

REPORT OF THE POLICY WORKING COMMITTEE

2018 October 23
3:11 p.m. – 3:55 p.m.

MEMBERS

A. Morell (Chair) C. Goodall
R. Tisdale J. Bennett

ADMINISTRATION AND OTHERS

L. Elliott L. Munro (+3:42)(-3:52)
A. Chahbar B. Martin(+3:33)(-3:42)
J. Tozer (+3:14)(-3:33) R. Culhane(+3:42)(-3:52)
S. Smith L. Griffith-Jones(+3:14)(- 3:42)

1. **APPROVAL OF AGENDA** – The agenda was approved on motion.
2. **CONFLICTS OF INTEREST** – None declared.
3. **COMMITTEE REPORT OF 2018 SEPTEMBER 25 AND 2018 OCTOBER 23 TRACKING SHEET**
The minutes from 2018 September 25 and the tracking sheet were reviewed.

4. **NEW DRAFT POLICIES/PROCEDURES**

a. **Reporting Suspected Child Neglect and Abuse Independent Procedure**

L. Griffith-Jones and J. Tozer presented for approval the Procedure Reporting Suspected Child Neglect and Abuse Independent Procedure for review and input. It was noted the procedure has been updated to comply with new legislation.

The following motion was moved and CARRIED:

THAT the Reporting Suspected Child Neglect and Abuse Independent Procedure be posted for 60 days of public input.

b. **Teacher Hiring Independent Procedure**

L. Griffith-Jones and B. Martin presented for approval the proposed Teacher Hiring Independent Procedure for review and input. It was noted this procedure has been updated to align with Regulation 274.

The following recommendation was moved and CARRIED:

THAT the Teacher Hiring Independent Procedure be renamed to include the word “External”.

The following motion was moved and CARRIED:

THAT the Teacher Hiring Independent Procedure be posted for 60 days of public input.

5. **POLICY/PROCEDURES – REQUESTED FOR REVIEW BY COMMITTEE** – None.

6. **EXISTING POLICIES/PROCEDURES UNDER REVISION** – None.

7. **POLICIES/PROCEDURES FOLLOWING PUBLIC INPUT**

a. **School Rededications, Opening and Closure Policy and Procedure**

L. Munro reported no public input submissions were received regarding the School Rededications, Opening and Closure policy/procedure.

The following motions were moved and CARRIED:

THAT the revised School Rededications, Opening and Closure policy be approved.

THAT the revised School Rededications, Opening and Closure procedure be approved and provided to the Board for information.

b. Selection Procedures and Appointments of Learning Coordinators and Teachers on Special Assignment

L. Munro reported no public input submissions were received regarding the Selection Procedures and Appointments of Learning Coordinators and Teachers on Special Assignment Independent Procedure.

L. Munro noted the requirement to have a supporting letter from the principal has been removed.

The following motion was moved and CARRIED:

THAT the Selection Procedures and Appointments of Learning Coordinators and Teachers on Special Assignment Independent Procedure be approved and provided to the Board for information.

8. POLICY/PROCEDURE REQUIRING ADDITIONAL CONSIDERATION – None.

9. OTHER BUSINESS – None.

10. DATE AND TIME OF NEXT MEETING

The next meeting was scheduled for Tuesday, 2018 November 27 in the Governor Simcoe Room.

11. ADJOURNMENT

The meeting adjourned, by motion, at 3:55 p.m.

RECOMMENDATIONS:

THAT the revised School Rededications, Opening and Closure policy be approved.

ARLENE MORELL
Committee Chairperson



PROCEDURE

Title: **SCHOOL REDEDICATIONS
OPENINGS AND CLOSURES** Procedure No.: **2007**
Effective Date: **2000 November 21**

Department: Learning Support Services

Reference(s): Procedure: Naming of Schools
Policy: School Rededications, Openings and Closures
TVDSB Guide to Archival Appraisal and Selection

