| Portable Summary | |
|--|----------------|
| School | # of Portables |
| A. B. Lucas Secondary School | 7 |
| A. J. Baker Public School | 4 |
| Arthur Ford Public School | 5 |
| Byron Northview Public School | 1 |
| Byron Somerset Public School | 2 |
| Byron Southwood Public School | 1 |
| Caradoc North Public School | 1 |
| Centennial Central Public School | 1 |
| Clara Brenton Public School | 9 |
| Dunwich-Dutton Public School | 2 |
| Eagle Heights Public School | 11 |
| East Carling Public School | 1 |
| East Elgin Secondary School | 1 |
| Ekcoe Central Public School | 3 |
| Emily Carr Public School | 4 |
| H.B. Beal Secondary School | 3 |
| Harrisfield Public School | 3 |
| Hickson Central Public School | 4 |
| Jack Chambers Public School | 4 |
| Jaffa Environmental Education Centre | 1 |
| John Dearness Public School | 2 |
| June Rose Callwood Public School | 1 |
| Kensal Park French Immersion Public School | 4 |
| Kettle Creek Public School | 3 |
| Lambeth Public School | 9 |
| Locke's Public School | 5 |
| Lord Roberts French Immersion Public School | 3 |
| Masonville Public School | 14 |
| Mitchell Hepburn Public School | 4 |
| Northbrae Public School | 4 |
| Northdale Public School | 3 |
| Oakridge Secondary School | 1 |
| Orchard Park Public School | 1 |
| Oxbow Public School | 2 |
| Parkview Public School | 4 |
| Princess Anne French Immersion Public School | 4 |
| Princess Elizabeth Public School | 9 |
| Riverside Public School | 3 |
| Roch Carrier French Immersion Public School | 6 |
| Royal Roads Public School | 2 |
| Ryerson Public School | 2 |
| Sir Arthur Currie Public School | 8 |
| Sir Frederick Banting Annex | 4 |
| Sir Frederick Banting Secondary School | 2 |
| Sir Georges Etienne Cartier Public | 6 |
| Sir Isaac Brock Public School | 10 |
| Sir Wilfrid Laurier Secondary School | 6 |
| South Dorchester Public School | 2 |
| Southside Public School | 1 |
| Southwold Public School | 1 |
| Springbank Public School | 10 |
| St. George's Public School | 1 |
| Stoney Creek Public School | 3 |
| Stoneybrook Public School | 4 |
| Thamesford Public School | 1 |
| Tweedsmuir PS (To Accommodate Const) | 3 |
| University Heights Public School | 1 |
| W. Sherwood Fox Public School | 3 |
| West Nissouri Public School | 6 |
| West Oaks FI Public School | 1 |
| Westfield Public School | 1 |
| Westmount Public School | 2 |
| White Oaks Public School | 2 |
| Wilberforce Public School | 7 |
| Wilton Grove Public School | 1 |
| Total | 240 |

| Porta Pak Summary | |
|---|----------------|
| School | # of Portables |
| Byron Northview Public School | 6 |
| Byron Southwood Public School | 6 |
| Eagle Heights Public School | 6 |
| Roch Carrier French Immersion Public School | 6 |
| Stoney Creek Public School | 6 |
| Total | 30 |

