

# THAMES VALLEY DISTRICT SCHOOL BOARD

## REGULAR BOARD MEETING AGENDA

May 11, 2021, 7:00 P.M.

Teams Meeting

1. CALL TO ORDER

2. O CANADA

H. B. Beal Secondary School

3. STRATEGIC PLAN IN ACTION

Jeanne Sauve 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 APRIL 27 REGULAR BOARD MEETING

a. Confirmation of Minutes

b. Business Arising from Minutes

1. MOTION- Notice of Which has Been Given (item#17)

Be it resolved that the Chair write a letter to the Minister of Education (with copy to OPSBA, OPSBA member boards, local MPPs, MPs etc.) requesting all students, educators and staff in Ontario to be taught the signal for help (palm forward and tuck thumb, trap thumb).

Be it resolved that the TVDSB's OPSBA directors, bring this item forward to OPSBA for consideration of support at the next Director's meeting.

11. STUDENT TRUSTEE UPDATE

12. REPORTS FROM ADMINISTRATION

- a. 2021- 2022 Capital Priorities Program
- b. Budget
  - 1. 2021-2022 Preliminary Budget Enrolment Projections
  - 2. 2021-2022 Grants for Student Needs Overview
  - 3. 2021-2022 Priorities and Partnership Funds

**13. REPORTS FROM BOARD COMMITTEES**

- a. Special Education Advisory Committee, 2021 April 19
- b. First Nations Advisory Committee, 2021 April 20
- c. Chair's Committee, 2021 May 4
- d. Award of Distinction Ad Hoc Committee- Final Report
- e. Committee of the Whole, In-Camera, 2021 May 11

**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

**April 27, 2021, 7:00 P.M.**  
**Teams Meeting**

### **TRUSTEES**

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

### **REGRETS**

B. McKinnon

S. Polhill  
 B. Smith  
 J. Skinner  
 P. Cuddy  
 C. Antone (-10:45)  
 S. Hunt  
 M. Dhaliwal

### **ADMINISTRATION AND OTHERS**

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

M. Moynihan  
 P. Sydor  
 L. Griffith-Jones  
 C. Giannacopoulos  
 L. Nicholls  
 G. Vogt  
 A. Chahbar  
 S. Smith  
 A. Ribout (-7:19)  
 S. Hambides (-7:19)  
 B. Milne (-7:19)  
 B. Williams

### **1. CALL TO ORDER**

Board Vice-Chair Ruddock 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 Stoney Creek Public School.

### **3. STRATEGIC PLAN IN ACTION**

C. Giannacopoulos introduced Principal Hambides and Vice-Principals A. Ribout and B. Milne from Strathroy District Collegiate Institute who presented information regarding their strategies for supporting First Nations, Métis and Inuit students and their families. 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 Antone, seconded by Trustee Bennett.

### **5. OFFICIAL RECORD**

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

We regret to record the death of David Fraser on March 29. David was a Casual Educational Assistant and worked most recently in a long-term assignment at Westminster Secondary School.

### **6. CONFLICTS OF INTEREST**

None declared.

**7. DIRECTOR'S ANNOUNCEMENTS**

Director Fisher announced 2021 April 18-24 is volunteer week noting the theme is *The Value of One, Power of Many*. Director Fisher extended appreciation to all volunteers for their time and dedication to support TVDSB students.

Director Fisher extended appreciation and best wishes to T. Testa in future endeavors noting she has accepted a position with Western University.

**8. CHAIR'S ANNOUNCEMENTS**

Vice-Chair Ruddock advised Trustee Forums will take place virtually on 2021 May 6 noting additional information may be found on the Board website.

**9. PUBLIC INPUT**

None.

**10. MINUTES OF THE 2021 APRIL 6 REGULAR BOARD MEETING**

**a. Confirmation of Minutes**

The minutes of the 2021 April 27 Regular Board meeting were approved on motion of Trustee Polhill, seconded by Trustee Ruddock.

**b. Business Arising from Minutes**

**Item #9.b London Central Secondary School**

A motion by Trustee Skinner to direct the Director to not change London Central Secondary school (Central) to a semester schedule at this time in order to allow for a more extensive school community consultation was ruled out of order by the Chair of the meeting citing the motion operates outside the scope of the Board. Board Counsel A. Chahbar advised the Board, per the Education Act, how the motion is out of scope of the Board, the responsibilities of the Director to report, and the potential consequences to the Board.

A motion by Trustee Rahman to accept the online petition brought forward by the Central Community was ruled out of order by the Chair of the meeting. A. Chahbar provided the legal rationale.

Director Fisher advised on the decision to switch to semestered programming at Central noting the Ministry of Education also has mandated quadesters for all Secondary Schools in the next academic year.

A motion by Trustee Skinner to direct the Chair to write a letter to the Director requesting that the decision to change Central to a semester system be put on hold pending extensive school community consultation was ruled out of order as the motion was considered to be out of the scope of the Board. A. Chahbar repeated his legal opinion on the matter.

A motion by Trustee Skinner, seconded by Trustee Rahman to appeal the decision of the Chair was carried by a poll vote.

Poll Vote:

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

A motion to recess was moved by Trustee Cuddy, seconded by Trustee Smith at 8:08 p.m. The meeting reconvened at 8:19 p.m.

A motion by Trustee Cuddy, seconded by Trustee Smith to defer the decision to the 2022 January 25 meeting of the Board was defeated by poll vote:

Poll Vote:

Yeas: C. Antone, P. Cuddy, L. Pizzolato, C. Rahman, J. Skinner  
Nays: J. Bennett, S. Hunt, A. Morell, S. Polhill, M. Ruddock, B. Smith, B. Yeoman  
Student Trustees: Yeas: T. Rahman, N. Keller, M. Dhaliwal

On permission of the full Board, the motion was withdrawn.

## **11. STUDENT TRUSTEE UPDATE**

The Student Trustees advised on the outcomes of the Student Trustee Elections and Student Leadership Conference. Appreciation was extended to all staff that provided support during these events.

## **12. REPORTS FROM ADMINISTRATION**

### **a. 2021-2022 Learning Model Update for Trustees**

R. Culhane provided an update on the 2021-2022 Learning Model. It was noted the Ministry of Education has indicated boards must offer in-person and full remote learning (FRL) options.

The guiding principles, considerations for learning model decisions, Elementary/Secondary in-person learning models, Elementary/Secondary FRL models and the declaration were reviewed.

Questions of clarification were addressed by Administration regarding late registrations, locations for full remote learning schools, the criteria/process for selecting FRL schools, extra curricular activities, device deployment, class sizes, funding, synchronous/asynchronous learning, French Immersion programming, ESL programming and the ability for the system to pivot to FRL.

## **13. REPORTS FROM BOARD COMMITTEES**

### **a. Thames Valley Parent Involvement Committee, 2021 February 11**

Trustee Pizzolato referred to the written report of the Thames Valley Parent Involvement Committee provided to Trustees in the agenda package. There were no recommendations.

### **b. Audit Committee, 2021 March 30**

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

**c. Chair's Committee, 2021 April 20**

Trustee Morell highlighted items from the written report of the Chair's Committee provided to the Trustees in the agenda package. Recommendations of the Committee were outlined.

**Moved by** A. Morell

**Seconded by** J. Bennett

That a leave of absence for Trustee McKinnon be approved from May 1 to June 30, 2021

**CARRIED**

**d. Board Governance and Bylaw Review Committee, 2021 April 20**

Trustee Polhill highlighted items from the written report of the Board Governance and Bylaw Review provided to the Trustees in advance of the meeting. Recommendations of the Committee were outlined.

The motion by Trustee Polhill seconded by Trustee Skinner to approve amendments to section 5.0 Public Input of the Board Bylaws was withdrawn. Trustees were invited to submit feedback on the section to Corporate Services.

**e. Committee of the Whole, In-Camera, 2021 April 27**

Trustee Morell reported the Committee of the Whole met in-camera from 5:30 p.m. to 6:36 p.m. There were no conflicts of interest declared. The committee discussed confidential legal and personal matters.

**Moved by** A. Morell

**Seconded by** S. Hunt

That the motions at the in-camera session of 2021 April 27 related to personal and legal matters be approved.

**CARRIED**

**14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES**

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

Trustee Rahman provided an update on OPSBA noting the upcoming AGM is scheduled for 2021 June 12. Trustee Rahman provided an update regarding the equity audit, Bill 260, Bill 254, Bill 251, the Provincial budget and legislative updates.

Trustee Rahman reported a summary of the OPSBA updates was sent to Trustees by email.

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

None.

**15. COMMUNICATIONS**

None.

**16. NOTICE OF MOTION**

None.

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

Trustee Morell spoke to the motion noting concerns regarding plans to offer remote learning in Ontario as a permanent option for Ontario's students, and that remote learning be administered through TVO.

Trustee Morell stated OPSBA does not support e-Learning/online learning becoming provincially centralized or outsourced to an external agency, which risks privatization with competing priorities and agendas. There is concern that this approach may open the door to further privatization, increasing commercially packaged programs for credits that do not have the necessary rigor and alignment to the Ontario curriculum and Growing Success practices. The strength of the current consortium model being operated in Ontario was described.

In moving the motion, Trustee Morell suggested the letter include the Board's opposition to remote learning as the government is proposing and that the letter be shared with all Thames Valley members of Provincial Parliament, municipal leaders, the Ontario Public School Boards' Association, the Ontario Student Trustee' Association and local board employee groups.

Trustee Morell further suggested the OPSBA template letters be shared with the Board's parent groups for their consideration and distribution.

On request of Trustee Antone, the letter will include input from the Indigenous Trustee.

**Moved by** A. Morell

**Seconded by** C. Rahman

Be it resolved that the Chair write a letter to the Minister of Education, to advocate in support of the concerns expressed by OPSBA and the OSTA-AECO public statement regarding the Ministry of Education's proposed plan regarding remote learning as a permanent option.

**CARRIED**

The following Notices of Motion were deferred to the 2021 May 11 Board meeting:

Be it resolved that the Chair to write a letter to the Minister of Education (with a copy to OPSBA, OPSBA member boards, local MPPs, MPs, etc.) requesting all students, educators and staff in Ontario to be taught the signal for help (palm forward and tuck thumb, trap thumb).

Be it resolved that the TVDSB's OPSBA directors, bring this item forward to OPSBA for consideration of support at the next Director's meeting.

**18. QUESTIONS/COMMENTS BY MEMBERS**

Questions of clarification were addressed by Administration regarding full remote learning and the Canadian Cognitive Abilities Test (CCAT 7) testing for the 2021-2022 academic year.

**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 Yeoman, seconded by Trustee Rahman the meeting adjourned at 11:00 p.m.

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**Meagan Ruddock**  
Vice-Chairperson





Date of Meeting: 2021 MAY 11

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>	2021-2022 Capital Priorities Program
<b>PRESENTED BY:</b> <i>(list ONLY those attending the meeting)</i>	Jeff Pratt, Associate Director Geoff Vogt, Superintendent of Facility Services and Capital Planning Carlos Henriquez, Manager of Capital Projects Ben Puzanov, Manager of Planning
<b>PRESENTED FOR:</b>	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input type="checkbox"/> Information
<b>Recommendation(s):</b>	That the following ranked projects be submitted to the Ministry of Education's 2021-2022 Capital Priorities Program:  1. New Southwest London Elementary School – Lambeth 2. New North Woodstock Elementary School 3. Wilberforce PS Addition and Renovations 4. New West London Elementary School – Riverbend
<b>Purpose:</b>	To review, approve and rank the projects proposed to be submitted to the Ministry of Education's 2021-2022 Capital Priorities Program. The ranking order represents Administration's recommendations based on a review of system needs. The rankings may be changed if the Board of Trustees deems it appropriate to do so.
<b>Content:</b>	<p><b>Background</b></p> <p>On March 24, 2021 the Ministry of Education launched the 2021-2022 round of the Capital Priorities Program, providing school boards with the opportunity to identify and address their most urgent pupil accommodation needs, including:</p> <ul style="list-style-type: none"> <li>• accommodation pressures;</li> <li>• replacing schools in poor condition;</li> <li>• supporting past consolidation decisions;</li> <li>• providing facilities for French-language rights holders in under-served areas; and</li> <li>• creating new licensed child care spaces in schools.</li> </ul> <p>The submission deadline for business cases is May 21, 2021.</p> <p>Administration is currently updating the TVDSB Accommodation Plan. As part of that process, critical priority areas that need to be addressed in order to meet the needs of our growing district have been identified. The priority areas include parts of the district</p>

experiencing enrolment pressure and needing relief through an attendance area review process, new and expanded schools or both types of measures.

In addition to the work that has already begun in the form of attendance area reviews in Woodstock and Oxford as well as London, Administration has identified critical accommodation needs in St. Thomas and Middlesex.

The business cases that are proposed to be submitted as part of the current round of the Capital Priorities Program would support these accommodation initiatives where possible; with new elementary schools being proposed in the Lambeth and Riverbend areas of London, an addition and renovations at Wilberforce PS in Lucan and a new elementary school in north Woodstock.

Based on the Ministry feedback that was received as part of the 2019-2020 round of the Capital Priorities Program and discussed at Board last Fall, TVDSB Administration was advised that the Province does not support the business cases that were submitted for an addition at Eagle Heights PS or a new school in southeast St. Thomas due to empty pupil places in proximity to these areas of the district. Enrolment across Elgin County is generally stable. However, Kettle Creek Public School is experiencing enrolment pressure largely due to the holding zone growth in southeast St. Thomas. These priority areas, as well as a broader review of student distribution across London, are planned to be addressed through attendance area review processes.

### **Summary and Ranking of Business Cases**

The following business cases are proposed to be submitted to the Ministry of Education's 2021-2022 Capital Priorities Program. The projects have been ranked according to need and the urgency with which they are required.

#### **1. New Southwest London Elementary School – Lambeth (804 pupil-places and 88-space child care component)**

Southwest London includes seven holding zones designated to attend four holding schools: W. Sherwood Fox PS, White Oaks PS, Rick Hansen PS and Sir Isaac Brock PS. Current and projected facility utilization rates for Lambeth PS and the four area holding schools are as follows:

	<b>2020-2021 Utilization</b>	<b>2024-2025 Utilization</b>
<b>Lambeth PS</b>	123%	165%
<b>W. Sherwood Fox PS</b>	103%	122%
<b>White Oaks PS</b>	102%	131%
<b>Rick Hansen PS</b>	79%	89%
<b>Sir Isaac Brock PS</b>	165%	178%

The seven holding zones have been established over a number of years through the review of residential development applications in the area. Enrolment from the holding zones as well as the Lambeth PS attendance area is projected to increase substantially as this part of London continues to develop.

An 804 pupil-place elementary school is proposed in order to manage growth-related accommodation pressure in southwest London. In collaboration with municipal

partners at the City of London, additional funding to support an 88-space child care component is also proposed.

Based on development activity and associated enrolment projections, additional student accommodations will be needed in the Lambeth area through future rounds of the Capital Priorities Program.

#### 2. New Woodstock Elementary School (660 pupil-places and 88-space child care component)

There are three holding zones in north Woodstock currently holding students at Central PS. The remaining students in this area are attending Hickson Central PS in the Township of East Zorra-Tavistock. As additional pupil yields substantiate from the developing areas in north Woodstock, additional accommodation pressures are anticipated at Hickson Central PS and Central PS. Under a status quo scenario, 2024-2025 facility utilizations at Hickson Central PS and Central PS are projected to reach 154% and 115%, respectively.

A 660 pupil-place elementary school is proposed in order to manage growth-related accommodation pressure in north Woodstock. In collaboration with partners at the County of Oxford, additional funding to support an 88-space child care component is also proposed.

