

THAMES VALLEY DISTRICT SCHOOL BOARD REGULAR BOARD MEETING AGENDA

**October 27, 2020, 7:00 P.M.
Board Room, Education Centre**

- 1. CALL TO ORDER**
- 2. O CANADA**
- 3. STRATEGIC PLAN IN ACTION**
- 4. APPROVAL OF AGENDA**
- 5. OFFICIAL RECORD**
None.
- 6. CONFLICTS OF INTEREST**
- 7. DIRECTOR'S ANNOUNCEMENTS**
- 8. CHAIR'S ANNOUNCEMENTS**
- 9. PUBLIC INPUT**
 1. PPE for deaf and hard of hearing students - N. Davison
 2. New Belmont school - K. Okrainec; F. Wynn; N. Hamilton
- 10. MINUTES OF THE 2020 OCTOBER 13 REGULAR BOARD MEETING**
 - a. Confirmation of Minutes
 - b. Business Arising from Minutes
- 11. STUDENT TRUSTEE UPDATE**
- 12. REPORTS FROM ADMINISTRATION**
 - a. Summer Learning Programs
 - b. County of Oxford Planning Recommendations
 - c. Return to Learn Update

13. REPORTS FROM BOARD COMMITTEES

- a. Special Education Advisory Committee, 2020 October 5
- b. First Nations Advisory Committee, 2020 October 20
- c. Chair's Committee, 2020 October 20
- d. Committee of the Whole, In-Camera

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 New Belmont Elementary School project be placed on hold and resubmitted with the next round of capital funding for a school of 507 pupils.

18. QUESTIONS/COMMENTS BY MEMBERS

19. DIRECTOR'S NEWS FROM THE SYSTEM

20. ADJOURNMENT

PUBLIC INPUT - SCHEDULE OF PRESENTERS October 27, 2020

Start Time	Time Allotted (min)	Name of Presenter	Organization/ Individual	Key Message
7:20	5	Natalie Davison	Individual	PPE for deaf and hard of hearing students.
7:25	10	Kari Okrainec	School Council, South Dorchester Public School	New Belmont school.
7:35	10	Nicole Hamilton	School Council, Westminster Central Public School	The motion by Trustee Skinner regarding the new Belmont school.
7:45	5	Fiona Wynn	Municipality of Central Elgin	Oct. 27 th motion to delay new Belmont build.

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

October 13, 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
C. Henriquez (-9:00)
K. Auckland
M. Moynihan
P. Sydor
R. Kuiper
L. Griffith-Jones
C. Giannacopoulos
L. Nicholls
A. Chahbar
P. Hicks
S. Smith
S. Kahn (-7:16)
B. Puzanov
J. Vowles (-7:16)
K. Takahashi (-7:16)
K. Beecroft (-7:16)

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 Giannacopoulos introduced Principal S. Khan from Saunders Secondary School and provided a brief description of the grade 9 science, technology, engineering and math (STEM) program.

S. Khan outlined the STEM program noting the growth of the program. S. Khan introduced J. Vowles, K. Takahashi and K. Beecroft who outlined the cross-curricular learning the STEM program offers detailing the success. Connections to the strategic plan were highlighted.

Trustee Bennett extended appreciation to the presenters for their contributions to student learning.

4. APPROVAL OF AGENDA

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

5. OFFICIAL RECORD

None.

6. CONFLICTS OF INTEREST

None declared.

7. DIRECTOR'S ANNOUNCEMENTS

Director Fisher announced a review will be completed of the School Resource Officer Program. Details of the review and next steps were outlined.

8. CHAIR'S ANNOUNCEMENTS

None.

9. PUBLIC INPUT

None.

10. MINUTES OF THE 2020 SEPTEMBER 22 REGULAR BOARD MEETING

a. Confirmation of Minutes

The minutes of the 2020 September 22 Regular Board meeting were approved on motion of Trustee Ruddock, seconded by Trustee Polhill.

b. Business Arising from Minutes

None.

11. STUDENT TRUSTEE UPDATE

Student Trustee Rahman advised on the activities of the Student Trustees noting the Student Advisory Council will host a meeting soon. The Student Trustees are planning to virtually attend the Fall General Meeting scheduled for 2020 October 22-26.

Student Trustee Keller provided an update on Orange Shirt Day. N. Keller advised that in his role as the OSTA-AECO Indigenous Relations Working Group Co-Chair he collaborated on a letter about Orange Shirt Day. A copy of the letter can be found on the OSTA-AECO website. A copy of the letter will be sent to Trustees.

12. REPORTS FROM ADMINISTRATION

a. Operational Plan Summary, 2019-2020

M. Fisher presented the Thames Valley's Operational Plan Summary 2019-2020. M. Fisher summarized the progress achieved during the 2019-2020 school year outlining the challenges and successes.

Questions of clarification were addressed regarding assessment data and the measurement of results.

b. Update Return to Learn

Administration provided an update on the Return to Learn plan noting the Elementary learning model change request deadline is 2020 October 16. The deadline for Secondary is to be determined but will be in advance of the start of quadmester 3 that is scheduled to begin 2021 February 4.

It was noted there will be a changes to the in-person learning schedule for Secondary. These will take effect 2020 November 17. The rationale for the changes were provided and sample daily Secondary schedules were reviewed.

Administration provided updates relevant to staffing/recruitment, Elementary fall reorganization, class sizes and the outbreak protocol.

Questions of clarification were addressed regarding the learning model change request deadline, the waitlist for full remote learning, English kindergarten at FI schools, the outbreak protocols, the changes to the Secondary schedules, transportation and communication with families.

It was noted graduation ceremonies for 2019-2020 graduates will be held virtually.

There was a request to send out additional communication to parents regarding the deadline for submitting a request for a learning model change.

c. Ministry of Education Capital Priorities Feedback

J. Pratt introduced B. Puzanov and provided a brief description of his professional background.

B. Puzanov presented a summary of the Ministry of Education's feedback regarding the TVDSB's 2019-2020 Capital Priorities Grant Program submissions.

Questions of clarification were addressed regarding the capital submissions, feedback from the Ministry and implications for next steps; and about the decrease in capital funding provided by the Ministry for the new Belmont school.

13. REPORTS FROM BOARD COMMITTEES

a. Special Education Advisory Committee, 2020 September 14

Trustee Pizzolato referred to the written report of the Special Education Advisory Committee provided to Trustees in their agenda package. The Committee met 2020 September 14; highlights of the meeting were shared. There were no recommendations.

b. Policy Working Committee, 2020 September 22

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

c. Interim Report of the Rural Education Task Force Committee, 2020 September 28

Committee Chair A. Morell presented an interim report from the Rural Education Task Force.

A. Morell described the work of the committee to date noting the impacts of COVID-19 on their ability to meet. The committee is requesting an extension to 2021 November 23.

A. Morell further advised on discussions at their 2020 September 28 meeting regarding 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 by the Task Force. The rationale for the recommendation was detailed.

Questions of clarification were addressed regarding the recommendations of the Task Force, potential impacts on upcoming planning decisions, the number of schools included in the RNEF, and the criteria for funding for the RNEF.

In response to a question regarding staff resources to support the work of the Task Force and whether the work of the Task Force should be put on pause, the Director advised staffing resources did not need to be a determining factor in deciding on the extension requested.

It was confirmed there are 44 schools in TVDSB qualifying for RNEF.

Due to a power failure the meeting was paused at 10:08 p.m. The meeting reconvened at 10:17 p.m.

On motion of Trustee Morell, seconded by Trustee Ruddock the recommendation was amended to provide clarity to the intent of the motion.

Moved by S. Polhill

Seconded by S. Hunt

That the Rural Education Task Force Committee be provided an extension to 2021 November 23.

That the Board of Trustees advocate for the following and invite the Rural Education Task Force municipal members to advocate similarly:

Maintaining and enhancing the Rural and Northern Education Fund (RNEF) funding model for rural and northern schools.

Maintaining the moratorium on school consolidations and closures for the schools that qualify/identified for the Rural and Northern Education Fund in accordance with the Ministry of Education's revised draft of the Pupil Accommodation Guidelines.

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.

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.

A poll vote was conducted:

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

NAYS: P. Cuddy, J. Skinner

Student Trustees:

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

d. Committee of the Whole, In-Camera Report 2020 October 13

Trustee Ruddock reported the Committee of the Whole met in-camera from 5:45 p.m. to 5:52 p.m. The committee discussed confidential personal matters. There were no conflicts of interest declared. There were no recommendations.

