

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING AGENDA

October 13, 2020, 7:00 P.M.

Teams Meeting

1. CALL TO ORDER
2. O CANADA
3. STRATEGIC PLAN IN ACTION
4. APPROVAL OF AGENDA
5. OFFICIAL RECORD
6. CONFLICTS OF INTEREST
7. DIRECTOR'S ANNOUNCEMENTS
8. CHAIR'S ANNOUNCEMENTS
9. PUBLIC INPUT
None.
10. MINUTES OF THE 2020 SEPTEMBER 22 REGULAR BOARD MEETING
 - a. Confirmation of Minutes
 - b. Business Arising from Minutes
11. STUDENT TRUSTEE UPDATE
12. REPORTS FROM ADMINISTRATION
 - a. Operational Plan Summary, 2019-2020
 - b. Update Return to Learn
 - c. Ministry of Education Capital Priorities Feedback
13. REPORTS FROM BOARD COMMITTEES
 - a. Special Education Advisory Committee, 2020 September 14

- b. Policy Working Committee, 2020 September 22
- c. Interim Report of the Rural Education Task Force Committee, 2020 September 28
- d. Committee of the Whole, In-Camera Report 2020 October 13

14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

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

15. COMMUNICATIONS

16. NOTICE OF MOTION

17. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

That the agreement between the Thames Valley District School Board and the Municipality of Central Elgin with regard to the use of the Port Stanley arena by Kettle Creek P.S. be revisited to ensure the agreement accurately reflects the wishes of Council and the Board.

18. QUESTIONS/COMMENTS BY MEMBERS

19. DIRECTOR'S NEWS FROM THE SYSTEM

20. ADJOURNMENT

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

September 22, 2020, 7:00 P.M.
Teams Meeting

TRUSTEES

A. Morell (Chair)
 J. Bennett
 L. Pizzolato
 M. Ruddock
 B. Yeoman
 C. Rahman
 T. Rahman
 N. Keller

B. McKinnon
 S. Polhill
 B. Smith
 J. Skinner
 P. Cuddy
 C. Antone
 S. Hunt
 M. Dhaliwal

ADMINISTRATION AND OTHERS

M. Fisher
 J. Pratt
 S. Builder
 A. Canham
 R. Culhane
 C. Lynd
 D. Wright
 T. Testa
 P. Skinner
 S. Powell
 B. Williams

M. Moynihan
 P. Sydor
 R. Kuiper
 L. Griffith-Jones
 C. Giannacopoulos
 L. Nicholls
 A. Chahbar
 S. Smith
 K. Auckland
 K. Lynds(-7:07)

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

The meeting opened with the playing of O Canada.

3. STRATEGIC PLAN IN ACTION

Superintendent Builder introduced Principal K. Lynds from Trafalgar Public School.

K. Lynds outlined the first day of school and the various activities in the school. Connections to the strategic plan were highlighted.

4. APPROVAL OF AGENDA

The agenda was approved on motion by Trustee Bennett, seconded by Trustee Cuddy.

5. OFFICIAL RECORD

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

We regret to record the deaths of the following individuals:

Alison Clare on June 26. Alison was an Educational Assistant at Sir Isaac Brock Public School.

Heidi Werner on July 3. Heidi was a teacher at Westmount Public School.

David Hurry on July 21. David was a Carpenter with the TVDSB.

Aneel Janmohammad on July 26. Aneel was a teacher at South Secondary School.

Jennifer Lefteris on July 26. Jennifer was a teacher at Stoney Creek Public School.

Dale Ferns on August 16. Dale was a Secondary occasional teacher and most recently held a long term assignment at H.B Beal Secondary School.

Justin Bongers on September 2. Justin was a teacher at Masonville Public School.

6. CONFLICTS OF INTEREST

None declared.

7. DIRECTOR'S ANNOUNCEMENTS

Director Fisher his extended appreciation to staff for their efforts implementing the Return to Learn plan.

Director Fisher introduced and welcomed incoming Superintendents K. Auckland, C. Giannacopoulos and D. Wright.

8. CHAIR'S ANNOUNCEMENTS

Chair Morell welcomed students and staff back for the 2020-2021 school year.

Chair Morell expressed gratitude to the local Health Unit for their collaboration and support in preparing the 2020-2021 academic school year. It was noted the ongoing partnership as the year progresses is appreciated.

Chair Morell extended appreciation to staff for their contributions in preparation of the school year.

Chair Morell introduced and welcomed incoming Student Trustees, N. Keller, M. Dhaliwal and T. Rahman.

9. PUBLIC INPUT

None.

10. MINUTES OF THE 2020 JUNE 23 REGULAR BOARD MEETING AND OF THE SPECIAL MEETINGS OF THE BOARD ON 2020 JULY 14, 2020 JULY 21, 2020 AUGUST 12, 2020 AUGUST 25, AND SEPTEMBER 8

a. Confirmation of Minutes

The minutes of the 2020 June 23 Regular Board meeting and the Special Board meetings of 2020 July 14, 2020 July 21, 2020 August 12, 2020 August 25 and 2020 September 8 were approved on motion of Trustee Hunt, seconded by Trustee McKinnon.

b. Business Arising from Minutes

In response to a question, Chair Morell advised no communication had yet been received from the Ministry in response to letters written over the summer.

Questions of clarification regarding masking in schools was addressed by Administration.

Moved by J. Skinner

Seconded by B. Smith

That the Board meeting schedule found in Appendix A of the 2020 July 14 Board meeting minutes, be changed so that the Special Board meetings become regular Board meetings

with the exception of the 2020 December 1, Special board meeting saved for Board elections.

CARRIED

It was clarified that the Board meeting schedule would be reviewed before the end of January as part of the work of the Bylaw Adhoc Committee.

11. STUDENT TRUSTEE UPDATE

Student Trustee Keller advised Orange shirt day will be on 2020 September 30. Resources can be found on the TVDSB website. Student Trustee Keller explained the personal significance of Orange Shirt Day to him and the impact it has on Indigenous students.

12. REPORTS FROM ADMINISTRATION

a. Return to Learn Update

Director Fisher presented for information an update on the Return to Learn Plan.

