

# **THAMES VALLEY DISTRICT SCHOOL BOARD REGULAR BOARD MEETING AGENDA**

January 26, 2021, 7:00 P.M.

Teams Meeting

1. CALL TO ORDER
2. O CANADA
3. STRATEGIC PLAN IN ACTION  
Wilfrid Jury Public School
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 2021 JANUARY 12 REGULAR BOARD MEETING
  - a. Confirmation of Minutes
  - b. Business Arising from Minutes
11. STUDENT TRUSTEE UPDATE
12. REPORTS FROM ADMINISTRATION
  - a. Suspension Rate Reduction Update
13. REPORTS FROM BOARD COMMITTEES
  - a. Special Education Advisory Committee, 2021 January 5
  - b. Chair's Committee, 2021 January 19
  - c. Board Governance and Bylaw Committee Report, 2021 January 19

d. Committee of the Whole, In-Camera, 2021 January 26

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

18. QUESTIONS/COMMENTS BY MEMBERS

19. DIRECTOR'S NEWS FROM THE SYSTEM

20. ADJOURNMENT

# THAMES VALLEY DISTRICT SCHOOL BOARD

## REGULAR MEETING

January 12, 2021, 7:00 P.M.

### Teams Meeting

#### TRUSTEES

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

B. McKinnon  
S. Polhill  
B. Smith (-7:28)( +7:41)  
J. Skinner  
P. Cuddy  
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  
K. Auckland

M. Moynihan  
P. Sydor  
K. Wilkinson  
L. Griffith-Jones  
C. Giannacopoulos  
L. Nicholls  
G. Vogt  
A. Chahbar  
S. Smith  
A. Chevalier (-7:19)  
M. MacGregor (-7:19)  
S. Leeming (-8:05)  
S. Macey (-7:30)

#### REGRETS

J. Bennett, C. Antone

#### 1. CALL TO ORDER

Board Chair McKinnon 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 a virtual performance of O Canada by Sir Arthur Currie Public School.

#### 3. STRATEGIC PLAN IN ACTION

M. Moynihan introduced Principal M. MacGregor and Vice-Principal A. Chevalier from Mountsfield Public School who presented information regarding their strategies for addressing literacy skill development. Connections to the strategic plan were highlighted.

Trustees asked questions of clarification to the presenters.

#### 4. APPROVAL OF AGENDA

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

#### 5. OFFICIAL RECORD

None.

#### 6. CONFLICTS OF INTEREST

None declared.

**7. DIRECTOR'S ANNOUNCEMENTS**

Director Fisher advised on the Ministry announcement regarding the mandate to pivot to full remote learning (FRL) for Elementary and Secondary students and efforts taken to support the transition.

Director Fisher announced the construction of a new Elementary school in Southeast London after final approval was received by the Ministry of Education. The new Southeast London school is expected to open to students in September 2022.

Director Fisher provided updates regarding device deployment, school registration, First Nations Metis and Inuit Education, Special Education, emergency childcare, community communication and engagement, the student census and staffing.

**8. CHAIR'S ANNOUNCEMENTS**

None.

**9. PUBLIC INPUT**

None.

**10. MINUTES OF THE 2020 DECEMBER 15 REGULAR BOARD MEETING**

**a. Confirmation of Minutes**

The minutes of the 2020 December 15 Regular Board meeting were approved on motion of Trustee Pizzolato, seconded by Trustee Polhill.

**b. Business Arising from Minutes**

None.

**11. STUDENT TRUSTEE UPDATE**

Student Trustees provided an update on their progress with their advocacy work noting a focus on mental health and equity. The Student Trustees advised they are planning a student leadership conference for 2021 Spring.

**12. REPORTS FROM ADMINISTRATION**

**a. 2021-2022 Preliminary Budget Documents**

**1. Guiding Principles for the Development of the Annual Thames Valley District School Board Operational Budget**

Guiding Principles and the 2021-2022 Preliminary Budget Assumptions for the development of the annual Thames Valley District School Board operational budget.

**2. Report on Budget Timing**

C. Lynd provided information on the preliminary 2021-2022 budget timeline noting the timing of the monthly reports to Trustees are based on anticipated dates for the Grants for Student Needs (GSN) announcement and the release of the Ministry of Education financial reporting tool (EFIS) package. The dates are subject to change.

**b. Readiness Plan to Welcome International Students**

International Education Lead S. Leeming presented the Readiness Plan to Welcome International Students. It was noted the Ministry of Education requires International Education programs to submit a Readiness Plan to welcome International students to Ontario. The Ministry requires the Board to endorse International Programming. The Readiness Plan is approved by the Ministry.

Questions of clarification were addressed regarding the readiness plan and international programming.

**Moved by** P. Cuddy

**Seconded by** A. Morell

**That in compliance with the new public health guidelines that have been established by the Ontario Ministry of Education and the Canadian Federal Government for accepting international students, we remain committed to our International Education students and program.**

**CARRIED**

**13. REPORTS FROM BOARD COMMITTEES**

**a. Policy Working Committee, 2020 December 15**

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

**b. Chair's Committee, 2021 January 5**

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

It was noted that the following motion was deferred at the 2020 July 14 meeting to the 2021 January 26 meeting:

That all Program and School Services Advisory Committee meetings and Planning and Priority Advisory Committee meetings be video recorded and broadcast as is done for formal meetings of the Board.

Trustee Ruddock presented the recommendation of the committee regarding the future schedule of Board and Advisory meetings.

**Moved by** M. Ruddock

**Seconded by** J. Skinner

**That the current Board meeting structure of two meetings a month continue through to the end 2021 June 30, with the Advisory Meetings being suspended.**

**CARRIED**

Trustees in favour of the motion spoke to the value of having two Board meeting each month and reflected on the preferences of staff at this time.

Trustees against the motion spoke to the value of the advisory committee and suggested any scheduling change be presented through a change in the bylaws.

A poll vote was conducted.