#### 3. Wilberforce PS Addition and Renovations (resulting on-the-ground capacity of 683)

Wilberforce PS is located in the Township of Lucan-Biddulph. Enrolment has been growing at the school as a result of residential development activity in the area, and specifically in the village of Lucan, which is projected to continue. The facility utilization at Wilberforce PS is projected to rise from 131% to 143% by 2023-2024., with further increases anticipated in subsequent years.

An addition and associated renovations are proposed for the school in order to provide for a seven-classroom addition, including a resource room, washrooms and storage areas; renovations resulting in a new FDK room; and an expansion of the gym. The on-the-ground capacity of the school would increase from 461 to 683.

#### 4. New West London Elementary School – Riverbend (507 pupil-places and 88-space child care component)

The Riverbend and Byron area includes 6 holding zones with students who are holding at Byron Somerset PS. Enrolment growth projected for the area is mostly attributed to the development activity in these holding zones. Current and projected facility utilization rates for proximate area schools are as follows:

	2020-2021 Utilization	2024-2025 Utilization
<b>Byron Northview PS</b>	137%	132%
<b>Byron Southwood PS</b>	103%	99%
<b>Byron Somerset PS</b>	104%	149%

	A 507 pupil-place elementary school is proposed in order to manage growth-related accommodation pressure in this area of London. Additional funding to support an 88-space child care component is also proposed based on discussions with our municipal partners at the City of London.
<b>Financial Implications:</b>	N/A
<b>Timeline:</b>	The 2021-2022 Capital Priorities Program submission deadline is May 21, 2021.
<b>Communications:</b>	N/A
<b>Appendices:</b>	N/A

**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*



# **2021-2022 Capital Priorities Program**

## **Overview of Business Cases**

May 11, 2021

# Agenda

- Background
- Overview of Business Case Submissions (ranked based on priority)
  1. New Southwest London Elementary School - Lambeth
  2. New North Woodstock Elementary School
  3. Wilberforce PS Addition and Renovations
  4. New West London Elementary School – Riverbend
- Next Steps

# Background

*Memo 2021: B05 issued on March 24, 2021*

Capital Priorities Program provides school boards an opportunity to identify and address urgent accommodation needs, including:

- Accommodation pressures
- Replacing schools in poor condition
- Supporting past consolidation decisions
- Providing facilities for French-language rights holders in under-served areas
- Creating childcare spaces in schools

Submission deadline of **May 21, 2021**

# Overview of Business Case Submissions

**What does TVDSB need, for what purpose(s), in which locations, and in what timeframe?**

Goal: Facilitate sustainable and appropriate long-term accommodation planning.

## Critical Priority Areas

- Woodstock / Oxford County – Elementary Panel in Woodstock and French Immersion  
North Woodstock
- London - Elementary and Secondary Panels  
Eagle Heights PS  
Southwest London (Lambeth)  
West London (Byron/Riverbend)
- Middlesex County – Wilberforce PS
- St. Thomas – Elementary and Secondary Panels
- Elgin County – Kettle Creek PS



# Overview of Business Case Submissions

## 1. New Southwest London Elementary School – Lambeth (Accommodation Pressure)

### Considerations

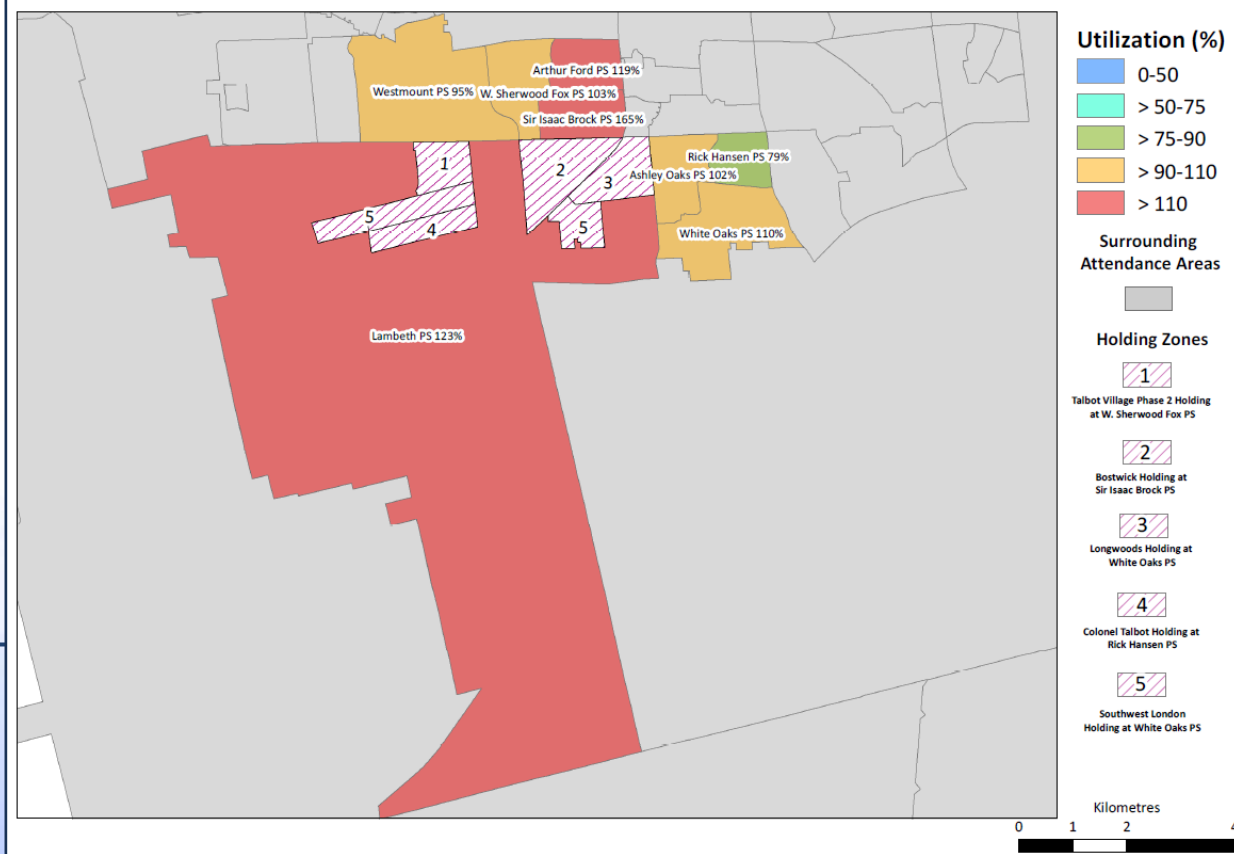
- Area of significant, rapid residential development and population growth
- 7 holding zones with growing student populations designated to attend various schools
- Large attendance area for Lambeth PS
- Sustained reliance on temporary accommodation measures (portables)

### Schools in Study Area

Lambeth PS, Westmount PS, W. Sherwood Fox PS, Arthur Ford PS, Sir Isaac Brock PS, Ashley Oaks PS, White Oaks PS, Rick Hansen PS



**Lambeth and Surrounding Area:  
Facility Utilization Map (2020/2021)**



# Overview of Business Case Submissions

## 1. New Southwest London Elementary School – Lambeth (Accommodation Pressure)

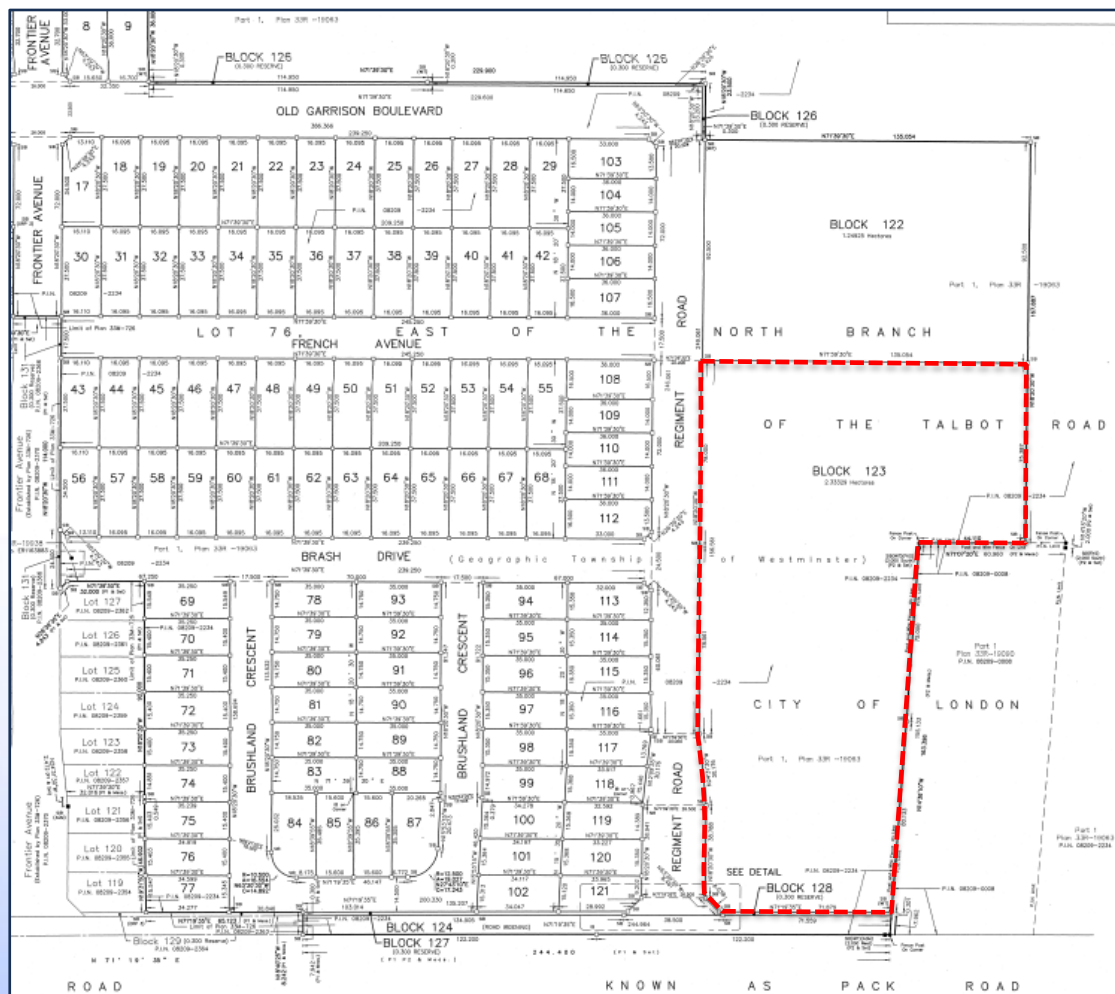
### Proposal

804 New Pupil Places (K-8)

88 Child Care Spaces



Site identified, completing due diligence



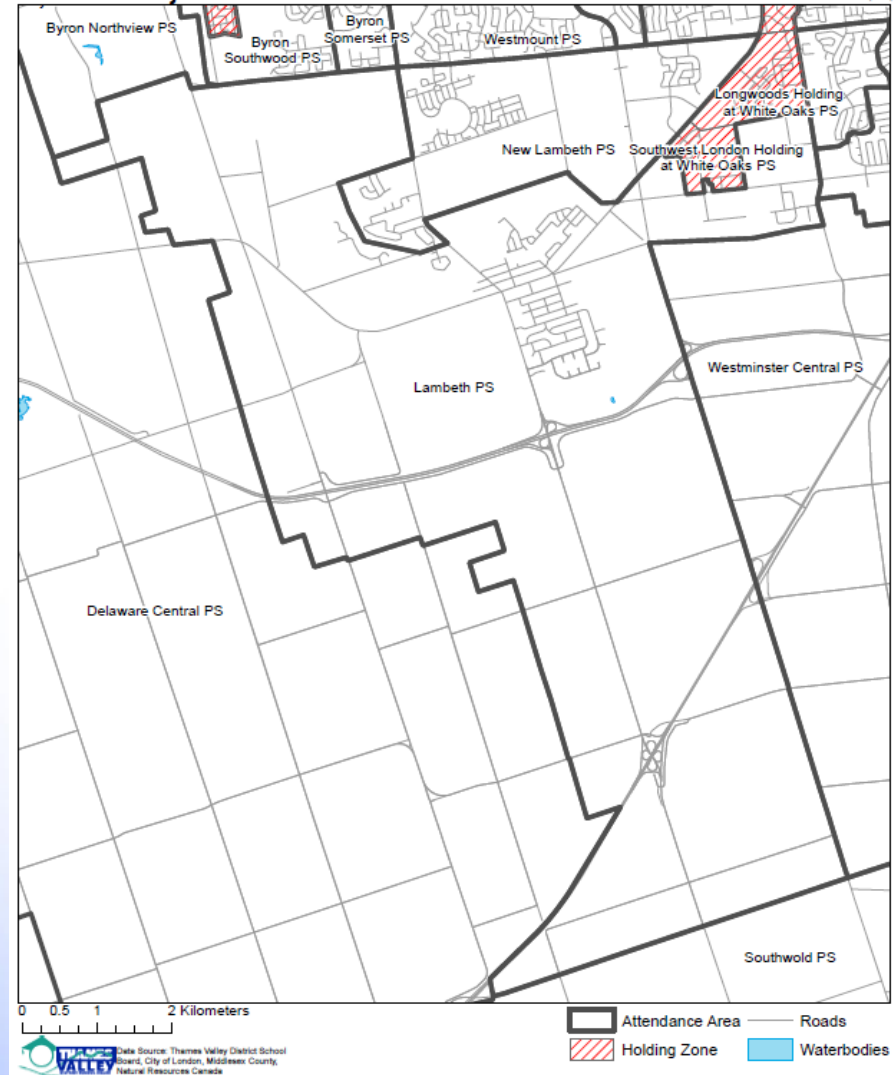
# Overview of Business Case Submissions

## 1. New Southwest London Elementary School – Lambeth (Accommodation Pressure)

### Additional Considerations

- London Attendance Area Review
- Accommodate holding zone students
- Revise existing attendance areas