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- 1.0 An official opening or rededication shall be held for a new school or where a school addition alters the school size or renovates the school by at least 25%. A Board flag will be presented at the event. An official opening or rededication shall be held for a newly built school, or as appropriate, due to significant building renovations, a program conversion and / or the amalgamation of two or more schools. Similarly, a ceremony celebrating the history of a school shall be held when it is to be closed.
 - 2.0 Where a new school is being built or Board approval has been given to consider a name change to an existing school the Naming of Schools Procedure will be implemented.
 - 3.0 A ceremony celebrating the history of a school to be closed will be held during the month of the closing. The TVDSB Guide to Archival, Appraisal and Selection will be used to take a consistent, structured approach to collecting, maintaining, and preserving items as a permanent memory. This guide is intended to assure that the most relevant items of the institution are collected and preserved. It applies to all applicable items regardless of format.
 - 4.0 The Principal of the school shall be charged with the responsibility of coordinating the celebration in co-operation with Learning Support Services, Director's Services and the Chair of the Board. A planning guide is available through Learning Support Services
 - 5.0 Generally, the platform party shall include but is not limited to:
 - Chair of the Board and area Trustees;
 - Director of Education;
 - Associate Directors;
 - Superintendent of Student Achievement;
 - Superintendent of Facility Services and Capital Planning;

Administered By: **Learning Support Services**

Amendment Date(s): 2006 May 2; 2009 March 2; 2018 November 27

- General Contractor;
- Architect.

Other guests may be added at the direction of the Principal in consultation with the Superintendent of Student Achievement and may include other individuals who have made a significant contribution to the project.

- 6.0 The program shall be student-focused and developed by the Principal in consultation with the Superintendent of Student Achievement, Director's Services, and the Chair of the Board. Where appropriate, other organizations may contribute to the development of the program. The program should not exceed one hour.

In addition to the students, staff and the school community, the list of invitees shall include but not be limited to the following (where applicable):

- Chair of the Board;
- Trustees;
- Director of Education;
- Associate Directors;
- Supervisory Officers;
- Individuals whose names appear on the dedication plaque;
- School Council;
- Home and School Association;
- Student Council representative;
- Local MPPs;
- Local MPs;
- Ministry of Education, Regional Manager, Field Services Branch;
- Others as recommended by the Board Chair and Administrative Council;
- Minister of Education (by email at least three weeks in advance);
- Architect;
- Project Manager;
- Project Coordinator;
- Board Communications representative;
- Co-Build Partners; and
- Local media.

NOTE: For all new school openings as well as openings of major additions which may also include child care, the Minister of Education must be invited as early as possible to the event. Invitations can be sent to Minister.EDU@ontario.ca with a copy sent to the Regional Manager, Field Services Branch. The event cannot proceed until a response is received from the Minister's Office regarding the Minister's attendance.

The Associate Director of Learning Support Services will confirm the invitation list with Administrative Council. Learning Support Services will distribute the invitations at the Principal's request.

7.0 A budget for each event shall be maintained by the area Superintendent of Student Achievement.

8.0 **Building Dedication Plaque**

8.1 The cost of a building dedication plaque will be incorporated into the building cost of a new school building, or the refurbishment costs for a significant school renovation.

8.2 The plaque shall be placed prominently at the entry inside the building.

8.3 To maintain consistency, a standard plaque template will be used as a guideline when designing the plaque.

8.4 The building dedication plaque will be unveiled at the official school opening.

9.0 **Ground Breaking – New School**

9.1 For all new school builds there will be a planned ground breaking ceremony, the purpose of which will be to celebrate the first day of construction.

10.0 **Official Opening, Rededication or Closing Ceremony**

10.1 **Planning**

10.1.1 The Principal shall establish a Planning Committee including representation of the following groups:

- Teaching and support staff;
- School Council;
- Home and School Association (if applicable);
- Student Council;
- Key community members.

10.1.2 The Principal will request a permit for the use of the school if necessary.

10.1.3 It is important to note that school closures / amalgamations can be very emotional for all school community stakeholders. It is key to establish a positive tone / celebratory atmosphere in the school very early on.

10.2 **Date, Time and Location**

10.2.1 A ceremony celebrating the history of a school to be closed will be held within a reasonable proximity of the closing date.

10.2.2 An official opening of a school / rededication of schools will be held within

a reasonable proximity of the official first day of school.