14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. Ontario Public School Boards' Association (OPSBA)

Trustee Skinner provided an update on the recently held OPSBA Annual General Meeting and noted meetings with local governments are planned for the week of October 19.

Questions of clarification regarding participation in Local Governments week were addressed.

b. Thames Valley Education Foundation (TVEF)

Trustee McKinnon reported the TVEF met regarding scholarships. An update will be provided at the 2020 October 27 Regular Board meeting.

15. COMMUNICATIONS

None.

16. NOTICE OF MOTION

That the New Belmont Elementary School project be placed on hold and resubmitted with the next round of capital funding for a school of 507 pupils.

17. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

Trustee Smith provided background information and the rationale for the motion.

In response to questions, Board Counsel A. Chahbar provided information on agreements in other areas of the board noting they are not consistent. The differences in terms of content and intent between a reciprocal agreement and a facility use agreement were explained. He advised the current agreement could be reviewed at the will of the two parties.

Moved by B. Smith

Seconded by P. Cuddy

THAT the agreement between the Thames Valley District School Board and the Municipality of Central Elgin with regard to the use of the Central Elgin facilities by Central Elgin schools be revisited to ensure the agreement accurately reflects the wishes of Council and the Board.

18. QUESTIONS/COMMENTS BY MEMBERS

In relation to item 13.c on the agenda, there was a request for the members of Rural Education Task Force to consider advocacy efforts in relation to the reduced capital funding for the new Belmont school.

19. 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.

20. ADJOURNMENT

On motion of Trustee Ruddock, seconded by Trustee Antone the meeting adjourned at 10:58 p.m.

Arlene Morell
Chairperson



Date of Meeting: 2020 October 27

Item #: 12.a

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input type="checkbox"/> Planning and Priorities Advisory Committee <input checked="" type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Summer Learning Programs 2020
PRESENTED BY: (list ONLY those attending the meeting)	Marion Moynihan, Superintendent of Student Achievement Marci Damen, Administrator, Full Remote Learning Marsha Kelly, Principal, Tecumseh PS Rose Anne Kuiper, Superintendent of Student Achievement Larisa Grant, Principal, Montcalm SS
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 share with trustees information about the Summer Learning Programs which occurred in July/August 2020.
Content:	The presentation of the elementary Summer Learning Programs with trustees is a requirement of the grant received from CODE and the Ministry of Education. Details of the other Summer Learning Programs have been included to provide a comprehensive overview.
Financial Implications:	N/A
Timeline:	2020 October 27: Board Presentation
Communications:	N/A
Appendices:	Summer Learning Programs 2020

Strategic Priority Area(s):

Relationships:

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

Equity and Diversity:

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

Achievement and Well-Being:

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

Form Revised January 2020

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input type="checkbox"/> Planning and Priorities Advisory Committee <input checked="" type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Oxford County French Immersion and City of Woodstock Elementary Panel Accommodation Recommendations
PRESENTED BY: (list ONLY those attending the meeting)	Jeff Pratt, Associate Director Cathy Lynd, Superintendent of Business Ben Puzanov, Manager of Planning
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input type="checkbox"/> Information
Recommendation(s):	That Administration be directed to prepare an Initial Attendance Area Review Report for the Oxford County French Immersion and City of Woodstock Elementary Panel Accommodation Review and that this be based on Option A, which would provide accommodation through the establishment of a dual-track French Immersion elementary school and enrolment balancing for French Immersion and select English-track elementary schools in the City of Woodstock.
Purpose:	To seek direction regarding an Attendance Area Review that would address the overcapacity challenge at Roch Carrier French Immersion Public School and the student enrolment distribution imbalances in the City of Woodstock.
Content:	<p>Background</p> <p>At the June 23, 2020 Board Meeting, Trustees approved the following motion: <i>"That the next attendance area review address the significant student distribution problem in the City of London, pending Capital Priorities submission results, as well as the overcapacity accommodation issue at Roch Carrier French Immersion Public School."</i></p> <p>The subject report provides options for resolving the overcapacity issue at Roch Carrier French Immersion (FI) Public School (PS) and a separate report to be presented in November will provide options for addressing student distribution challenges in the City of London.</p> <p>Roch Carrier is Oxford County's only FI elementary school. Due to the small facility size (on-the-ground capacity of 282 pupil places) and overall enrolment growth in Oxford County, the school is sustaining accommodation pressure.</p> <p>In addition to enrolment pressure at Roch Carrier FI PS, there is also a growing accommodation challenge across English-track schools in the City of Woodstock. There are a number of elementary schools that are experiencing capacity constraints and where enrolment is projected to steadily increase. However, there are also schools that are underutilized with stable or declining enrolment. Through discussions with Ministry of Education Capital Program</p>

Branch staff regarding the TVDSB's 2019-2020 Capital Priorities Grant Program submission, Administration was encouraged to develop accommodation solutions in the City of Woodstock that address both enrolment pressure and underutilization of schools prior to pursuing funding for capital investments in this area.

Considered Approaches

Administration has explored a number of approaches in order to develop a solution to address the enrolment pressure at Roch Carrier FI PS as well as the enrolment imbalances across English-track schools in Woodstock. Due to the moratorium on Pupil Accommodation Reviews, establishing a second single-track FI elementary school in Woodstock is not an option that is available at this time.

The following options have been identified as potential solutions to pursue:

- **Option A** (*Administration's preferred approach*)

Accommodation through establishment of a dual-track FI school and enrolment balancing for FI and English-track elementary schools in the City of Woodstock, excluding Central PS.

Schools included in review:

Roch Carrier FI PS, Eastdale PS, Oliver Stephens PS, Southside PS, Springbank PS, Algonquin PS, Winchester Street PS and Northdale PS

- **Option B** (*Administration's alternative to preferred approach*)

Accommodation through establishment of dual-track FI school and enrolment balancing for FI and English-track elementary schools in south Woodstock.

Schools included in review:

Roch Carrier FI PS, Eastdale PS, Oliver Stephens PS and Southside PS

The following option has been identified but is considered to be premature at this time and is not recommended:

- **Option C** (*Considered premature at this time*)

Accommodation through establishment of a dual-track FI school and enrolment balancing for FI and English-track elementary schools in the City of Woodstock, including Central PS in Woodstock and Hickson Central PS in East Zorra-Tavistock.

Schools included in review:

Roch Carrier FI PS, Eastdale PS, Oliver Stephens PS, Southside PS, Springbank PS, Algonquin PS, Winchester Street PS, Northdale PS, Central PS and Hickson Central PS.

	<p>Appendix A includes a more detailed summary of the identified options, which were developed based on a preliminary analysis of the following variables:</p> <ul style="list-style-type: none"> • Number of included school facilities and school communities • Student movement and transitional needs • Program location change(s) • Grade structure change(s) • Timing • School facility and site capacities • Other factors, including transportation needs, demographic shifts and development activity. • Planning tools required <ul style="list-style-type: none"> ○ Pupil Accommodation Review (not available) ○ Attendance Area Review ○ Current / Potential Interim Accommodation Measures (Holding Zones and Portables) <p>Based on this preliminary analysis, Option A is Administration's preferred approach. Option A would balance enrolment across select elementary schools in Woodstock and would position the TVDSB more favourably for future capital investment in the City's north end.</p> <p>Additional Considerations</p> <p>English-track enrolment at select Woodstock schools is recommended to be redistributed and balanced along with creating and/or utilizing sufficient space for some FI programming (Grade 1-8 or a portion thereof) at one presently English-track site.</p> <p>Options A, B and C would require student movement across English-track schools in addition to student movement from Roch Carrier FI PS to a dual-track FI school. Because of its size, it is expected that Roch Carrier FI PS would remain as a single-track FI school.</p> <p>The preferred dual-track school and FI grade structure in Oxford would be examined through the Attendance Area Review process based on enrolment projections for all schools included within the review.</p>
Financial Implications:	The costs to undertake the subject Attendance Area Review can be accommodated within the Planning Department's 2020-2021 budget.
Timeline:	<p>Preliminary timeline if the Board of Trustees approves the preparation of an Initial Attendance Area Review Report:</p> <ul style="list-style-type: none"> • <u>January/February 2021:</u> Complete an Initial Attendance Area Review Report for delivery to the Board of Trustees. Preparation includes scenario modeling, long-term enrolment projections and a consultation strategy. • <u>February/March 2021:</u> Establish Attendance Area Review Committee (AARC) within 10 business days of Trustee decision to proceed with AAR based on the Initial Attendance Area Review Report. • <u>April 2021:</u> Host Introductory AARC Meeting. • <u>April and May 2021:</u> Coordinate School AARC Subcommittee meetings.