Southwest London Attendance Area -  
Potential Adjustments for New Lambeth PS



# Overview of Business Case Submissions

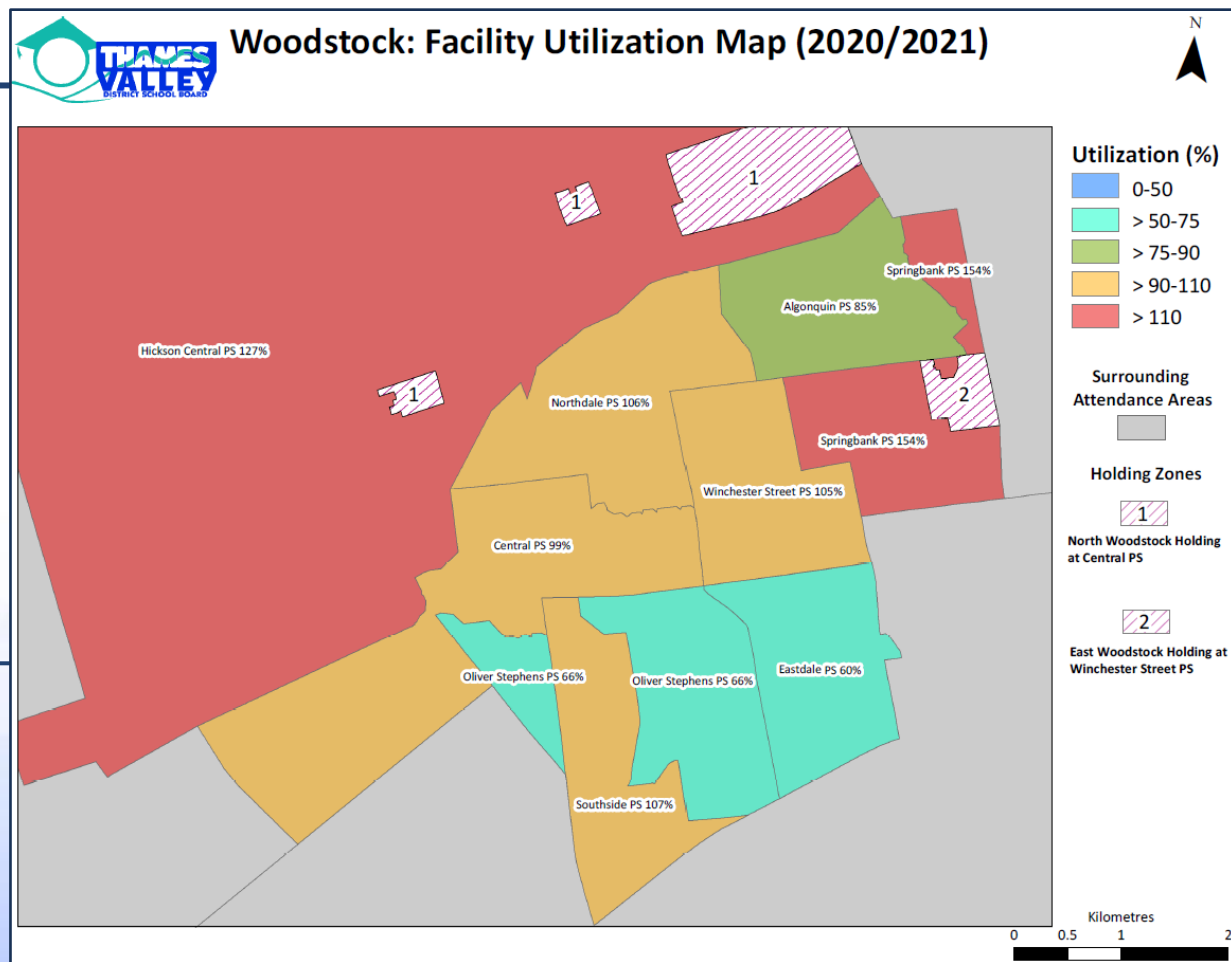
## 2. New North Woodstock Elementary School (Accommodation Pressure)

### Considerations

- Significant residential development and population growth
- Three holding zones with growing student populations
- Large attendance area for Hickson Central PS

### Schools in Study Area

Hickson Central PS, Central PS, Northdale PS, Springbank PS, Algonquin PS, Winchester St. PS, Eastdale PS, Oliver Stephens PS, Southside PS





# Overview of Business Case Submissions

## 2. New North Woodstock Elementary School (Accommodation Pressure)

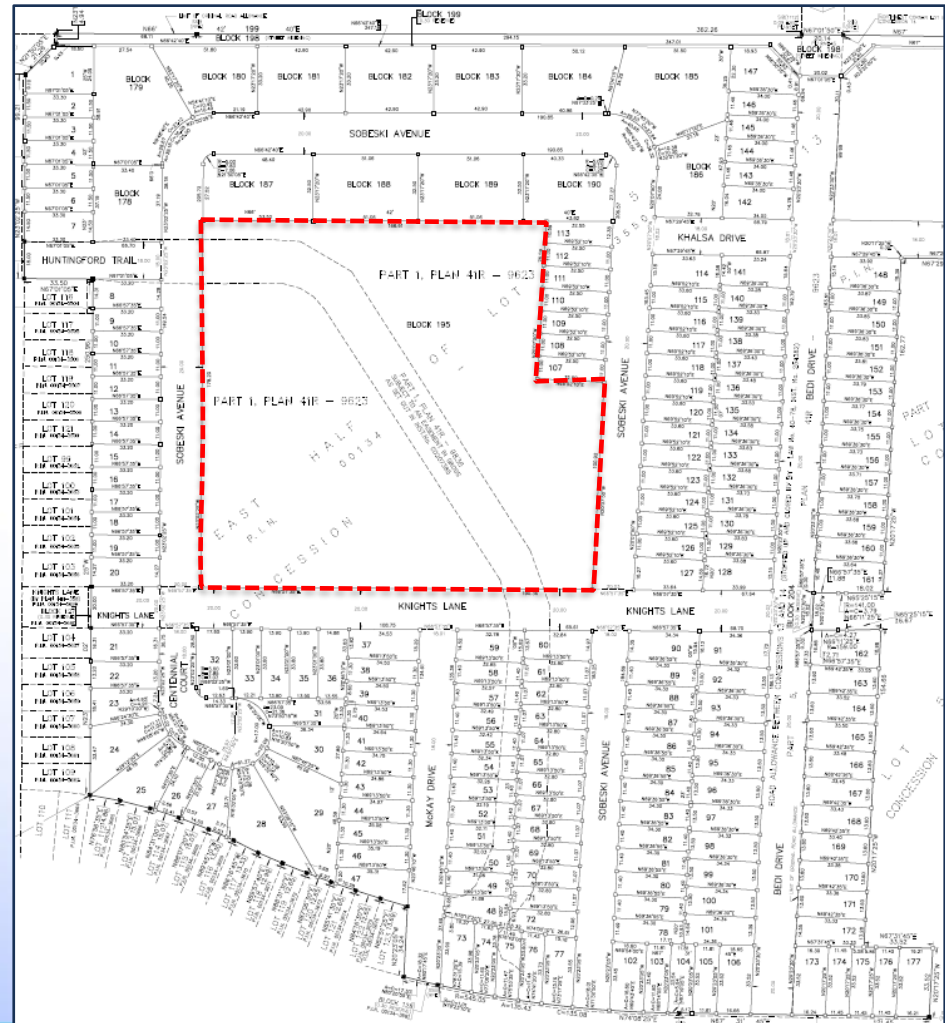
### Proposal

**660** New Pupil Places (K-8)

**88** Child Care Spaces



Site reserved, completing due diligence and negotiating option agreement



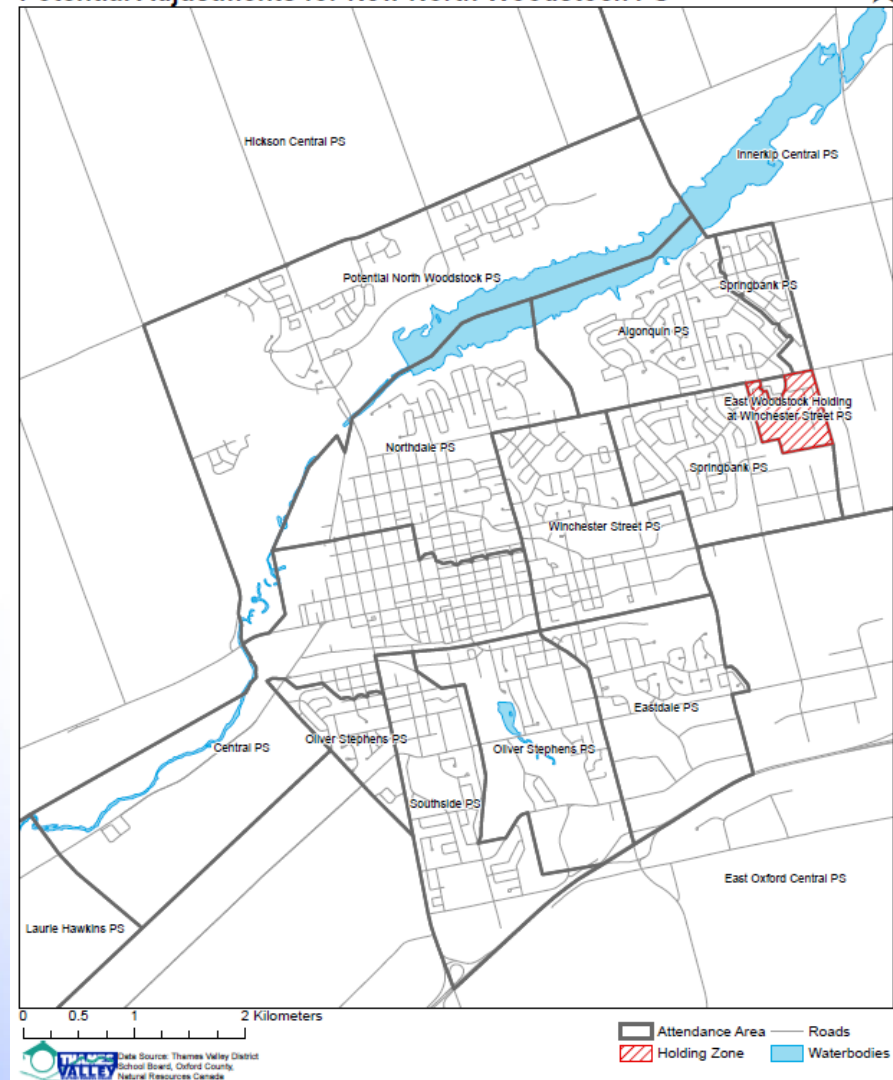
# Overview of Business Case Submissions

## 2. New North Woodstock Elementary School (Accommodation Pressure)

### Additional Considerations

- Oxford County French Immersion and City of Woodstock Elementary Panel Attendance Area Review
- Accommodate holding zone students
- Revise existing attendance areas

**Woodstock Attendance Areas:  
Potential Adjustments for New North Woodstock PS**

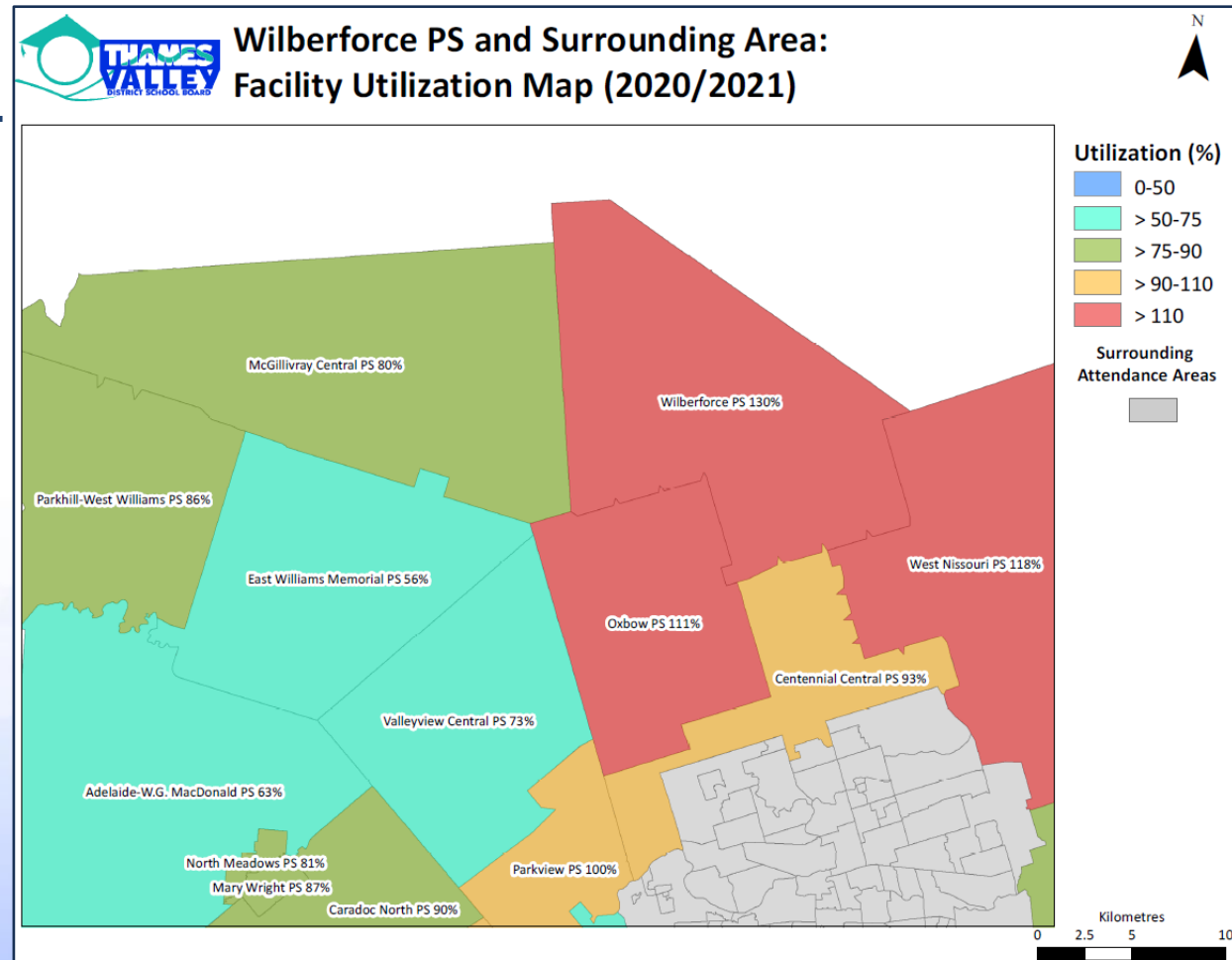


# Overview of Business Case Submissions

## 3. Wilberforce PS Addition and Renovations (Accommodation Pressure)

### Considerations

- Nearby residential development
- Only TVDSB school in the Township of Lucan-Biddulph
- Large attendance area
- Sustained reliance on temporary accommodation measures (portables)
- Continued residential growth projected for the area



## Overview of Business Case Submissions

### 3. Wilberforce PS Addition and Renovations (Accommodation Pressure)

## Proposal

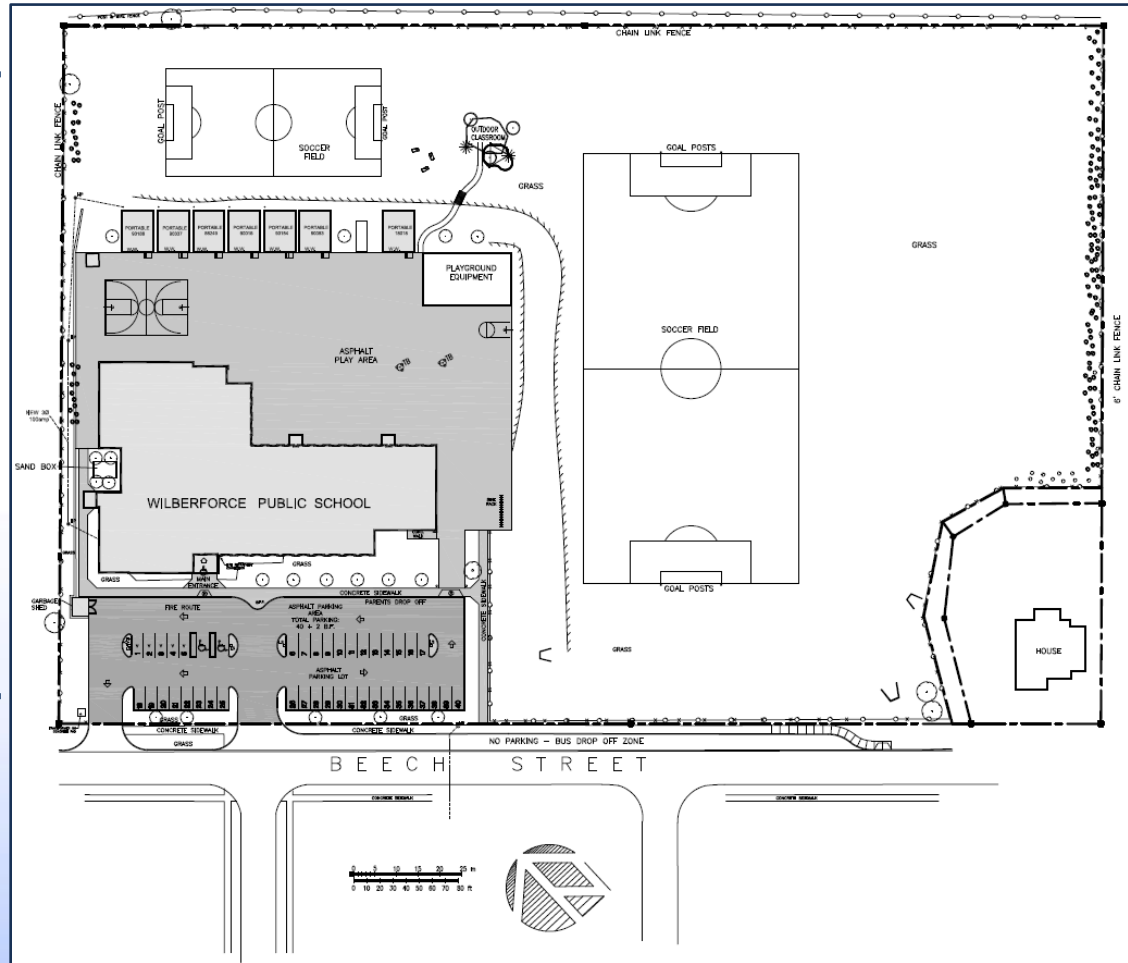
## Addition + Renovations

- 7-classroom addition, including a resource room, washrooms and storage areas
- renovations resulting in a new FDK room
- expand gym

