

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE AGENDA

April 2, 2019, 6:00 p.m.
Board Room, Education Centre

	Pages
1. Approval of the Agenda	
2. Conflicts of Interest	
3. Minutes of the Previous Meeting	2
The minutes of the 2019 March 5 meeting are provided for information.	
a. Business Arising from the Previous Meeting	
4. Operational Plan Update - Enhancing Communication and Engagement within our TVDSB Community	4
5. Grants for Student Needs	24
6. 2019-2020 Budget Calendar	64
7. Community Advisory Committee Updates (Standing Item)	
8. Other Business	
9. Questions and Comments of Members (Standing Item)	
10. Future Agenda Items	
11. Date and Time of Next Meeting	
The next meeting is scheduled for 2019 May 7.	
12. Adjournment	

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

March 5, 2019, 6:00 p.m.
London Room

Members: Trustees J. Bennett, B. McKinnon, S. Polhill, J. Skinner, P. Cuddy, B. Yeoman, L. Pizzoalto (+6:20), B. Smith, M. Ruddock, C. Rahman; C. Antone; Student Trustees S. Chun, N. Bajaj

Regrets: A. Morell, S. Hunt; Student Trustee I. Frick

Administration: L. Elliott (Director), R. Culhane (Associate Director), D. Macpherson (Superintendent), C. Giannacopoulos (Superintendent), P. Sydor (Superintendent)(-7:05), A. Wall (Tu Puente Supervisor)(-7:05), C. Wall (Tu Puente Representative)(-7:05), T. Tomico (Tu Puente Representative)(-7:05), S. Smith (Corporate Services)

1. Approval of the Agenda

The agenda was approved on motion.

2. Conflicts of Interest

None declared.

3. Minutes of the Previous Meeting

The minutes of the 2019 February 5 meeting were provided for information.

a. Business Arising from the Previous Meeting

None.

4. Tu Puente

P. Sydor introduced A. Wall, T. Tomico and C. Wall to the committee and briefly outlined their professional backgrounds and how they became involved in Tu Puente. P. Sydor provided an overview of Tu Puente noting it translates as "bridging the gap" and explained Tu Puente's purpose within TVDSB, and how it benefits TVDSB students.

A. Wall, T. Tomico and C. wall provided information on the Low German Mennonite Community including it's history, culture and challenges faced by students. The Tu Puente program was outlined. A video was presented highlighting the impact of the program on students and parents. The alignment to the Boards Strategic Priorities was noted.

Questions of clarification were answered by A. Wall.

5. Rethink Secondary Learning Overview

D. Macpherson provided information on the Rethink Secondary Learning Initiative noting it is in the second year of implementation following two years of research, consultation and planning. The program continues to be a major driver of learning in Secondary schools.

Through a power point presentation D. Macpherson described initiatives currently underway including specialized programming, efforts to improve access to all program pathways at each school, improvements to technology equity, enhanced learning spaces and the integration of global competencies into student learning.

S. Polhill spoke to her personal experience with the Rethink program at Beal.

Questions of clarification were answered by Administration.

6. Municipal Joint Meetings

L. Elliott reported on the Municipal Joint Meetings that will be Co-Chaired by the Chairs of the TVDSB and LDCSB with the Municipality in attendance. This year the meetings will be hosted at the Education Centre.

Dates of the meetings may be found in the Chair's reports. T. Levschuk will send a request for agenda items. S. Polhill stressed the importance of having all items on the agenda so each party can properly prepare for the meeting.

L. Elliott encouraged Trustees to attend the meeting scheduled with their Municipality.

7. Community Advisory Committee Updates (Standing Item)

L. Pizzolato noted that 2019 May 6-11 is Community Safety Week.

8. Other Business

B. McKinnon advised the committee regarding the Code of Conduct, noting the Chair is the spokesperson for the Board. No Trustee will speak on behalf of the Board unless explicitly requested to do so by the Chair.