	<p>The meetings must be completed within 45 business days of the Introductory AARC Meeting.</p> <ul style="list-style-type: none"> • <u>May 2021</u>: Provide Final Attendance Area Review Report to the Board of Trustees. This must be completed within 90 business days of Introductory AARC Meeting • <u>May/June 2021</u>: Public Delegations Meeting (not less than 10 business days after the presentation of the Final Attendance Area Review Report). • <u>June 2021</u>: Decision of the Board of Trustees. • <u>September 2022</u>: Implementation of the Decision of the Board of Trustees.
Communications:	N / A
Appendices:	<p><u>Appendix A</u>: Summary of Proposed Options for the Oxford County French Immersion and City of Woodstock Elementary Panel Accommodation Review</p> <p><u>Appendix B</u>: Oxford County French Immersion: Student Distribution (2019/2020)</p> <p><u>Appendix C</u>: Woodstock Elementary Attendance Areas: Facility Utilization (2019/2020)</p>

Strategic Priority Area(s):

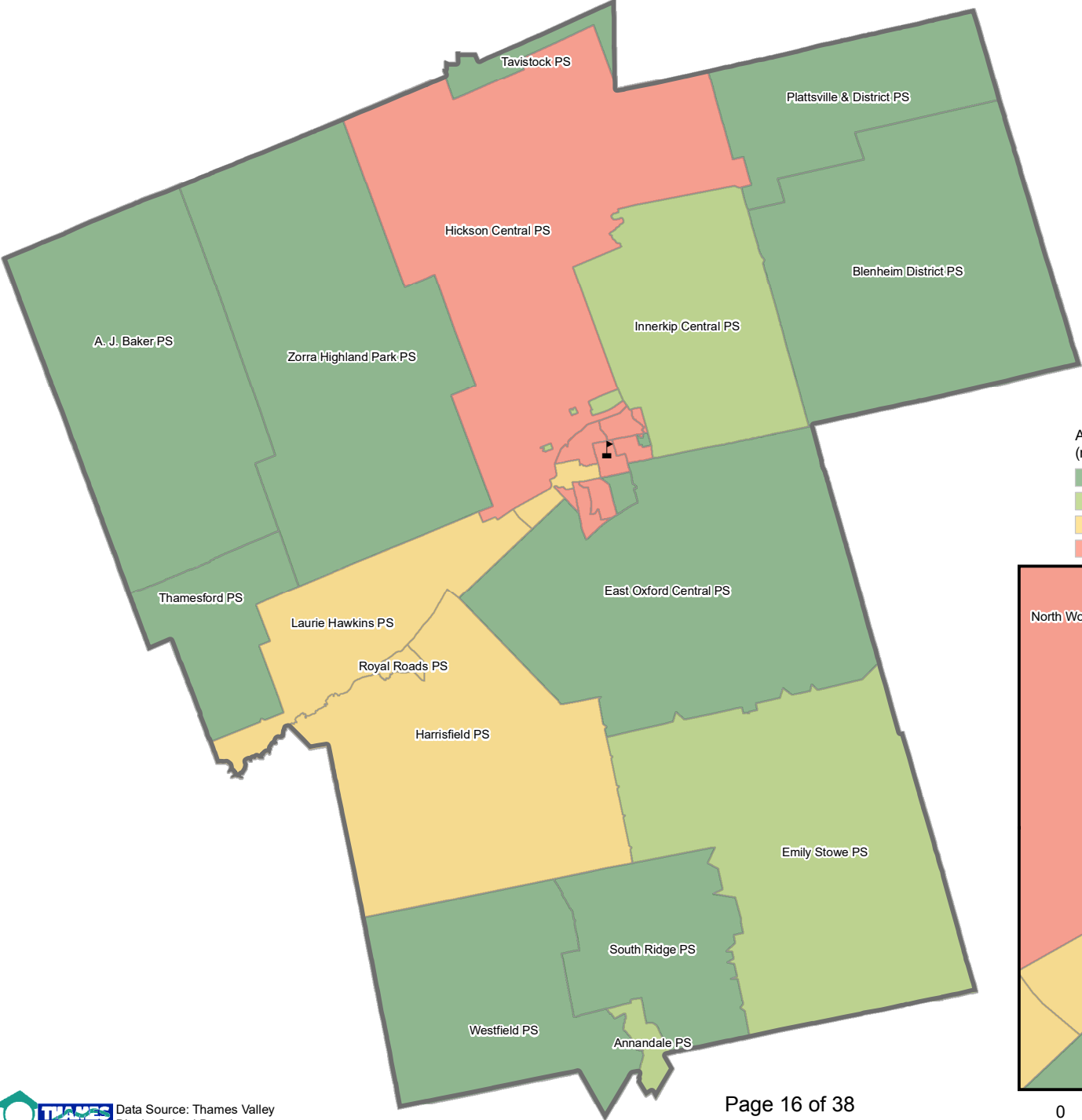
Relationships:	<input type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input type="checkbox"/>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




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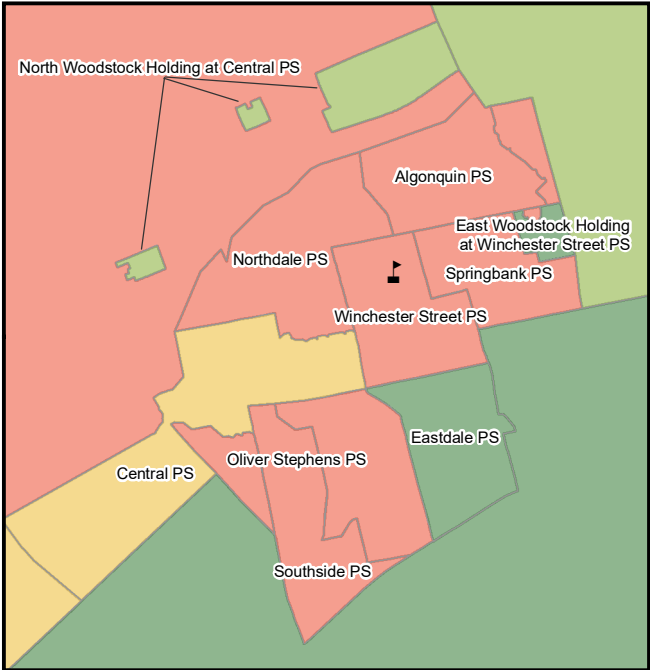
Appendix A: Summary of Considered Options for the Oxford County French Immersion and City of Woodstock Elementary Panel Accommodation Review

Overview of Considered Options	Schools Included for Review	Considerations for Option
A <u>Administration's Preferred Approach</u> Explore establishment of a dual-track FI school and undertake enrolment balancing for FI and English-track elementary schools in Woodstock, excluding Central PS <i>Requires more comprehensive review of Planning Area 19 to address multiple accommodation challenges</i>	Roch Carrier FI PS Eastdale PS Oliver Stephens PS Southside PS Springbank PS Algonquin PS Winchester Street PS Northdale PS	Attendance Area Review, program location change(s) and potential grade restructuring at one or more school sites may be required Permanent accommodation of some holding zones in Woodstock to be included within scope Consultation on dual-track school site Proposed approach supports the feedback received from the Ministry of Education for the 2019-2020 Capital Priorities Grant Program submission.
B <u>Administration's Alternative to the Preferred Approach</u> Explore establishment of a dual-track FI school and undertake enrolment balancing for FI and English-track elementary schools in south Woodstock. <i>Requires integration of FI programming at an existing English-track school with sufficient capacity</i>	Roch Carrier FI PS Eastdale PS Oliver Stephens PS Southside PS	Attendance Area Review, program location change(s) and potential grade restructuring at one or more schools may be required Consultation on dual-track school site Does not fully address the enrolment imbalance in English-track elementary schools in Woodstock and therefore does not address the feedback received from the Ministry of Education for the 2019-2020 Capital Priorities Grant Program submission.
C <u>Administration considers this approach to be premature at this time</u> Explore establishment of a dual-track FI school in Woodstock and undertake enrolment balancing for FI and English-track elementary schools in Woodstock, including Central PS and including Hickson Central PS in East Zorra-Tavistock. <i>Requires more comprehensive review of Planning Areas 19 and 20 to address multiple accommodation challenges</i>	Roch Carrier FI PS Eastdale PS Oliver Stephens PS Southside PS Springbank PS Algonquin PS Winchester Street PS Northdale PS Central PS Hickson Central PS	Attendance Area Review, program location change(s) and potential grade restructuring at one or more school sites may be required Permanent accommodation of holding zones in Woodstock to be included within scope Reduction of accommodation pressure at Hickson Central PS to be included within scope Scope is considered premature at this time; recommend addressing other accommodation challenges in advance of undertaking review that includes Central PS and Hickson Central PS as this review may benefit from the inclusion of other rural schools within Oxford County. Addressing other enrolment imbalances in Woodstock first is expected to position the Board favourably for new capital investment in north Woodstock that could be pursued as part of a review of the attendance areas of Central PS and Hickson Central PS.