Associate Director Culhane provided an update on full remote learning, Teachers on Special Assignment (TOSAs), communicating with families, IT support, device deployment, Special Education, Indigenous education, safe schools and mental health.

It was noted training on Brightspace is available for parents/guardians.

Associate Director Pratt provided an update on staffing, transportation and the outbreak protocol.

Director Fisher advised on the recent confirmed case of COVID-19 in the H.B. Beal community.

It was noted all confirmed cases of COVID-19 will be reported on the TVDSB website.

Question of clarification were addressed regarding keeping students connected, internet support for families, class sizes, criteria for remote learning, dropping/adding courses in Secondary, paper copies of lessons/ technology support, SAL, transportation, teacher qualifications, IEPs, social distancing on the bus, the Chromebook 1:1 Pilot project, Ministry/MLHU requirements for masking in schools.

13. REPORTS FROM BOARD COMMITTEES

a. Chair's Committee, 2020 September 15

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.

Moved by M. Ruddock

Seconded by S. Polhill

THAT membership to the Ontario Public School Boards' Association be renewed.

CARRIED

A poll vote was conducted.

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

NAYS: B. McKinnon

Abstained: none

Student Trustees: YEAS: T. Rahman, N. Keller, M. Dhaliwal

b. Audit Committee, 2020 September 15

Trustee Morell highlighted items from the written report of the Audit Committee provided to the Trustees in advance of the meeting. There were no recommendations.

c. Committee of the Whole, In-Camera, 2020 September 22

Trustee Ruddock reported the Committee of the Whole met in-camera from 5:00 p.m. to 5:08 p.m. There were no conflicts of interest. The committee discussed confidential negotiation matters.

Moved by M. Ruddock

Seconded by C. Rahman

That the motions at the in-camera session of 2020 September 22 related to negotiation matters be approved.

CARRIED

14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. Ontario Public School Boards' Association (OPSBA)

Trustee Skinner advised on the upcoming OPSBA AGM. Details were sent to Trustees prior to the meeting.

b. Thames Valley Education Foundation (TVEF)

Trustee McKinnon reported the "Best First Day" campaign for students was a success. The details of the campaign were outlined.

15. COMMUNICATIONS

a. Autism Ontario - Membership to the Special Education Advisory Committee

A letter from Autism Ontario London was received regarding membership the Special Education Advisory Committee.

Moved by J. Bennett

Seconded by C. Rahman

THAT Sherri Moore be appointed to the Special Education Advisory Committee for the remainder of the 2019 December 1 to November 30 2022 term.

CARRIED

16. NOTICE OF MOTION

That the agreement between the Thames Valley District School Board and the Municipality of Central Elgin with regard to the use of the Port Stanley arena by Kettle Creek P.S. be revisited to ensure the agreement accurately reflects the wishes of Council and the Board.

17. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

None.

18. DIRECTOR'S NEWS FROM THE SYSTEM

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

19. ADJOURNMENT

On motion of Trustee Bennett, seconded by Trustee Ruddock the meeting adjourned at 9:31 p.m.

Arlene Morell
Chairperson

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: CPCC
	For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	2019-2020 Capital Priorities Grant Program Submission Feedback
PRESENTED BY:	Jeff Pratt, Associate Director Cathy Lynd, Superintendent of Business Ben Puzanov, Manager of Planning
PRESENTED FOR:	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
Recommendation(s):	N / A
Purpose:	To provide a summary of the Ministry of Education's feedback regarding the TVDSB's 2019-2020 Capital Priorities Grant Program submission.
Content:	<p>Background</p> <p>The TVDSB's 2019-2020 Capital Priorities Grant Program submission identified six priority projects across the Board:</p> <ul style="list-style-type: none"> • New Belmont Elementary School (507 pupils) • New Northwest London Elementary School (830 pupils and 88 child care spaces) • New Southwest London Elementary School (732 pupils and 88 child care spaces) • Eagle Heights Public School Addition (14 classrooms) • Springbank Public School Addition (8 classrooms) • New Southeast St. Thomas Elementary School (305 pupils and 88 child care spaces) <p>The Board was successful in obtaining funding for a new elementary school in Belmont for 354 pupils. The remaining business cases that comprised the 2019-2020 capital priorities submission were not funded.</p> <p>Subsequent to the receipt of the Ministry of Education's decision, Administration met with staff from the Ministry's Capital Program Branch in order to obtain feedback regarding the business cases. Ministry staff noted that the 2019-2020 Capital Priorities Grant Program received proposals for more than 400 projects across Ontario that totalled more than \$3 billion.</p> <p>Given the significant number of project requests and the limited availability of funding, Ministry staff recommended that the TVDSB continue to review and optimize its facility utilization across the system as an alternative to new school builds and expansions.</p>

	Appendix A Appendix A to this report outlines the Ministry's feedback regarding each of the business cases included in the Board's 2019-2020 Capital Priorities Grant Program submission.
Financial Implications:	There are no direct financial implications arising out of the preparation of this report. Administration is preparing follow-up reports with options to address enrolment accommodation pressures in London and Woodstock.
Timeline:	N / A
Communications:	N / A
Appendices:	Appendix A: 2019-2020 Capital Priorities Grant Program – Business Case Feedback from the Ministry of Education

Strategic Priority Area(s):

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 checked="" 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 January 2020

Appendix A

2019-2020 Capital Priorities Grant Program – Business Case Feedback through discussions with the Ministry of Education

Project	Location	Description	Comments
New Belmont Elementary School	Belmont	Construction of a new 637 pupil place elementary school offering JK-8 regular track programming. The new school was initially proposed to consolidate student populations from South Dorchester PS, as well as portions of Springfield PS, Westminster Central PS, New Sarum PS, Summers' Corners PS and Davenport PS attendance areas. The requested capacity was revised to 507 pupil places following the rescinding of EPAR-01 motions whereby Springfield PS and New Sarum PS will remain open.	<p>This project was approved with 2019-2020 Capital Priorities Grant funding at a further revised capacity of 354 pupils. The Ministry indicated that the school size was reduced given the under-utilization of other elementary schools in the area. As a result, a shortfall of 6 classrooms is projected upon opening.</p> <p><u>Next Steps:</u> Administration is in discussions to acquire land, the purchase of which is subject to Board and Ministry approval.</p>
New Northwest London Elementary School	London	Construction of a new 830 pupil place elementary school in northwest London. An 88-space child care component was also requested.	<p>The project was not approved for Capital Priorities Grant funding at this time due to limited capital funding.</p> <p><u>Next Steps:</u> Resubmit the business case as part of the next round of the Capital Priorities Grant Program.</p>
New Southwest London Elementary School	London	Construction of a new 732 pupil place JK-8 elementary school, as well as 88 child care spaces.	<p>The project was not approved for Capital Priorities Grant funding at this time due to limited capital funding.</p> <p><u>Next Steps:</u> Resubmit the business case as part of the next round of the Capital Priorities Grant Program.</p>