In response to a question L. Elliott reviewed the process for responding to media inquiries.

In response to a question it was noted Chair Morell will attend each Municipal meeting as she is able.

9. Questions and Comments of Members (Standing Item)

S. Polhill gathered feedback from the committee about the change in meeting venue.

10. Future Agenda Items

No discussion.

11. Date and Time of Next Meeting

The next meeting is scheduled for 2019 April 2.

12. Adjournment

The meeting was adjourned on motion at 9:01 p.m.

Sheri Polhill
Committee Chair



Date of Meeting: 2019 04 02

Item #: 4.0

REPORT TO:	<input type="checkbox"/> Administrative Council	<input checked="" type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Operational Plan Update – Enhancing Communication and Engagement within our TVDSB Community	
PRESENTED BY:	Karen Edgar, Superintendent of Student Achievement Lynne Griffith-Jones, Superintendent of Human Resources Rose Anne Kuiper, Superintendent of Student Achievement Tania Testa, Manager, Communications Carolyn Glaser, Manager, Information Technology Services Lori Kirkpatrick, Research and Assessment Associate	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):		
Purpose:	To provide the Board of Trustees with an update on the Operational Plan for the Strategic Objective of 'Enhancing communication and engagement within our TVDSB community'.	
Content:	The attached slideshow has been created to provide an update on the progress made to date pertaining to the Strategic Objective of "Enhancing Communication and Engagement within our TVDSB Community".	
Cost/Savings:	N/A	
Timeline:	N/A	
Communications:	N/A	
Appendices:	Appendix A – Operational Plan Appendix B – slideshow presentation	

Strategic Priority Area(s):

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

Form Revised October 2018



Thames Valley District School Board

Operational Plan 2018-2019

Message from the Board of Trustees

In the fall of 2017, we began the process to revise the Thames Valley District School Board Strategic Plan. A Strategic Planning Ad Hoc Committee was formed to receive advice on key aspects of the strategic plan, including our priorities, and community consultation.

Strategic Planning consultation meetings were organized in a number of communities within Thames Valley, for the purpose of gathering input from students, parents, staff and community members. The response was overwhelming and impressive, and for that we thank you.

This input, combined with Board and industry data, helped to develop goals that align with the three strategic priorities. Our plan is exciting and bold and will provide direction to our Thames Valley learning community for the next several years.

Thank you to our community for your guidance, input and leadership; we are so happy to have you with us.

Introduction



We are proud to have recently launched our new Strategic Plan, which identifies our priorities for our Thames Valley learning community over the next several years. Our newly developed Operational Plan outlines in detail how we will be achieving our strategic objectives; a path to success for all students and staff.

Developed by Thames Valley's leaders, the Operational Plan is clear in its direction for how we improve student achievement and well-being, build relationships and provide equitable and inclusive learning and working environments.

This plan guides our work to ensure we are meeting the needs of students and families we serve. In this time of rapid change, our students need to be knowledgeable about global issues, attuned to diverse perspectives, able to communicate ideas, critically think to solve problems, and act toward the common good.

This plan aligns our work and supports our Thames Valley students to be successful in an increasingly competitive global economy. We want our staff to recognize the valuable role they play on that critical journey as we work together to build a strong foundation for all students.

A handwritten signature in black ink that reads "Laura Elliott".

Laura Elliott,
Director of Education

RELATIONSHIPS	EQUITY AND DIVERSITY	ACHIEVEMENT AND WELL-BEING
We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.	We provide an equitable and inclusive environment that champions learning opportunities for all.	We engage in innovative learning experiences that promote excellence in student achievement and well-being.
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REL	E&D	AWB
✓	✓	✓
✓		✓
✓	✓	