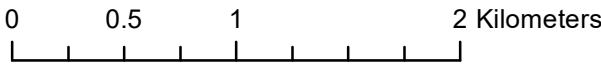
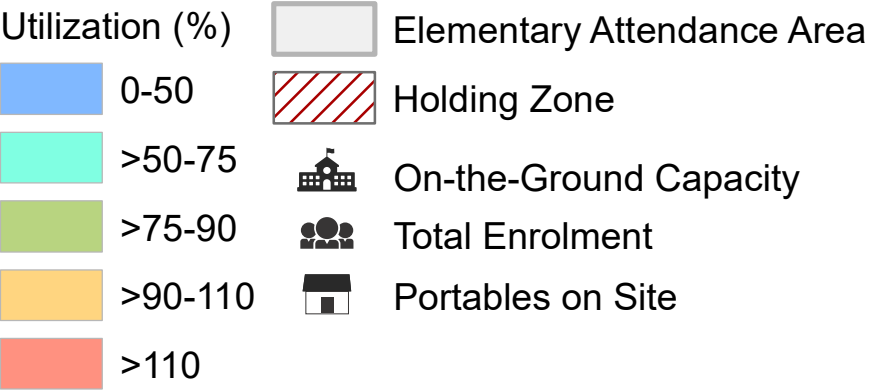
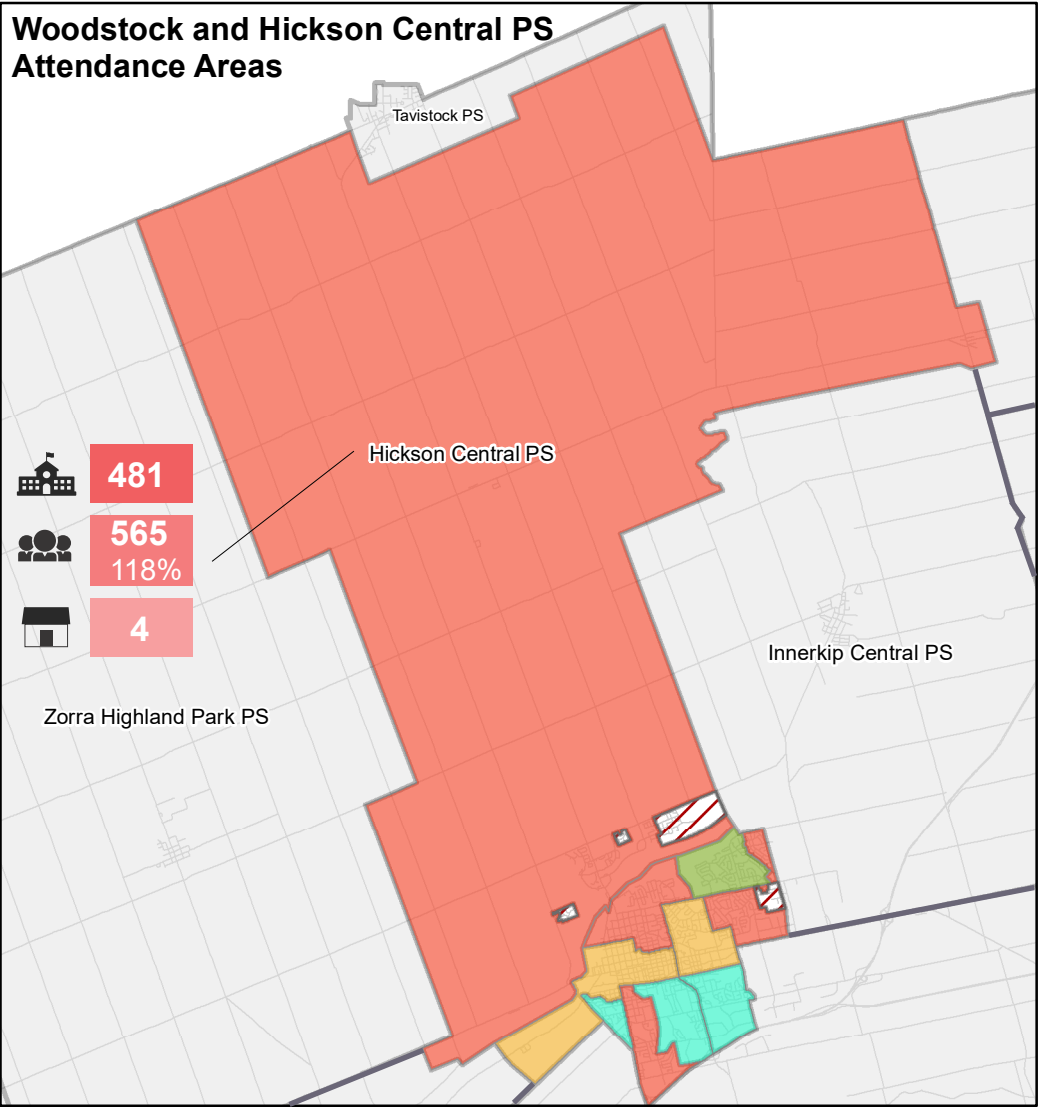
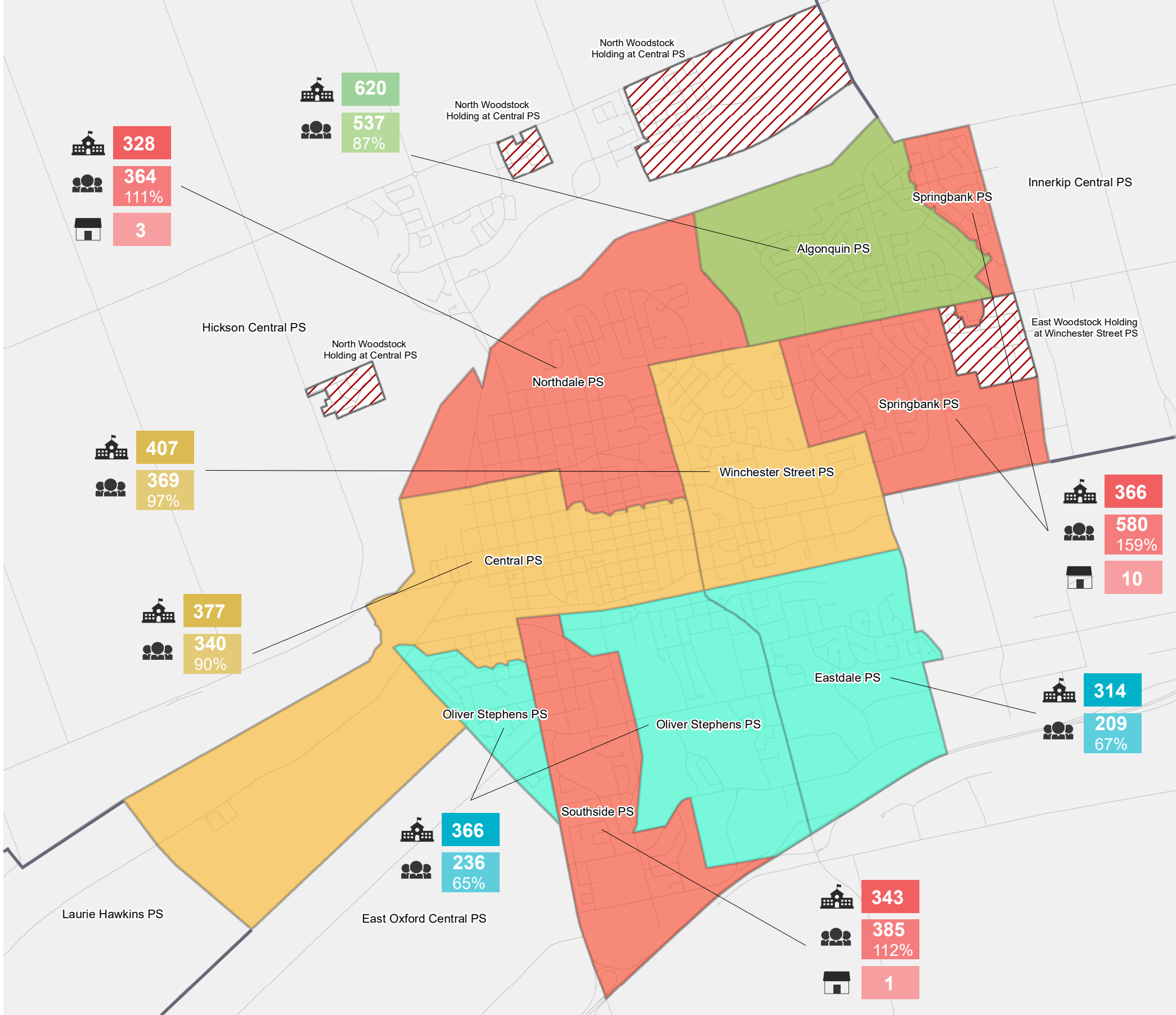
Appendix B - Oxford County French Immersion: Student Distribution (2019/2020)