YEAS: S. Hunt, B. McKinnon, A. Morell, M. Ruddock, J. Skinner, P. Cuddy

NAYS: L. Pizzolato, S. Polhill, C. Rahman, B. Smith, B. Yeoman

Abstained: none

**14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES**

**a. Ontario Public School Boards' Association (OPSBA)**

Trustee Morell provided an update on OPSBA noting registration is now open for the Public Education Symposium to be held virtually 2021 January 28.

The activities of the OPSBA Policy and Program working teams was detailed.

Trustee Morell advised the OPSBA legislative update was emailed to Trustees on 2021 January 8.

OPSBAs work with Project Compass was outlined.

**b. Thames Valley Education Foundation (TVEF)**

Trustee Skinner provided an update on the TVEF Holiday Caring Champions campaign noting the campaign raised over \$100,000.

Trustee Skinner advised the TVEF is planning a virtual 5k event for 2021 May.

**15. COMMUNICATIONS**

None.

**16. NOTICE OF MOTION**

None.

**17. MOTION – NOTICE OF WHICH HAS BEEN GIVEN**

**Moved by** L. Pizzolato

**Seconded by** C. Rahman

**In a continued effort to enhance communication and connectedness with our public-school supporters, Thames Valley District School Board will organize and facilitate two trustee forums in each trustee area (wards/county) for the 2021 calendar year.**

**CARRIED**

Questions of clarification were addressed regarding executing and moderating the virtual forums and ensuring equity for interested participants.

Trustees in favour of the motion spoke to the importance of engaging the community and receiving community input.

Trustees speaking against the motion advised on the previously approved motion for one Trustee Forum annually and spoke to the need to focus on higher priority tasks in the coming year.

A poll vote was conducted.

YEAS: A. Morell, L. Pizzolato, S. Polhill, C. Rahman, J. Skinner, B. Smith, P. Cuddy

NAYS: S. Hunt, B. McKinnon, M. Ruddock, B. Yeoman

Abstained: none

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

**18. QUESTIONS/COMMENTS BY MEMBERS**

In response to a question, A. Chahbar provided an update on the potential arrangement for students to use arenas in Central Elgin.

Questions of clarification were addressed regarding device deployment, professional development for staff, switching between learning models, student assessments and report cards, providing supports for parents, learning loss, return dates for Secondary students, reopening of self-contained classrooms and grade 8 registration.

**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 Rahman, seconded by Trustee Ruddock the meeting adjourned at 9:19 p.m.

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**Bill McKinnon**  
Chairperson

## REPORT OF THE STUDENT ADVISORY COUNCIL (SAC)

2021 January 13  
4:00-6:01 p.m.

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

**Students Senators:** A.B. Lucas SS: K. Ding, B. Maudsley, H Cator; London Central SS: A. Haq, H. Satheeskumar; Central Elgin CI: Clarke Road SS: K. Doxtator, W. Slade; College Ave SS: J. Cote, J. Jawad; East Elgin SS: S. Shelly; Glencoe SS: C. Metivier, L. McFadden, J. Nicholls; Glendale HS: E. Mitchell; H. B. Beal SS: E. Deagle, J. Classen, L. Huston; Huron Park SS: P. Patel, M. Stuart, M. Panchel; Ingersoll DCI: J. Underwood; London South CI: Lord Dorchester SS: C. Zavitz; Montcalm SS: E. Shadbolt; Oakridge SS: D. Fosterdelmundo, J. Fan; Parkside CI: A. Master, C. Golding, M. Moore; Saunders SS: D. Antone, K. Burke, K. Ellis; B. Saidam; Sir Frederick Banting SS: R. Sharma, R. Hossian, H. Carr; Sir Wilfrid Laurier SS: J. Andre, K. Karout, A. Morales; Strathroy DCI: West Elgin SS: D. Fletcher; Westminster SS: N. Fayadh; Woodstock CI: M. LeConte, R. Gilbert.

**Administration and Others:** B. McKinnon (Chair), L. Pizzolato (Trustee), S. Builder (Superintendent), S. Hines (Assistant to the Trustees).

### 1. INTRODUCTIONS, APPROVAL OF AGENDA AND MINUTES

Indigenous Student Trustee Keller called the meeting to order at 4:01 p.m. and Student Trustee Rahman acknowledged the traditional territory on which the Student Advisory Council meeting is held. The agenda items were reviewed by Indigenous Student Trustee Keller and the Student Trustees did a brief introduction for those who may be joining for the first time.

### 2. ICE BREAKER AND DEBRIEF-THOUGHTS ON HYBRID LEARNING

Discussion was held and Student Senators shared their thoughts on the change from in-person learning to online hybrid learning, sighting the positives and the negatives to the changeover. Student Senators were encouraged to stay positive throughout the rest of the year.

### 3. CHAPTER TWO – IMPORTANCE OF INDIGENOUS PERSPECTIVE AND VOICE IN SOCIETY

Indigenous Student Trustee Keller shared a document that explained that the purpose of a land acknowledgment which is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land. All must recognize that non-indigenous people are occupying stolen land. We must do our part to ensure that we protect indigenous land and culture from further devastation. There are many forms of land acknowledgements and the Indigenous Student Trustee Keller shared a video of a land acknowledgment given at an environmental and climate change literacy summit in California.

A video clip was shown of Premier Ford speaking about the Caledonia indigenous land dispute. Indigenous Student Trustee Keller explained how the Indigenous peoples' rights have not been protected by the government and that is why they were protesting. Premier Ford's use of the words 'bad apples' set a negative tone for his interview with the media.

### 4. ENCOURAGING MENTAL HEALTH DISCUSSION

Student Trustee Dhaliwal let the group know that A. Harvey, the Mental Health Lead for Thames Valley would be joining them. A. Harvey promotes mental health and wellbeing, sharing tools and resources available across the Board to support students. Student Trustee Dhaliwal reviewed with the group some of the highlights that was captured at the meeting of November 25<sup>th</sup>. The Senators participated in a JamBoard session posting answers to four questions posed to them.