### 683 Proposed New OTG Capacity

## Other Considerations

- Addition would maximize the use of the site
- Parking area expansion to be completed this summer





# Overview of Business Case Submissions

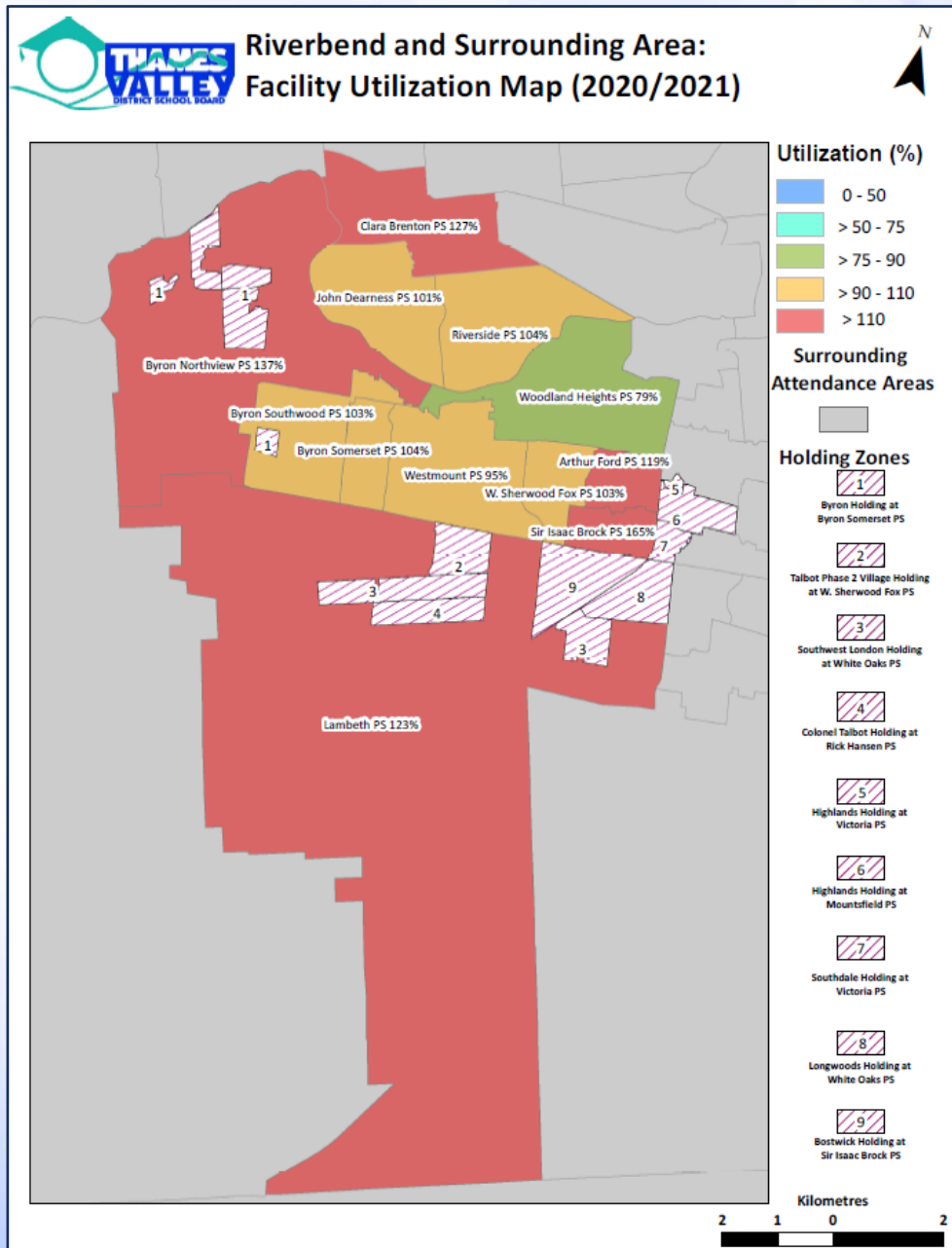
## 4. New West London Elementary School – Riverbend (Accommodation Pressure)

### Considerations

- Significant residential development and population growth
- Multiple holding zones
- Large attendance area for Byron Northview PS
- Sustained reliance on temporary accommodation measures (portables)

### Schools in Study Area

Byron Northview PS, Byron Southwood PS, Byron Somerset PS, John Dearness PS, Clara Brenton PS, Riverside PS, Westmount PS



# Overview of Business Case Submissions

## 4. New West London Elementary School – Riverbend (Accommodation Pressure)

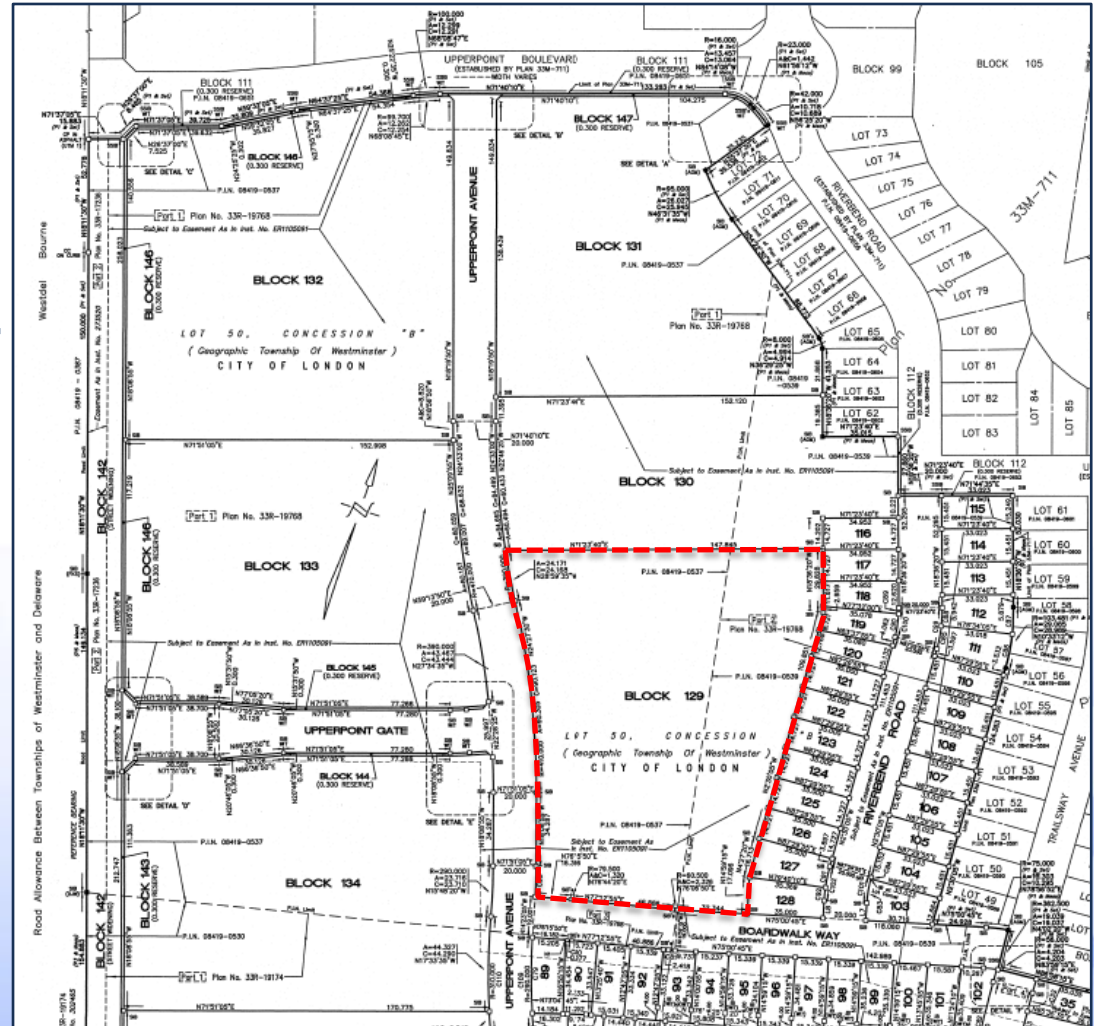
### Proposal

507 New Pupil Places (K-8)

88 Child Care Spaces



Potential site identified



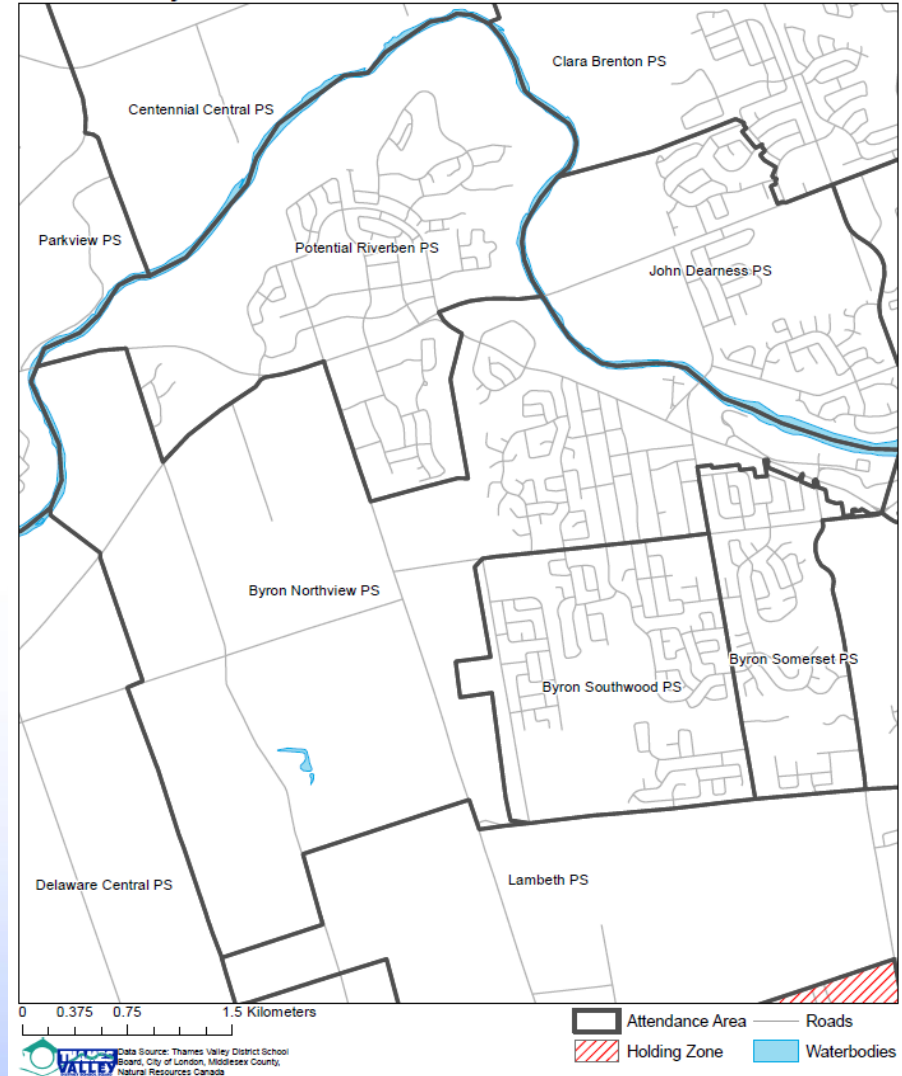
# Overview of Business Case Submissions

## 4. New West London Elementary School – Riverbend (Accommodation Pressure)

### Additional Considerations

- London Attendance Area Review
- Accommodate holding zone students
- Revise existing attendance areas

Byron Attendance Areas:  
Potential Adjustments for New Riverbend PS



## Recommendation

That the following ranked projects be submitted to the Ministry of Education's 2021-2022 Capital Priorities Program:

1. New Southwest London Elementary School – Lambeth
2. New North Woodstock Elementary School
3. Wilberforce PS Addition and Renovations
4. New West London Elementary School – Riverbend



Date of Meeting: 2021 May 11

Item #: 12.b.1

<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>	2021-2022 Preliminary Budget Enrolment Projections
<b>PRESENTED BY:</b> (list ONLY those attending the meeting)	Jeff Pratt, Associate Director Cathy Lynd, Superintendent of Business Services Sandra Macey, Manager of Financial Services Ben Puzanov, Manager of Planning
<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 Trustees with the enrolment projections that will be used to develop the 2021-2022 budget.
<b>Content:</b>	<p>Enrolment based on Average Daily Enrolment (ADE) is the key driver for a majority of the Grants for Student Needs (GSN) funding. ADE is based on the average of the Full-Time Equivalent (FTE) enrolment on two count dates, October 31<sup>st</sup> and March 31<sup>st</sup>. (Note – FTE enrolment includes converting part time students with less than full instructional minutes per day into a decimal representing a percentage of full instructional minutes.)</p> <p>The Planning Department developed enrolment projections for use in building the 2021-2022 annual budget.</p> <p>The attached report shows:</p> <ol style="list-style-type: none"> <li>1) The projected ADE for 2021-2022;</li> <li>2) The comparative ADE used in the approved 2020-2021 budget, and;</li> <li>3) The ADE used in the 2020-2021 Revised Estimates. The 2020-2021 Revised Estimates ADE is based on actual October 31<sup>st</sup> ADE and projected March 31<sup>st</sup> ADE.</li> </ol> <p>There is a significant decrease in enrolment of 1,892.51 ADE budget to budget. This decrease was realized in the 2020-2021 school year as shown in the Revised Estimates, with a decrease of 2,596.64 ADE compared to the approved budget. A modest increase in enrolment of 704.14 ADE from Revised Estimates to 2021-2022 preliminary budget is projected.</p> <p>The enrolment projections are fairly conservative, based on continuing current experience and does not expect a full return of students to pre-pandemic levels for next year. The Ministry of Education has advised school boards through the 2021:B04 2021-22 School Year Memorandum “to take a cautious</p>

approach in their planning given the uncertainty in enrolment and adjust accordingly for one-time funding that was provided in 2020-21". In addition, boards were advised that "the enrolment decline this year was unexpected which is why the enrolment funding stabilization for 2020-21 was introduced". TVDSB received over \$25m in stabilization funding to support the unexpected decline experienced in enrolment, and as noted, enrolment stabilization funding should not be expected to continue next budget year.

### **Elementary**

There was a significant reduction in JK and SK enrolment for the 2020/2021 school year compared to the original budget, and Planning staff assumed this reduction would continue for the 2021/2022 school year. In addition, approximately 1,329 students demitted to homeschool during the 2020/2021 school year. For enrolment projections, it was assumed that SK students moving into Grade 1 would return to the Board. There is ongoing work to reconnect with all students who demitted to homeschool and any successful increase in enrolment as a result of these efforts will be included in revised estimates in the fall.