-  Roch Carrier FI PS
-  Roch Carrier FI PS Attendance Area
-  Elementary Attendance Area



Appendix C - Woodstock Elementary Attendance Areas: Facility Utilization (2019/2020)



REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

October 5, 2020
6:33 p.m. - 8:32 p.m.

MEMBERS

C. Thammavongsa, Association for Bright Children
B. Mai, Association for Bright Children
S. Moore, Autism Ontario London
B. Furac, Community Living London
A. Morse, Easter Seals Ontario
N. Davison, VOICE for the Hearing Impaired
P. Cook, Learning Disabilities Association of Ontario
D. Shore-Reid, Learning Disabilities Association London
M. Cvetkovich, Children's Aid Society of London and Middlesex(+6:42)
S. Grabstas, Vanier Children's Services
J. Wright, Community Services Coordination Network (CSCN)(+7:30)
T. Grant, Fetal Alcohol Spectrum Disorder Network
S. Young, London Autism Developmental Disabilities
J. Gritzan, Thames Valley Children's Centre
T. Lopez, Thames Valley Council Home and School Associations
J. Bennett, Trustee
L. Pizzolato, Trustee
B. Yeoman, Trustee

Regrets: B. Harvey

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
V. Fernandez, Manager of Professional Services
N. McLister, Psychological Associate

1. **Call to Order**

Chair Cook called the meeting to order at 6:33 p.m. in the London Room at the Education Centre.

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 Meeting**

The report of the 2020 September 14 Special Education Advisory Committee meeting was provided for information.

6. **Business Arising from the Minutes**

a. **Letter to Ministry of Education and Ministry of Health (item #14.0)**

A. Canham presented for information a copy of the letter written by the Chair of the SEAC to the Minister of Education and Chair of the Board resulting from the motion carried at

the 2020 September 14 SEAC Meeting (SEAC-1). The recipients of the letter were clarified.

In response to a question, Chair Cook noted staff, SEAC and community members were consulted for input regarding the contents of the letter.

A. Canham noted input was provided by the Communications Department and staff that specialize in speech and language, and deaf and hard of hearing.

7. Phonological Awareness Plans and Support for Grade 1

A. Canham introduced V. Fernandez and provided a brief professional background.

V. Fernandez outlined the Phonological Awareness plans and support for grade 1.

A sample of the resource was outlined. The link to family resources will be sent to SEAC members.

Questions of clarification were addressed regarding tracking student progress, sub testing, programming and identifying systems trends.

Phonological awareness testing is planned to resume during the 2021-2022 academic year.

8. Professional Assessments

A. Canham introduced N. McLister and provided a brief professional background.

V. Fernandez advised Professional Assessments will proceed this academic year. It was noted all District protocols will be followed and parent/guardian consent is required.

N. McLister provided an update on the Wechsler Individual Achievement Test (WIAT).

Questions of clarification were addressed regarding the waitlist, screening for at home learners and increasing testing capacity.

9. Return to Learn Update

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

Questions regarding training for Learning Support Teachers (LST) were addressed by Administration.

10. Special Education Supports for Remote Learners

A. Canham provided an update on the redistribution of learning support staff, professional services staff and school level staff.

Discussion occurred regarding the lack of support/respite for families that opted for at home learning and the need to provide students sensory/body breaks.

11. Personal Protective Equipment Update

A. Canham provided an update on PPE noting sneeze guards and goggles have been added to the list of PPE being used in schools. It was noted that masks and gowns have been torn off staff by students. Solutions including modified gowns were outlined.

A. Canham advised on a recent update from the Ministry noting clear face masks will be provided to designated staff and students diagnosed as deaf or heard of hearing.

Questions of clarification were addressed regarding staff safety and staff requests for masks.

12. Special Education Plan (Standing Item)

A. Canham advised on the status of the 2020-2021 Special Education Plan. It was noted the review and planning for the 2021-2022 Special Education Plan will start in 2021.

It was noted feedback may be submitted regarding the current Special Education Plan at anytime.

Discussion occurred regarding the return to in person SEAC and subcommittee meetings.

13. SEAC/Departmental Priorities (Standing Item)

Chair Cook advised information will be pulled from the previous year to prepare the 2020 November 3 meeting.

14. Students on Modified Day (Standing Item)

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

15. Correspondence (Standing Item)

a. Durham DSB Letter September 2020

Chair Cook presented for information a copy of a letter from the Durham District School Board (DDSB) to Minister Thompson requesting that the Ministry of Education provide an exemption to the submission requirements for all Boards of Education specific to the Special Incidence Portion (SIP) for Fall 2020.

It was determined this item will be added to the 2020 November 3 agenda for further discussion.

16. 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.

17. 2020-2021 Meeting Dates

The 2020-2021 meeting dates were provided in the agenda package. The next meeting is scheduled for 2020 November 3, 6:30 p.m.

18. Adjournment

The meeting adjourned at 8:32 p.m. by motion.

Recommendations: None.

Paul Cook
Chairperson



Mark Fisher, Director of Education and Secretary

September 28, 2020

The Honourable Stephen Lecce
Minister of Education
438 University Avenue, 5th Floor
Toronto, Ontario M7A 2A5

Arlene Morell, Chair
Thames Valley District School Board
250 Dundas Street
London, ON N5W 5P2

Dear Minister and Chair of the Board,

Now that schools across Thames Valley have re-opened, teachers of students with special needs have begun to report several concerns regarding the mandatory use of face masks in the classroom.

Although staff have been supplied with clear face masks to allow visual cues like facial expressions, lip movement and emotions, concerns have been expressed about mask fit (staying in place), protection (full coverage of the mouth/nose) and masks degrading as the day progresses.

Perhaps the greatest concern is the impact that a face covering has on the ability to provide students with quality auditory information that is critical for speech perception and learning.

While recognizing the importance of ensuring the health and safety of students and staff, the Board and the Ministry of Education must take immediate action to address this critical issue for students who are deaf or hard of hearing.

Therefore, the Special Education Advisory Committee passed the following important motion at its September 14, 2020 meeting:

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.

A recent study (Moog Centre for Deaf Education – August 2020) found that the use of a remote microphone by teachers wearing face masks can significantly improve communication with students who are deaf or hard of hearing.

Thames Valley District School Board - Learning Support Services

1250 Dundas Street, London, Ontario, Canada N5W 5P2 Tel. (519) 452-2000 Website: www.tvdsb.ca

On behalf of the Committee, I urge you to support the purchase and use of microphone systems for teachers of our students with special hearing needs. Furthermore, and in support of the teaching and learning opportunities of students with a formally identified deaf or hard of hearing exceptionality, face mask / coverings for all students and staff in these student's class(es) should be visually accessible.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Cook".