A. Harvey joined the group. The Senators completed the JamBoard activity and the outcome of the activity was discussed among the group. Student Trustee Dhaliwal posed the question to the Senators 'what are the top three things that can be done to support mental health and well being'. Discussion was held. It was felt that there may be more that Thames Valley could do to help students and perhaps look at consistency across the Board. Two Attachments

### 5. DIVERSITY IN THE CURRICULUM

Student Trustee Rahman lead the discussion regarding diversity in the curriculum. She reviewed the results of the JamBoard equity activity with the group completed at the November 25<sup>th</sup> meeting. She let the group know that the Student Trustees met with Secondary Superintendents M. Moynihan and C.



Giannacopoulos to discuss the results of the activity. Several questions were asked of the superintendents and next steps were discussed. Another meeting with the secondary superintendents will be held to discuss this unique school year. By providing feed back from forums such as this the secondary superintendents can work with teachers to adjust expectations as the school year moves forward. The Senators were asked to put any questions in the chat that they would like taken back to the secondary superintendents.

Student Trustee Rahman gave an overview of the JamBoard activity to discuss the books that are being read in English classes. Student Trustee Rahman posted questions in the JamBoard for discussion looking for recommendations on secondary reading material. The JamBoard recommendations were reviewed and discussed among the group. One particular post was discussed. Student Trustee Rahman told the group that one of the school boards in Ontario has a native studies course that is a direct alternative to the English courses that students take and that the students are enjoying it. Indigenous Student Trustee Keller advised the group that Thames Valley also has an FNMI Studies course that is open to all students. He hopes that the courses being taught are from the Indigenous perspective. Attachment

## **6. CLOSING STATEMENTS AND ADJOURNMENT**

Student Trustee Dhaliwal closed the first fully remote Student Advisory Committee meeting asking the Senators to keep an eye on the SLACK groups. The group was reminded that if they had any immediate questions or concerns to reach out to any of the Student Trustees. The meeting was adjourned at 6:01 p.m. The next meeting will be held on 2021 February 10 at 4:00 p.m.

**M. Dhaliwal**  
Student Trustee  
Co-Chair

**N. Keller**  
Indigenous Student Trustee  
Co-Chair

**T. Rahman**  
Student Trustee  
Co-Chair

# CHECK-IN QUESTION

my boyfriend.  
he is always  
there for me.

I'm thankful that  
school is getting  
easier and I have  
more time in my day  
to do more things



Trump is  
getting  
impeached  
again

Something I am  
thankful for is being  
able to have the  
opportunities to  
have my voice heard  
and my opinions  
valued. Also to be  
friends with  
amazing people!

Something positive  
that happened  
today was that I got  
a good grade on an  
assignment that I  
was stressed out  
about.

I am thankful  
for the  
support from  
my family and  
those who  
love me.

something positive  
that happened to  
me today was that I  
finally got the  
package that I was  
waiting to be  
delivered to me for  
the past month

I'm thankful to be a  
part of this council  
as there are so  
many passionate  
voices and a lot of  
different input!

I'm thankful for  
friendly and  
understanding  
teachers :)

**SZA  
DROPPED  
GOOD  
DAYS** 🍷

A goal  
completed is  
something  
positive that  
made me  
happy

I'm thankful for my  
family, my friends,  
and the fact that I  
have access to food,  
water, shelter, and  
education, etc.

james harden  
got traded  
today im  
pretty positive  
for that

I'm grateful for having  
free healthcare! And  
for also not being  
ashamed of our  
government to much,  
not like down in the  
USA at the moment.

I'm thankful  
that my  
workload is a  
bit lighter  
after the  
break

I am thankful for my  
Indigenous  
Medicines that  
connected me to  
the universe and  
helped me find  
myself.

I'm thankful I have  
the opportunity to  
have these  
productive  
discussions with all  
you amazing people

Grateful for so  
much!! Yesterday I  
ordered a bullet  
journal so I'm pretty  
hyped for that haha.

my limited  
edition Men I  
Trust vinyl and  
poster came  
in the mail

I am thankful for  
technology, to be  
able to talk to my  
friends through it. It  
helps get through  
these tough times  
when you can't see  
them everyday.

1) I'm thankful for my  
friends & teachers &  
peers who are  
constantly checking  
in on me <3 / 2)  
Something positive  
that happened was I  
won a game of  
Among us HAHA