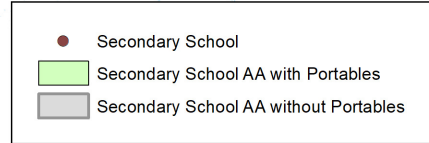
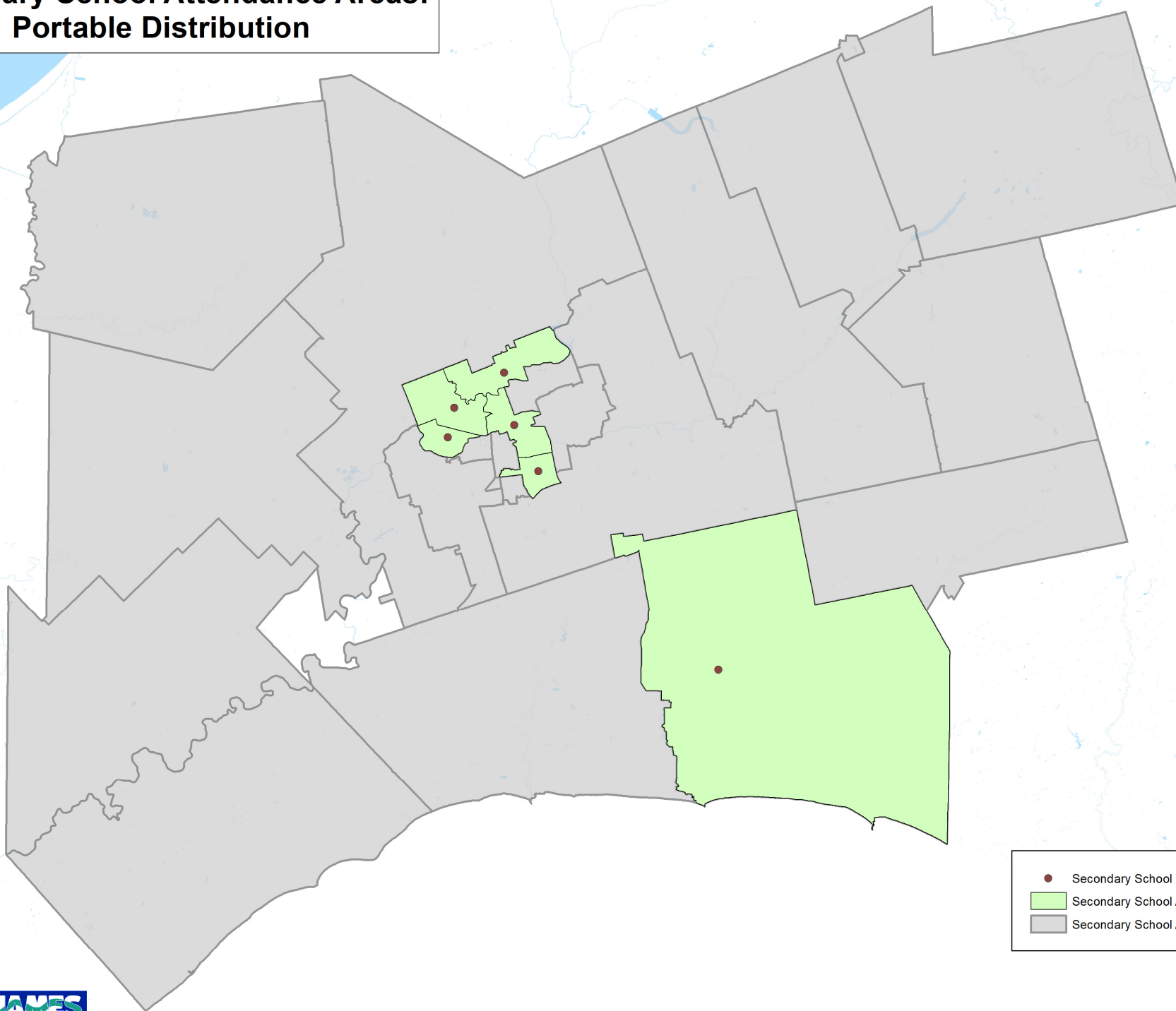
Elementary Attendance Areas (RT): Portable Distribution