Paul Cook, Chair
Special Education Advisory Committee
Thames Valley District School Board

Cc: Chairs, Special Education Advisory Committees
Mark Fisher, Director of Education, TVDSB
Andrew Canham, Superintendent of Student Achievement, Special Education, TVDSB

REPORT OF THE FIRST NATIONS ADVISORY COMMITTEE

October 20, 2020
3:06 p.m. - 4:15 p.m.

MEMBERS

J. Bennett, Trustee
J. Skinner, Trustee
B. Summers, Oneida Nation of the Thames
E. Young, Chippewas of the Thames
O. Correia, Munsee-Delaware Nation

Regrets: C. Antone, D. Young

ADMINISTRATION AND OTHERS

K. Auckland, Superintendent of Student Achievement
B. Nielsen, FNMI Learning Supervisor
C. Camillo, FNMI Learning Coordinator of the Thames (Secondary)
S. McGahey-Albert, FNMI Education Advisor
M. Ferdinand, Manager
R. Shave, Principal, B. Davison S.S.
A. McNiff, Vice-Principal, B. Davison S.S.
M. Koop, Principal, Delaware Central P.S.
T. Langelaan, Principal, H.B. Beal Secondary School (+3:30)
J. Richmond, Principal, Lambeth P.S.
S. Khan, Principal, Saunders S.S.
J. Patterson, Vice-Principal, Saunders S.S.
S. Hambides, Principal, S.D. C. I
A. Ribout, Vice-Principal, S.D. C. I
B. Milne, Vice-Principal, S.D. C. I
N. Keller, Student Trustee
S. Smith, Corporate Services
K. Aitken, Executive Assistant to Superintendent
J. Capaldi, Communications

1. Call to Order

O. Correia called the meeting to order at 3:06 p.m. through a virtual Teams meeting.
S. Smith reviewed the virtual meeting norms and introduced Superintendent K. Auckland.

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 2020 February 18 meeting was provided for information.

a. Business Arising from the Minutes

None.

5. Program Spotlight (Standing Item)

It was noted the Program Spotlight will resume at the next meeting.

6. Indigenous Student Trustee Announcements (Standing Item)

Student Trustee Keller introduced himself and was welcomed by the committee.

7. Student Achievement and Well-Being

O. Correia welcomed K. Auckland to FNAC.

K. Auckland provided an update on Return to Learn relevant to First Nations, Metis and Inuit students. It was noted monthly meetings will be held with each Community to discuss student achievement and pressing issues.

C. Camillo advised on Orange Shirt Day, the literacy Global Read Aloud program and upcoming Indigenous events.

8. A. C. Askew Bursary Selection

K. Auckland advised on the criteria for the A.C. Bursary noting there were two applications. The applications for each applicant were reviewed.

It was determined that the bursary will be split equally between both applicants.

9. 2020-2021 Indigenous Graduation Coaches and FNMI Counsellors

K. Auckland provided an update on the Indigenous Graduation Coaches noting a focus on early intervention.

10. Board Action Plan on Indigenous Education

K. Auckland provided an update regarding the completion of the 2019-2020 Board Action Plan noting a summary will be provided at the next FNAC meeting where the 2020-2021 Board Action Plan on Indigenous Education plan will also be presented.

11. 2020-2021 Cultural Funds

S. McGahey requested input from the committee regarding the primary focus for the 2020-2021 Cultural Funds.

Suggestions were captured by K. Aitken.

Questions of clarifications were addressed regarding nutrition, school trips, Elementary students, transitions for grades 7-9 students and tools for STEM.

12. School Counselling and Social Work Services Update (Standing Item)

M. Ferdinand provided an update relevant to school counselling regarding FNMI counsellors, SWAC, students off register, full remote learning students and working with families to improve in person attendance.

13. Principal Updates (Standing Item)

Principals/Vice Principals, attending the meeting, referred to the written reports provided to committee members. Initiatives, events and programming were highlighted.

Questions of clarification were addressed regarding assessments for full remote learning students.

14. Community Updates (Standing Item)

a. Chippewa of the Thames First Nation

E. Young provided an update on Chippewa of the Thames First Nation noting students have not returned to in-person learning. Students are able to make appointments to meet

with teachers in person at school. Currently paper lessons are being distributed to each student. E. Young advised that options to upgrade the internet service are under review and efforts to hire an Education Director will resume.

b. Munsee-Delaware Nation

O. Correia provided an update on Munsee-Delaware Nation noting plans are underway to build internet towers and resolve connection issues for full remote learning students. O. Correia recapped the details of a recent shopping trip to the Columbia Warehouse where students shopped for winter gear.

c. Oneida Nation of the Thames

B. Summers advised on the appointment of a new Chief in Council, Chief Adrian Chrisjohn. B. Summers outlined the projects she is working on including a networking project for teachers, providing EA support for a student in Lambeth, securing Wi-Fi enabled devices for families and the re-opening of childcare (November).

15. Other Business

None.

16. 2020-2021 Meeting Dates

The next meeting will be held on Tuesday, November 17, 2020.

17. Adjournment

The meeting adjourned at 4:15 p.m. by motion.

There were no recommendations.

O. Correia
ACTING CHAIRPERSON

REPORT OF THE CHAIR'S COMMITTEE

2020 October 20
12:05 p.m. – 12:56 p.m.

MEMBERS

A. Morell (Chair) J. Bennett
M. Ruddock B. Yeoman

Regrets: C. Rahman

ADMINISTRATION AND OTHERS

M. Fisher B. Williams

The Chair's Committee met virtually using the TEAMS platform.

1. APPROVAL OF AGENDA

The agenda was approved by motion.

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

The in-camera and public Board meetings agendas for 2020 October 27 were reviewed and discussed.

4. PUBLIC INPUT REQUEST

The Committee reviewed four public input applications received. It was agreed to schedule all applicants for the 2020 October 27 Board meeting.

5. CAPITAL PLANNING AND FACILITY COLLABORATION MEETING

Associate Director J. Pratt and Superintendent C. Lynd joined the meeting to gather feedback from the Chair's Committee regarding plans to host a Capital Planning and Facility Collaboration meeting in December. One virtual meeting be held with the municipalities and the City of London rather than hosting four meetings. It was suggested the incoming Chair or Vice Chair of the Board chair the meeting and that the Director provide opening remarks.

Questions of clarification regarding invited participants to the meeting were addressed by J. Pratt and C. Lynd. A date for the meeting is to be determined.

6. OSTA-AECO 2020-2021 MEMBERSHIP FEE

The invoice and related correspondence regarding the 2020-2021 Ontario Student Trustees Association (OSTA) membership was received (CC-1)

The following recommendation was moved and CARRIED:

That membership to the Ontario Student Trustees Association be renewed.

The membership to OSTA will be paid in the amount of \$4,773.35.

7. TRUSTEES' PROFESSIONAL DEVELOPMENT REQUESTS

The following motion was moved and CARRIED:

That Student Trustees M. Dhaliwal, N. Keller, T. Rahman be approved to attend the OSTA fall General Meeting scheduled for 2020 October 22-25.

It was noted the conference will be held virtually this year.

8. OTHER BUSINESS**a. FNMI PROFESSIONAL LEARNING UPDATE**

A. Morell provided an update on plans for the First Nation, Metis, and Inuit professional learning. The planned blanket exercise is on hold, but plans to move forward with presentations from the three communities and indigenous experts is intended to move forward. Potential dates in November are being considered and will be communicated once confirmed.

9. UPCOMING EVENTS/INITIATIVES - none

10. DATE AND TIME OF NEXT MEETING

The next meeting is scheduled for 2020 November 3, 2:00 p.m.

11. ADJOURNMENT

The meeting adjourned at 12:56 p.m. by motion.

RECOMMENDATION:

That membership to the Ontario Student Trustees Association be renewed.

ARLENE MORELL
CHAIR



INVOICE

OSTA-AECO

5-112 Elizabeth Street
Suite 285
Toronto, Ontario M5G 1P5
Canada

Mobile: (613)-715-1360
osta-aeco.org

BILL TO
Thames Valley DSB

s.kilbourn@tvdsb.ca

Invoice Number: 898

Invoice Date: July 30, 2020

Payment Due: October 1, 2020

Amount Due (CAD): \$4,773.35

Product	Quantity	Price	Amount
OSTA-AECO Base Membership Fee	1	\$750.00	\$750.00
OSTA-AECO Variable Membership Fee \$0.05 x Projected Enrollment (80,467 students)	1	\$4,023.35	\$4,023.35

Total: \$4,773.35

Amount Due (CAD): \$4,773.35

Note: All membership projections for the 2020-2021 academic year are based on the Spring 2020 Ministry of Education enrollment projections. If you have any questions, please contact Prasith Wijeweera at prasith.wijeweera@osta-aeco.org.