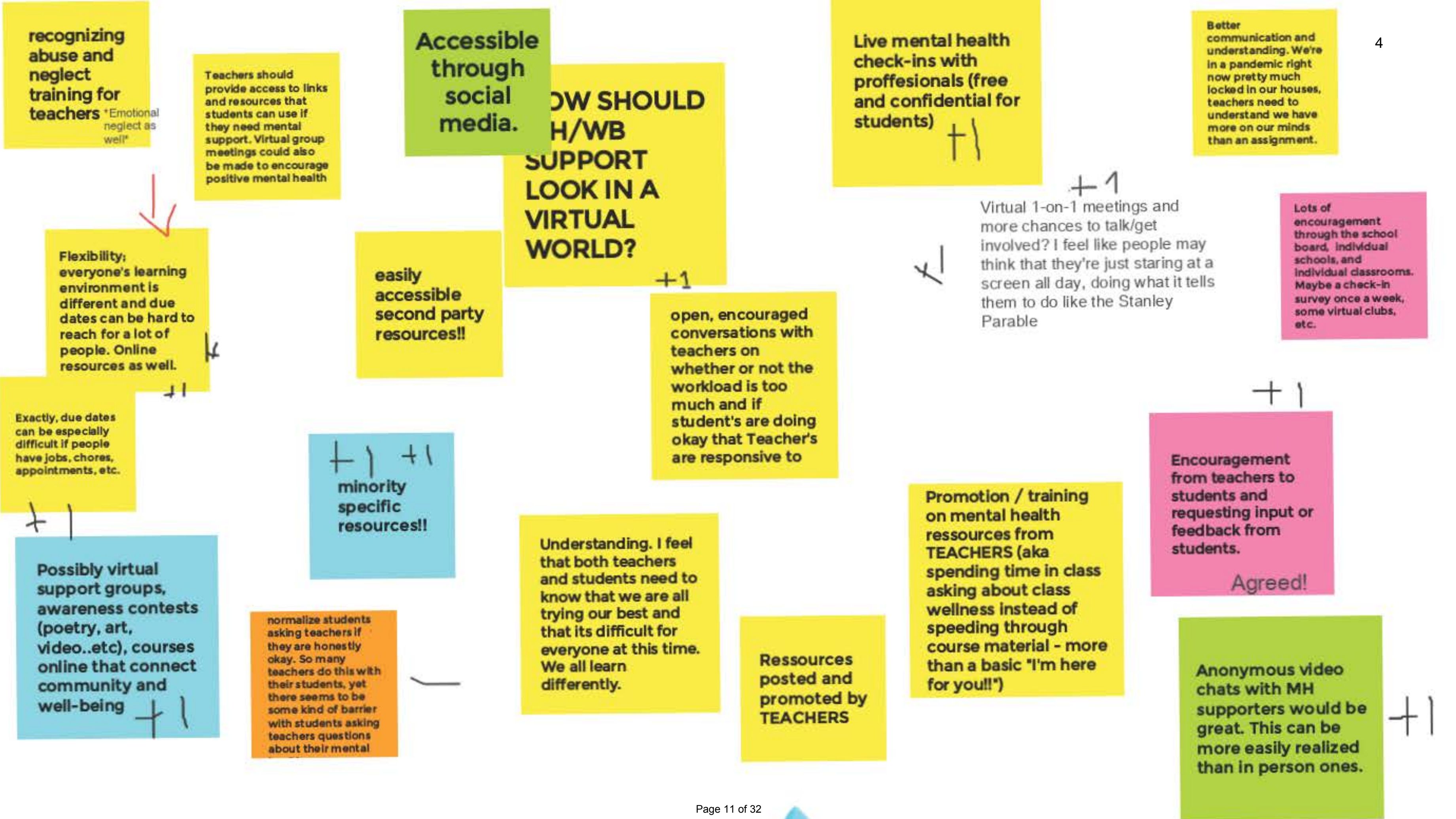
NICE!

Something happened  
positive today is I  
finished my vector  
test, and there will be  
no vectors for me  
anymore. Gonna focus  
on calculus the rest of  
this quadmester.

so cool!  
vinyls are awesome









As a fully remote learner, having the teacher post resources with the daily schedule can lead to easy access to said resources, it's the matter of getting people to actually utilize them.

Emails from TVDSB or from teachers directly. The latter would be more beneficial in direct emails as students can respond directly to their teachers.

Teachers making it a part of the online daily routines, have a specific time set out. Through google classroom streams or even guidance websites.

I think mental health resources should be on the front page of every TVDSB website or social media account (i.e. pinned tweet, IG highlight) for a short term solution

Teachers taking 10 minutes in a few classes to speak to students about resources

Mass promotion on various social media channels

promoting through social media, emails etc, and having weekly mental health check ins.

Our school should constantly be putting out promotions on the resources that are available to the students. Use the platforms the students are on to ensure the use.

**Q: HOW DO YOU WANT TO LEARN ABOUT OR BE MADE AWARE OF MH/WB RESOURCES?**

needs to be much more easily accessible!!! It is difficult to find resources and many students in need are unaware!

More safety nets for students falling behind/struggling with attendance and work  
Guidance should do more to reach out

Some tips on how to keep the mind relaxed and content.

Through teachers posting on google classroom where we can easily find them or through emails from the board and/or our schools.

Maybe a check-in through google forms 1-2x a week with a chance to stay anonymous.

I think that schools should be continuously reiterating how to access different resources instead of just putting a few links at the bottom of one email.

Possibly reducing the stigma around asking for help by hearing from students on how those resources have helped. Like student led-reviews for resources.

Mass emails, instagram posts, google classroom post, or individual emails.



Though it can be stressful for certain people, online group projects and breakout google meets can be super helpful and beneficial with the lack of socializing going on during this time.

Honestly, I feel like our online classes should be more about engagement and less about completing assignments

More communication from the board and ministry to teachers

I would like to see more interactive lessons. My math teacher uses desmos which can make lessons more engaging whereas, my business teacher rambles on without looking at the chat for questions or even pausing.

## WHAT DO YOU NEED MORE/LESS OF?

+1  
ACCESS TO LEARNING AID!! Lots of teachers aren't even hosting meets and it is very difficult to contact them!! And if anything in full remote learning, aid is ESSENTIAL. +1 +1

Some sort of weekly plan, in order to get done my workload. I need some more check-ins from teachers. I feel like they just send out the work and there isn't much personal involvement.

Many kids end up getting caught in a destructive loop of missing class and classwork. Then when they are struggling they are expected to advocate for themselves-

More extracurricular support.

Guidance should be able to notice these patterns, reach out to the kid and get kids the support they need. (Important for kids who have undiagnosed learning disorders)

+1  
More sleep. Since school is online, we should heavily consider pushing back start times for virtual classes since waking up at 8- is still pretty early, and I don't see why we couldn't just start at 10 or later.

Support for assignments (student study groups, student teachers available..etc)

+1  
I need more course/week schedules. It is difficult to plan anything when I do not know my day-to-day course load.

+1  
more open book/open resource tests! Teacher's are doing a lot to prevent cheating right now (which is good!) but I think it's causing unnecessary stress and ppl cheat anyways so open resource would be great

+1  
My teachers posted an assignment with audio explanations. I would like to see more of these types. I would also prefer if both written explanations were available with verbal instruction.

## FLEXIBILITY!!

+1 +1 +1  
Student's don't get enough sleep when they're expected to wake up at 8.

+1  
More structure, one of my teachers posts a whole unit on Monday and we are expected to have it done by the end of the week.