There is also an element of growth included in the projections, and for 2021/2022 approximately 568 elementary students are projected to result from new developments across the district.

### **Secondary**

Unlike the elementary panel, secondary enrolment was not significantly impacted by homeschool demits as a result of COVID-19. However, registrations for returning grade 12 students remain relatively high for the 2021/2022 school year due to the pandemic. Students are choosing to return to grade 12 next year either to complete their desired programs or because of the uncertainty surrounding post-secondary education.

There is an element of growth from new developments included in the secondary projections as well – approximately 191 students.

The Board had been experiencing a consistent decline in High Credit enrolment (those taking more than 34 credits) every year. There was a significant decrease this year as a direct result of the pandemic with many fewer High Credit students electing to return to school. The High Credit enrolment projections are based on past trends, excluding this current year.

Based on discussion with the International Education team and data provided through the One World International Welcome Centre, international enrolment has decreased significantly for the 2020/2021 school year. This trend is expected to continue into next year and as a result, enrolment numbers were not adjusted to account for a growth in international students for the 2021/2022 school year.

### **Risks to the Projected Enrolment**

- 1) Approximately 1,200 fewer JK and SK students attended school in 2020/2021 than was expected. The lower enrolment was a result of COVID-19 and is consistent with the experiences of other school boards.



	<p>Given the ongoing pandemic and the fact that kindergarten is optional in Ontario, the lower JK and SK enrolment is projected to continue. Enrolment could increase back to pre-pandemic levels if a COVID-19 vaccine for children is approved for use in Canada. Many of the students who have demitted to homeschooling may also return to public education when a vaccine for children becomes available.</p> <p>2) Based on current registration data and discussions with secondary school principals, approximately 31% of Grade 12 students are expected to return next year. Additional registrations are expected to occur between now and the start of the 2021/2022 school year. However, the bulk of the registrations have been completed and any new registrations are expected to be offset by those returning grade 12 students who are currently registered but whose plans are likely to change prior to September of 2021, as has historically occurred. Higher enrolment could result if a larger number of grade 12 students later decide to defer pursuing post-secondary education given the ongoing pandemic.</p> <p>3) Administration is projecting that International student enrolment will be consistent with the current year. Enrolment could increase if border restrictions are lifted during the next school year.</p>
<b>Financial Implications:</b>	
<b>Timeline:</b>	
<b>Communications:</b>	
<b>Appendices:</b>	Enrolment Comparison Report

**Strategic Priority Area(s):**

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

Form Revised January 2020

## 2021-2022 Preliminary Budget Enrolment Comparison Report

	2021-2022 Projected Enrolment	2020-2021 Revised Estimates	2020-2021 Approved Budget	Variance	
				2021-22 Projected to 20-21 Rev Est	2021-22 Projected to 20-21 Budget
<b>Elementary</b>					
(Note 1)					
Junior Kindergarten	4,377.85	4,464.67	5,429.30	(86.82)	(1,051.45)
Senior Kindergarten	4,867.59	5,284.57	5,547.57	(416.98)	(679.98)
Grades 1-3	16,838.15	16,520.30	17,167.24	317.85	(329.09)
Grades 4-8	29,381.18	28,999.76	29,483.28	381.42	(102.10)
<b>Elementary Pupils of the Board</b>	<b>55,464.77</b>	<b>55,269.30</b>	<b>57,627.39</b>	<b>195.47</b>	<b>(2,162.62)</b>
Indigenous Education Service Agreements	85.42	85.42	73.00	-	12.42
International Tuition	41.00	41.00	73.00	-	(32.00)
<b>Total Elementary Enrolment</b>	<b>55,591.19</b>	<b>55,395.72</b>	<b>57,773.39</b>	<b>195.47</b>	<b>(2,182.20)</b>
<b>Secondary</b>					
<b>Day School Pupils of the Board</b>	<b>23,189.23</b>	<b>22,733.77</b>	<b>22,749.70</b>	<b>455.46</b>	<b>439.53</b>
Independent Studies	35.00	35.00	50.00	-	(15.00)
High Credit	111.88	53.08	190.62	58.80	(78.74)
Indigenous Education Service Agreements	149.25	149.25	159.02	0.00	(9.77)
International Tuition	228.80	234.40	275.13	(5.60)	(46.33)
<b>Total Secondary Enrolment</b>	<b>23,714.16</b>	<b>23,205.50</b>	<b>23,424.47</b>	<b>508.66</b>	<b>289.69</b>
<b>Total Board Enrolment</b>	<b>79,305.35</b>	<b>78,601.22</b>	<b>81,197.86</b>	<b>704.14</b>	<b>(1,892.51)</b>

### Notes:

1) 2021-22 enrolment projections provided by the Planning Department



Date of Meeting: 2021 May 11

Item #: 12.b.2

<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>	2021-2022 Grants for Student Needs Overview
<b>PRESENTED BY:</b> (list ONLY those attending the meeting)	Cathy Lynd, Superintendent of Business Services Sandra Macey, Manager of Financial Services
<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 Trustees with a high level overview of the Grants for Student Needs (GSN) funding changes for 2021-2022 based on the Ministry of Education Memorandum 2021:B08.
<b>Content:</b>	<p><b>COVID-19 Supports Included in the GSN</b></p> <p>As stated in the Memorandum, starting in 2021-22, in recognition of the continuing need for additional funding for technology resources and mental health supports, the ministry is now planning for these allocations to be ongoing elements within the GSN:</p> <ul style="list-style-type: none"> <li>• <b>Technology Resources:</b> The ministry will provide \$14.9 million in 2021-22 to support technology-related costs. This continued funding will help to replace some devices that may be out-of-date and support the procurement of additional student devices. For TVDSB, this funding allocation is approximately \$559,000.</li> <li>• <b>Mental Health Supports:</b> The ministry will provide \$10.1 million in 2021-22 to support student mental health to foster the continued learning and well-being of students. School boards may use this funding for mental health professionals, professional learning, collaboration with community mental health providers, student engagement opportunities and collection, analysis and reporting of student mental health information. For TVDSB, this funding allocation is approximately \$206,000.</li> <li>• <b>Recent Immigrant Supplement:</b> Due to the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic and closed borders, \$79.6 million in time-limited mitigation funding is being provided to supplement the Recent Immigrant Component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation. This funding is expected to help school boards continue to offer the same level of support to students requiring ESL/ELD. For TVDSB, this funding allocation is approximately \$3.6 million and increases the ESL funding to approximate the 2020-21 budget amount.</li> </ul>

### **Online Learning and Remote Learning**

- Online Learning: The ministry is updating the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants based on a differentiated funded average class size for online and in-person learning. In 2020-21, the Online Learning Adjustment Allocation was based on the number of credits offered in 2017-18, funded at an average class size of 30. Beginning this year the secondary benchmark will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419). The online learning credit load benchmark assumes approximately 8% of secondary students will take one course online in 2021-22. For TVDSB, the result of this new methodology is a loss of funding for approximately 3.5 FTE teachers, partially offset by the elimination of the Online Learning Adjustment (a \$74,389 reduction to funding in 2020-21).

### **Keeping Up With Costs**

- Two per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, and other costs).

### **Priorities and Partnerships Funding (PPF) Transfers to GSN**

The following PPF allocations have been transferred into the GSN:

- **Specialist High Skills Major (SHSM):** SHSM programs support Grade 11 and 12 students in gaining sector specific skills, knowledge and training in the context of education and career/life planning activities that assist them in their planning and transition from secondary school to apprenticeship training, college, university, or the workplace. (\$438,756 in 2020-21).
- **After-School Skills Development (ASSD) Programs:** Provides students with autism spectrum disorder (ASD) and other students with special education needs who may benefit from the program with additional targeted skills development opportunities, outside of the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. (\$143,669 in 2020-21).

### **Student Transportation**

In 2020, the ministry launched a review of student transportation, which aims to achieve a more equitable, efficient, and needs-based student transportation system in Ontario. While the review is underway, the overall Student Transportation Grant will be maintained at the previous year's funding level.

### **Labour Funding**

- Salary benchmarks have been adjusted by one percent.
- Funding has been provided for benefits that vary by employee group, reflecting central agreements.
- The centrally negotiated Supports for Student Fund (SSF), which provides flexible funding for school boards to support the learning

	<p>needs of students continues in 2021-22 (final year). This totals \$7.6 million and supports approximately 97 FTE.</p> <p><b>Additional Educational Software Licensing</b></p> <ul style="list-style-type: none"> <li>• The per-pupil amount is being increased from \$0.49 to \$0.84.</li> <li>• These funds are being given directly to school boards, as the ministry's last term-limited licences for digital learning tools expire, to help support their own choice and purchase of licences. (An increase of \$27,528 in 2021-22).</li> </ul> <p><b>Central Employer Bargaining Agency Fees</b></p> <ul style="list-style-type: none"> <li>• This allocation is being revised to better reflect the trustees' associations' cost structures since the introduction of the <i>School Boards Collective Bargaining Act, 2014</i>. (An increase of approximately \$14,000 in 2021-22).</li> <li>• Starting in 2022-23, funding amounts will be adjusted each year based on a number of factors, including changes to the GSN benchmarks and each trustees' association's total annual expenses.</li> </ul> <p><b>CAPITAL</b></p> <ul style="list-style-type: none"> <li>• School Condition Improvement (SCI): A capital renewal program that allows school boards to revitalize and renew aged building components that have exceeded or will exceed their useful life. Funding for 2021-22 has decreased by approximately \$8 million to \$45.9 million.</li> <li>• School Renewal Allocation (SRA): Allows school boards to revitalize and renew aged building systems and components and undertake capital improvements (amount to be calculated, largely based on enrolment).</li> <li>• Temporary Accommodation: This funding may be used for portable moves, leases and purchases. Funding for 2021-22 has increased by approximately \$1 million to \$2.5 million.</li> </ul> <p>Ministry submission deadline of the 2021-22 budget is June 30, 2021.</p>
<b>Financial Implications:</b>	
<b>Timeline:</b>	
<b>Communications:</b>	
<b>Appendices:</b>	

**Strategic Priority Area(s):**

	<input type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners.
<b>Relationships:</b>	<input type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input type="checkbox"/> Create opportunities for collaboration and partnerships.
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<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 type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input type="checkbox"/> Enhance the safety and well-being of students and staff.

**We build each student's tomorrow, every day**





Date of Meeting: 2021 May 11

Item #: 12.b.3

<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>	2021-2022 Priorities and Partnerships Funds (PPFs)
<b>PRESENTED BY:</b> (list ONLY those attending the meeting)	Cathy Lynd, Superintendent of Business Services Sandra Macey, Manager of Financial Services
<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 Trustees with an overview of the Priorities and Partnership Funds to be included in the 2021-22 preliminary budget based on the Ministry of Education Memorandum 2021:B07 and 2021:B10.
<b>Content:</b>	<p>In addition to the Grants for Student Needs, the board typically receives Priorities and Partnership Funds (PPF) that are included in the preliminary budget. The following highlights the PPFs that will be included in the 2021-22 preliminary budget:</p> <ul style="list-style-type: none"> <li>• <b>Math Strategy</b> \$2,239,000 (\$2,239,000 in 2020-21): to support additional board and school positions to support student math performance.</li> <li>• <b>Well-Being and Mental Health Bundle</b> \$100,018 (\$100,018 in 2020-21): to support boards in addressing local needs and priorities that promote well-being and mental health, including safe, healthy, inclusive and accepting learning environments.</li> <li>• <b>Educators Autism Additional Qualification (AQ) Subsidy</b> \$9,333 (\$9,333 in 2020-21): funding to support teacher participation in the <i>Teaching Students with Communication Needs (Autism Spectrum Disorder)</i> additional qualification (AQ Course).</li> <li>• <b>Learn and Work Bursary</b> \$29,000 (new in 2021-22): provides a bursary to vulnerable and underserved students who are enrolled in a cooperative education program and have financial and other barriers to completing the Ontario Secondary School Diploma. Eligible students would be identified by guidance teams based on the selection criteria.</li> <li>• <b>Parents Reaching Out (PRO) Grant</b> \$84,300 (\$41,910 in 2020-21): provides financial support to school boards to work with their Parent Involvement Committees (PIC) to lead projects with a focus on identifying barriers and opportunities to strengthen parent engagement and enable more parents/guardians to support their child's learning and well-being.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Learning and Innovation Fund for Teachers</b> \$63,000 (new in 2021-22): enables school boards to support teacher collaboration, learning and sharing of effective practices within schools, within boards and across the province.</li> </ul> <p><b>Continued COVID-19 Funding Supports</b> To support the continued safe operation of schools in 2021-22, the ministry will continue to provide temporary ongoing COVID-19 funding supports to school boards. The total allocation for TVDSB is \$17,241,723 and is allocated as follows:</p> <ul style="list-style-type: none"> <li>• Staffing Support \$11,183,958</li> <li>• School Operating Costs \$1,146,633</li> <li>• Transportation Costs \$3,122,200</li> <li>• Special Education Supports \$444,350</li> <li>• Mental Health Supports \$574,112</li> <li>• Re-engaging Students and Reading Assessment Supports \$770,470</li> </ul> <p>At this time, school boards are expected to budget for approximately half of the COVID-19 related PPFs to support the first half of the school year. The ministry will confirm the use of the remaining resources, if needed for the second half of the year, in the Fall, pending vaccine distribution across the province and public health advice.</p>
<b>Financial Implications:</b>	
<b>Timeline:</b>	
<b>Communications:</b>	
<b>Appendices:</b>	

**Strategic Priority Area(s):**

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

Form Revised January 2020

## REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

April 19, 2021  
6:30 p.m. - 9:31 p.m.

### MEMBERS

#### Representatives

C. Thammavongsa, Association for Bright Children  
S. Moore, Autism Ontario London  
B. Furac, Community Living London  
A. Morse, Easter Seals Ontario  
B. Harvey, Epilepsy Support Centre  
P. Cook, Learning Disabilities Association of Ontario  
C. Fortnum, Vanier Children's Services  
N. Davison, VOICE for the Hearing Impaired  
J. Wright, Community Services Coordination Network (CSCN)  
T. Grant, Fetal Alcohol Spectrum Disorder Network  
S. Young, London Autism Developmental Disabilities  
J. Gritzan, Thames Valley Children's Centre  
S. Thomson, Thames Valley Council Home and School  
Associations  
J. Bennett, Trustee  
L. Pizzolato, Trustee

#### Alternates

B. Mai, Association for Bright Children  
D. Shore-Reid, Learning Disabilities Association London  
S. Grabstas, Vanier Children's Services  
M. Barbeau, Voice for Hearing Impaired Children(+7:52)

**Regrets:** M. Cvetkovich, B. Yeoman

### ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education  
A. Leatham, System Principal  
R. Ferrara, System Principal  
H. Mahabir, Elementary Principal (-9:00)  
T. Birtch, Secondary Principal (-9:00)  
M. Chevalier, Elementary Principal  
M. Phillips, Secondary Principal  
S. Smith, Corporate Services  
J. Capaldi, Communication Specialist (+7:09)  
S. McNaughton, Assistant to Superintendent  
A. Marlowe, Diversity and Equity Coordinator (-7:20)

#### 1. Call to Order

Vice-Chair T. Grant called the meeting to order at 6:30 p.m. through a virtual Teams meeting.

#### 2. Welcome

T. Grant 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 2021 March 8 Special Education Advisory Committee meeting was provided for information.

## **6. Business Arising from the Minutes**

### **Sub-committee Reports- item #10.**

Members expressed concerns the sub-committee reports presented at the last SEAC meeting were not included in the minutes. A. Canham noted each Trustee was provided a copy of the sub-committee reports.