School Board Membership Guide



Academic Year 2020–2021



A letter from our Presidents

on behalf of the OSTA-AECO Executive Council

Directors of Education, Board Chairs, and fellow Trustees,

On behalf of the Ontario Student Trustees' Association (OSTA-AECO), we would like to congratulate your recently elected student trustees on officially beginning their terms of office with your board. The role of student trustee is invaluable to amplifying the student voice at the school board level and we look forward to seeing their accomplishments throughout the academic year. OSTA-AECO has been the official voice for students across Ontario for the past 20 years. We are honoured to be a strong advocate for education in Ontario, and the largest student stakeholder group in the province, representing over 2 million students.

At the beginning of each year, our executive council develops a strategic plan and advocacy initiatives based on the needs of Ontario's students. In line with our vision, [The Students' Vision for Education](#), released in 2019, we strive to enhance equity within our schools and create an environment that fits the needs of every student throughout the 2020-2021 academic year. The executive council works with the board council cabinets, working groups, and general assembly to foster student voice and create tangible change within our education system. OSTA-AECO's Catholic Board Council plans to use faith as the guiding light of their advocacy for a year founded on three pillars: Student Well-Being, Family in Faith, and Ecological Education. Along with the commitment of "putting students first," the focus of the Public Board Council will be to amplify local student trustee led initiatives, aid students with the transition back to school, and improve professional development resources for Ontario's student trustees.

We will continue to support student trustees through our 3 annual conferences. These conferences provide your student trustees with world-class professional development, networking opportunities, and knowledgeable guest speakers. Student trustees also have the opportunity to engage in interactive roundtable discussions, work in their designated working groups, and engage with board council-specific advocacy initiatives, all of which will aid them in enhancing their leadership abilities. By attending our conferences, you are helping your student trustees unlock their full potential as leaders, allowing them to be equipped in their roles throughout their term.

As we begin the 2020-2021 academic year, we look forward to your school board's ongoing support of our vision and advocacy work. We appreciate you taking the time to review this membership package and trust that you will recognize the benefits of becoming an OSTA-AECO member board. With your assistance, we look forward to continuing to serve Ontario's students and working with your school board in the upcoming academic year. Thank you, as always, for your help in amplifying student voice across the province.

Yours in education,




Justine Mackay
President,
OSTA-AECO




Mahek Dhaliwal
President,
Public Board Council




Teresa Siby
President,
Catholic Board Council

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Updates from our board of directors

Renewed commitments to accountability, collaboration, and transparency

For twenty years, OSTA-AECO has been an integral stakeholder in the education community, and we've built a name for ourselves by advocating for the students of Ontario on the provincial stage. However, we recognize that we have more work to do on our internal operations to ensure the success and growth of our organization. Earlier this year, we refreshed the OSTA-AECO brand and committed to a cultural change based on three pillars: accountability, collaboration, and transparency. More information regarding our renewed commitments to these pillars can be found in a letter from OSTA-AECO's Chair of the Board¹, Arjun Dhanjal, at osta-aeco.org/onward.

Updating conference supervision practices

Student safety is our number one priority at conferences. At OSTA-AECO, the board of directors is responsible for creating and implementing supervision and safety policies for all student attendees. Prior to arriving at our conferences, all student trustees must complete the Student Trustee Registration Form, where they provide us with their contact information, an emergency contact, outline any dietary restrictions or accessibility needs, and agree to the Student Trustee Code of Conduct.

All student trustees are required to complete check-in with the Board between 22:00 and midnight each evening of the conference. Once check-in has been completed, student trustees are to return to their hotel rooms to rest for the next conference day. In the case that an attendee has not completed check-in, the student trustee will be contacted via the cell phone number provided in their registration. If we are unable to reach the student trustee directly, members of the Board will contact the student trustee's parent/guardian. All Directors are required to have verified criminal record checks with vulnerable sector screening, in addition to having a level of first aid and mental health training.

Additionally, school boards may send chaperones to any of our professional development conferences if they so choose. Student trustees with chaperones may choose to complete nightly check-ins with their respective chaperones rather than the board of directors. Please note that chaperones are also required to adhere to the Code of Conduct.

As our organization and conference attendance continues to grow on a yearly basis, and to ensure the safety of all students under our care, we are:

- hiring a mental health counsellor for our annual in-person conferences to provide student trustees with a trusted professional from whom to seek mental health support;
- implementing workshops, trainings, and campaigns relating to gender-based violence and consent;
- designating two Directors, of different genders wherever possible, to be on call and present at all times for the duration of conference days to address any concerns that may arise;
- updating the Student Trustee Code of Conduct to explicitly prohibit student trustees from inviting any unauthorized individuals (anyone not currently a student trustee, supervisor, chaperone, or authorized guest) into conference spaces, including hotel rooms; and
- creating a versatile reporting portal for student trustees to report incidents they may face. This portal will be accompanied by a transparent framework for incident resolution.

Our commitment to addressing systemic racism

We continue to work hard to create equitable and safe working environments for everyone who volunteers with OSTA-AECO or attends our conferences. We have a responsibility to ensure that the internal operations at OSTA-AECO foster safe, welcoming spaces in which advocacy work can thrive. Creating cultures of inclusivity and diversity allow us all do to our best work. In organizations such as ours, inclusive culture is often set by the 'tone at the top'.

Over the last several months, we've introduced corporate governance explicitly enabling these kinds of cultures to grow. Last month, we put into effect the *Respectful Workplace Policy* and *Respectful Workplace Procedure* which outline the types of behaviour we deem incompatible with inclusive spaces. At the outset of our new academic year, we also launched the *Code of Conduct and Ethics for Employees, Volunteers, and Directors*, which came into effect on August 1, 2020 and will act as a guiding framework for all of OSTA-AECO's business, advocacy, and professional dealings and decisions. Furthermore, we are in the process of creating a robust framework to address both systemic racism within the organization, as well as ways to improve internal education for student trustees who interact with OSTA-AECO at our conferences and other events.

Central to our responsibility as an organization and to our change in culture is a commitment to fostering a welcoming and inclusive working environment for the people who work within the organization. While inclusivity has always been a central tenet foundational to the way OSTA-AECO operates, recent events around the world have demonstrated that now, more than ever, there is an onus on all organizations, including ours, to demonstrate our solidarity and disavowal for discrimination, violence, and hate in tangible ways. To suggest that OSTA-AECO is excluded from that would be grossly negligent and harmful. We recognize that this is an ongoing commitment as we continue to review, change, and operate our organization by incorporating reporting frameworks to address equity concerns throughout the organization. So far, we have committed to the following changes:

- implementing workshops, training, and campaigns at OSTA-AECO conferences relating to anti-racism;
- mandating equity training on a yearly basis for the executive council and board of directors;
- implementing the *Respectful Workplace Policy* and *Respectful Workplace Procedure* which outline the types of behaviour we deem incompatible with inclusive spaces;
- implementing the *Code of Conduct and Ethics for Employees, Volunteers, and Directors* which outlines the acceptable behaviour of those associated with the organization; and
- utilizing an intersectional lens to improve professional development activities to teach student trustees to be inclusive and thoughtful leaders as they advocate for students in their constituency.



We are committed to reviewing our practices on an ongoing basis, and we will implement changes in support of our renewed commitment to student well-being. We invite our stakeholders to get in touch with our Board Chair if they have any questions, comments, feedback, or suggestions on how we can improve as an organization or make our spaces more safe, inclusive, and welcoming for all students.

¹ Our board of directors is comprised entirely of former student trustees who volunteer on a part-time basis to provide leadership, direction, and support for the organization. The board maintains internal procedures that promote and sustain fiscal management, accountability, risk mitigation, long-term sustainability, and social responsibility. As a publicly funded not-for-profit corporation, these procedures comply with not-for-profit corporate regulations and are designed to maintain transparent and equitable financial records in accordance with regulatory requirements. For more information, visit osta-aeco.org/governance/our-board.

Education advocacy at large

OSTA-AECO is an active partner in Ontario's education system and the largest student stakeholder group in Ontario, representing approximately 2 million students. The General Assembly is comprised of student trustees from public and Catholic school boards across Ontario. Members of the organization work tirelessly throughout the year to advocate for student voice and strive to work with our partners in government and otherwise to improve Ontario's education system for our students. More information about our work can be found at osta-aeco.org.