More time for homework! and more time for the tests!

+1  
Less lessons in one day! On Monday I had 7 pages of work and 3 pages of notes, as well as an hour of recorded lessons.

4+1  
More TIME from teachers to do certain assignments. Having a test that is proctored and only given a half an hour for causes a LOT of unneeded stress

+1  
Independent work. My internet cannot constantly handle being in a google meet from 8:15 - 1:30. I enjoy that teachers want to be there to answer questions, but I know several students that get nervous to ask online with everyone

+1  
many students still get nervous to ask them in front of 20-30 kids they have never met.



# SAC Meeting – January 13/21

## Questions and JamBoard Outcomes

### What are you thankful for? OR What's something positive that happened today?

- Connection, Support & Validation (from family, friends, peers, teachers)
- Recreation/Leisure & Spiritual pursuits (music, reading, cultural, technology)
- Lighter workload, more time

### How should mental health/wellbeing support look in a virtual world?

- Accessible, Flexible & Engagement
  - Teachers to facilitate check in's in class
  - Teachers to promote MH resources in class
  - Social Media posts
  - Ongoing communication/conversations and understanding (connection & validation)

### How do you want to learn about or be made aware of MH/wellbeing resources?

- Review what & how to access resources
  - Online daily classroom routines – post resources virtually in classroom
  - Direct emails
  - Social media (Twitter - pinned tweets & Instagram)
- Learn from other students how resources have helped – reduces stigma
- Strategies – how to keep the mind relaxed
- Academic safety nets for students falling behind or with attendance issues – guidance reach out

### What do you need more of? AND/OR What do you need less of?

- More...
  - Planning & scheduling of online work by teachers (increases sense of time to complete tasks and impacts sense of workload)
  - Flexibility & Supports – students are asking for more time to complete, less workload and more academic supports/aid when they are falling behind
  - Sleep – lots of votes here – with more planning, scheduling, flexibility and support, perhaps time management improves and student's ability to engage in good sleep hygiene improves
  - Engagement, connection & communication
- Less
  - Workload

### Top 3 priorities

- Engagement & Connection
  - Check In's
  - Validation & Reassurance

- Communication
  - Naming of MH resources & how to access
  - Clear plans and scheduling - consistency in remote learning
- Flexibility & Supports with academics
  - Workload considerations
  - Provide academic supports/aid (teachers & guidance)



# THOUGHTS ON DIVERSIFYING THE CONTENT IN OUR CURRICULUM

5

educating community members on how to support various types of learners and how to be

Openly Straight (an accurate portrayal of a gay youth)

History class skips over indigenous culture. Include more content based on FNMI topics

i think as students we need to open up to teachers about it more (kind of like a recommendation)

Fullmetal Alchemist by Hiromu Arakawa.

when working for racial diversity AVOID WHITE SAVIOR TROPES.

the gospel truth - caroline pignat

History classes should tackle topics like focus more on what made Canada so diverse from past to present (minorities, POC, and etc)

Author - Tahereh Mafi!!! Amazing writer

Author: Haruki Murakami, he is incredible!

A Very Large Expanse of Sea by Tahereh Mafi

educating community members like teachers on how to support and understand different bumps in the road due to past trauma etc

Books WRITTEN by POC and LGBTQIA+ Authors

White Fragility

I think that the curriculum ultimately influenced by the teacher's personal beliefs and standing with diversity.

Novels could be chosen through teachers likings and diverse knowledge

Chinese literature and poetry is really good, if that was touched on that would be neat

i'm reading they both die at the end now :)

The Hate U Give

Award-winning BIPOC Canadian authors!

Adam Silvera, Bill Konigsberg, Angie Thomas, etc.

Death Note by Tsugumi Ohba and Takeshi Obata.

The Other Boy - A book focused on trans youth

There should be more contemporary works and minority authors. POC, queer, First Nations and disabled people's works should be required especially in younger grades.

Having a variety of books students can select from that include many different cultures/perspectives

Diverse classics exist! Not all classics are written by a white male author but those are the only ones that ever get studied.

Global plays with diverse perspectives, not just Shakespeare.

If we as students raise our voices or ask in curiosity towards diversifying the content in the books, it can very much be done

different methods of online learning such as: live zooms, independent slides to go through, youtube videos, etc to enable different types of learning

that are just regular stories and not necessarily about teaching racism. Though those are welcome as well, I'd like to see stories that are not just included for making the curriculum diverse.

MINORITY SPECIFIC/CENTERED CONTENT

specific but, it wasn't until this year (my grade 12 year) that I learn the history of African Americans. Before that I only learned about Canada's history, meaning when Canada became itself and how Chinese, Japanese, English



No SUGARCOATING historical events to make them "easier to digest"

Modern issues such as income inequality should be taught more in social studies classes.

Students should be faced with the truth. It connects to racism. If we don't educate the younger generations, how can we know it'll be better.

Graphic novels and easier novels should be apart of kid's learning/assignments. there is a massive amount of books that have great lessons and themes that are over looked for being "too easy".

Geography class should be more universal and nuanced, not just looking at poorer nations as "undeveloped" and moving on but also looking at how cultures in those countries formed

Teachers shouldn't refrain from novels that might make them or others in the class uncomfortable. Hard topics deserve to push our boundaries.

When books are chosen, schools need to be guaranteed they will receive the amount of books needed to teach a class properly as I have seen several classes where students must share copies or find one from their local library

Bring up racism. It is a huge topic in Canadas history, but then not talked about in history class.

The time has come by Micheal Kaufman The content; why men must join the gender equality revolution

This kind of goes along with educating the students about people who identify as LGBTQ+. Younger generations have the drive to be the change, but there isn't enough convo around it

I've faced racism as early as KINDERGARDEN. we need stories, toys, resources that are truly diverse from the beginning of the school path not just hs.

Books on colonialism, harsh truths and sparking challenge and change in the future.

Not just racism but systemic issues for POC, women, disabled people and queerfolk. It should be brought up before high school as well.