Elementary Attendance Areas (FI): Portable Distribution



Secondary School Attendance Areas: Portable Distribution



| | |
|--|---|
| 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: |
| | For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA |
| TITLE OF REPORT: | English Kindergarten in French Immersion Schools Application Process |
| PRESENTED BY: (list ONLY those attending the meeting) | Marion Moynihan, Superintendent of Student Achievement Andrea Marlowe, Diversity and Equity Coordinator |
| PRESENTED FOR: | <input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information |
| Recommendation(s): (only required when presented for approval) | |
| Purpose: | To provide an update to Trustees on the application process for English Kindergarten in French Immersion Schools. |
| Content: | <p>On December 17th, 2019, the Board of Trustees approved English Kindergarten Programming in several French Immersion (FI) Schools commencing September 2020. Due to space limitations, the maximum number of classes (to be reviewed annually) to be offered at each of the approved sites in 2020-2021 has been capped, as indicated below:</p> <ul style="list-style-type: none"> • Éva Circé-Côté French Immersion Public School, 2 classrooms • J.S. Buchanan French Immersion Public School, 2 classrooms • Jeanne Sauvé French Immersion Public School, 1 classroom • Kensal Park French Immersion Public School, 3 classrooms • Lord Roberts French Immersion Public School, 1 classroom • Louise Arbour French Immersion Public School, 4 classrooms • Pierre Elliott Trudeau French Immersion Public School, 2 classrooms • Princess Anne French Immersion Public School, 1 classroom • West Oaks French Immersion Public School, 2 classrooms <p><u>Application Process:</u></p> <ol style="list-style-type: none"> 1. For students to be eligible to attend English-language Kindergarten at their designated French Immersion elementary school, a student must first register for Kindergarten at their designated English-language school. Parents/Guardians are to complete the online pre-registration for the Kindergarten program at the designated home English-language school for the 2020-2021 school year. As part of the online pre-registration process, parents/guardians will be asked to declare their intention to enrol their child in the French Immersion Program in Grade 1. 2. English-language schools sent parents/guardians of their current Kindergarten Year 1 (K1) students standardized messaging informing them of the opportunity to apply for their child to attend English- |

| | |
|--|--|
| | <p>language Kindergarten Year 2 (K2) in their designated French Immersion school using the application form.</p> <ol style="list-style-type: none"> 3. All registrants who declare an intention to register for French Immersion, upon attending at the home English-language school to provide supporting documentation, will receive the <i>Designated French Immersion School English Kindergarten Program Application Form</i>. The form must be completed in-person at, or returned to, the home English-language school between January 20 and February 7, 2020. 4. Application forms will be sent electronically to French Immersion elementary schools after the close of the Kindergarten registration period. 5. Principals of designated French Immersion schools will meet with a System Review Committee after the close of registration to consider all applications for the English-language Kindergarten Program. The Committee and Principals will: <ul style="list-style-type: none"> • Identify any applicants who qualify for priority admission based on exceptional medical or other support needs; • Select all other applicants using a random selection process to fill all remaining program placements, respecting agreed upon class sizes and ensuring a balanced ratio of K1/K2 students in each classroom, where possible. <p>The System Review Committee may include a Superintendent and/or staff representation from the following portfolios:</p> <ul style="list-style-type: none"> • French Immersion/FI Review • Early Years • Special Education • Professional Services (psychology/social work) • AODA/Accessibility • Equity 6. All applicants whose random selection does not afford them a placement due to space limitations, will remain registered at their designated English-language school and be placed on a Waiting List for the English-language program at their designated French Immersion school according to the position already assigned through the random selection process. 7. Principals of French Immersion elementary schools will communicate admission decisions in writing to parents/guardians and to home English-language schools on or before April 1, 2020. 8. Parents/Guardians of K1 children who are not admitted to the English-language Kindergarten program at their designated French Immersion school may re-apply in the subsequent year for K2 admission. However, K1 students admitted to the program will be given priority admission for K2, as space permits, if their parents/guardians wish them to continue in the program. |
|--|--|

| | |
|------------------------|--|
| | We have posted frequently asked questions and responses to the TVDSB website (see the attached appendix). This information will be periodically updated. |
| Cost/Savings: | N/A |
| Timeline: | |
| Communications: | |
| Appendices: | <ul style="list-style-type: none"> Frequently Asked Questions: Application for English Kindergarten in Designated French Immersion Schools, 2020-2021 |

Strategic Priority Area(s):

| | |
|------------------------------------|--|
| Relationships: | <input checked="" 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. |
| Equity and Diversity: | <input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners. |
| Achievement and Well-Being: | <input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input type="checkbox"/> Enhance the safety and well-being of students and staff. |