Objective: Improve Student Achievement in Mathematics

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Support school-based math leaders (i.e., school administrators, Elementary Math Lead Teachers, Grade 9 Spotlight Teachers) to develop their instructional leadership capacity in mathematics.</p> <p>Provide job-embedded professional learning opportunities that focus on research-based instructional practices.</p> <p>Provide school-based communications and learning activities to engage families in their children's learning of mathematics.</p>	<p>School-based math leaders use content and pedagogical knowledge to support classroom practice.</p> <p>Educators have increased content knowledge, skills and instructional capacity in mathematics.</p> <p>Engaged families understand what their child is expected to learn in math, and how they can support that learning at home.</p>	<p>School level math leaders facilitate professional learning sessions, as evidenced by an audit of agendas and Superintendent visits.</p> <p>Administrators and Math Leads report increased confidence, knowledge, and skills in leading instructional programming in mathematics.</p> <p>Job-embedded professional learning opportunities are provided equitably across our system.</p> <p>Classroom walkthrough data shows improvement in math instructional and assessment practices in order to meet individual student learning needs.</p> <p>Review EQAO student perceptual data to establish a baseline for long-term goal of improvement.</p> <p>Audit of school-based communication documents (e.g., newsletter inserts, math activities provided by classroom teacher, math nights, speakers) through school administrator and math lead surveys.</p>	<p>Decreased requests for support from Math Learning Coordinators because the school math team is able to provide this support.</p> <p>EQAO Math results have improved by 2% (grades 3, 6, and 9).</p> <p>Achieving Excellence in Applied Courses (AEAC) reporting shows positive changes in teacher practice and student achievement in mathematics.</p> <p>Increase in credit accumulation in math with a specific focus on compulsory applied level math courses.</p> <p>EQAO student perceptual data indicates increased involvement and support from families.</p> <p>Families report increased understanding and engagement in their child's learning of mathematics through a family survey.</p>

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REL	E&D	AWB
✓	✓	✓
		✓
✓	✓	

Objective: Improve the Five Year Graduation Rate

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.</p> <p>Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.</p>	<p>System-level tracking will be implemented to support school and system teams to monitor progress for students not on-track for graduation.</p> <p>Student data used to provide differentiated supports for students not on-track for graduation.</p> <p>A balanced literacy program that closely monitors and intervenes with elementary students who are not successfully developing their literacy skills.</p> <p>Literacy instruction and assessment practices will be designed and delivered to meet the needs of all learners.</p>	<p>Evidence of individualized supports for students not on-track for graduation.</p> <p>Schools proactively intervene prior to extended student absence.</p> <p>Increase in grade 9 and 10 credit accumulation.</p> <p>Development of Board Literacy Plan, including an OSSLT system support plan.</p> <p>Junior EQAO data is intentionally used in all schools to support next steps in grades 7 and 8.</p> <p>There is evidence of effective transition planning to support student achievement in literacy.</p> <p>Classroom walkthrough data shows improvement in literacy instruction and assessment practices in order to meet individual student learning needs.</p> <p>Current OSSLT practices in secondary are identified by school-based literacy teams and shared at the system-level.</p>	<p>Improvement in the five-year graduation rate by 5%.</p> <p>Implementation of the Board Literacy Plan.</p> <p>Evidence of effective partnerships between Elementary and Secondary teachers for literacy success.</p> <p>Comprehensive transition plans are in place for students requiring additional supports.</p> <p>EQAO results in grade 3 and 6 (Reading and Writing) have improved by 2%.</p> <p>Increase in the number of first-time eligible students passing OSSLT by 1%.</p> <p>Establish and implement system-wide plan for literacy interventions and supports for OSSLT.</p>