Eagle Heights Public School Addition	London	14-classroom permanent addition to the existing school facility and renovations to appropriately size non-instructional spaces, including the school's existing library and office area. The addition would increase the capacity of the school to 992 pupils.	<p>This project was not approved for Capital Priorities Grant funding. The Ministry recommended that the Board employ alternate strategies to address the accommodation pressure through the use of boundary changes, grade reconfigurations or altering program offerings.</p> <p><u>Next Steps:</u> Further to the June 23, 2020 Board motion, Administration is formulating options for an attendance area review in London. These options are expected to be presented in a report on November 24th.</p>
Springbank Public School Addition	Woodstock	8-classroom permanent addition to the existing school facility, as well as funding to facilitate a renovation to the existing administrative office area with the intent of better aligning the spaces with the area requirements outlined within the Ministry's benchmark space standards. The proposed permanent addition would increase the capacity of the school to 553 pupil places.	<p>This project was not approved for Capital Priorities Grant funding. The Ministry recommended that the Board employ alternate strategies to address the accommodation pressure through the use of boundary changes or altering program offerings.</p> <p><u>Next Steps:</u> Further to the June 23, 2020 Board motion, Administration is formulating options for an attendance area review in Woodstock, including both French Immersion and English-track schools. These options are expected to be presented in a report on October 27th.</p>
New Southeast St. Thomas Elementary School	St. Thomas	Construction of a new 461 pupil place JK-8 elementary school was initially proposed, as well as 88 child care spaces. The requested capacity was revised to 305 pupil places following the rescinding of EPAR-01 motions.	<p>This project was not approved for Capital Priorities Grant funding. The Ministry recommended that the Board employ alternate strategies to address the accommodation pressure through the use of boundary changes or altering program offerings.</p> <p><u>Next Steps:</u> An attendance area review for Southeast St. Thomas will be considered in the Planning Department's future work plan.</p>

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

September 14, 2020

6:30 p.m. - 9:35 p.m.

MEMBERS

C. Thammavongsa, Association for Bright Children (+7:10)
 B. Mai, Association for Bright Children
 K. Wilson, Autism Ontario London (-9:23)

A. Morse, Easter Seals Ontario
 B. Harvey, Epilepsy Support Centre
 P. Cook, Learning Disabilities Association of Ontario
 D. Shore-Reid, Learning Disabilities Association London
 S. Grabstas, Vanier Children's Services
 N. Davison, VOICE for the Hearing Impaired
 M. Cvetkovich, Children's Aid Society of London and Middlesex
 J. Wright, Community Services Coordination Network (CSCN)
 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
 S. Thomson, Thames Valley Council Home and School
 Associations
 J. Bennett, Trustee
 L. Pizzolato, Trustee
 B. Yeoman, Trustee

Regrets: B. Furac, Community Living London

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
 A. Leatham, Learning Supervisor
 R. Ferrara, Learning Supervisor
 H. Mahabir, Elementary Principal
 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 (-7:49)

1. **Call to Order**

Chair Cook called the meeting to order at 6:30 p.m. through a virtual Teams meeting.

2. **Welcome**

A. Canham welcomed everyone and reviewed the virtual meeting norms.

3. **Confirmation of Agenda**

The agenda was approved on motion.

4. **Conflicts of Interest**

None declared.

5. **Report of the Previous Meetings**

The report of the 2020 June 15 and 2020 July 13 meetings were provided for information.

6. **Business Arising from the Minutes**

In response to a question, A. Canham advised the Minority reports presented to the Board at the 2020 July 21 Special meeting of the Board. Next steps were outlined.

7. **Summer TPA Funding**

A. Canham advised that Transfer Payment Agreement (TPA) funding received from the Ministry was used to provide additional resources to support students with their transition back to school.

a. Summer School

A. Canham reported that two Secondary Special Education Coordinators and five Learning Support Teachers (LSTs) were hired to review and update the 2019-2020 term three student's Individual Education Plans (IEP) to provided supports for students with special education needs participating in summer learning that was offered virtually.

b. Transition Funding

A. Canham noted that teachers and educational assistants (EAs) provided support to any students who expressed concerns regarding the transition back to school. The committee requested data pertaining to the number of students who participated in the early transition back to school program.

c. Mental Health Supports

It was noted the mental health funding was a one time infusion of funds.

Questions of clarification were addressed regarding reporting data and following up with students.

8. Return to Learn Update

A. Canham provided a Return to Learn update specific to Special Education.

a. Special Education Classes

Parents were provided the option of in-class or full remote learning. It was noted students in Elementary (Accelerate, Autism, Developmental Education, Transition, Deaf and Hard of Hearing) and Secondary (Developmental) classes participating in at home learning have been assigned to their home school and may still participate in synchronous learning with their home school.

Questions of clarification regarding gifted student participation, live streaming involving students, measuring success, and classroom availability for students on an Identification Placement Review Committee (IPRC) were addressed by Administration.

In response to a question, it was noted live streaming is on a closed circuit and by invitation only.

b. IEPs and IPRCs

A. Canham outlined the IEP process for in-class, at home and remote learners. It was noted the Learning Support Teacher (LST) assigned to the home school will be responsible for collaboratively developing the IEP.

A. Canham advised on deferred IPRCs from 2019-2020 noting home schools will reach out to families to make IPRC offers.

Questions of clarification were addressed regarding OSR access for at home and remote learners, IEP collaboration, contact points for families, transition time for students and

PPE expectations for teachers/students in classrooms with students that are deaf or hard of hearing.