Talk about the Alt-Right Rabbit Hole and how algorithms indoctrinate young people. This is super important for kids today!! A lot of people are getting radicalized from social media.

Leonard very shed on so many mental health issues, high school part of the community. Would definitely

I think we should do a poll or get to vote on books that we could read in class

The younger you diversify kid's media the better they are equip to unlearn and fight racism.

With topics such as these, many students are immature and will make jokes. There should be consequences.

I AM NOT A NUMBER. book that talks about residential schools.

And the pseudo intellectual movement

I'm not sure what other schools have read but in my school I've read A Thousand Splendid Suns and the graphic novel Auschwitz. Depressing reads but gives a great perspective into what those cultures have been through.

The Help by Kathryn Stockett

Canada is NOT perfect. Let's read books that expose the hidden racism in our country's history

Reading and understanding of research papers/informative essays should be a part of the curriculum somewhere, considering the amount of transferable skills it would provide.

ADD SUBTITLES TO ALL VIDEOS IN CLASS. both for kids with hearing issues but it's also been shown it can help kids learn how to read.



**I don't even know examples of books like this, but books highlighting people who are double minorities is important to find (ex - lgbt and poc)**

**Debate and critical thinking is important! Kids need to be taught how to fact check articles/check sources. Also recognizing bad-faith arguments/tactics throughout school**



Date of Meeting: 2021 Jan 26

Item #: 12.a

<b>REPORT TO:</b>	<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
<b>TITLE OF REPORT:</b>	Suspension Rate Reduction Update to Trustees
<b>PRESENTED BY:</b> (list ONLY those attending the meeting)	Dennis Wright
<b>PRESENTED FOR:</b>	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
<b>Recommendation(s):</b> (only required when presented for approval)	
<b>Purpose:</b>	To provide an update to Trustees on suspension reduction at Thames Valley.
<b>Content:</b>	Presentation entitled Update to Trustees: Suspension Reduction at TVDSB.
<b>Cost/Savings:</b>	
<b>Timeline:</b>	Ongoing
<b>Communications:</b>	Ongoing communication with Senior Administration and all Administrators via LSS eNewsletters, COS meetings, PD opportunities, etc.
<b>Appendices:</b>	Appendix A – Presentation – Update to Trustees: Suspension Reduction at TVDSB

**Strategic Priority Area(s):**

<b>Relationships:</b>	<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.
<b>Equity and Diversity:</b>	<input 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.
<b>Achievement and Well-Being:</b>	<input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
	<input checked="" type="checkbox"/> Staff will demonstrate excellence in instructional practices.
	<input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised June 2019

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## GOAL: REDUCE OVERALL SUSPENSION RATES ACROSS THE BOARD

- Provide current and relevant information to understand progressive discipline strategies
- School teams use strategies for early intervention, de-escalation and progressive discipline
- Provide learning opportunities to superintendents and administrators to analyze and use suspension data

Thames Valley District School Board

STRATEGIC PRIORITIES  
AND ANNUAL OPERATIONAL PLAN  
19/20

IN MOTION

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# SUSPENSION RESEARCH



- Once suspended, students have an increased chance of further suspensions, which can start a trajectory of poor performance that continues for years (Cholewa, 2018; Morris and Perry, 2016)
- Suspensions are also linked to increased rates of grade retention and early school leaving, and decreased engagement, achievement and course completion rates (Cholewa, 2018; Chu, 2018; Hemphill, 2014)
- Inequities- males, minorities, students living in low SES families, students with disabilities, and students with emotional and behavioural disorders are suspended more often than their peers (Chin, 2012; Brobbey 2018; Cholewa, 2018; Pollock, 2017)





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# REMOVAL OF SUSPENSIONS - WHAT THIS MEANS FOR OUR SCHOOLS

- Regular removal of suspension paperwork and Safe Schools Incident Reports ensure the elimination of bias and increase opportunity
- Memo issued to all administrators asking that student discipline records be removed retroactively
- Reinforced retention schedule – removal of new suspension record one year after precipitating event

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# NEW INITIATIVES



Valley District School Board Promoting Positive Behaviour Toolkit has been designed to provide resources to create positive, safe school climates as we strive to ensure student success. The Thames Valley District School Board recognizes the importance and value of all of our staff working collaboratively to support positive student behaviour. The resource is intended to be a quick reference to help staff understand student learning and social-emotional needs and concerns as they arise. Articles, videos and strategies have been carefully selected to reflect strong research. Resources will be updated on a regular basis adding to the information that is available for schools. Staff at Support Services staff in Safe Schools & Well-Being, Equity, Professional Support Services, and Special Education. Promoting Positive Behaviour Toolkit, should they wish more in-depth resources to support their professional practice.



[Positive Behaviour](#)



[Administrator & Leadership  
Supports](#)



[Safe & Accepting Schools](#)

## Promoting Positive Behaviour Toolkit

- Cross-portfolio collaboration designed to support staff with proactive and responsive strategies

## Safe and Inclusive Schools Plan

- Collaboration among school, parents and community to develop school-wide strategies to reduce bullying and improve school climate

## Restorative Practices

- System wide investment in restorative work



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# QUESTIONS?



## REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

January 5, 2021  
12:19 p.m. - 3:20 p.m.