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✓	✓	
✓	✓	
✓	✓	✓

Objective: Enhance Communication and Engagement Within Our TVDSB Community

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Design and implement solutions to enhance communications for students, staff, families and the community.</p> <p>Build service capacity among staff to improve information sharing, positive interactions and effective relationships.</p>	<p>System and school communications are modernized and integrated.</p> <p>Barriers to effective communications at the system level and in schools are identified and removed.</p> <p>Families will know what their children will be learning and how to support them with homework.</p> <p>Improved service to TVDSB customers and community stakeholders.</p>	<p>Approval to implement system-wide unified communications solution.</p> <p>Modernized communications platform deployed that supports multiple methods of information sharing.</p> <p>School communities will determine communication needs of their community and remove barriers.</p> <p>Anecdotal feedback will be collected to engage and support families.</p> <p>A defined service philosophy will be developed, targeted at enhancing stakeholder relationships.</p>	<p>An integrated, standardized and unified communications solution is deployed and used throughout TVDSB.</p> <p>Families know what student information is available and where to find it.</p> <p>Schools use a variety of communication methods to interact with families.</p> <p>Anecdotal feedback from families demonstrates that they feel engaged and supported in their child's educational experiences.</p>

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✓	✓	✓
✓	✓	✓

Objective: Create Secondary Learning Experiences and Environments that are Engaging, Inclusive and Relevant

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Respond to the needs of today's learners, expand the capacity of secondary school educators to implement effective instructional and assessment practices.</p> <p>Realign the use of space and resources to facilitate the sustainable delivery of programs in our secondary schools.</p>	<p>Educators understand when and how to utilize and apply a wide range of effective evidence-based instructional and assessment practices.</p> <p>Global Competencies are embedded in all secondary classrooms.</p> <p>Students have access to a range of secondary school program offerings within their schools and region.</p> <p>Secondary attendance areas (school boundaries) will better support the sustainable delivery of programs.</p>	<p>Classroom walkthrough data reveals the implementation of Learning for All, Growing Success and Global Competencies.</p> <p>Implementation of the Board Experiential Learning Plan.</p> <p>An audit of secondary school programs determines equitable distribution across region.</p> <p>Attendance area review completed and a plan has been developed.</p> <p>Increasing partnerships with community agencies to provide experiential learning opportunities for students.</p>	<p>Improvement in the five-year graduation rate by 5%.</p> <p>Observations, conversations, and products reflect student application of Global Competencies.</p> <p>Equitable access to secondary school programs regionally.</p> <p>Recommendations of the attendance area (school boundaries) review are implemented, resulting in greater student access to programs and a more effective use of existing facilities.</p>

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✓	✓	✓
✓	✓	✓
✓	✓	✓

Objective: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Undertake an employee survey to inform policies, programs, and practices.</p> <p>School teams use school climate survey results to inform programming and experiences that enhance student well-being and achievement.</p> <p>Provide opportunities for educators to increase their capacity to deliver inclusive instruction.</p>	<p>New and revised policies, programs and practices support more inclusive working and learning environments.</p> <p>Programming and experiences that lead to enhanced student well-being and achievement.</p> <p>More inclusive instructional practices are implemented in classrooms.</p>	<p>Development of a comprehensive employee survey with input from stakeholders.</p> <p>Collection of the employee survey data from a representative number of TVDSB staff.</p> <p>Student needs are identified through the use of school climate survey results.</p> <p>The supports that school teams provide are informed by school climate survey results.</p> <p>Analysis of Safe Schools Action Plans, Bullying Prevention Plans and School Improvement Plans reveal that plans are informed by school climate survey results.</p> <p>Principles of Equity and Inclusion are embedded into all professional learning opportunities.</p> <p>Classroom walkthrough data demonstrate more inclusive curricular resources and instructional strategies.</p>	<p>Employee survey data informs policy and program development, training and professional learning needs of staff.</p> <p>School climate survey results (collected every two years) reflect positive changes in the school environment.</p> <p>Increased school attendance.</p> <p>Decreased suspension rates.</p>

Mission

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

Vision

**The Thames Valley learning
community inspires innovation,
embraces diversity, and celebrates
achievement - a strong foundation
for all students.**

Our Commitments

We believe in:

Putting the needs of all students first;
Stimulating critical and creative thinking;
Encouraging informed risk taking and
innovation;
Setting high standards and clear
expectations;
Providing a safe, welcoming, and inclusive
environment;
Providing access to resources, and
experiences that meet students' strengths
and needs;
Valuing all staff as partners in education;
Collaborating with our communities to
enhance opportunities for students;
Communicating effectively in a
transparent, timely and two-way fashion;
Acknowledging and welcoming parents/
families as key partners in student
achievement and well-being;
Supporting parents, School Councils, and
Home and School Associations;
Promoting and honouring student
leadership and student voice; and
Encouraging students to advocate for self
and others.