Clarification was provided on the role of the LST regarding IEPs.

9. Additional Funding Announcements

a. Provincial Funds

A. Canham advised Provincial funds were received to hire an Assistive Technology Teacher on Special Assignment (TOSA), Board Certified Behaviour Analyst (BCBA) and Speech Language Pathologist (SLP) (pending). It was noted the funding is for one year.

b. Federal Funds

A. Canham advised Federal funds were received through the Ministry of Education to fund mental health supports and Special Education. These funds were used to support mental health initiatives and provide specialized PPE.

10. Summer Projects Update

A. Leatham reviewed each summer project and detailed the success of each program. Next steps were outlined.

R. Ferrara provided an update on gifted programming. It was noted a digital survey was created to support next steps in programming.

Questions of clarification were addressed regarding gifted programming, goals for alternate programming, professional development, LST training, parent resources to support virtual modules, IEP goals/measurements and accommodations/modifications.

The committee requested data pertaining to accommodations and modifications.

11. Special Education Plan (Standing Item)

A. Canham reported the Special Education Plan was approved at the 2020 July 21 Special Meeting of the Board.

12. SEAC/Departmental Priorities (Standing Item)

This item will be addressed at the 2020 November 3 meeting.

13. Students on Modified Day (Standing Item)

An update will be provided at the 2020 November 3 meeting.

14. Correspondence (Standing Item)

There was no correspondence.

Discussion occurred regarding the provision of masks/face coverings for deaf/hard of hearing students, their peers and teachers. It was noted masks/face coverings provided by the TVDSB need to meet the Ministry of Education and the Ministry of Health's requirement. The obstacles and benefits of schools providing faces masks were identified and discussed.

A motion to sit until 9:15 was moved and carried.

It was noted that Administration will continue to source specialized PPE as there is a Provincial shortage.

A motion to sit until 9:45 was moved and carried.

Moved N. Davison

Seconded By A. Morse

THAT the Chair of SEAC write a letter to the Board of Trustees and the Ministry of Education identifying the need for visually accessible PPE for all students and staff in classes that support any students who are deaf or hard of hearing.

CARRIED

15. 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.

16. 2020 Meeting Dates

The 2020-2021 meeting dates were provided in the agenda package. The next meeting is scheduled for 2020 October 5, 6:30 p.m.

17. Adjournment

The meeting adjourned at 9:35 p.m. by motion.

Recommendations: None.

Paul Cook
Chairperson

THAMES VALLEY DISTRICT SCHOOL BOARD

POLICY WORKING COMMITTEE

September 22, 2020, 3:00 p.m.
London Room

MEMBERS

J. Bennett	L. Pizzolato
C. Rahman	M. Ruddock (Chair)
B. Smith	A. Morell (ex-officio)

ADMINISTRATION AND OTHERS

A. Marlowe	B. Williams (-3:59)
S. Smith	A. Chahbar
B. Nielsen (-3:54)(-4:40)	C. Giannacopoulos (-3:54)(-4:40)

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 of the 2020 June 16 meeting were reviewed.

4. Tracking Sheet

The tracking sheet was reviewed.

It was determined the Police and School Board Protocol Procedure (#4008e) will be added to the tracker.

5. Policies/Procedures - Review Requested by Committee

a. Development and Management of Board Policies and Administrative Procedure Policy

It was determined changes will be sent to Corporate Services and provided with the 2020 October 27 PWC meeting materials.

Clarification was provided regarding the status and history of the policy and procedure.

Corporate Services offered to support the proposed revisions. They will be presented at the next meeting.

6. Existing Policies/Procedures Under Revision

a. Electronic Meeting Policy (#2004) and Procedure (#2004a)

Supervisor B. Williams presented for information and input the Electronic Meeting Policy (#2004) and Procedure (#2004a). It was noted the procedure was approved for public input by Administrative Council. Next steps were detailed.

Questions of clarification were addressed regarding the number of meetings Trustees are required to attend, providing access to meetings for the public and the process for calling for movers and seconders of motions.

Suggested edits were captured by B. Williams.

The following motion was moved and CARRIED:

THAT the Electronic Meeting Policy (#2004) be posted for 30 days of public input.

It was noted the Electronic Meeting Procedure (#2004a) will be posted for 30 days of public input.

b. Privacy Breach Protocol (#2014 c)

Supervisor B. Williams presented for information and input the Privacy Breach Protocol (#2014c).

Suggested edit were captured by B. Williams.

The Privacy Breach Protocol (#2014c) will be posted for 30 days of public input.

c. Student Concussion Policy (#4004) and Procedure Revisions (#4004a)

Superintendent C. Giannacopoulos and System Principal B. Nielsen joined the meeting.

C. Giannacopoulos provided for information and input the Student Concussion Policy (#4004) and Procedure (#4004a). It was noted the procedure was approved for public input by Administrative Council. Next steps were detailed, noting the focus on increasing awareness.

The following motion was moved and CARRIED:

THAT the Student Concussion Policy (#4004) be posted for 30 days of public input.

It was noted the Student Concussion Procedure (#4004a) will be posted for 30 days of public input.

7. Policies/Procedures Following Public Input

a. PPM 162 Exemption from Instruction Related to the Human Development and Sexual Health Expectations

C. Giannacopoulos provided for information and input the draft Exemption from Instruction Related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Independent Procedure. It was noted the procedure was created to comply with PPM 162. The public input was reviewed, noting there were no changes as a result of public input. The rationale was detailed. Next Steps were detailed.

Suggested edits were captured by C. Giannacopoulos.

A. Chahbar advised on the TVDSB position when parents/guardians are not in agreement with an exemption.

The following motion was moved and carried:

THAT the Exemption from Instruction Related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Independent Procedure (PWC-1) be included in the minutes for information.

8. Other Business

a. Follow up

The committee requested a copy of the TVDSB Emergency Protocol. This item was deferred to the 2020 October 27 meeting.

9. Date and Time of Next Meeting

The next meeting is scheduled for 2020 October 27.

10. Adjournment

The meeting adjourned by motion at 4:23 p.m.

Recommendations: None.