Through discussion, A. Canham advised the Giftedness (SEAC-1), SEAC Priorities (SEAC-2) and Handbook (SEAC-3) sub-committee reports presented at the 2021 March 8 SEAC meeting will be included in the 2021 April 19 SEAC minutes, as requested.

Discussion considered the intent of the recommendations in the reports and the reporting out of those recommendations in the minutes as a means of ensuring Trustees of the Board were aware of the recommendations.

The responsibilities as they relate to the governance role of a Trustee in the organization relative to the operational role of Administration was described.

The following motion was moved and CARRIED:

That the reports and recommendations presented at March's SEAC meeting from the Giftedness Subcommittee, the SEAC Priorities Subcommittee, and the SEAC Handbook Subcommittee be attached to April's SEAC meeting minutes and that the recommendations to the Trustees in the reports be included in the Recommendations section of April's minutes.

A poll vote was conducted:

YEAS: B. Furac, A. Morse, B. Harvey, C. Fortnum, N. Davison, J. Wright, T. Grant, L. Pizzolato, B. Mai

NAYS: P. Cook, S. Young, J. Gritzan, S. Thomson, J. Bennett

Abstain: S. Moore

The following recommendations, from the Giftedness Sub-committee Report, were presented at the 2021 March 8 meeting:

The Subcommittee recommends that SEAC advise the Board of Trustees on the following recommendations:

Recognize the importance of ensuring opportunities for like-minded peers to work together when providing programming.

Support the provision of professional learning opportunities to understand the intellectual and social emotional needs of students with a giftedness exceptionality and on differentiation for enriched programming.

Recognize the need for enrichment in many subject areas, as well as cross-curricular opportunities, for student learning (such as, but not limited to, open ended activities, voice and choice, enriched work, higher level work, self-paced learning, leadership role).

Identify and remove barriers to effective programming and supports.



Support the Board of Trustee's and Director of Educations' commitment to a Giftedness Program Review and provide all reports and documentation (as listed above) to the Giftedness Program Review for consideration.

**7. TVDSB Accessibility Plan Update**

A. Canham provided an update regarding TVDSB's Accessibility Plan. A. Marlowe outlined the details of an activity SEAC members completed in breakout sessions. The data collected from the activity will be collated and presented at the next SEAC meeting.

**8. District/Department Updates**

**a. Return to Learn - April**

A. Canham provided an update regarding the return to in-person learning for Special Education students. Surveys were sent to the families of all Special Education students in Special Education classes to determine urgent needs in the system. It was noted Special Education students will start to return to in-person learning tomorrow.

Questions of clarification were addressed regarding in-person learning supports, students in locally developed classes, receiving input from parents, supports for full remote learners and the Special Education Plan.

**b. Early Identification and Intervention Independent Procedure**

A. Canham detailed revisions to the Early Identification and Intervention Independent Procedure (#9018) noting public input is being requested on this independent procedure. Committee members were invited to submit feedback.

**c. Professional Assessments Update**

A. Canham provided an update of the waitlist data for professional assessments noting a decrease in overall wait times.

**d. July 2020 Board Motion - Giftedness Program Review Update**

A. Canham provided an update on the Giftedness Program Review resulting from the 2020 July 21 Board motion.

A. Canham outlined the progress to date and detailed next steps noting the delays resulting from COVID-19.

**9. TOSSA Referrals Review**

A. Canham provided an update on TOSA referrals relevant to the tiered intervention process and the number of TOSA referrals compared to the previous academic year.

Questions of clarifications were addressed regarding tier 1 interventions, the process for obtaining TOSA support, feedback from students and reporting/sorting student data by exceptionality/exceptionalities.

A motion to sit to 9:30 p.m. was moved and CARRIED.

**10. IEP Audit**

R. Ferrara provided an update on Individual Education Plan (IEPs) audits noting a sub-committee will be formed. The details for the sub-committee were provided noting 2 SEAC members will be included.

Interested SEAC members were directed to email S. Smith or S. McNaughton.

**11. TVDSB Operational Plan/Special Education Departmental Plan**

A. Canham presented for information the 2020-2021 TVDSB Operational Plan.

A. Canham requested follow-up questions be directed to him by email.

A. Canham advised each department will have their own departmental plan, noting SEAC will have an opportunity to provide input on the Special Education Departmental Plan.

**12. Special Education Budget and Staffing**

This item was deferred to the 2021 May 4 meeting.

**13. Future Agenda Items**

- Special Education Budget/Staffing
- Exceptionality Data
- PAAC on SEAC Survey Results
- B. Davison Secondary School

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

A copy of the revisions to Standards 1, 3, 6, 8, 11 and 16 of the Special Education Plan were provided to the committee prior to the meeting.

Committee members were asked to send any feedback, questions, or reflection to S. McNaughton.

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

An update will be provided at the next meeting.

**16. Correspondence (Standing Item)**

**a. Hastings and Prince Edward District School Board Letter 2021 February 19**

Vice-Chair Grant presented for information a copy of a letter from the Hastings and Prince Edward District School Board in support of providing students who are of appropriate age and their staff access to vaccinations. A copy was provided to the committee prior to the meeting.

**b. Durham District School Board Letter of 2021 March 25**

Vice-Chair Grant presented for information a copy of a letter from the Durham District School Board in support of providing door-to-door school bus service to Special Education students requiring pick up on Highway #2. A copy was provided to the committee prior to the meeting.

**17. SEAC Priorities (Standing Item)**

A. Morse provided an update on the current progress to date. Next steps were outlined noting an activity will be planned for the next SEAC meeting.

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

Community event flyers will be emailed out to the committee members as they are received by Corporate Services.

A. Canham advised vaccine access codes were provided for educational assistants, teachers, learning support teachers, Principals and custodial staff who regularly come in contact with student in specific Special Education classes.

**19. 2021 Meeting Dates**

The 2021 meeting dates were provided in the agenda package. The next meeting is scheduled for 2021 May 4, 12:15 p.m.

**20. Adjournment**

The meeting adjourned at 9:31 p.m. by motion.

**Tracy Grant**  
Vice-Chairperson

## SEAC Giftedness Subcommittee

### Report to Special Education Advisory Committee (SEAC)

#### Subcommittee Membership:

Paul Cook, LDAO; Debbie Shore-Reid, LDAO; Tracy Grant, FASD – ELMO; Christine Thammavongsa, ABC - London; Beth Mai, ABC - London; Lori-Ann Pizzolato, Trustee; Andrea Leatham, System Principal; Roseanne Ferrara, System Principal; Andrew Canham, Superintendent of Special Education

The SEAC Giftedness Subcommittee (the “Subcommittee”) offers the following five (5) recommendations for consideration by the Thames Valley DSB (TVDSB)’s Special Education Advisory Committee (SEAC). These recommendations are as result of a fulsome review of the following TVDSB documents that were provided to and reviewed by the abovementioned members of the Subcommittee:

- *The Summary of Feedback from the Special Education Advisory Committee*
- *The Elementary Gifted Family Survey Results*
- *The Executive Summary of Elementary Gifted Family Survey*
- *The Gifted Service Model Literature Review & Feedback Form*

#### **Recommendations:**

The Subcommittee recommends that SEAC advise the Board of Trustees on the following recommendations:

1. Recognize the importance of ensuring opportunities for like-minded peers to work together when providing programming.
2. Support the provision of professional learning opportunities to understand the intellectual and social emotional needs of students with a giftedness exceptionality and on differentiation for enriched programming.
3. Recognize the need for enrichment in many subject areas, as well as cross-curricular opportunities, for student learning (such as, but not limited to, open ended activities, voice and choice, enriched work, higher level work, self-paced learning, leadership role).
4. Identify and remove barriers to effective programming and supports.
5. Support the Board of Trustee’s and Director of Educations’ commitment to a Giftedness Program Review and provide all reports and documentation (as listed above) to the Giftedness Program Review for consideration.

## SEAC Identified Priorities

### Priority Area of Focus

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
<b>Early Identification and Intervention:</b>	<b>Measurement of the Effectiveness of our Special Education Programs and Services:</b>	<b>SEAC Support of Professional Development:</b>	<b>Ongoing Dialogue with Local Associations:</b>	<b>SEAC Meeting Format and Agenda Timing</b>
<ul style="list-style-type: none"> <li>• Research shows that Early Identification and Intervention is critical for special education students.</li> <li>• Better supports for students and families will lead to increased student achievement.</li> <li>• Screening and assessment are important tools.</li> <li>• Important to reduce wait times between early identification and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive set of indicators is needed to measure the effectiveness of special education programs and services, including student outcomes.</li> <li>• Look at data such as attendance, credit accumulation and graduation rates of students with special needs. This will tell us if we are getting the job done.</li> </ul>	<ul style="list-style-type: none"> <li>• Support ongoing professional development for Learning Support Teachers, Learning Coordinators, Administration, and Classroom Teachers.</li> <li>• SEAC to share information and resources that will support staff professional development.</li> <li>• Ensure that those working directly with special education students have the supports/resources they need in order to meet the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• SEAC member associations have information and resources about the special education students they represent, particularly from the parent perspective.</li> <li>• SEAC members can provide advice about what their students need and emerging issues in schools. Builds effective relationships based on student need(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Need for SEAC Member training, particularly regarding:               <ul style="list-style-type: none"> <li>– The role of SEAC, and</li> <li>– The role of members and alternates.</li> </ul> </li> </ul>
<b>Action Plan – Next Steps</b>				
<ul style="list-style-type: none"> <li>• Staff to make a presentation to SEAC on Early ID and the functionality of the new tool.</li> <li>• Develop a brochure, either paper copy or online version, to</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to develop a presentation or overview on what data the board collects currently for students with Special Education needs as well as an overview of the Operational Plan as it</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation to SEAC on what initiatives and/or training is occurring in collaboration with community partners.</li> <li>• SEAC currently supports PD through some of the seminars/presentations etc., that the various organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Look to host a virtual seminar/presentation/online event where various member organizations could talk about their own association.</li> <li>• Develop a Q&amp;A session, posted either for the public</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Create more breakout</del> sessions within SEAC meetings to allow further engagement in discussion on agenda items, so more members able to contribute.</li> </ul>

serve as communication piece on how to support families through the Early ID process.	<p>relates to Special Education.</p> <ul style="list-style-type: none"> <li>• Staff to make a presentation on the broader measures being used, such as graduation rates, etc., to drive programming.</li> </ul>	run. Look to explore other PD opportunities for collaboration with and contribution from SEAC member organizations by having access to an outline of proposed PD for the year to enable SEAC and it's member organizations to be a partner at the table when developing specific PD.	to view or just for SEAC members.	<ul style="list-style-type: none"> <li>• Provide regular SEAC training for members, i.e. roles, responsibilities etc.</li> <li>• Establish a mentor program for new members.</li> <li>• Look at resources available to SEAC members, i.e., SEAC handbook which is currently being reviewed, PAAC on SEAC resources, etc.</li> </ul>
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## **SEAC Handbook Subcommittee Report**

**2021 March 8**

### **Now:**

- Reviewed current Handbook and made minor edits (attached).
- Asked SEAC members to review (and correct as needed) the list of representatives
- Reviewed and proposed edits to new Minority Report section and template in the Appendix

### **Next:**

- Ask for staff commitment to undertake a more comprehensive enhancement of the Handbook for 2021/22
  - Durham DSB has an exemplary model to follow
- Issues identified to address in fulsome review include:
  - Clarifying Members-at-large / Organizations vs. Parent Association members
  - Filling vacancies during term
  - Clarifying voting eligibility
  - Process for presenting to the Board
  - Input of Corporate Services (and possibly Governance Committee) may be needed where policy is unclear



# **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) HANDBOOK**



## Thames Valley District School Board SEAC HANDBOOK

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## INTRODUCTION OF MEMBERS

This handbook has been prepared to assist you in understanding and performing your role as a Special Education Advisory Committee (SEAC) representative and to help you confidentially respond to the needs of all exceptional children.

Special Education Advisory Committees are legally mandated advisory bodies established to provide advice to school boards on all matters related to Special Education. Responsibilities of SEAC members include:

- Responding to the needs of all exceptional children within the Board;
- Acquiring and maintaining a knowledge of Special Education;
- Bringing concerns of your association (not individual cases);
- Informing your association and members about SEAC activities and information; and
- Providing input to the SEAC Chair for SEAC agendas.

Included in this handbook is a general overview of the SEAC, the Provincial Parent Association Advisory Committee (PAAC) on SEAC and the Minister's Advisory Council on Special Education (MACSE). You will also find specific information related to the Thames Valley District School Board (TVDSB) SEAC such as our current member list, working committees, Board information and Board contacts.

In your role as a SEAC representative you will be working primarily with Special Education: A Guide for Educators, The Thames Valley District School Board Special Education Plan and this handbook.

It is our hope that this handbook increases your awareness and understanding of SEAC and that you find your role as a SEAC representative to be a rewarding, positive experience.

## PURPOSE OF SEAC

A Special Education Advisory Committee of a Board may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional pupils of the Board. (Section 11(1) Reg. 464/97)

Recommendations from SEAC may be presented to the Board of Trustees, either in person or as a written submission that should include an explanation of the purpose of the recommendation (this would occur in the event that the recommendation is sufficiently straightforward that no personal presentation is required).

SEAC also plays a significant role in the review of the annual Special Education Plan and in that part of the annual budget process that relates to Special Education.

## SPECIAL EDUCATION PLAN

School boards are specifically directed to provide SEAC with the opportunity to "participate in the Board's annual review" (Section 12 (1) Reg. 464/97). This does not mean that SEAC may direct that the Board make amendments to its plan. SEAC may, however, recommend changes to the plan during the

review process. Boards must include any majority or minority reports from SEAC when it submits its plan (Standards for School Boards' Special Education Plans (2000) p.4). As well, any motions of recommendations from SEAC that are related to the Board's approval of the plan must also accompany it when submitted to the Ministry [Standards p. 17].

## **SPECIAL EDUCATION MAJORITY AND MINORITY REPORTS**

The endorsement of the Special Education Plan or the Special Education Budget through committee motion and approval by the majority of members present at the meeting is considered to be the "majority report".

Per Robert's Rules, a committee report only contains that which has been agreed to by a majority vote.

A minority may submit a separate report. The template for the Minority Report may be found in Appendix A.

Where a minority of committee members do not agree with the majority, they may submit a minority report to the Board of Trustees through Corporate Services and copied to the Chair of the Committee and to the Superintendent of Achievement for Special Education.

That report must be submitted within the timeline established for receiving Board reports and to ensure the Minority Report is presented to Trustees the same evening they are receiving the Special Education Plan or Special Education Budget for their approval.

It is the responsibility of the member (s) wishing to submit a Minority Report to contact Corporate Services and/or the Superintendent of Achievement for Special Education to understand the timeline for submission.

The Special Education Plan or Special Education Budget, inclusive of the majority report and any minority reports, will be shared with SEAC members in advance of the presentation to the Board of Trustees.

The decision of the Board regarding the Special Education Plan or Special Education Budget, is to be considered the Board response and will be communicated to SEAC members at the next meeting by the Superintendent of Student Achievement for Special Education.

Special Education Plans for the previous five years, inclusive of the majority and minority reports, will be made available to SEAC members as a means of documenting past minority reports for consideration when reviewing future amendments to the Special Education Plan.

## **BUDGET PROCESS**

School boards must also ensure that SEAC's have the opportunity to "participate in the Board's annual budget process" of preparing estimates of revenues and expenditures, as that process relates to Special Education [Section 12(2) Reg. 464/97]. This means that the School Board must provide, at the very least,

an opportunity for SEAC to be heard on any recommendations which it makes on budget issues which touch on Special Education expenditures. Indeed, the entitlement to “participate” in budget decision suggests that SEAC should be involved actively in the Special Education budget process, which might be achieved through meaningful consultation in the budget planning process.