Form Revised June 2019



January 24, 2020

**Frequently Asked Questions:
Application for English Kindergarten in Designated French Immersion Schools
2020-2021**

1. Q: Is there a limit on the number of students who can attend English Kindergarten in French Immersion schools?

A: Enrollment limitations have been determined for the 2020-2021 school year based on the amount of space available at French Immersion schools. Space availability will be reviewed annually. Enrollment is limited to 26 students in each classroom with balanced numbers of K1 and K2 students. The maximum number of classes available for English Kindergarten programming at each of the nine designated French Immersion schools is:

- Éva Circé-Côté French Immersion Public School, 2 classrooms
- J.S. Buchanan French Immersion Public School, 2 classrooms
- Jeanne Sauvé French Immersion Public School, 1 classroom
- Kensal Park French Immersion Public School, 3 classrooms
- Lord Roberts French Immersion Public School, 1 classroom
- Louise Arbour French Immersion Public School, 4 classrooms
- Pierre Elliott Trudeau French Immersion Public School, 2 classrooms
- Princess Anne French Immersion Public School, 1 classroom
- West Oaks French Immersion Public School, 2 classrooms

2. Q: How do I know which French Immersion school my child is eligible to attend for English Kindergarten programming?

A: Students may only apply to attend English Kindergarten at their designated French Immersion school based on the student's home address. You can use the [school locator tool](#) on the Thames Valley District School Board's website to find your designated French Immersion school.

3. Q: I would like my children to go to the same school – are siblings of current French Immersion students given priority in the admission process?

A: Thames Valley Senior Administration has thoroughly reviewed the issue from legal and policy perspectives and determined that providing priority to siblings would create inequality of access to English Kindergarten at French Immersion schools. Due to extremely limited spaces at some schools, providing priority to siblings may completely deny access to other students.

Therefore, Thames Valley's admission process will be made strictly on the basis of random selection – with exceptions being made for medical or other support needs. This process is both procedurally fair and consistent with the Board's commitment to equity and inclusion.

At the present time, all children are welcome to register for French Immersion in Grade 1 when age-appropriate.

4. Q: Will I increase my child's chances of being admitted if I apply early?

A: No. All applications submitted during the Kindergarten registration period from January 20 – February 7 will proceed through the same admission process after the close of the registration period.

5. Q: What will happen if my child is not randomly selected? Is there a Waiting List?

A: All applicants who submit their applications during the Kindergarten registration period (January 20 – February 7, 2020), who are not admitted through the random selection process, will be automatically placed on a Waiting List in order of random selection.

6. Q: If my child is on the Waiting List, must my child be in attendance in Kindergarten at their designated home English school to be offered a place if one becomes available during the school year?

A: Yes. Your child will have already registered for Kindergarten at their home English school through the registration process and must be in attendance to be offered a place in the English Kindergarten Program at their French Immersion school.

7. Q: If my child is admitted to the English Kindergarten Program at their French Immersion school for K1, are they guaranteed a place in the Program for K2?

A: Although all K1 students in the Program will be given priority for K2 admission for the 2021-2022 school year, space availability for the Program will be reviewed annually; therefore, admission cannot be guaranteed.

8. Q: Will bussing be provided for students attending English Kindergarten in French Immersion schools?

A: Bussing will be provided to students who meet the eligibility criteria for transportation for elementary students in Thames Valley. More information can be found on the [Transportation page](#) of the Thames Valley District School Board's website. To verify eligibility for transportation or apply for special transportation please contact Southwestern Ontario Student Transportation Services at 519-649-1160.

9. Q. If my child is currently enrolled in Year 2 Kindergarten in a French Immersion school, is it necessary to register for Grade 1 French Immersion?

A: No. If your child is currently enrolled in Year 2 Kindergarten in the French Immersion Program, your child will automatically be registered for Grade 1 French Immersion for September 2020.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

January 7, 2020
12:42 p.m. – 2:36 p.m.