### MEMBERS

C. Thammavongsa, Association for Bright Children  
S. Moore, Autism Ontario London(+2:39)  
B. Furac, Community Living London  
A. Morse, Easter Seals Ontario  
B. Harvey, Epilepsy Support Centre  
P. Cook, Learning Disabilities Association of Ontario  
D. Shore-Reid, Learning Disabilities Association London  
N. Davison, Voice for Hearing Impaired Children  
M. Cvetkovich, Children's Aid Society of London and Middlesex(-1:02)  
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 (+12:54)  
J. Gritzan, Thames Valley Children's Centre  
S. Thomson, Thames Valley Council Home and School  
Associations  
L. Pizzolato, Trustee (-3:00)  
B. Yeoman, Trustee

**Regrets:** J. Bennett, L. Dunlop-Dibbs

### ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education  
A. Leatham, Learning Supervisor  
R. Ferrara, Learning Supervisor  
T. Birtch, Secondary Principal  
M. Chevalier, Elementary Principal  
M. Phillips, Secondary Principal  
S. Smith, Corporate Services  
J. Capaldi, Communication Specialist  
B. Williams, Corporate Services (-1:26)  
S. Macey, Finance (-1:07)  
B. McKinnon, Trustee (-1:00)  
V. Fernandez, Professional Services (-2:12)

#### 1. Call to Order

A. Canham called the virtual meeting to order at 12:19 p.m.

#### 2. Welcome

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

#### 3. Confirmation of Agenda

The agenda, as amended, was approved on motion.

#### 4. Conflicts of Interest

None declared.

#### 5. Election of Chair and Vice-Chair

A. Canham presided over the election of Chair and Vice-Chair for 2021. This year the Chair of SEAC will be a Trustee and the Vice-Chair will be an agency representative.

Votes were submitted electronically. While votes were counted by S. Smith, A. Canham provided a Return to Learn update relevant to Special Education.

Trustee Yeoman was elected to the position of Chair of the Special Education Advisory Committee for the term ending 2021 November 30.

T. Grant was elected to the position of Vice-Chair of the Special Education Advisory Committee for the term ending 2021 November 30.

Appreciation was extended to P. Cook for his contributions as SEAC Chair for 2020.

**6. Report of the Previous Meeting**

The report of the 2020 November 3 Special Education Advisory Committee meeting was provided for information.

Clarification was provided regarding the placement of the motion under item # 8 noting the motion was not specific to gifted students but rather for students with all exceptionalities.

It was further clarified the motion was approved at committee.

**7. Business Arising from the Minutes**

None.

**8. Budget Update**

S. Macey presented for information the 2019 – 2020 Year-End Financials for Special Education.

Questions of clarification were addressed regarding SEA equipment, SEA/SIP claims and revised estimates.

**9. SEAC Handbook Updates**

A. Canham advised on housekeeping updates required to the SEAC handbook, noting any feedback regarding changes may be sent to him by email. B. Williams advised on proposed changes to the SEAC handbook regarding Minority Reports. It was agreed that proposed amendments regarding Minority Reports would be presented at the next meeting.

The following motion was moved and CARRIED:

THAT a subcommittee be formed to review the SEAC Handbook and recommendations.

Members interested in joining the subcommittee were asked to email B. Yeoman and A. Canham. Membership will be confirmed at the next meeting.

**10. Professional Student Services Assessments**

V. Fernandez provided an update regarding Professional Student Service Assessments outlining the current situation, strategies, students in full remote learning (FRL) and assessment prioritization.

Questions of clarification were addressed regarding phonological assessment screening, waitlist data, communication with families, online assessments/assessing remote learners, screening tools and the impact of COVID-19.

V. Fernandez provided waitlist data noting the psychology waitlist is approximately 10 months and the Speech and Language waitlist is approximately 5 months.

It was determined updates regarding Professional Student Service Assessments will be provided to SEAC regularly.

**11. ThoughtExchange Update**

J. Capaldi reviewed the ThoughtExchange results regarding the SEAC/Departmental priorities. These results were provided to the committee prior to the meeting. It was noted 24 members participated and 469 ratings were provided.

Clarification was provided regarding the role of SEAC.

The following motion was moved and CARRIED:

THAT a subcommittee be formed to review the priority items, create action items and report back to SEAC at the 2021 February 2 meeting with recommendations.

Members interested in joining the subcommittee were asked to email B. Yeoman and A. Canham.

**12. Exclusion of a Student**

A. Canham provided an update on the Exclusion of a Student Policy (#4022) and Procedure (#4022a) noting they are completed and available on the TVDSB website. Next steps were outlined.

A. Canham extended appreciation to SEAC for their ongoing input during the creation of the policy and procedure.

**13. Gifted Sub-Committee**

A. Canham advised on the activities of the Gifted Subcommittee noting the next meeting is scheduled for 2021 January 7. A report will be provided at the next SEAC meeting.

**14. Modified Program and Tiered Intervention**

R. Ferrara provided an update on Modified Program and Tiered Intervention noting there is a new process in place to ensure norm-referenced data is reviewed by the school team. The criteria that must be fulfilled prior to modifying a student's program was detailed.

Questions of clarification were addressed regarding transitioning students on a modified program to Secondary, existing IEPs/modifications and parent/student input.

A motion to sit until 3:20 p.m. was moved and CARRIED.

**15. Updates from the Ministry**

**a. Clear Masks**

A. Canham provided an update regarding the clear masks provided by the Ministry of Education. The TVDSB is awaiting a response from the Ministry regarding the request for additional clear masks in smaller sizes.

**b. SIP Applications**

A. Leatham advised notification was received from the Ministry regarding the modified claim process for this academic year. The process was reviewed noting the benefits for TVDSB students.

In response to a question, A. Canham noted agreements for services remain in place with South West Local Health Integration Network (SW LHIN) in addition to ongoing partnerships with support services for students.

**16. Future Agenda Items**

None.

**17. Special Education Plan (Standing Item)**

A. Leatham detailed the roles, responsibilities and expected time commitment relevant to participation on the Special Education Plan subcommittee.

The following motion was moved and CARRIED:

THAT a subcommittee be formed to review and work on the Special Education Plan and report back to SEAC at future meetings.

Members interested in joining the subcommittee were asked to email B. Yeoman and A. Canham.

**18. Students on a Modified Day (Standing Item)**

A. Canham reported on the number of Elementary students currently on a modified day program. The next update will be provided in 2021 March.

**19. Correspondence (Standing Item)**

None.

**20. Forum: Association Updates (Round Table)**

As a follow up to the meeting, event flyers will be emailed out to the committee members as they are received by Corporate Services.