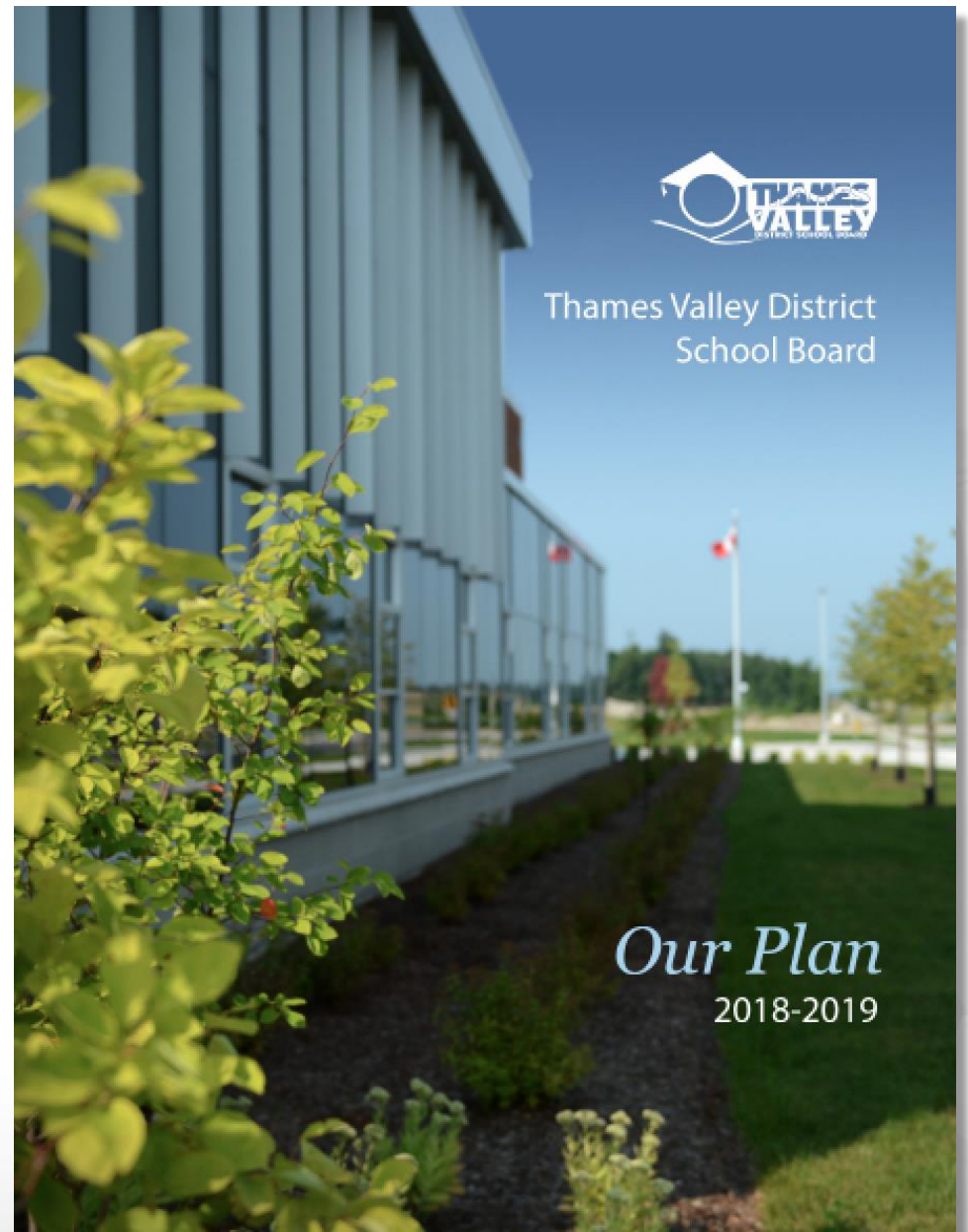
New TVDSB Strategic Plan

Mission

We build each student's
tomorrow, every day.

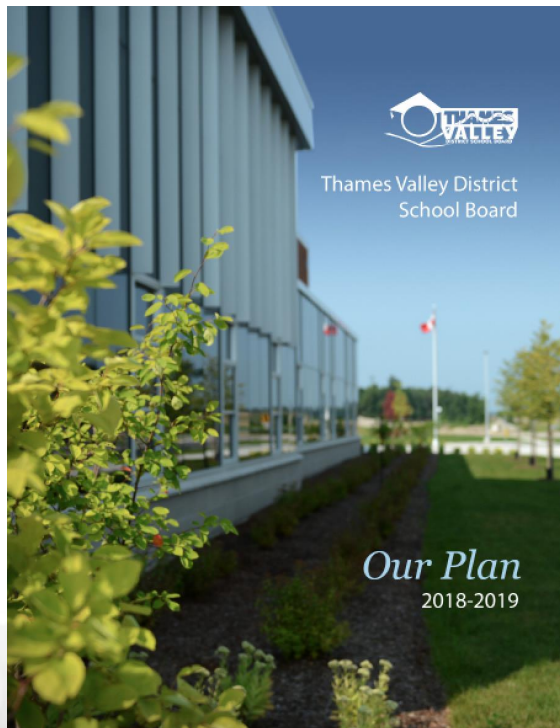
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Strategic Priority



RELATIONSHIPS

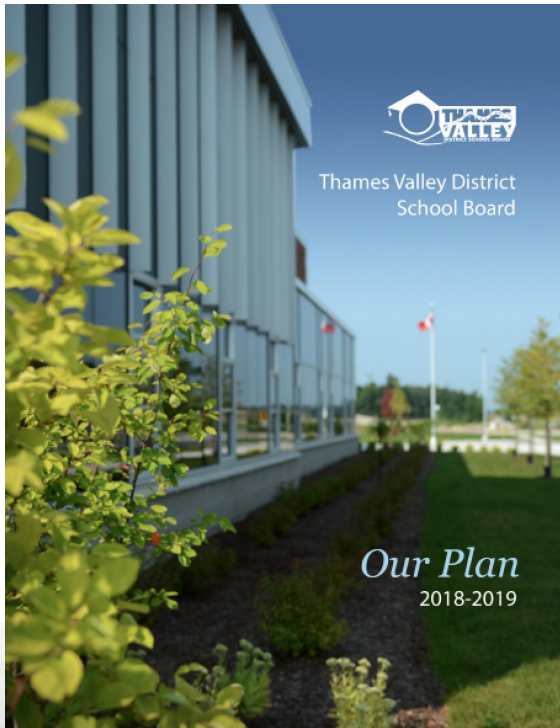
We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

Goals:

1. Students, families and staff are welcomed, respected and valued as partners.
2. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.
3. Create opportunities for collaboration and partnerships.