Meagan Ruddock
Committee Chair



INDEPENDENT PROCEDURE

Title: **EXEMPTION FROM INSTRUCTION
RELATED TO THE HUMAN
DEVELOPMENT AND SEXUAL
HEALTH EXPECTATIONS IN *The
Ontario Curriculum: Health and
Physical Education, Grades 1-8,
2019***

Procedure No.: 9059
Effective Date: 2020 September 22

Department: Learning Support Services

Reference(s): - Ministry of Education Policy/Program Memorandum No. 162

Introduction/Rationale

In August of 2019 the Ministry of Education introduced PPM 162 directing Boards to develop a procedure that allows students to be exempt from the sexual health expectations found in strand D in *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*.

The Thames Valley District School Board recognizes that the Health and Physical Education curriculum promotes the healthy development and overall well-being of all students. The Board recognizes that the curriculum does not replace the role of parent(s)/guardian(s) as the primary educators of their children with respect to learning about values, appropriate behaviour, and ethno-cultural, spiritual, and personal beliefs and traditions. The purpose of this procedure is to outline the process for exemption from instruction related to the Human Development and Sexual Health expectations found in Strand D-Healthy Living of *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*.

This procedure outlines the conditions under which exemptions may occur, the communications process to be included and the supervision of exempted students.

Administered By:	Learning Support Services
Amendment Date(s):	

1.0 Conditions for Exemption

- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects;
- Exemptions will be granted only for instruction related to *all* the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectation;
- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption procedure;
- There will be no academic penalty for an exemption;
- There will be no assessment, evaluation or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

2.0 Notice and Communications

School administrators will ensure that:

- parent(s)/guardian(s) are provided with a list of all Human Development and Sexual Health expectations *by grade*;
- parent(s)/guardian(s) are informed that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning an exemption form for each child;
- a standard exemption form is available to parent(s)/guardian(s) every school year, accommodating the timelines specified below. Schools may also choose to accept separate written requests for an exemption;
- parent(s)/guardian(s) are notified at least twenty school days before the start of the period of instruction related to the Human Development and Sexual Health expectations;
- parent(s)/guardian(s) are informed of the date by which the completed exemption form or written request must be submitted in order for their child to be exempted from instruction related to the Human Development and Sexual Health expectations. The deadline for parent(s)/guardian(s) to submit their completed exemption form or written request must not be more than five

school days before the start of the period of instruction;

- it is made clear that, in the case of an unforeseen event, schools have the authority to move the period of instruction to a later date in the school year and must give notice of the change to parent(s)/guardian(s) as soon as reasonably possible.

3.0 **Process**

Schools administrators will:

- allow students to be exempt from instruction related to the Human Development and Sexual Health expectations without academic penalty when a request for an exemption has been made from a parent/guardian in writing in accordance with this procedure;
- acknowledge the receipt of exemption forms from parent(s)/guardian(s) using appropriate means of communication;
- make the final decision about whether to accept or reject a request for an exemption that does not fall within the parameters set out in this procedure (e.g., if the exemption form is returned to the school during the scheduled period of instruction rather than by the school's official submission date).

4.0 **Supervision of Exempted Students**

Parent(s)/guardian(s) may choose **one** of the following options for their child:

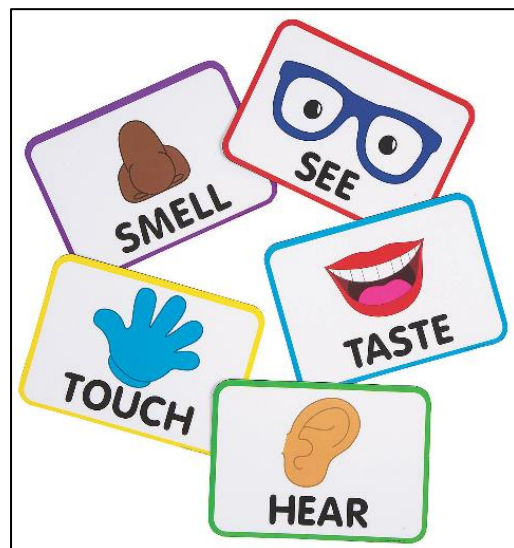
- to remain in the classroom during the exemption period without taking part in instruction in Human Development and Sexual Health, and to be assigned work or activities by the teacher that are *unrelated* to Human Development and Sexual Health; *or*
- to leave the classroom for the duration of the instruction and remain in the school under supervision. The student's activities during the exemption period will be at the discretion of the teacher or principal; *or*
- to be released into the care of the parent(s)/guardian(s) or the parent(s)/guardian(s)'s approved designate.

Human Development and Sexual Health in Grade 1

The revised 2019 Health and Physical Education Curriculum contains some revisions to several topic areas. One component of the curriculum that has undergone some noteworthy change is the section of the program dealing with Human Development and Sexual Health. The curriculum aims to develop relevant and appropriate understanding of important topics related to physical development and sexual health.

In grade 1, topics include:

- ❖ **Body parts, including genitalia**
- ❖ **Body positive language**
- ❖ **Five senses and how each functions**
- ❖ **Proper hygienic procedures**
- ❖ **Prevention of spread of diseases**



Human Development and Sexual Health in Grade 2

The revised 2019 Health and Physical Education Curriculum contains some revisions to several topic areas. One component of the curriculum that has undergone some noteworthy change is the section of the program dealing with Human Development and Sexual Health. The curriculum aims to develop relevant and appropriate understanding of important topics related to physical development and sexual health.