10.3 The Principal of the new school, or designate, (or the school which students will be amalgamated into), along with the Planning Committee, will have the responsibility of designing and printing programs. Programs should include:

10.3.1 “Official Opening”, School and TVDSB logo, Building name, Date of Event;

10.3.2 Background information of new building (e.g., size, capacity, grades, schools replaced, etc.);

10.3.3 O Canada;

10.3.4 Greetings / Speakers;

10.3.5 Ribbon cutting;

10.3.6 Unveiling of the plaque;

10.3.7 Closing remarks.

10.4 **Order of Presenters/ Speakers**

10.4.1 The order of presenters / speakers for all ceremonies should be as follows (where applicable and available);

- Principal / Vice Principal;
- Chairperson of the Board (or delegate);
- Trustees who represent students at the school;
- Student representative;
- School Council Chair;
- Director of Education;
- Superintendent of Student Achievement;
- First Nations representative;
- Provincial representative;
- Co-build partner(s).

10.5 **Thank You Notes**

The Principal and Planning Committee will be responsible for assigning committee member(s) to send Thank You Notes to all platform guests, speakers and other individuals involved in the process, as deemed appropriate.



PROCEDURE

Title: **SCHOOL REDEDICATIONS
OPENINGS AND CLOSURES** Procedure No.: **2007a**
Effective Date: **2000 November 21**

Department: Learning Support Services

Reference(s): Procedure: Naming of Schools
Policy: School Rededications, Openings and Closures
TVDSB Guide to Archival Appraisal and Selection

-
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 - 4.0 The Principal of the school shall be charged with the responsibility of coordinating the celebration in co-operation with Learning Support Services, Director's Services and the Chair of the Board. A planning guide is available through Learning Support Services
 - 5.0 Generally, the platform party shall include but is not limited to:
 - Chair of the Board and area Trustees;
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Administered By: **Learning Support Services**

Amendment Date(s): 2006 May 2; 2009 March 2; 2018 March 8; 2018 October 23

- General Contractor;
- Architect.

Other guests may be added at the direction of the Principal in consultation with the Superintendent of Student Achievement and may include other individuals who have made a significant contribution to the project.

- 6.0 The program shall be student-focused and developed by the Principal in consultation with the Superintendent of Student Achievement, Director's Services, and the Chair of the Board. Where appropriate, other organizations may contribute to the development of the program. The program should not exceed one hour.

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10.4.1 The order of presenters / speakers for all ceremonies should be as follows (where applicable and available);

- Principal / Vice Principal;
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- Provincial representative;
- Co-build partner(s).

10.5 **Thank You Notes**

The Principal and Planning Committee will be responsible for assigning committee member(s) to send Thank You Notes to all platform guests, speakers and other individuals involved in the process, as deemed appropriate.



INDEPENDENT PROCEDURE

Title: **SELECTION PROCEDURES AND APPOINTMENTS OF**
- **LEARNING COORDINATORS**
- **TEACHERS ON SPECIAL ASSIGNMENT**

Procedure No.: 9017
Effective Date: 2000 May 1

Department: Learning Support Services

Reference(s):

PURPOSE:

The purpose of this procedure is to outline the process for the selection and appointment of the most competent and knowledgeable candidates for the role of Learning Coordinator or Teacher on Special Assignment (TOSA). The procedure ensures that appropriate and qualified personnel are in place to support the program needs of the system.

1.0 APPLICATION PROCESS

- 1.1 The selection of Learning Coordinator and Teacher on Special Assignment positions in Learning Support Services will be by the appointment of qualified Thames Valley District School Board teachers following an application and interview process.
- 1.2 As a part of their on-going professional growth planning, candidates considering the position of Learning Coordinator or Teacher on Special Assignment are encouraged to discuss with their Supervisor and Superintendent the range of school or central office experiences that would support their suitability and preparation for the role.
- 1.3 Positions for Learning Coordinators and Teachers on Special Assignment will be posted by the Associate Director, Organizational Support Services, as per Appendix A.
- 1.4 It is expected that candidates applying for a position of Learning Coordinator or Teacher on Special Assignment will have:
 - strong facilitation / presentation skills;
 - subject-specific skills, knowledge and experience directly related to the specific assignment;
 - a range of teaching experiences;
 - the recommendation of their Principal;
 - recent classroom experience.

