

## REPORT OF THE PROGRAM & SCHOOL SERVICES ADVISORY COMMITTEE

2018 May 1  
6:00 p.m. – 7:40 p.m.

**Members:** Trustees J. Bennett, R. Campbell, C. Goodall, B. McKinnon, A. Morell, M. Reid, J. Skinner, R. Tisdale, J. Todd; Student Trustees N. Lavdas, S. Kim

Regrets: Trustees G. Hart, P. Jaffe, S. Polhill, P. Schuyler and Student Trustee T. Kennedy

**Administration:** R. Culhane (Superintendent, -6:50), L. Elliott (Director), P. McKenzie (Superintendent), V. Nielsen (Associate Director), B. Williams (Corporate Services), S. Macey (Manager, Finance, -7:31), K. Auckland (Learning Supervisor, -6:50), M. Roes (Learning Supervisor, -6:50), S. McGahey-Albert (FNMI Education Advisor, +6:24, -7:31)

1. **APPROVAL OF AGENDA** – The agenda was approved on motion.

2. **CONFLICTS OF INTEREST** – none declared

3. **MINUTES OF PREVIOUS MEETING** – Provided for information

4. **BUSINESS ARISING** – none

5. **STRONG START, LETTERS, SOUNDS AND WORDS PILOT UPDATE**

R. Culhane, K. Auckland, and M. Roes provided an update on the *Strong Start, Letters, Sounds, and Words* literacy program.

Information on the launch of the pilot in 21 elementary schools was described noting to date 171 students, ages 5 to 7, have been registered for the 10 week program.

The program is intended for children needing extra practice when learning essential early reading skills. The training provided to the 110 volunteer coaches engaged in the program was described. The work of Strong Start and TVDSB to promote and recruit volunteers for the program in Thames Valley was shared.

Next steps for moving forward were outlined highlighting plans to gather feedback and expand the program to new schools in September 2018.

Questions of clarification were addressed by R. Culhane, K. Auckland and M. Roes.

6. **ELEMENTARY ESL/ELD SUPPORT DELIVERY MODEL 2-YEAR REORGANIZATION PLAN**

R. Culhane presented for discussion and feedback the 2-year plan for the reorganization of the elementary ESL/ELD support delivery model.

The rationale for the proposed reorganization from an itinerant model to a school-based model was outlined highlighting the significant growth in the numbers of students with ESL or ELD support needs. The growth of the FTE staffing complement and the challenges with the current model as it relates to supervision, inefficiencies, mileage costs, and scheduling also was highlighted.

The proposed restructuring was detailed including a description of the benefits and timelines. The rationale for spreading the transition over a two-year period was described noting the hiring and assignment processes.

M. Roes and R. Culhane responded to questions of clarification regarding the qualifications required of ESL/ELD teachers, the initiative in cooperation with Western to provide qualification courses, and the recruitment process underway,

In response to a question, M. Roes and L. Elliott acknowledged the social/well-being needs identified among ESL/ELD students. Efforts to address these issues were described. R. Tisdale offered the new proposed model may also contribute to addressing these issues. She noted having ESL/ELD teachers as part of the school community may extend to ESL/ELD students also feeling more a part of the school community.

In response to a question R. Culhane described the work underway in the secondary panel. Highlighted were the expansion of ESL programming to additional schools and the training that is being provided.

## **7. AN OVERVIEW OF EDUCATION SERVICES (TUITION) AGREEMENTS**

P. McKenzie and S. McGahey-Albert presented an overview of the Education Service Agreements with the three First Nations Communities in Thames Valley.

Presented was a brief description of the historical context of First Nation education, and the purpose and general components of Education Agreements. The status of the current agreements and the process for moving forward were outlined.

In response to a question, P. McKenzie advised the First Nations Advisory Committee is mandated through the Education Service Agreements. Efforts to engage indigenous voices in the larger community are being made through the Indigenous Action Plan.

Questions of clarification regarding funding were addressed by S. Macey. Tuition rates are determined by the Ministry. It was clarified that staffing to support FNMI programs and services is supported through the GSN and EPO funding. Staffing to support students in the classroom, over and above what would be covered in the tuition amount, may be negotiated and invoiced to the Band. Transportation is not provided to students.

## **8. COMMUNITY ADVISORY COMMITTEE UPDATES (STANDING ITEM)**

J. Bennett advised the City of London is looking at implementing the use of photo radar in school zones.

B. McKinnon provided an update on meetings in Oxford at Central Public School with respect to safe travel plans.

## **9. OTHER BUSINESS - none**

## **10. QUESTIONS AND COMMENTS OF MEMBERS (STANDING ITEM)**

J. Skinner advised the AED at Clarke Road recently was used to treat an individual using the school facilities.

Concerns regarding one of the locations being considered as a safe injection site in London were raised; one of the proposed sites is approximately 100 meters from a school (Beal). L. Elliott advised Administration will be reviewing information and responding.

## **11. DATE AND TIME OF NEXT MEETING**

The next meeting was scheduled for Tuesday, June 5 at 7:00 p.m., in the Board Room (to follow the Lawson Awards).

There was a suggestion time be given on the June 5 agenda to review the strategic plan goals.

## **12. ADJOURNMENT**

On motion, the Committee adjourned at 7:40 p.m.

**RECOMMENDATIONS:** None

**JOYCE BENNETT**  
Chairperson