In grade 2, topics include:

- ❖ **Basic stages of human development**
- ❖ **Factors important to healthy growth and living**
- ❖ **How their bodies work**
- ❖ **How to continue body appreciation as they grow and change**
- ❖ **Healthy oral hygiene practices**

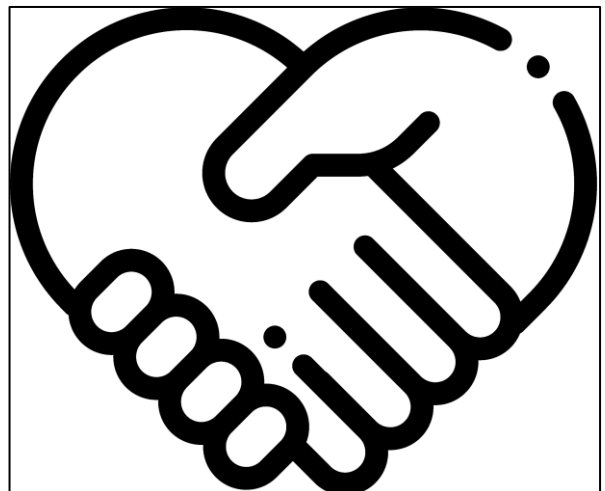
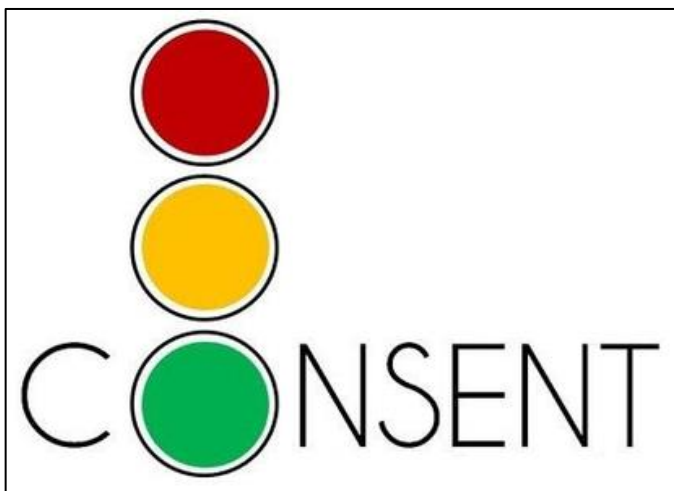


Human Development and Sexual Health in Grade 3

The revised 2019 Health and Physical Education Curriculum contains some revisions to several topic areas. One component of the curriculum that has undergone some noteworthy change is the section of the program dealing with Human Development and Sexual Health. The curriculum aims to develop relevant and appropriate understanding of important topics related to physical development and sexual health.

In grade 3, topics include:

- ❖ **Healthy relationships**
- ❖ **Responding to bullying**
- ❖ **Communicating consent**
- ❖ **Factors that affect physical and social-emotional development**
- ❖ **Factors that contribute to a healthy body image**
- ❖ **Visible and invisible differences**
- ❖ **Showing respect for differences in others**



Human Development and Sexual Health in Grade 4

The revised 2019 Health and Physical Education Curriculum contains some revisions to several topic areas. One component of the curriculum that has undergone some noteworthy change is the section of the program dealing with Human Development and Sexual Health. The curriculum aims to develop relevant and appropriate understanding of important topics related to physical development and sexual health.

In grade 4, topics include:

- ❖ **Physical changes at puberty**
- ❖ **Emotional and social impacts as a result of these changes**
- ❖ **Personal care needs**
- ❖ **Personal hygiene at puberty**

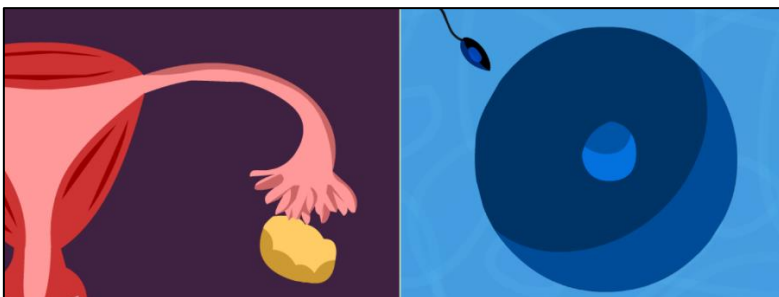


Human Development and Sexual Health in Grade 5

The revised 2019 Health and Physical Education Curriculum contains some revisions to several topic areas. One component of the curriculum that has undergone some noteworthy change is the section of the program dealing with Human Development and Sexual Health. The curriculum aims to develop relevant and appropriate understanding of important topics related to physical development and sexual health.

In grade 5, topics include:

- ❖ **Parts of the reproductive system**
- ❖ **Body changes during puberty**
- ❖ **Menstruation and spermatogenesis, and how they relate to reproduction**
- ❖ **Factors contributing to a person's self-concept**
- ❖ **Sexual orientation**
- ❖ **How self-concept relates to personal health and well-being**
- ❖ **Emotional and interpersonal stresses related to puberty**
- ❖ **Signs indicating mental health concerns**
- ❖ **Strategies to manage stress and build resilience**
- ❖ **Strategies to keep open communication with parents and caring adults**
- ❖ **Strategies to enhance their mental health and emotional well-being**



Human Development and Sexual Health in Grade 6

The revised 2019 Health and Physical Education Curriculum contains some revisions to several topic areas. One component of the curriculum that has undergone some noteworthy change is the section of the program dealing with Human Development and Sexual Health. The curriculum aims to develop relevant and appropriate understanding of important topics related to physical development and sexual health.

In grade 6, topics include:

- ❖ **Impacts of viewing sexually explicit media, including pornography**
- ❖ **Strategies to help build confidence throughout adolescence**
- ❖ **Building and maintaining healthy relationships throughout adolescence**
- ❖ **Making informed decisions that demonstrate respect for themselves and others**
- ❖ **How the concept of consent helps build healthy relationships**
- ❖ **Effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others**
- ❖ **Appropriate ways of responding to harmful assumptions and stereotypes that can lead to destructive social attitudes, including homophobia and racism**