MEMBERS

C. Thammavongsa, Association for Bright Children
S. Lawrence Farrants, Autism Ontario London (-1:39)
B. Furac, Community Living London
P. Cook, Learning Disabilities Association of Ontario
L. Dunlop-Dibbs, Vanier Children's Services
M. Barbeau, Voice for Hearing Impaired Children (+12:47)
C. Krygsman, 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
L. Pizzolato, Trustee
B. Yeoman, Trustee
A. Morell, Chair of the Board (+1:07)(-2:11)

Regrets: A. Morse, B. Harvey, L. Turner-Otte, M. Cvetkovich, S. Thomson, J. Bennett

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
A. Leatham, Learning Supervisor
T. Birtch, Secondary Principal
M. Chevalier, Elementary Principal
M. Phillips, Secondary Principal
S. Smith, Corporate Services
J. Capaldi, Communication Specialist
K. Snake, Munsee-Delaware Nation
C. Kechego, Education Director Chippewas of the Thames

1. Call to Order

Chair P. Cook called the meeting to order at 12:42 p.m. in the London Room at the Education Centre.

2. Confirmation of Agenda

The agenda was approved on motion.

3. Conflicts of Interest

None declared.

4. Report of the Previous Meeting

The report of the 2019 December 16 Special Education Advisory Committee meeting was provided for information.

5. Business Arising from the Minutes

In response to a question regarding the After School Skills Development Program, A. Leatham reported 37 students have enrolled to date.

6. Exclusion of a Student - Discussion

A. Canham advised that throughout the month of January Administration will collaborate with Ontario Principals Councils to draft the Exclusion of a Student Procedure.

A group activity was performed to gather input for the procedure. The groups presented their feedback to the committee. The input for the draft procedure was collected by A. Canham.

It was noted the tentative SEAC consultation date is 2020 February 4.

7. System Updates

a. Student Use of Guide Dogs and Service Animals - Review of Draft Policy and Procedure

Administration presented for information and feedback the draft Student Use of Guide Dogs and Service Animals Procedure.

The procedure was reviewed.

Questions of clarification regarding accredited training facilities for service dogs, animals maintaining the standard of conduct, providing access to education, the difference between service and emotional support animals and investigating barriers were addressed.

Suggested edits were captured by A. Canham.

The committee requested that the number of students using service animals be provided at each meeting.

b. Ministry of Education PPM 163 School Board Policies on Service Animals

A. Canham advised on the Policy/Program Memorandum No. 163 (PPM163) issued by the Ministry of Education. A copy was provided to the committee prior to the meeting.

8. SEAC/Department Priorities (Standing Item)

Deferred.

9. Students on Modified Day (Standing Item)

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

Questions of clarification regarding the level of involvement the Special Education Department has with placing a student on a modified day were addressed.

Discussion occurred regarding tracking attendance for Special Education classes in Secondary.

10. Special Education Plan (Standing Item)

A. Canham outlined the revisions to the Special Education Plan from the previous year, noting the Special Education Plan is reviewed annually.

A. Canham advised that the Special Education Plan committee is looking for SEAC members to sit on the committee for this year. Timelines, guidelines, and expectations were detailed.

Volunteers were captured by Chair Cook.

11. Correspondence (Standing Item)

a. Durham District School Board Letter

Chair Cook presented for information a copy of a letter from the Durham District School Board to Minister Lecce.

The letter expressed concern about the inactive status and effectiveness of the Ministry Advisory Committee on Special Education (MACSE). Specifically the failure to meet the minimum number of meetings, the number of vacant positions and the lack of reporting.

12. Other Business

A. Canham advised the IEP Audit Committee is looking for two SEAC members to sit on the committee. Timelines, guidelines, and expectations were detailed.

Volunteers were captured by Chair Cook.

The meeting is on 2020 April 24.

13. Forum: Association Updates (Round Table)

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

14. 2019-2020 Meeting Dates

The next meeting is scheduled for 2020 February 4, 12:15 p.m.

15. Adjournment

The meeting adjourned at 2:36 p.m. by motion.

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

January 7, 2020, 6:00 p.m.
Board Room, Education Centre

Members: Trustees S. Polhill, A. Morell, P. Cuddy, B. Yeoman, L. Pizzolato, M. Ruddock, J. Skinner, C. Rahman; Student Trustees: S. Chun, E. Butler, C. Kennedy

Regrets: C. Antone, J. Bennett, B. McKinnon, S. Hunt, B. Smith

Administration: A. Canham, R. Culhane, K. Edgar, M. Fisher, D. Macpherson, M. Moynihan, S. Powell, K. Wilkinson, D. Rosati (-7:42), S. Armstrong (-6:54), S. Smith

1. Call to Order and Approval of Agenda

The agenda was approved on motion.