As well, SEAC also needs to have the opportunity to review the financial statements it prepares annually for submission to the Ministry of Education, as those financial statements relate to Special Education [Section 12 (3) Reg. 464/97]. This will allow SEAC’s participation in the budget process to be more meaningful.

## **ROLES AND RESPONSIBILITIES**

The Thames Valley District School Board SEAC roles and responsibilities are outlined in Standard 17 (Special Education Advisory Committee) in the Special Education Plan.

*(Note - Link (or embed) to Standard 17)*

## **MEETING TIMES/LOCATION**

The SEAC meets from September to June of each school year. Meeting dates, times, locations, agendas and reports are posted on the Thames Valley District School Board website at <http://www.tvdsb.ca> or available by calling the Thames Valley District School Board Education Centre at (519) 452-2000. Ministry of Education Regulation 181 requires SEAC to meet at least ten (10) times each year.

The SEAC occasionally will change the location and/or the time of the meeting for special purposes. The Committee meets at least ten (10) times in each school year; however additional meetings are also scheduled as needed. Meetings are open to the public.

## **PROCESS FOR SELECTING MEMBERS AND FILLING VACANCIES**

The process for selecting members and filling vacancies is guided by the Education Act (O. Reg. 464/97).

## **MEMBERSHIP**

Membership to SEAC is by appointment of the Board of Trustees and consists of:

- A maximum of twelve (12) representatives who have been nominated by their local association. Each association also nominates one (1) alternate.
- One (1) representative and one (1) alternate who have been nominated by the councils of bands with which the Board has entered into agreements with under s.188 of the Education Act.
- Three (3) members from the Board of Trustees.

The Board of Trustees also may appoint one or more individuals who are neither representatives of a local association nor members of the Board. Additional members generally are representatives of community agencies that have an interest in the well-being of one or more groups of exceptional children.

## **ELIGIBILITY**

A member cannot be an employee of the Board, must be qualified to vote for trustees, and be a resident

of Elgin County, Oxford County, Middlesex County or City of London.

An eligible association is defined as “an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.”

Eligible associations and interested community agencies may nominate a representative to SEAC at the start of each SEAC term (which coincides with the election of School Board Trustees, every four [4] years).

A call for nominations is carried out by TVDSB, Corporate Services.

Where nominations are received from more than 12 local associations within Elgin County, Oxford County, Middlesex County or City of London, the Board of Trustees selects the 12 local associations that shall be represented.

## **APPOINTMENTS AND TERMS OF OFFICE**

Representatives and alternates, once nominated, are appointed to SEAC by the Board of Trustees for the term of office of the members of the Board. This is a four year term. Where an individual is appointed to fill a vacancy, the individual serves for the remainder of the four year term.

An appointed alternate serves on the committee in the absence of the appointed representative.

## **FILLING VACANCIES**

A member vacates their seat if they 1) are absent from three consecutive meetings of the Committee and the alternate has not attended in their absence, or 2) cease to hold the qualifications to be appointed to the Committee, or 3) are convicted of an indictable offence.

A member may be reinstated to the Committee by special resolution as per the Board policy.

Where a seat of a member of the Committee is vacant, the alternate for the member acts in the member's place until such time as the position is filled.

To fill a vacancy, the association submits the name of their replacement nominee(s). Nominations must be submitted on letterhead to Corporate Services and include the following:

- the name of the individual nominated by the association and noting if the nomination is for the position of representative or alternate;
- information regarding how that individual represents the interests and well-being of exceptional children and/or adults; and
- confirmation they are Canadian citizens of 18 years of age, and residents of Thames Valley.

Upon receipt and confirmation of eligibility, the Board of Trustees will appoint the member.

## ELECTION OF COMMITTEE CHAIR/VICE – CHAIR

- The Vice – Chair shall assist the Chair and shall act for the Chair at meetings in their absence.
- The Chair or, in the absence of the Chair, the Vice – Chair, shall preside at meetings.
- If at any meeting the Chair and the Vice – Chair are not present, the members present may elect a Chair for that meeting.
- The Chair may vote with the other members of the Committee. Any motion on which there is an equality of votes is lost.
- The Committee shall elect its Chair and Vice – Chair at the first meeting following the Inauguration of the new Board and at the January meeting each of the next three (3) years. The process for election of these positions shall be the same manner as followed for the election of the Chair and Vice – Chair of the Board (attached) with the Superintendent of Student Achievement assuming the role of the Secretary of the Board until the SEAC Chair is elected.
- The position of Chair shall alternate annually between a Trustee member and local association member. The Vice – Chair of the Committee shall be elected annually on the same basis, except that the Vice – Chair shall be elected from the group not represented by the Chair.
- For meetings, the Chair of the SEAC shall carry out the duties of a Chair as outlined in Robert’s Rules of Order.
- The Chair and the Vice – Chair shall determine who shall act as spokesperson and report recommendations to the Board.
- The Chair, in consultation with the Vice – Chair, shall jointly be responsible for setting each meeting’s agenda, in consultation with the appropriate staff members and the Superintendent of Student Achievement.

## SEAC SUB – COMMITTEES

SEAC may appoint sub – committees as needed to further the business of the Committee. It is encouraged that SEAC members consider the opportunity to participate in SEAC working groups/sub – committees, as established.

## SEAC MEMBERS/CONTACT INFORMATION

ASSOCIATION	REPRESENTATIVE	ALTERNATE
<b>SCHOOL BOARD TRUSTEES</b>		
TVDSB – Trustee	Barb Yeoman	N/A
TVDSB – Trustee	Joyce Bennett	N/A
TVDSB – Trustee	Lori-Ann Pizzolato	N/A
<b>REGULATION 464/97 SECTION 2 LOCATION ASSOCIATION – MAX 12</b>		
Association for Bright Children	Christine Thammavongsa	Beth Mai

ASSOCIATION	REPRESENTATIVE	ALTERNATE
<a href="http://www.abcontario.ca">www.abcontario.ca</a>	<a href="mailto:thammavo@oxford.net">thammavo@oxford.net</a>	<a href="mailto:president.abclondon@gmail.com">president.abclondon@gmail.com</a>
Autism Ontario 1340 Dundas Street East London, ON N5W 3B6 (519) 433-3390 <a href="mailto:london@autismontario.com">london@autismontario.com</a> <a href="mailto:autismontariolondon@bellnet.ca">autismontariolondon@bellnet.ca</a>	Sherri Moore <a href="mailto:moore.sherri@gmail.com">moore.sherri@gmail.com</a> 519-200-0553	Kelly Wilson <a href="mailto:Langley38jane@hotmail.com">Langley38jane@hotmail.com</a> 519-494-7017
Community Living London 190 Adelaide Street South London, ON N5Z 3L1 (519) 686-3000 <a href="http://www.cll.on.ca">www.cll.on.ca</a>	Barbara Furac <a href="mailto:barb.furac@ccl.on.ca">barb.furac@ccl.on.ca</a>	
Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, ON M3C 3N6 Toll Free: 1-800-668-6252 <a href="http://easterseals.org">easterseals.org</a>  London Office 2265 Oxford St., W., Unit 1 London, ON N6K 4P1 Phone: 519-432-9669 Toll Free: 1-888-278-7797	Alison Morse <a href="mailto:amorse@easterseals.org">amorse@easterseals.org</a>	
Epilepsy Support Centre 690 Hale Street London, ON N5W 1H4 (519) 433-4073 Executive Director: Michelle Franklin <a href="http://www.epilepsysupport.ca">www.epilepsysupport.ca</a>	Bob Harvey <a href="mailto:bsharvey@execulink.com">bsharvey@execulink.com</a>	Jayme Arts <a href="mailto:jayme@epilepsyswo.ca">jayme@epilepsyswo.ca</a>
LDAO London 303 Richmond Street Unit 205 London, ON N6B 2H8 (519) 438-6213 <a href="http://www.ldalondon.ca">www.ldalondon.ca</a>	Paul Cook <a href="mailto:ed@ldalondon.ca">ed@ldalondon.ca</a>	Deborah Shore Reid <a href="mailto:supportgroup@ldalondon.ca">supportgroup@ldalondon.ca</a>
Ontario Parents Advocating for Children with Cancer Sarai Poraretta 705-828-7965; <a href="mailto:info@opacc.org">info@opacc.org</a> <a href="http://www.opacc.org">www.opacc.org</a>	Kim Vander Schelde <a href="mailto:oliviakickincancer@gmail.com">oliviakickincancer@gmail.com</a>	
Vanier Children's Services	Laura Dunlop-Dibbs	Sheri Grabstas

ASSOCIATION	REPRESENTATIVE	ALTERNATE
871 Trafalgar Street London, ON N5Z 1E6 (519) 433-3101 www.vanier.com	<a href="mailto:ldunlopd@vanier.com">ldunlopd@vanier.com</a>	<a href="mailto:accounting@vupointsystems.ca">accounting@vupointsystems.ca</a>
VOICE for the Deaf and Hard of Hearing <a href="mailto:admin@voicefordeafkids.com">admin@voicefordeafkids.com</a> www.voicefordeafkids.com	Michele Barbeau <a href="mailto:michelebarbeau65@gmail.com">michelebarbeau65@gmail.com</a> mbarbeau@uwo.ca	Natalie Davison <a href="mailto:n5davison@sympatico.ca">n5davison@sympatico.ca</a>
<b>SECTION 2 (5) ORGANIZATIONS – MEMBER AT LARGE</b>		
CAS of London & Middlesex P.O. Box 7010, 1680 Oxford St. London, ON N5Y 5R8 (519) 455-9000 www.caslondon.on.ca	Mike Cvetkovich Mike.cvetkovich@caslondon.on.ca	
Community Services Coordination Network (CSCN) www.cscn.on.ca	Judy Wright <a href="mailto:judywright@cscn.on.ca">judywright@cscn.on.ca</a>	Cassie Krygsman <a href="mailto:cassiekrygsman@cscn.on.ca">cassiekrygsman@cscn.on.ca</a>
Fetal Alcohol Spectrum Disorder Network <a href="mailto:fasdelmo@gmail.com">fasdelmo@gmail.com</a> www.fasdelmo.wordpress.com	Tracy Grant ss12grants@gmail.com	Wendy Conforzi con4zi@rogers.com
London Autism Developmental Disabilities Support Group	Suzanne Young <a href="mailto:suzanne_young1@hotmail.com">suzanne_young1@hotmail.com</a>	Christina Devlin <a href="mailto:Christina.m.devlin@gmail.com">Christina.m.devlin@gmail.com</a>
Thames Valley Children's Centre 779 Baseline Road, East London, ON N6C 5Y6 (519) 685-8700 www.tvcc.on.ca	Janet Gritzan janet.gritzan@tvcc.on.ca	Colleen Willoughby <a href="mailto:Colleen.willoughby@tvcc.on.ca">Colleen.willoughby@tvcc.on.ca</a>
Thames Valley Council of Home & School Associations www.tvchsa.com	Sarah Thompson <a href="mailto:sarahoecke@hotmail.com">sarahoecke@hotmail.com</a> 519-471-0688	Teresa Lopez Teresa.lopez@rogers.com
<b>FIRST NATIONS REPRESENTATIVE</b>		
Chippewas of the Thames First Nations www.cottfn.com	<a href="mailto:Vickler Slay">Vickler Slay</a> <a href="mailto:vsley@cottares.ca">vsley@cottares.ca</a>	
Munsee-Delaware Nation <a href="http://www.munsee.ca">www.munsee.ca</a>	Karen Snake <a href="mailto:karenbsnake@gmail.com">karenbsnake@gmail.com</a>	



## MASCE

### Minister's Advisory Council on Special Education

The Minister's Advisory Council on Special Education advises the Minister of Education on any matter related to the establishment and provision of special education programs and services for students with special needs, including the identification and provision of early intervention programs.

In particular, the Council:

- responds to proposals or positions of the Ministry of Education or other ministries, as submitted to the Council from time to time;
- identifies concerns in the delivery of special education programs and services for students with special needs and provides information, advice, and recommendations for ministry consideration;
- submits an annual report that includes the following:
  - a) the Council's priorities and a plan for achieving them;
  - b) an analysis of the achievement of the previous year's priorities;
  - c) recommendations to the Minister;
- meets up to three times a year for a maximum of 4 ½ days per year allowing for three meetings of 1 ½ days each.

The current membership consists of 20 voting and 4 non-voting members. Members represent either exceptionality (e.g., developmental disabilities or giftedness) or a profession (e.g., teachers or social workers). Two members are cross-appointed to represent the Catholic Community and two others the French Language Community. There is also a representative for students/youth, and a member to represent the Native Community. The four non-voting members represent the Ministry of Health and Long Term Care, the Ministry of Community and Social Services, the Ministry of Training, Colleges and Universities, and the Ministry of Children and Youth Services. All Council members are appointed by the Minister of Education.

For more information on MACSE membership and copies of the MACSE Annual Reports, check the Ministry of Education website, under special Education. Link at:

[http://www.edu.gov.on.ca/eng/general/abcs/acse/acse\\_eng.html](http://www.edu.gov.on.ca/eng/general/abcs/acse/acse_eng.html)

## PAAC on SEAC

### Provincial Parent Association Advisory Committee on Special Education Advisory Committees

The Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC) was established in 1983 to bring together provincial parent associations to communicate and cooperate on issues pertaining to SEACs.

PAAC, and its member organizations, encourage valuable partnerships among trustees, educators, voluntary associations and parents. PAAC on SEAC works to improve SEAC effectiveness and communication, and assist Ontario's students with special education needs through shared advocacy. Their representatives are valuable resources not only to each other and to SEACs but also to the

Ministry of Education, school board officials, service providers, parents and the community at large.

PAAC on SEAC meets about 8 times per year and receives updates from the Ministry of Education concerning changes in government policies and programs, and we provide feedback about implications relating to SEAC members.

PAAC members have conducted provincial surveys of SEAC membership, practices and training needs, and have created and distributed:

- PAAC on SEAC Effective Practices Handbook for SEAC Members (Revised 2016)
- PAAC on SEAC Annual Calendar for SEAC
- PAAC on SEAC Videos on Purpose of SEAC, Roles and Responsibilities and Meeting Processes
- PAAC on SEAC Annual Report 2017 - 2018

PAAC on SEAC currently has 16 member provincial parent associations and invites other provincial parent associations that support SEAC members to join.

To find out more and access links to these documents, check the website at: <http://www.paac-seac.ca/>.

## **SEAC MEMBERSHIP ORIENTATION AND TRAINING**

The Thames Valley District School Board training and orientation sessions include the following:

- Providing orientation sessions for new SEAC members.
- Holding annual training sessions for all SEAC members.
- Holding joint SEAC orientation or training sessions with other school boards, for example the co – terminus school boards.
- Developing a SEAC orientation manual and providing all SEAC members with a copy.
- Matching new SEAC members with a mentor who is a more experienced SEAC member.
- Presenting information or training items within each SEAC meeting agenda or within the annual schedule of SEAC meetings.
- Providing informal opportunities for SEAC members to meet and network during a meal break or special activity.
- Holding joint professional development sessions for School Board staff and SEAC members.
- Inviting SEAC to send a representative, or attend as a group, professional development opportunities provided to the School Board by Ministry of Education or other Ministries or community organizations.

## ADDITIONAL REFERENCES FOR SEAC MEMBERS

### Ministry of Education

- **Standards for School Boards' Special Education Plans**

On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of Special Education programs and services in Ontario and for ensuring greater accountability in the area of Special Education. The document describes the new province – wide standards that school boards must meet when developing their Special Education plans.