Administered By: **Learning Support Services**

Amendment Date(s): 2008 September 23; 2018 October 23

- 1.5 Applicants will include in their application a covering letter, a resume, a personal statement about student learning specific to the role that is being applied for and a copy of their most recent Performance Appraisal.

2.0 INTERVIEW AND SELECTION PROCESS

- 2.1 Letters of application will be reviewed by the Interview Selection Committee. The purpose of the Interview Selection Committee is to provide consistency in the assessment of candidates who have been identified for consideration to participate in the interview process. The Interview Selection Committee will consist of a minimum of three (3) members, including Supervisory Officers, Learning Supervisors and/or one Principal or Vice Principal.
- 2.2 Upon request, feedback will be provided to candidates who do not receive an interview.
- 2.3 The purpose of the Interview Committee is to determine the individual candidates to be recommended for placement in the approved Learning Coordinator or Teacher on Special Assignment pool which shall exist for one year. The Interview Committee will consist of a minimum of three (3) members, including Supervisory Officers, Learning Supervisors and/or one Principal or Vice Principal.
- 2.4 Membership on the two committees may be identical. Upon request, feedback will be provided to candidates who are not selected for appointment.

3.0 APPOINTMENT

The term for a Learning Coordinator shall be for four (4) years, subject to funding. The position will be posted at the completion of the four (4) year term if the position is still needed and funded.

Leaves or secondments for up to one (1) year will not be counted as part of the term of four (4) years, subject to funding.

The term for a Teacher on Special Assignment shall be for one (1) year. Renewal of a position is not automatic and is to be determined in accordance with the needs of the system and subject to funding.



APPENDIX A – HUMAN RESOURCE SERVICES

Memo To: Principals
Associate Director, Learning Support Services
Office Managers, Learning Support Services
Secretarial Assistant, Learning Support Services

From: _____, Associate Director, Organizational Support Services

Subject: APPLICATIONS FOR LEARNING COORDINATOR POSITIONS
THAMES VALLEY DISTRICT SCHOOL BOARD

Copies: Supervisory Officers' Council
ETFO – Thames Valley Local
OSSTF – District 11

Date: _____

Please ensure that the following notice is brought to the immediate attention of appropriate staff.

LEADERSHIP OPPORTUNITIES – LEARNING COORDINATORS

1. The Thames Valley District School Board invites applications from qualified candidates for the following positions:

LEARNING COORDINATOR – [insert title of position]

These positions are posted as “District” positions under Learning Support Services. Specific details regarding position responsibilities, qualifications, location, etc. are attached.

2. The Independent Procedure “SELECTION PROCEDURES AND APPOINTMENTS OF – LEARNING COORDINATORS AND TEACHERS ON SPECIAL ASSIGNMENT” is on the Board’s website. The criteria required for these positions and other details concerning the application and selection process are described in that Independent Procedure.
3. A detailed role description is attached to this notice.

4. The term for a Learning Coordinator shall be for four (4) years, subject to funding. The position will be posted at the completion of the four (4) year term if the position is still needed and funded.

Leaves or secondments for up to one (1) year will not be counted as part of the term of four (4) years, subject to funding.

5. Duties in this position are expected to commence _____.

6. Learning Coordinators require facilitation skills and subject-specific skills and knowledge. Staff with the following backgrounds and skill sets are required in one or more of the following areas:

- 6.1. Special Education, or
- 6.2. Learning Technologies, or
- 6.3. Curriculum (*List subject specific areas for curriculum*), although this should not be considered an all-inclusive list.

7. Interested applicants in the areas of Special Education, Learning Technologies or eCurriculum who possess the required qualifications are invited to apply as follows:

- 7.1. Prepare a covering letter of application outlining your specific background, experiences, strengths and area(s) of interest which make you a viable candidate for the position of Learning Coordinator. Indicate, in your covering letter, the specific position (*Special Education, Learning Technologies, eCurriculum*) for which you are applying.