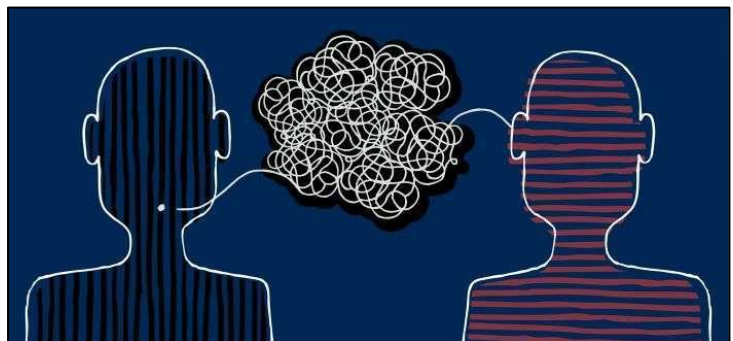
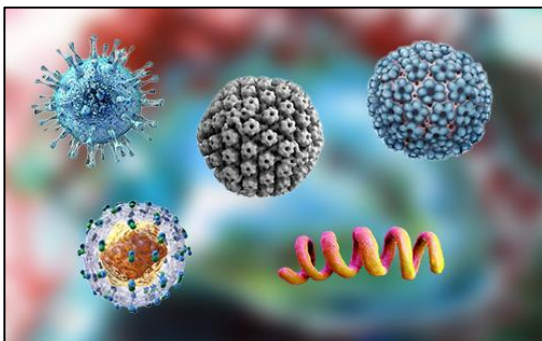


Human Development and Sexual Health in Grade 7

The revised 2019 Health and Physical Education Curriculum contains some revisions to several topic areas. One component of the curriculum that has undergone some noteworthy change is the section of the program dealing with Human Development and Sexual Health. The curriculum aims to develop relevant and appropriate understanding of important topics related to physical development and sexual health.

In grade 7, topics include:

- ❖ **The importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older; the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship**
- ❖ **Identifying sexually transmitted and blood-borne infections (STBBIs)**
- ❖ **Describing symptoms of STBBIs**
- ❖ **Preventing STBBIs and/or unplanned pregnancy**
- ❖ **How relationships with others and sexual health may be affected by the physical and emotional changes associated with puberty**



Human Development and Sexual Health in Grade 8

The revised 2019 Health and Physical Education Curriculum contains some revisions to several topic areas. One component of the curriculum that has undergone some noteworthy change is the section of the program dealing with Human Development and Sexual Health. The curriculum aims to develop relevant and appropriate understanding of important topics related to physical development and sexual health.

In grade 8, topics include:

- ❖ **Factors that influence decisions about sexual activity**
- ❖ **Sources of support regarding sexual health**
- ❖ **Understanding gender identity, gender expression, and sexual orientation**
- ❖ **Positive self-concept for individuals of all identities and orientations**
- ❖ **Understanding abstinence, contraception, and the use of effective and suitable protection to prevent pregnancy and sexually transmitted and blood-borne infections (STBBIs)**
- ❖ **Understanding the concept of consent, as well as the skills they need to apply, in order to make safe and healthy decisions about sexual activity**
- ❖ **Analysing the attractions and benefits associated with being in a healthy relationship**
- ❖ **Benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy**



Dear Parent(s)/Guardian(s),

The provincial government has made changes to the Health and Physical Education curriculum. The most important changes relate to the Human Development and Sexual Health topics. For your information, below are the specific topics covered in the Human Development and Sexual Health curriculum by grade:

Grade	Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Grade 1	Body parts Senses and functions	Hygienic procedures	
Grade 2	Stages of development Body appreciation	Oral health	
Grade 3	Healthy relationships, bullying, consent Physical and social-emotional development		Visible, invisible differences, respect
Grade 4	Puberty – changes; emotional, social impact	Puberty, personal hygiene and care	
Grade 5	Reproductive system Menstruation, spermatogenesis	Self-concept, sexual orientation Emotional, interpersonal stresses - puberty	
Grade 6	Sexual explicit media	Understanding of puberty changes, healthy relationships Decision making consent	Stereotypes and assumptions – impacts and strategies for responding
Grade 7	Delaying sexual activity Sexually transmitted and blood-borne infections (STBBIs) STBBIs and pregnancy prevention	Sexual health and decision making	Relationship changes at puberty
Grade 8	Decisions about sexual activity: supports Gender identity, gender expression, sexual orientation, self-concept	Decision making consideration and skills	Relationships and intimacy

While all parts of the Health and Physical Education program are important the Board recognizes and respects the parent or guardian's values and beliefs related to their child(ren) learning this content at school. Exercising their right as primary educators of their child(ren), parent(s)/guardian(s) may exempt their child(ren) from instruction related to Human Development and Sexual Health expectations, without consequence.

Please see attached an exemption form, specifying the dates currently planned for instruction in Human Development and Sexual Health. In the case of unforeseen events, the school may move these periods of instruction to later dates as needed, in which case notice will be provided as soon as possible. If you wish to exempt your child from instruction of the Human Development and Sexual Health component of the program, please complete the form for each child being exempted, and return to the school by the date specified on the form. Please note that exemptions can be provided for instruction related to *all* the Human Development and Sexual Health expectations in a student's grade, but not for instruction related to *selected* expectations or topics.

If you have any questions, please do not hesitate to contact your child's Health and Physical Education teacher, or the main office.

Sincerely,

Principal



Exemption from Instruction in Human Development and Sexual Health

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child's grade, I would like my child to be exempted from instruction related to these expectations, without academic penalty.

During the exemption period, I would like my child to [*select one only*]:

- ☐ remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health. I understand that my child's activities *unrelated* to Human Development and Sexual Health during the exemption period will be at the discretion of the teacher;
- ☐ leave the classroom and remain in the school under staff supervision. I understand that my child's activities during the exemption period will be at the discretion of the teacher or principal;
- ☐ be released into my care or the care of my approved designate (off-site).

NOTE: If one of the three options above is not selected, the principal or the principal's designate will determine where in the school the child is to remain during the exemption period.

Notice of Period of Instruction*

For the 20__ - __ school year, the period of instruction related to the Human Development and Sexual Health Expectations in your child's grade will start on _____ (insert date).

I understand and acknowledge the following statements:

- 1.1 the Human Development and Sexual Health expectations in strand D of the health and physical education curriculum are different in every grade, so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and Sexual Health expectations in that school year;
- 1.2 references to or conversations about sexual health-related concepts among teachers, school staff, or other students outside formal instruction in Human Development and Sexual Health are not subject to this exemption;
- 1.3 my child will continue to receive instruction related to all other elementary health and physical education curriculum expectations;
- 1.4 requests for exemption made by phone, or exemption forms or written requests that do not have a parental signature, will not be accepted;

1.5 this exemption form must be returned by _____ [enter date] for my child to be excluded from instruction related to the Human Development and Sexual Health expectations in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*.