2. Conflicts of Interest

None declared.

3. Election of Vice-Chair

Trustee Pizzolato was elected to the position of Vice-Chair of the Program and School Services Advisory Committee for the term ending 2020 November 30.

The Ballots were destroyed.

4. Minutes of the Previous Meeting

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

a. Business Arising from the Previous Meeting

None.

5. Operational Plan Update - Numeracy

M. Moynihan and S. Armstrong provided an Operational Plan update on Numeracy. Goals, targeted outcomes, and progress to date were reviewed. The targeted outcomes for the current school year were detailed. The impact and method of measurement of the strategies were outlined.

Administration addressed questions of clarification regarding the Provincial numeracy standards, the impact increasing academic enrolment will have on EQAO results, teaching methods (vertical non permanent), educating families on course selection, preparing students for EQAO testing, only offering academic courses (math) in grade nine.

In response to a question, it was reported Administration will communicate with every Elementary Principal to provide current information.

6. Operational Plan Update – Equity

Administration provided an Operational Plan update on Equity, specific to the goal of reducing suspension rates.

Supporting positive behaviour, planning for positive outcomes, Administrator considerations for progressive discipline, Elementary/Secondary suspension rates, suspensions for students with Individual Education Plans (IEPs), strategies to support student behaviours and next steps were reviewed.

Questions of clarification regarding progressive discipline, the process of reducing suspension, available treatments based on suspension history, communication with Superintendents at the time of suspension, caring adult relationships in school (taking stock report), parental withdrawals, suspension pressures from families and effective programming were addressed by Administration.

7. Implementation of Operational Plan Update

A. Morell extended her appreciation for the progress and completion of the Operational Plan.

M. Fisher provided an Operational Plan Implementation update.

Questions of clarification regarding access to budget planning information through the Trustee portal were addressed.

The committee requested the Operational Plan updates be posted on the TVDSB website.

8. Community Advisory Committee Updates (Standing Item)

None.

9. Other Business

None.

10. Questions and Comments of Members (Standing Item)

None.

11. Date and Time of Next Meeting

The next meeting is scheduled for 2020 February 4.

12. Adjournment

The meeting was adjourned at 7:50 p.m. by motion.

Barb Yeoman
Committee Chair

REPORT OF THE CHAIR'S COMMITTEE

2020 January 14
3:02 p.m. – 4:42 p.m.

MEMBERS

A. Morell (Chair) C. Rahman
M. Ruddock B. Yeoman

Regrets: J. Bennett

ADMINISTRATION AND OTHERS

M. Fisher L. Kite

1. APPROVAL OF AGENDA

The agenda, as amended, was approved by motion.

2. CONFLICTS OF INTEREST – none declared.

3. REVIEW UPCOMING MEETING AGENDAS

The public and the Committee of the Whole, In-Camera agendas for 2020 January 28 were reviewed and discussed.

4. CORRESPONDENCE

There was no correspondence.

Chair Morell advised the Bylaws will be reviewed to provide more direction regarding the correspondence that is to be reviewed at Chair's and attached to Board meeting agendas.

5. SUPERVISORY OFFICER POSTING AND INTERVIEW DATES

Director Fisher advised the Committee that a Supervisory Officer posting was released today to establish a candidate pool. There will be two full days of interviews in February. It was noted that the Chair and Vice-Chair of the Board will participate in the interviews.

6. ADVISORY COMMITTEE MEETING EVALUATION/SURVEY

Chair Morell reviewed the draft meeting evaluation/survey provided at the meeting. It was noted the evaluation/survey format has been used previously; any revisions will be updated as required.

Through discussion it was agreed to evaluate/survey the Advisory Committee meetings in March and May. It was suggested the intent evaluation/survey be communicated prior to sending it out.

Chair Morell will follow up with Trustee Assistant S. Hines.