Include with your letter a detailed resume outlining your educational qualifications, previous school, system assignments and other relevant information.

- 7.2. Include a copy of your most recent Performance Appraisal.
- 7.3. Include a personal statement of what you believe about student learning (not to exceed 250 words).
- 7.4. Completed applications must be saved as a single pdf file and emailed to:

c/o _____ (tvxxxxx@tvdsb.ca)
_____, Superintendent of Student Achievement
Learning Support Services
Education Centre

No later than 4:00 p.m. on _____

Please note it is the responsibility of the applicant to ensure that the application is received by Learning Support Services on or before the deadline date.

- 8.0 The Thames Valley District School Board is committed to equity in employment. Our objective is to hire qualified staff who reflect the full diversity of our communities.

If you have a disability that requires an accommodation to assist you with any aspect of the hiring process please inform us of your needs.

- 9.0 Questions regarding the specific nature of the position should be directed to _____, Learning Supervisor at 519-452-2000, ext. _____. Only those selected for an interview will be contacted.

Associate Director
Operational Support Services



LEARNING SUPPORT SERVICES

ROLE: LEARNING COORDINATOR

1.0 POSITION SUMMARY

A Learning Coordinator shall be responsible to a Learning Supervisor and to the Superintendent of Student Achievement. As a member of the Learning Support Services learning team, the Learning Coordinator will assist Superintendents and Principals in the implementation of Ministry and system program initiatives.

2.0 AREAS OF RESPONSIBILITY

2.1 Resource for Schools:

- 2.1.1 Member of Learning Coordinator Team, Learning Support Services (where appropriate);
- 2.1.2 Provide to Principals and teachers clarification on system and Ministry directions;
- 2.1.3 Coordinate with Principals and school teams the implementation of Ministry and system program initiatives in schools;
- 2.1.4 Promote, encourage and facilitate teacher professional development that will assist schools in the implementation of quality instruction and learning;
- 2.1.5 Develop and share with Learning Supervisors, Learning Coordinators and other LSS staff a list of resources.

2.2 Resource For The System (Where applicable):

- 2.2.1 Communicate system philosophy and goals;
- 2.2.2 Take lead responsibilities for projects as assigned, facilitating professional learning opportunities;
- 2.2.3 Participate as a member of, and serve as a resource for, Action Teams, Task Forces and / or Working Committees as assigned;
- 2.2.4 Identify instructional resources on behalf of the system;
- 2.2.5 Assist in the identification of workshop presenters;
- 2.2.6 Liaise with subject associations, divisional groups and provincial organizations as assigned;
- 2.2.7 Perform and report other duties as assigned by the Learning Supervisor and the Superintendent of Student Achievement, Learning Support Services.

3.0 QUALIFICATIONS / EXPERIENCES

- 3.1 Ontario Teacher's Certification;
- 3.2 Specialist certification in a subject, or background service and experience, directly related to the assignment;
- 3.3 A minimum of five (5) years teaching experience;
- 3.4 Technology skills / aptitude;
- 3.5 Working knowledge of learning frameworks and in-depth understanding of the learning process;
- 3.6 High level of interpersonal, organizational and facilitation skills;
- 3.7 Capable of facilitating and implementing inter-disciplinary program initiatives;
- 3.8 Recent classroom experience.

4.0 REPORTS TO

Learning Supervisor and Superintendent of Student Achievement, Learning Support Services

5.0 TERM

The term for a Learning Coordinator shall be four (4) years, subject to funding. The position will be posted at the completion of the four (4) year term if the position is still needed and funded.

Leaves or secondments for up to one (1) year will not be counted as part of the term of four (4) years, subject to funding.

6.0 LOCATION

TVDSB Education Centre or site as assigned – Learning Support Services

7.0 SALARY

As per teacher affiliate collective agreement



APPENDIX A – HUMAN RESOURCE SERVICES

Memo To: Principals
Associate Director, Learning Support Services
Office Managers, Learning Support Services
Secretarial Assistant, Learning Support Services

From: _____, Associate Director, Organizational Support

Subject: APPLICATION FOR “TEACHER ON SPECIAL ASSIGNMENT” POSITIONS
THAMES VALLEY DISTRICT SCHOOL BOARD

Copies: Supervisory Officers’ Council
ETFO – Thames Valley Local
OSSTF – District 11

Date: _____

Please ensure that the following notice is brought to the immediate attention of appropriate staff.