- Ministry of Education Standards for the Planning, Development and Implementation of Individual Education Plans (IEP's) (2000)
- Ministry of Education Transition Plan Resource Guide (2000).
- Minister's Advisory Council on Special Education (MACSE)
- Ministry of Education Special Education Overview
- Provincial Parent Association Advisory Committee (PAAC) on SEAC Handbook
- SEAC Training
- Regulation 464/97
- Growing Success
- Learning for All

### Thames Valley District School Board

- Thames Valley District School Board website
- Thames Valley District School Board Special Education Plan
- Individual Education Plan Resource Guide (IEP)
- Identification Placement and Review Committee Resource Guide (IPRC)
- Parent Engagement: Communication Guide and Information for Parents and Students

* These documents are available on the Thames Valley District School Board website.
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## MEETING PROTOCOLS/AGENDAS

Here is a sample agenda from our TVDSB/SEAC meetings.

### THAMES VALLEY DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA

MONDAY, MARCH 6  
6:30 P.M. - 9:00 P.M.  
LONDON ROOM

**\*PLEASE REFRAIN FROM WEARING SCENTS FOR THE WELL-BEING OF ALL COMMITTEE MEMBERS\***

TIME	ITEM	ATTACHMENT	DISCUSSION	INFORMATION	RESPONSIBILITY
	1. Call to Order			X	Chair
	2. Confirmation of Agenda		X	X	Chair
	3. Conflicts of Interest		X	X	Chair
	4. Minutes of the Meeting Past	X	X	X	Chair
	5. Business Arising from the Minutes of 2017 February 7 Agendas		X	X	Chair
	6. SAL – Supervised Alternative Learning 6:45-7:00 pm		X	X	Superintendent
	7. Special Education Classroom Placements		X	X	Superintendent
	8. Pro Grant Discussion	X	X	X	Superintendent
	9. In-Camera		X	X	Superintendent
	10. Special Education Advisory Committee Priorities (Standing Item)		X	X	Superintendent
	11. Special Needs Strategy Update (Standing Item)		X	X	Committee Members
	12. Special Education Plan (Standing Item)		X	X	Superintendent
	13. Modified Day Guidelines (Standing Item)		X	X	Superintendent
	14. Correspondence (Standing Item)		X	X	Chair
	a. Letter from Peter L. Roach Catholic Education Centre	X	X	X	
	15. Other Business		X	X	Chair
	16. Forum: Association Updates		X	X	

17.	<b>2015-2017 Meeting Dates- London Room</b> Tuesday, April 4                      12:15 p.m. Monday, May 1                        6:30 p.m. Tuesday, May 30                      12:15 p.m. (Dundas Room) Monday, June 5                        6:30 p.m.			X	Superintendent
18.	Future Agenda Items: 1. IPRC Waivers (TDB) 2. Exceptionality Data & Trends (December & May) 3. Informal Suspension (ongoing) 4. Creating a Survey for Gifted Program 5. ONSIS Presentation (April)				
19.	Adjournment				Chair

Note: All meetings follow legislation, Thames Valley District School Board By – laws, and Roberts Rules of Order.

There is helpful information about parliamentary procedures in the PAAC on SEAC Effective Practices Handbook for SEAC Members.

## REFERENCES

Regulation 464/97, Education Act 1998. A copy is available in the Ministry of Education Special Education: A Guide for Educations (2001), Appendix 10.

*An Educator's Guide to Special Education Law*, Bowlby, Brenda J., Peters, Catherine, and MacKinnon, Martha (2001). Aurora Professional Press, Aurora, Ontario.

**APPENDIX A**  
**SPECIAL EDUCATION ADVISORY COMMITTEE: MINORITY REPORT TEMPLATE**

In respect of the approved motion of the Special Education Advisory Committee (SEAC) at their <<date>> meeting:

<<insert motion>>

The following member(s) of SEAC disagree with this motion:

Names of Representatives and Organization/Association:

The above disagree with the motion for the following reason(s):

In conclusion, we ask the Board of Trustees to consider these issues and the following recommendations:

Signed by:

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Submit this form to: [corporateservices@tvdsb.ca](mailto:corporateservices@tvdsb.ca)

Copy the following:

SEAC Chair

Superintendent of Student Achievement for Special Education

## REPORT OF THE FIRST NATIONS ADVISORY COMMITTEE

April 20, 2021  
3:10 p.m. - 4:49 p.m.

### MEMBERS

C. Antone, Chair  
J. Bennett, Trustee  
A. Morell, Trustee  
E. Young, Chippewa of the Thames  
O. Correia, Munsee-Delaware Nation  
B. Summers, Oneida Nation of the Thames

### ADMINISTRATION AND OTHERS

K. Auckland, Superintendent of Student Achievement  
C. Camillo, FNMI Learning Coordinator of the Thames (Secondary)  
S. McGahey-Albert, FNMI Education Advisor  
R. Shave, Principal, B. Davison S.S.  
M. Koop, Principal, Delaware Central P.S.  
S. Khan, Principal, Saunders S.S.  
J. Patterson, Vice-Principal, Saunders S.S.  
N. Kechego, Student Rep. Chippewa of the Thames  
G. Doxtator, System Principal of Indigenous Education (Elementary)

M. Ferdinand, Manager  
N. Keller, Student Trustee  
S. Smith, Corporate Services  
J. Capaldi, Communications  
S. Folino, Research and Assessment  
S. Hambides, Principal, S.D. C. I  
A. Ribout, Vice-Principal, S.D. C. I  
T. Langelaan, Principal, H.B. Beal S.S.  
V. Jones, Vice-Principal, H.B. S.S.  
J. Richmond, Principal, Lambeth P.S.  
C. Breen, Vice-Principal, Lambeth P.S.

#### 1. Call to Order

Chair Antone called the meeting to order at 3:10 p.m. through a virtual Teams meeting.

#### 2. Confirmation of Agenda

The agenda was approved on motion.

#### 3. Conflicts of Interest

None declared.

#### 4. Report of the Previous Meeting

The First Nations Advisory Committee Report of the 2021 February 16 meeting was provided for information.

#### 5. Business Arising from the Minutes

##### Other Business (item #12)

Chair Antone advised that potential changes to the agenda are still under consideration as the supporting work is ongoing.

#### 6. Operational Plan Update

K. Auckland presented for information TVDSB's 2020-2021 Operational Plan. The goals were detailed noting work will be completed over time.

A copy of the presentation will be sent to the committee.

Discussion occurred regarding intervention, suspension data, graduation rates and building relationships. It was noted the plan will be reviewed at FNAC regularly.

#### 7. Correspondence from Director Fisher Dated 2020 November 5

Chair Antone presented for information a copy of a letter from Director Fisher in support of improving outcomes for all Indigenous students and staff at TVDSB. A copy was provided to the committee prior to the meeting.

**8. Correspondence from Oneida Nation of the Thames Dated 2021 November 10**

B. Summers presented for information a copy of a letter from Oneida Nation of the Thames in response to the letter from Director Fisher (item #7.0) relevant to the necessary support for improving outcomes for all Indigenous students and staff at TVDSB. A copy was provided to the committee prior to the meeting.

B. Summers provided the details of a follow up letter received from Director Fisher outlining specific opportunities available to provide support.

**9. Program Spotlight (Standing Item)**

C. Breen presented the Program Spotlight highlighting success from ongoing activities at Lambeth Public School including the Oneida Language program, lessons on beading and culture, and the 4th R program to increase Indigenous engagement and education.

**10. Indigenous Student Trustee Announcements (Standing Item)**

Student Trustee Keller provided an update on the progress being made to assemble an Indigenous Student Advisory Council. He advised the Indigenous Student Trustee Elections will occur tomorrow noting there are 3 candidates running.

Student Trustee Keller provided a brief outline of the events planned for the Student Leadership Conference scheduled this Friday including Indigenous speaker Daniel Deleary.

S. McGahey-Albery extended appreciation to Student Trustee Keller for the volume of work put into creating an Indigenous Student Advisory Council noting this project has been underway since September.

**11. Learning Support Services Update**

**a. Board Action Plan (BAP) Update (Standing Item)**

C. Camillo provided an update on the TVDSB Board Action Plan for Indigenous Education. In addition, she also shared there will be an educational focus on Indigenous heroes for 2021 Spring. Teaching resources will be provided for K-12 to support Educators.

An update was provided regarding FNMI studies, the Raven program, the Ojibwe language program and summer programming.

C. Camillo advise the Indigenous Student Trustee Election will be streamed live on the TVDSB YouTube channel.

A copy of the action plan will be sent to the committee.

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

M. Ferdinand advised the Ministry will provide funding to allow for the ongoing provision of mental health supports for students struggling with mental health concerns, as well to help facilitate a smooth transition back to in-person learning.

M. Ferdinand provided an update on student engagement noting this is a focus with all students in full remote learning.

Questions of clarification were addressed regarding staffing and the impact of COVID-19 on caseloads for staff.



In response to a question, M. Ferdinand reported there has been no communication regarding a reduction in funding for mental health.

**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.

**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 all students are in full remote learning. F. Huff has been designated as the Interim Education Director until 2021 June 30.

**b. Munsee-Delaware Nation**

O. Correia provided an update on Munsee-Delaware Nation noting an Emergency Control Group (ECG) was struck to manage COVID-19 within the community. O. Correia outlined the actions taken and rules implemented by the ECG.

**c. Oneida Nation of the Thames**

B. Summers provided an update on Oneida Nation of the Thames noting the community is closed to the public. With the Provincial lock down student appointments are on hold.

B. Summers advised there is a new visitor protocol noting all visitors are required to have an advocate with them to enter/visit the Community. It was noted the visitor protocols differ at each community. K. Auckland will confirm the established protocols of each community and communicate the protocols to staff.

B. Summers outlined the priorities she is working on including participation in the environmental scan and equity committee. B. Summers provided performance results on the last round of grade nine students that joined TVDSB.

**15. Other Business**

Chair Antone requested the community representatives send FNAC membership appointment letters to Corporate Services.

**16. 2021 Meeting Dates**

The next meeting will be held virtually on Tuesday, May 18, 2021.

**17. Adjournment**

The meeting adjourned at 4:49 p.m. by motion.

**Carol Antone**  
CHAIRPERSON

**Recommendations:** None.

## REPORT OF THE CHAIR'S COMMITTEE

2021 May 4  
11:02 a.m. – 11:51 a.m.

### MEMBERS

A. Morell	L. Pizzolato (-11:51)	M. Fisher	B. Williams
C. Rahman (-11:40)	M. Ruddock		

Regrets: B. McKinnon

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 AND SCHEDULE OF REPORTS

Director M. Fisher advised the Chair's Committee on his follow up conversation with the Deputy Minister of Education regarding the 2021 April 27 Board meeting who confirmed that the steps taken at the meeting were in compliance with the board's statutory obligations. M. Fisher advised he is bringing this to Chair's Committee in response to a request by a member of the committee to add a Director's Appraisal Committee to the Chair's agenda. M. Fisher relayed his concerns with the timing of the request noting TVDSB's Director of Education Performance Appraisal Procedure governs the process for the annual review which was last completed January 2021.

The Committee of the Whole, In-Camera and public Board meeting agendas for 2021 May 11 were reviewed and discussed. The Committee of the Whole, In-Camera was cancelled as there were no items on the agenda. Discussion considered the scheduling of Committee of the Whole, In-Camera meetings.

#### 4. CORRESPONDENCE

None.

#### 5. CHAIR'S COMMITTEE COMPOSITION

Legal Counsellor A. Chahbar joined the meeting on request of Vice-Chair Ruddock to provide advice on the composition of Chair's Committee and whether there is an impact with the leave of absence of Trustee McKinnon.

A. Chahbar advised the Chair has not vacated his seat and as such under 15.1.1 the Vice-Chair will perform the duties of the Chair. A. Chahbar responded to questions of clarification regarding section 15.0 of the Bylaws with respect to the role of the Chair and Vice-Chair.

The following motion was moved and defeated on poll vote:

That the discussion related to the role of vice and chair be referred to the Board.

Poll Vote:

Yeas: C. Rahman, L. Pizzolato

Nays: A. Morell, M. Ruddock

With respect to the composition of the Chair's Committee, it was confirmed the composition of the Chair's Committee remains the same. It was noted the item was on the Chair's agenda as follow up to the Board meeting where an inquiry was made regarding the Chair's Committee and its membership.

#### 6. STUDENT TRUSTEES ON THE BOARD POLICY AND PROCEDURE

No discussion.

**7. MUNICIPALITIES AND CITY JOINT MEETINGS**

Through discussion there was general agreement to host the traditional June meetings with Municipal partners and with the City of London. As a first step, potential dates will be identified. Agenda items will be determined with the input of Trustees. In response to a question, it was noted the Chair of the Board typically chairs these meetings to allow for Trustees to engage their respective Municipal/City partners in dialogue. It was suggested agenda items invite dialogue rather than be presentation style only.

**8. UPCOMING EVENTS/INITIATIVES**

No discussion.

**9. TRUSTEES' PROFESSIONAL DEVELOPMENT REQUESTS (STANDING ITEM)**

No discussion.

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

The next meeting is scheduled for 2021 May 18, 12 p.m.

**11. ADJOURNMENT**

Due to lack of quorum the meeting concluded at 11:51 a.m.

**RECOMMENDATIONS:** None

**MEAGAN RUDDOCK**  
ACTING COMMITTEE CHAIR



Date of Meeting: 2021 May 11

Item #: 13.d

<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>	Final Report of the Award of Distinction Ad Hoc Committee
<b>PRESENTED BY:</b> (list ONLY those attending the meeting)	A. Morell, Committee Chair
<b>PRESENTED FOR:</b>	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input type="checkbox"/> Information
<b>Recommendation(s):</b> (only required when presented for approval)	That, having completed its mandate, the Award of Distinction Ad Hoc Committee be disbanded.
<b>Purpose:</b>	To present the final report and activities of the Award of Distinction Ad Hoc Committee.
<b>Content:</b>	<p>At the 2020 November 24 Board meeting Trustees approved the establishment of an Award of Distinction Ad Hoc Committee to review the criteria and format of the Award of Distinction with a report back to the Board of Trustees no later than 2021 June 22.</p> <p>At the 2021 January 26 Board meeting Trustees B. McKinnon and were appointed to the committee.</p> <p>The mandate of the Committee was extended through a Board motion at the 2021 February 23 meeting of the Board to consider the initiation of a program to recognize exceptional work by frontline staff in a simple, timely, effective, and on-going manner.</p> <p><b><u>Summary of Activities</u></b></p> <p>The Committee considered feedback from Trustees, Award recipients/nominees, and current/previous committee members on the Award of Distinction Committee.</p> <p>Recognizing the importance and prestige of the Award, the Committee unanimously agreed to maintain the rigor of the application process and limits on the number of Awards.</p> <p>To assist in the application process, however, it was agreed to revise the application package to indicate supporting material should illustrate how the nominee exemplifies 2 or more of the commitments. In this way, there is clarity regarding the expectation around meeting some, but not all commitments. It was agreed this would address some of the feedback received regarding the nomination process for volunteers. Additional suggestions were made regarding the promotional materials including the addition of language to invite group nominations.</p>

	<p>To support Trustee engagement, it was suggested Award recipients and nominees be recognized at a Board meeting. Committee Chair A. Morell followed up on this suggestion through the Chair's Committee. It is anticipated this year's nominees and recipients will be celebrated at a meeting this spring. It further was suggested that plans for the Award of Distinction be presented at an Advisory/Board meeting each fall.</p> <p>The Committee discussed the request by the Board to consider the initiation of a program to recognize exceptional work by frontline staff in a simple, timely, effective, and on-going manner (Trustee Smith's recommendation).</p> <p>It was agreed that a Trustee Recognition Policy be created to provide policy regarding the guiding principals and the various recognitions currently in place. The recognition of individuals and groups through a certificate or letter was added to the list of recognitions. The Trustees Recognition Policy will move through the review process and will be presented to Trustees through the Policy Working Committee following a review by the Equity and Inclusive Education (EIE) Committee, Senior Administration, and public consultation.</p>
<b>Financial Implications:</b>	n/a
<b>Timeline:</b>	n/a
<b>Communications:</b>	n/a
<b>Appendices:</b>	n/a

**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*