

STRATEGIC PRIORITIES IN ACTION

Learning opportunities and initiatives demonstrating commitment to
Thames Valley's Strategic Priorities and Operational Goals



Community connections being created at Kettle Creek PS

Jayne Basson is a Grade 7/8 teacher at Kettle Creek PS in Port Stanley. For the past few years, Jayne has led a community-connected environmentally themed program, Environmental Collaborative Opportunities (E.C.O.).

The mandate of the class is to look at the entire Grade 8 curriculum through an environmental lens and focus on experiential learning by collaborating with community partners.

The Port Stanley Village Association has been integral in their work on the latest greening project, The Berm – a plot of land next to Little Beach in Port Stanley which is up for development.

“It is one of the last green spaces on the north shore of Lake Erie and the class would prefer to see a small Carolinian forest planted there, or at least small groupings of native trees and bushes,” says Jayne.

The class would like to become stewards

of the land, keeping an inventory and monitoring the land for invasive species.

As part of the project, they have created a video presentation which will be presented to the Municipality of Central Elgin and have started a native seed library that would be open to the school community. Through the seed library, native seeds could be borrowed and planted locally, and when those plants mature the seeds are harvested and returned to the school for further distribution.

“These community-based projects align with not only our school goals or building partnerships, but also compliments growth in learning skills and global competencies,” said Jayne. “The students have covered many geography, science, language, math, and drama curriculum expectations through The Berm project, all the while learning how to properly advocate for themselves on a public forum.”

New hire identity feedback survey will help inform equity and diversity within TVDSB hiring practices

A recently launched initiative will provide Thames Valley's Human Resources Department with voluntary feedback on the progress they are making to diversify the workforce through new hires.

The Human Resources Department at Thames Valley is collecting staff demographic data as it relates to the equity and inclusive educational policies of Ontario.

This work is informed by the Ministry of Education's Equity Action Plan. They will use the information to gain a better understanding of who Thames Valley staff are so that they can better support staff while at work.

All new hires will have the opportunity to complete the survey. Individual responses will remain confidential and no individual employee will be identifiable in the sharing of the results. Aggregated data will be summarized into a report and shared with the Human Resources leadership team, the Senior Administration team, and the Board of Trustees on an annual basis.

The voluntary collection of this data will further the Board's ability to meet our equity commitments reflected in our Equitable Recruitment and Selection Procedure in achieving and maintaining a diverse workforce.

1

TVDSB students win Horatio Alger Scholarship

2

Every Student Belongs Survey open to families of K-6 students

3

1290 CJBK: Director Fisher discusses Check-in survey and anti-bullying efforts



Full Remote Learners share their solutions for homelessness with London Mayor Ed Holder

Students in Sydney Lapaine’s Grade 8 Full Remote Learning class recently shared their solutions to the issue of homelessness with London Mayor Ed Holder.

The virtual discussion came to fruition after the class wrote thoughtful and well-organized letters to the Mayor about actions they believe the City of London can take to end homelessness. However, during a virtual meeting, the students were able to discuss a variety of topics with the Mayor, such as mental health, unemployment, pollution, and the COVID-19 pandemic.

Mayor Holder took the time to recognize the students’ efforts and their proposed solutions to the homelessness crisis, which was extremely

validating for them.

The students were thrilled with the experience and, in debriefing, shared what they loved about their meeting with the Mayor and what they learned. Comments from students include:

- “Mayor Holder cared about our ideas and took them into consideration.”
- “I appreciated his thorough and descriptive answers to our questions.”
- “I learned about what London is doing about homelessness, pollution and COVID-19, and more about how cities work in general.”

The class is thankful that the Mayor took the time to meet with them - creating an experience they will not forget.



Full Remote Learning class start student kindness walls

Ms. Chandran’s Grade 5 Full Remote Learning class took the opportunity to spontaneously engage in a Jamboard activity that involved each student writing a kind comment on a virtual “stickie note” to their classmates. The activity ended with a board full of kindness.

To keep this going throughout the remainder of the year and continue to build relationships as a class, the students asked Ms. Chandran to create a “Kindness Wall” (Jamboard) for each student in the class. This would allow the class to post positive messages to each other.

Now the class creates a Kindness Wall (Jamboard) for one student every day. Ms. Chandran opens the Jamboard in the morning and throughout the day, students can decorate or post thoughtful and kind comments about their classmate. At the end of the day, they read the messages and send a copy of the Kindness Wall to the student.



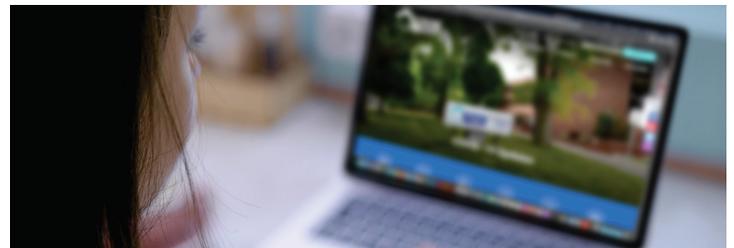
Louise Arbour FIPS celebrates Black History Month

Louise Arbour FIPS celebrated Black History Month with a virtual assembly featuring guest speaker Prof. Henri Boyi from Western University. Prof. Boyi spoke about ‘ubuntu’ – the concept of *I am because we are* – and connected the school’s monthly character trait (kindness) with their celebration of Black History Month.

EA teams unite for professional learning

The Education Assistant (EA) teams from Stoney Creek PS, Stoneybrook PS and Northridge PS recently joined forces virtually to learn more about trauma-informed teaching practices. The professional development was led by Amanda Saunders, Social Worker at Stoney Creek PS.

The EA teams were excited to unite in their learning and develop a deeper understanding of what a trauma-sensitive approach means in their practice. During the training they shared strategies that focused on empowerment as opposed to rescuing, and discussed self-care and supporting students in regulation strategies.



SERVICE DESK STATS AT A GLANCE

Family requests for technology support:

- 2,830 service requests from April 2020 - Jan 2021
- 5,400 phone calls received from Mar 2020 - Aug 2020
- 6,300 phone calls received from Aug 2020 - Jan 2021

External Website www.tvdsb.ca/TechSupport webpage hits:

- 52,420 page views from Mar 2020 - Jan 2021

Top 5 support issues for families:

- Issues accessing the board’s e-learning platforms
- Issues accessing Google Meet sessions
- Password resets and other user account issues
- Board loaned computer device issues
- Home Internet and personal device issues