LEADERSHIP OPPORTUNITIES - TEACHER ON SPECIAL ASSIGNMENT

1. The Thames Valley District School Board invites applications from qualified candidates for the following position:

TEACHER ON SPECIAL ASSIGNMENT (TOSA)

This position is posted as a “District” position under Learning Support Services. Specific details regarding position responsibilities, qualifications, location, etc. are attached.

2. The Independent Procedure “SELECTION PROCEDURES AND APPOINTMENTS OF – LEARNING COORDINATORS AND TEACHERS ON SPECIAL ASSIGNMENT” is on the Board’s website. The criteria required for these positions and other details concerning the application and selection process are described in that Independent Procedure.
3. A detailed role description is attached to this notice.
4. Duties are expected to commence _____.

5. Interested applicants who possess the required qualifications are invited to apply as follows:

- 5.1 Prepare a covering letter of application outlining your specific background, experiences, strengths and area(s) of interest which make you a viable candidate for the position of "Teacher on Special Assignment". Include with your letter a detailed resume outlining your educational qualifications, previous school and / or system assignments and other relevant information.
- 5.2 Include a copy of your most recent Performance Appraisal.
- 5.3 Include a personal statement of what you believe about student relation to the position for which you are applying (not to exceed 250 words).
- 5.4 Completed applications must be scanned as a single pdf file and emailed to:

c/o _____ (tvxxxxxx@tvdsb.ca)

_____, Superintendent of Student Achievement
Learning Support Services
Education Centre

No later than 4:00 p.m. on _____

Please note it is the responsibility of the applicant to ensure that the application is received by Learning Support Services on or before the deadline date and time.

6. The Thames Valley District School Board is committed to equity in employment. Our objective is to hire qualified staff who reflect the full diversity of our communities.

If you have a disability that requires an accommodation to assist you with any aspect of the hiring process please contact the Learning Supervisor listed below.

This is a system position and will entail working with schools across the Thames Valley District School Board.

7. Questions regarding the specific nature of the position should be directed to _____, Learning Supervisor at 519-452-2000, ext. _____.

Associate Director
Operational Support Services



LEARNING SUPPORT SERVICES

ROLE: TEACHER ON SPECIAL ASSIGNMENT (TOSA)

1.0 POSITION SUMMARY

A Teacher on Special Assignment shall be responsible to the Learning Supervisor and Superintendent of Student Achievement, Learning Support Services. As a member of the Learning Support Services learning team, the TOSA will assist in the implementation of Ministry and system program initiatives. The areas of focus for these teachers will be to support schools in specific learning programs, to form links with community partners, to coordinate staff development for teachers and to provide information sessions for parents and others as required.

2.0 AREAS OF RESPONSIBILITY

- 2.1 Provide to principals and teachers clarification on system program directions;
- 2.2 Help coordinate the implementation of system program initiatives in schools;
- 2.3 Identify instructional resources to support system program initiatives;
- 2.4 Promote, encourage and facilitate teacher professional development and parent information sessions;
- 2.5 Liaise with members of the community to support learning initiatives;
- 2.6 Perform other duties as assigned by the Learning Supervisor and Superintendent of Student Achievement, Learning Support Services.

3.0 QUALIFICATIONS / EXPERIENCES

- 3.1 Problem solving, creativity and teamwork skills;
- 3.2 Facilitating professional learning for educators;
- 3.3 Clear understanding of curriculum development and implementation;
- 3.4 Three (3) to five (5) years of teacher experience in the (*state division and program area*);
- 3.5 Recent classroom experience.

4.0 REPORTS TO

Learning Supervisor and Superintendent of Student Achievement.

5.0 TERM

One (1) year term, subject to funding, with the possibility of annual renewal up to a total of four (4) years.

6.0 LOCATION

TVDSB Education Centre or site as assigned - Learning Support Services

7.0 SALARY

As per teacher affiliate collective agreement.