**21. 2021 Meeting Dates**

The 2021 meeting dates were provided in the agenda package. The next meeting is scheduled for 2021 February 2, 12:15 p.m.

**22. Adjournment**

The meeting adjourned at 3:20 p.m. by motion.

Recommendations: None.

B. Yeoman  
**Committee Chair**

**REPORT OF THE CHAIR'S COMMITTEE**

2021 January 19  
12:00 p.m. – 1:01 p.m.

**MEMBERS**

B. McKinnon (Chair)    A. Morell  
L. Pizzolato              C. Rahman  
M. Ruddock

**ADMINISTRATION AND OTHERS**

M. Fisher                      B. Williams

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

**1. APPROVAL OF AGENDA**

The agenda, as amended to add item 11.a, was approved by motion.

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

Director M. Fisher advised on the upcoming reports for Trustees. The in-camera and public Board meeting agendas for 2021 January 26 were reviewed and discussed.

**4. AWARD OF DISTINCTION AD HOC COMMITTEE MEMBERSHIP**

Following a poll of Trustees, names put forward for membership to the Award of Distinction Ad Hoc Committee were reviewed.

The following recommendation was moved and carried:

**That Trustees B. McKinnon and A. Morell be appointed to the Award of Distinction Ad Hoc Committee.**

**5. TRUSTEE FORUMS**

Discussion considered ideas for the Trustee Forums and potential dates. Trustee Pizzolato offered to take the lead suggesting Trustees be consulted regarding potential dates and topics in each of their areas. She will follow up with Trustees in this regard and invite interest from other Trustees in helping to organize the Forums.

**6. APPROVED PROTOCOLS FOR QUESTIONS AT BOARD MEETINGS**

Discussion considered the Question and Comments section of the Board meeting agenda and potential protocols that could be put in place. Through discussion it was agreed to refer the item to the Board Governance and Bylaw Committee.

**7. STUDENT TRUSTEES ON THE BOARD POLICY AND PROCEDURE**

Proposed amendments to the Student Trustees on the Board policy and procedure were reviewed and discussed.

It was agreed the first step was to seek input from the Student Trustees and the Student Advisory Council (SAC).

The following motion was moved and carried:

**That the Student Trustees on the Board Policy and Procedure be presented to the Student Trustees and the Student Advisory Council for input and that the policy and procedure be presented without proposed revisions.**

Superintendent Builder will be asked to bring this forward to the Student Trustees and SAC.

**8. TRUSTEE BUDGET**

The Trustee budget was provided for information. There was no discussion.

**9. UPCOMING EVENTS/INITIATIVES**

Upcoming events were reviewed. Student Trustee elections are scheduled for April 21 and April 22, 2021; the student leadership conference tentatively is scheduled for April 23, 2021.

**10. TRUSTEES' PROFESSIONAL DEVELOPMENT REQUESTS - None**

**11. OTHER BUSINESS**

**a. MPP Meetings**

Chair McKinnon advised the MPP meeting has yet to be scheduled noting three MPPs responded and one was available for the date previously selected. Invitations will go out again.

**12. DATE AND TIME OF NEXT MEETING**

The next meeting is scheduled for 2021 February 2, 12 p.m.

**13. ADJOURNMENT**

The meeting adjourned at 1:01 p.m. by motion.

**RECOMMENDATION:**

**That Trustees B. McKinnon and A. Morell be appointed to the Award of Distinction Ad Hoc Committee.**

**BILL MCKINNON**  
CHAIR

## REPORT OF THE BOARD GOVERNANCE AND BYLAW REVIEW COMMITTEE

2021 January 19  
5:00 p.m. – 6:05 p.m.

### MEMBERS

A. Morell (Chair) B. McKinnon  
S. Polhill J. Skinner

### ADMINISTRATION AND OTHERS

A. Chahbar B. Williams

#### 1. Call to Order

A. Chahbar called the meeting to order at 5:00 p.m.

#### 2. Approval of Agenda

On motion, the agenda was approved.

#### 3. Conflicts of Interest

None declared.

#### 4. Election of Chair

Trustee Morell was nominated and acclaimed to the position of Chair of the Board Governance and Bylaw Review Committee.

#### 5. Review of Committee Mandate

Committee members reviewed the mandate of the committee.

#### 6. Committee Priorities for 2021 and Next Steps

Discussion considered priorities for the ensuing year.

Committee Chair Morell outlined several items for review in the Bylaws that are outstanding, including the review of the Trustee Code of Conduct. Other items identified for Bylaw revisions, identified through legal and parliamentary opinion and Trustee feedback, were summarized. A. Morell provided the Education Act section reference for Trustee Leave of Absence, as a suggestion for this section in the Bylaws and provided it to A. Chahbar for his review. Discussion considered additional governance tools, such as standing protocols or policy, that may serve Trustees as well.

Discussion considered the Governance Action Plan. It was suggested having an agreed upon definition of 'governance' may be a good first step. The potential for surveying Trustees to inform the Governance Action Plan was identified. It further was suggested professional development focused on relationships also would be a consideration in the development and implementation to the Governance Action Plan.

Discussion considered how best to engage Trustees regarding the work of the committee. It was suggested an informal approach could be used. It further was suggested that feedback could be solicited through the presentation of the Committee Report at Board meetings.

It was agreed to review and prioritize areas of the Bylaws that needed to be addressed first and to begin work of the Governance Action Plan.

Committee Chair Morell will follow up with committee members regarding the identified list of items to be addressed in the Bylaws and wording as provided through legislation (Education Act) for the Leave of Absence section of the Bylaws.

It was agreed to share responsibility for reporting out at the Board meeting.

**7. Other Business**

None.

**8. Future Meeting Dates**

It was agreed to meet the 3rd Tuesday of the month at 5 p.m., except for March where the meeting will be held on March 30, 2021.

**9. Adjournment**

On motion, the committee adjourned at 6:05 p.m.

**Recommendations:** None

**Arlene Morell**  
Committee Chair