7. TRUSTEE FORUMS

Chair Morell provided a summary report handout, reviewed the purpose of Trustee Forums, past practices and historical background, noting there has not been a Trustee Forum for the past 2 years.

Chair Morell referred to the draft Trustee information handouts noting the purpose is to provide constituents, parents/guardians and others background information on the duties and responsibilities of Trustees. Committee members provided input on the handouts.

It was suggested that a one page write up per ward/county be provided with in depth descriptions including, for example, Trustee involvement on Committees.

Discussion considered the possibility of combining Trustee Forums with the TVPIC regional meetings in the future. It was suggested this would provide an opportunity to meet with School Council Chairs and parents/guardians in a positive environment.

Discussion considered the format and timing for the Forums. Current dates (tentative) are:

- Oakridge Secondary School, Wednesday 2020 February 5; and
- Parkside Collegiate Institute, Thursday, 2020 February 6.

This item will be discussed at the next meeting.

8. TRUSTEE CONFERENCE ROOM COMPUTER AND PRINTER

Through discussion it was agreed to update the computer and printer in the Trustee conference room.

9. TRUSTEE TEAM BUILDING EVENT

Discussion considered a location and cost for a Trustee team building event. Consideration was given to bringing in a facilitator.

10. FRENCH IMMERSION COMMUNICATION PLAN

Director Fisher provided and reviewed a handout regarding the French Immersion Communication Plan. It was recommended that it be presented at a future Advisory Committee meeting for further discussion.

11. FINANCIAL IMPLICATIONS ON ALL TRUSTEE REPORTS

The report template was reviewed. Corporate Services will be asked to make the suggested edit.

12. ROTATION OF BOARD MEETINGS (LOCATION)

Discussion considered the potential of hosting one Board meeting a year in an offsite location.

13. TRUSTEE TRUSTEES' PROFESSIONAL DEVELOPMENT REQUESTS

None.

14. UPCOMING EVENTS AND INITIATIVES

- Indigenous Student Trustee Election, 2020 February 26
 - o Trustee Yeoman will follow up with S. Hines regarding including information about mileage.
- Student Trustee Election, 2020 February 27
- Variety Is, 2020 April 30
- Award of Distinction, 2020 May 6

15. OTHER BUSINESS

a. Trustee Regrets for Meetings

The Committee requested a consistent practice for monitoring meeting RSVPs. Through discussion, it was determined that a common contact person should receive RSVPs and that all responses from voting members be provided to all Trustees to ensure quorum.

b. Revisions to Agendas

Discussion occurred regarding the format of agendas; there was a request to Corporate Services to review the process for agenda revisions.

16. DATE AND TIME OF NEXT MEETING

The next meeting was scheduled for January 28, 2 p.m.

Future Meeting Schedule:

| | | |
|----------------------|-------------------|------------------|
| February 25, 12 p.m. | March 10, 3 p.m. | March 24, 2 p.m. |
| April 14, 2 p.m. | April 21, 12 p.m. | May 12, 3 p.m. |
| May 19, 12 p.m. | June 16, 12 p.m. | |

17. ADJOURNMENT

The meeting adjourned at 4:42 p.m. by motion.

RECOMMENDATIONS: None.

ARLENE MORELL
CHAIR

THAMES VALLEY DISTRICT SCHOOL BOARD

PLANNING AND PRIORITIES ADVISORY COMMITTEE

January 14, 2020, 6:00 p.m.
London Room

Members: Trustees B. McKinnon, S. Polhill, A. Morell, S. Hunt, P. Cuddy, B. Yeoman, L. Pizzolato, B. Smith, M. Ruddock, C. Antone, J. Skinner, C. Rahman; Student Trustee S. Chun(-7:16)

Regrets: J. Bennett; Student Trustees C. Kennedy, E. Butler

Administration: S. Builder, A. Canham, R. Culhane, K. Edgar, M. Fisher, L. Griffith-Jones, R. Kuiper, D. Macpherson, M. Moynihan, L. Nicholls, S. Powell, J. Pratt, P. Sydor, K. Wilkinson, T. Testa, S. Smith, D. Munro(-6:34), S. Macey(-6:34), C. Kent(-7:16), B. Coveney(-7:16), T. Testa(-7:16)

1. Call to Order and Approval of the Agenda

The agenda was approved on motion.