Our impact on education

At OSTA-AECO, we regularly make recommendations to the Ministry of Education and our other partners as a result of the consultations we conduct with respect to pressing issues in education. Our advocacy work is taken seriously; recommendations from the Student Platform were picked up by each of the major political parties in the 2016 provincial election, and we have a productive and collaborative relationship with the Ministry of Education. Here are some examples of what we've accomplished:

- **We advocated for maintaining class sizes.** In 2018, the provincial government proposed an increase to secondary class size ratios from 1:22 to 1:28. We recommended that ratios be maintained at 1:22; the provincial government settled on a reduced ratio of 1:23 in secondary classrooms.
- **We helped reduce the mandated online course requirement.** We surveyed students across Ontario and received responses from over 6,000 students with representation from all of Ontario's 72 school boards. 95% of students did **not** approve of the proposed e-learning mandate, which required students to take 4 online classes throughout secondary school. The provincial government lowered the mandate to 2 online classes. We continue to advocate for student autonomy in deciding course delivery options.
- **We recommended the reimplementation of the updated health and physical education (HPE) curriculum.** The provincial government launched a modernized HPE curriculum in 2015, which was later rolled back to an outdated version. Our advocacy efforts were successful, as the provincial government reinstated the modernized 2015 curriculum, which remains in effect today.
- **We recommended an extensive review of streaming practices in secondary schools.** Our recommendation included direct consultation with students who were disproportionately impacted by the streaming process—in particular, racialized minorities. As a result, in the summer of 2020, the provincial government announced that Grade 9 would be de-streamed, effective the 2020–2021 academic year.
- **We continue to work with EQAO to improve standardized testing practices in Ontario.** Since 2017, we have had an active voice and seats for student leaders on EQAO's working groups, ensuring that student perspectives are heard at EQAO.

Advocacy initiatives

Members of OSTA-AECO accomplish numerous long- and short-term advocacy initiatives on a yearly basis. During the 2019–2020 academic year, OSTA-AECO was able to accomplish the following advocacy projects with help from our partners. Some of our past work includes:

Affording our Students' Success: 2020/21 Pre-Budget/Grants for Student Needs Submission. This document, prepared by the 2019–20 executive council and submitted to the Ministry of Education, highlights areas in education which require further investment to better support students. [Read the report.](#)

eLearning: the Students' Perspective. This report outlines the findings of OSTA-AECO's eLearning survey and highlights key findings. [Read the report.](#)

OSTA-AECO Equity Survey. In 2019, OSTA-AECO consulted over 3,000 students on issues of equity and representation in education. Results from the survey will be available this coming year.

Working groups at OSTA-AECO

OSTA-AECO's working groups are comprised of student trustees across Ontario. Student trustees have the opportunity to contribute to the development of initiatives across key areas, including:

Environmental Sustainability Working Group (ad-hoc)

This working group seeks to uphold a sense of environmental responsibility by motivating and educating students about the potential impacts of climate change, and on how dependent we are on the health of our Earth for survival.

Indigenous Relations Working Group

This working group educates peers of the barriers Indigenous students in Ontario face today and supports the guidelines for reconciliation.

Communications Working Group

This working group crafts content to strengthen and promote OSTA-AECO's brand by generating creative content for OSTA-AECO's social media platforms and designing visual assets for provincial campaigns. During conferences, this group aids in providing world-class professional development to student trustees as they transition into their roles.

French Relations Working Group

The French Relations Working Group works to identify and advocate for the unique barriers students in French programming face.

Student Well-Being Working Group

This working group gives students appropriate resources and tools to help destigmatize the culture surrounding both physical and mental illness.

Advocacy Working Group

This working group creates official OSTA-AECO position papers relating to current issues in education to bring a unified student voice forward at provincial discussions.

Ontario Student Voice Awards Working Group

This working group awards scholarships to recognize students across Ontario who demonstrate academic excellence and community leadership.

OSTA-AECO's Working Groups play an essential role within our organization's collective advocacy. Last year alone, our Working Groups took part in a substantial amount of initiatives and projects regarding various aspects of our education system. This includes:

- our **French Relations Working Group**, which assisted in revising the French-language versions of a digital learning module for concussions developed by OPHEA, and also planned a French Relations conference to gather Francophone student trustees and foster conversations about improving French education in Ontario;
- our **Advocacy Working Group**, which created an Individualized Education Plan (IEP) Handbook to make students aware of the general process of receiving an IEP and generate awareness of the benefits that IEPs can have on a student's educational experience; and
- our **Student Well-Being Working Group**, which provided students with various mental and physical well-being tips through OSTA-AECO's social media accounts year-round, and created a Menstrual Hygiene Accessibility Handbook that can be used for student trustees when lobbying school boards to provide students with free menstrual products.

Conferences and professional development

Conferences provide student trustees with **skills development** as well as **in-depth focus** on the role of student trustee and the Ontario education system as a whole. We also provide resources to help student trustees **find their voice** at the board table through workshops, breakout sessions, and group discussions. Our conferences are also an opportunity for our working groups to work on their initiatives for the year.

The **Fall General Meeting**, hosted virtually this year:

- develops skills in student trustees, including board table basics, professionalism, media relations, parliamentary procedure, and more;
- provides an in-depth focus on the role of student trustee as well as the Ontario education system as a whole;
- provides resources to help student trustees find their voice at the board table; and
- facilitates breakout sessions, workshops, group discussions, and working group initiatives.

The **Board Council Conferences**, hosted in Ottawa:

- encourages student trustees to work together within their designated council on various initiatives;
- provides keynote speakers and professional development geared towards attendees' roles, taking into account the unique challenges posed by public and Catholic, urban and rural student trustees; and
- facilitates breakout sessions to discuss current issues in the education system and brainstorming sustainable, tangible solutions to these challenges.

The **Annual General Meeting**, hosted in Toronto:

- provides newly-elected student trustees with general understanding of Ontario's education system and the role of trustees within local boards;
- transitions incoming and outgoing student trustees between their roles as well as hands over current initiatives for ongoing education advocacy; and
- recognizes outgoing student trustee accomplishments and provide them with avenues for future success.



Conference activities throughout the year may be modified to accommodate best practices for meetings in accordance with COVID-19 guidelines. We are committed to providing frequent, transparent updates to school boards as we make decisions regarding our conferences.

Membership highlights

By joining OSTA-AECO as a member board, your school board will receive the following benefits:

1

Flexible registration adjustment

We allow only our member boards to adjust registration information and invoice amounts up to one week in advance of a conference.

2

Board personnel access to OSTA-AECO conferences

We invite our member board personnel to attend OSTA-AECO conferences to observe student voice in action and learn more about how to support our organization.

3

Ongoing updates from OSTA-AECO

- Quarterly updates from the executive council and board of directors;
- early access to financial updates and ongoing initiatives; and
- member board recognition on our organization's publications.

4

Reduced conference fees

We offer reduced conference fees to only our member boards. Member boards can save up to \$100 per conference, per student trustee.

5

Exclusive additional PD materials

We offer all conference slide decks, resources and handouts to our member boards only, as well as additional videos and resources created by the organization's working groups.

6

Exclusive social media awareness

We share our member boards' social media activity while offering occasional "Member Spotlights" that feature initiatives and projects at the board.

Fee structure

Fixed base membership fee:
\$750



Variable membership fee:
\$0.05 per ADE pupil[†]

[†] In calculating school board membership fees, we use the Ontario Ministry of Education's Average Daily Enrolment (ADE) of pupils as reported on March 31 of each year. The calculation of ADE is based on an average of full-time equivalent students reported on the two count dates. You can confirm your school board's ADE figures in the [Grants for Student Needs: Projections for the 2020-2021 School Year](#).

Contact us

We encourage our board partners to contact us with any inquiries, questions, and/or feedback.

General inquiries



Justine Mackay
President

Justine.Mackay@osta-aeco.org



Cameron Prosic
Chief Executive Officer

Cameron.Prosic@osta-aeco.org

Financial inquiries



Prasith Wijeweera
Chief Financial Officer

Prasith.Wijeweera@osta-aeco.org



Alex MacDonald
Treasurer

Alex.MacDonald@osta-aeco.org

Governance inquiries



Arjun Dhanjal
Chair of the Board

Arjun.Dhanjal@osta-aeco.org