Child's Last Name

Child's First Name

Parent(s)/Guardian(s)'s Name (print)

Parent(s)/Guardian(s)'s Signature

Grade and Class

Date

PLEASE NOTE:

You will receive an acknowledgement from the school by _____ [letter/email/text] by _____ [insert date].

If you do not receive an acknowledgement, please contact: _____ [contact name here].

Please return this signed form no later than: _____ [insert date].

For any questions about this form, please contact the school at _____ [insert school phone #].

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in Board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose. Information is shared with employees such that they may carry out their job duties. In addition the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 1250 Dundas Street, London, Ontario, N5W 5P2, Telephone 519-452-2000 ext. 20218.



Date of Meeting: 2020 October 13

Item #: 13.c

REPORT TO:	<input type="checkbox"/> Administrative Council	<input type="checkbox"/> Program and School Services Advisory Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input checked="" type="checkbox"/> Board	<input type="checkbox"/> Policy Working Committee	
	<hr/>		
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA	
TITLE OF REPORT:	Interim Report of the Rural Education Task Force Committee		
PRESENTED BY:	A. Morell, Committee Chair		
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval	<input type="checkbox"/> Information	<input type="checkbox"/> Advice
Recommendation(s):	<p>1. That the Rural Education Task Force Committee be provided an extension to 2021 November 23.</p> <p>2. That the Board of Trustees advocate for the following and invite the Rural Education Task Force municipal members to advocate similarly:</p> <p>Maintaining and enhancing the Rural and Northern Education Fund (RNEF) funding model for rural and northern schools, with possible reallocation of Grants for Student Needs (GSNs) to support a net funding neutral increase in the RNEF.</p> <p>Maintaining the moratorium on school consolidations and closures for the schools that qualify/identified for the Rural and Northern Education Fund.</p> <p>Strengthening of integrated local planning at the community level and to promote local planning conversations among school boards, municipalities and other relevant local partners to ensure ongoing communication and notification regarding possible school consolidations, closures, additions or new builds.</p> <p>Provincial policies for capacity planning and pupil accommodation reviews that formally recognize the importance and value to the community of rural and single school community schools.</p>		
Purpose:	To report on the activities and interim recommendations of the Bylaw Ad Hoc Committee.		
Content:	<p>At the 2019 June 25 Board meeting Trustees approved the establishment of a Rural Education Task Force Committee with a report due to the Board no later than 2020 November. The Terms of Reference for the committee is provided in Appendix A.</p> <p>The current Board appointed membership on the committee is as follows: Trustees A. Morell, S. Hunt, P. Cuddy, B. Yeoman, M. Ruddock and B. Smith; S. McCullough (OSSTF); J. Brackenbury (OPC, Elementary); L. Grant (OPC, Secondary); D. Cripps (TVPIC); J. Nuyens (TVCHSA); A. Cornelissen (Middlesex County); S. Martyn (Elgin County); M. Ryan (Oxford County). The work of the committee is supported by Research and Assessment, Communications and Corporate Services. Superintendent R. Kuiper represents the Director on this committee.</p> <p>The Committee began meeting 2020 January and held 3 meetings before their work was put on pause due to COVID-19. In summary, the work of the committee included confirmation of the Terms of Reference, review of similar done in other provinces, design of a community consultation process and development of a survey.</p>		

	<p>The Committee reestablished meetings through electronic means 2020 September 28. While community consultations remain on pause the Committee will be moving forward with a survey in November.</p> <p>In consideration of the impacts of COVID-19 on the work of the committee and the anticipated continued impacts to planned consultation sessions, the Committee respectfully requests an extension to 2021 November 23.</p> <p>At their 2020 September 28 meeting the committee discussed rural schools as they relate to the Rural and Northern Education Fund, the moratorium on school closures, the importance of integrated local planning, and the need to recognize the importance and value to the community of rural/single community schools. From the discussion, a recommendation to advocate in these areas was moved and carried as reflected in the Recommendations of this report.</p>
Financial Implications:	n/a
Timeline:	n/a
Communications:	n/a
Appendices:	Appendix A: TVDSB Rural Education Task Force Terms of Reference

Form Revised: January 2016

Relation to Commitments:

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

TVDSB Rural Education Task Force Terms of Reference

MOTION: That Chairs Committee be directed to establish a Rural Education Task Force, with a final report due to the Board no later than November 2020.

Recognizing that schools in rural areas faced a variety of challenges, including student enrolment, school population growth and decline, and other factors.

- Listen to the ideas and concerns of rural communities
- Generate fresh perspectives related to rural schools and communities
- Develop innovative solutions for consideration for a TVDSB Rural Education Strategy
- Report findings and make recommendations to the Board regarding rural schools

Mandate

The task force would consult with students, parents, community, municipal leaders in TVDSB rural communities (as identified through RNEF), to identify the unique challenges and opportunities experienced by students, parents and municipalities; develop recommendations for consideration related to a TVDSB Rural Education Strategy.

Task force members to include but not limited to:

- Trustees
- Superintendents, learning coordinator (other)
- Principals and school staff
- Students (attending small rural high schools)
- Parents
- Community partners (childcare, public health)
- Municipal Leaders
- Others as identified

Scope (not limited to):

- Review the challenges and opportunities for rural schools, including funding
- Review current practices and evidence related to rural schools and communities (Re-Think Secondary)
- Examine the role e-learning plays in rural education, and other additional learning opportunities that enhance student learning
- Visit rural schools (elementary and secondary) to learn more about innovative practices as solutions
- Explore school configurations for example: Jk-12 or 7-12 models
- Develop recommendations to inform effectiveness and efficiencies within a rural education strategy
- Develop a final report of the task force to be presented to Trustees on or before November 2020

The following items were added to the scope of work at the 2020 January 13 meeting:

- Review the data used when making decisions impacting school closures/capital projects.
- Review the school level data shared at the Community Collaboration meetings.
- Review the effects of school closures on rural communities.
- Review funding mechanisms, such as the Rural Education Fund. There was a request to provide information on the criteria for funding.
- Review the provincial draft school closure guideline requirements related to an economic impact study for schools receiving RNEF funding