2. Conflicts of Interest

None declared.

3. Election of Vice-Chair

Trustee Cuddy was elected to the position of Vice-Chair of the Planning and Priorities Advisory Committee for the term ending 2020 November 30.

The ballots were destroyed.

4. Minutes of the Previous Meeting

The minutes of the 2019 November 12 meeting were provided for information.

a. Business Arising from the Previous Meeting

None.

5. 2020-2021 Preliminary Budget Documents

J. Pratt presented for information and input the 2020-2021 Preliminary Budget Assumptions and Processes and the 2020-2021 Guiding Principles. The components and timeline were outlined.

Questions of clarification regarding the previous budget, the transportation contract and class size funding/reimbursement were answered by Administration.

6. Preliminary 2020-2021 Budget Calendar

J. Pratt presented the Preliminary Draft 2020-2021 Budget Calendar. It was noted the dates are subject to change dependent on the timing of the grants announcement and release of EFIS.

The proposed dates are 2020 April 21 for a Special Planning and Priorities Advisory Committee meeting and 2020 June 16 for a Special Board meeting.

Questions of clarification regarding Trustee budget initiatives and the Special Education budget were answered by Administration.

A review of the budget initiative process will be presented at the next meeting.

7. Priorities and Partnerships Funds (PPF's) for 2019-2020

J. Pratt provided an update on the Priorities and Partnership Funds (PPFs) for 2019-20 (formerly Education Programs Grants – Other (EPOs)).

It was noted no PPFs were included in the 2019-20 budget.

Questions of clarification regarding funding for the Indigenous Graduation Coaches and the After School Skills Development Program were answered by Administration.

8. Developing TVDSB's Accommodation Plan - Engagement Session

J. Pratt advised the committee on the multi phased approach for developing TVDSB's Accommodation Plan.

T. Testa introduced the Thoughtexchange platform, an interactive, real-time digital platform used to share thoughts and rate the ideas of others. It was noted that Thoughtexchange is anonymous.

C. Kent facilitated an engagement session focused on developing TVDSB's Accommodation Plan. It was noted the purpose of the exercise was to gather feedback from the Planning and Priorities Advisory Committee and Senior Administration related to the development of the foundational elements of the Board's Accommodation Plan.

9. In-Camera

On motion the committee moved in-camera at 7:16 p.m., reconvening in public session at 7:34 p.m.

10. Other Business

None.

11. Questions and Comments by Members

In response to a question, Administration advised on the status of the capital approval process pertaining to the new Southeast London P.S. noting it continues to be in progress.

An update will be provided at the next meeting.

In response to a question the tender process for capital projects was outlined.

12. Date and Time of Next Meeting

The next meeting is scheduled for 2020 February 11.

13. Adjournment

On motion the meeting adjourned at 7:34 p.m.

Corrine Rahman
Committee Chair



January 14, 2020

SEAC
Program Services
Thames Valley District School Board

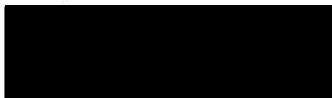
ATT: Bonnie Williams, Supervisor Corporate Supervisor.

Dear Madame:

We have recently elected a new Chapter Leadership Council for our 2019/2020 year.

Respectively, I would ask that the Board consider appointing Kelly Wilson as the Autism Ontario London SEAC alternate representative for this year:

Kelly Wilson



Thank you

Kelly Wilson
Chapter Development Coordinator
Autism Ontario London
519-433-3390 london@autismontario.com

THAT Kelly Wilson be appointed to the Special Education Advisory Committee as an alternate for the remainder of the 2018 December 1 to 2019 November 30 2022 term.

AND RESOLVED THAT Kelly Wilson be appointed alternate representative for Autism Ontario – London on the Board's Special Education Advisory Committee.

1225 Wonderland Rd N, Sherwood Library, Sherwood Forest Mall, London ON N6G2V9