Strategic Priority



EQUITY AND DIVERSITY

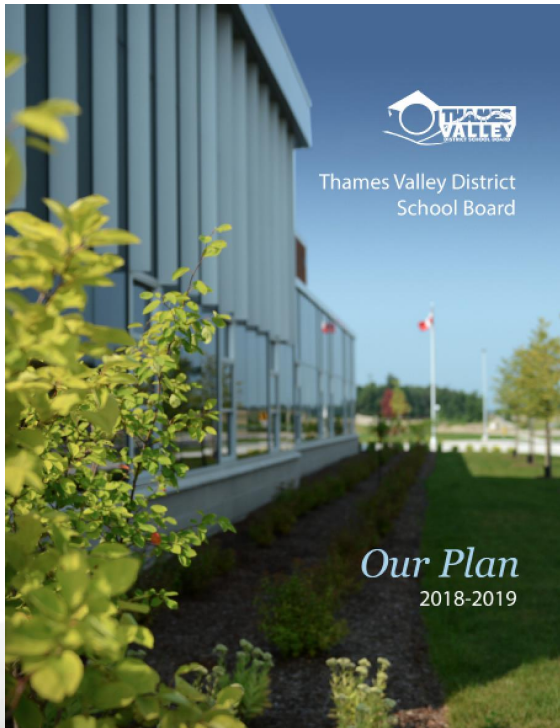
We provide an equitable and inclusive environment that champions learning opportunities for all.

Goals:

1. Create opportunities for equitable access to programs and services for students.
2. Students and all partners feel heard, valued and supported.
3. Programs and services embrace the culture and diversity of students and all partners.



Strategic Priority



ACHIEVEMENT AND WELL-BEING

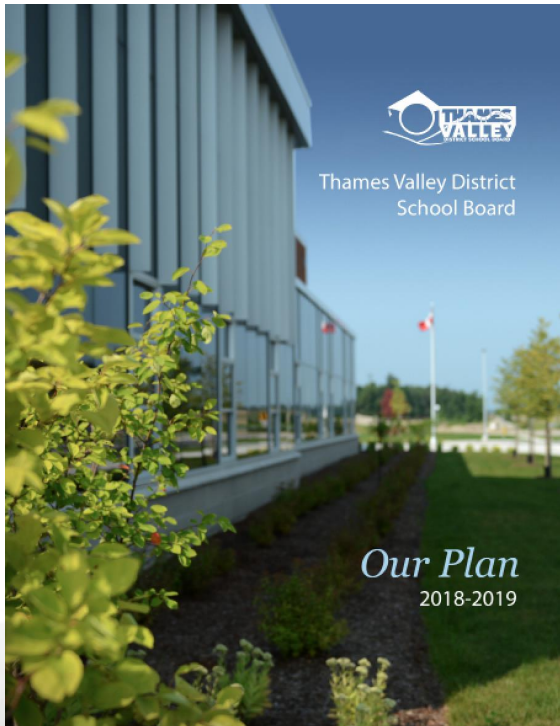
We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Goals:

1. More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
2. Staff will demonstrate excellence in instructional practices.
3. Enhance the safety and well-being of students and staff.



5 Strategic Objectives



1. Improve student achievement in mathematics
2. Improve the five year graduation rate
3. **Enhance communication and engagement within our TVDSB community**
4. Create secondary learning experiences and environments that are engaging, inclusive and relevant
5. Create equitable and inclusive learning and working environments for students and staff to achieve success



Enhance Communication and Engagement Within Our TVDSB Community

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Design and implement solutions to enhance communications for students, staff, families and the community.</p> <p>Build service capacity among staff to improve information sharing, positive interactions and effective relationships.</p>	<p>System and school communications are modernized and integrated.</p> <p>Barriers to effective communications at the system level and in schools are identified and removed.</p> <p>Families will know what their children will be learning and how to support them with homework.</p> <p>Improved service to TVDSB customers and community stakeholders.</p>	<p>Approval to implement system-wide unified communications solution.</p> <p>Modernized communications platform deployed that supports multiple methods of information sharing.</p> <p>School communities will determine communication needs of their community and remove barriers.</p> <p>Anecdotal feedback will be collected to engage and support families.</p> <p>A defined service philosophy will be developed, targeted at enhancing stakeholder relationships.</p>	<p>An integrated, standardized and unified communications solution is deployed and used throughout TVDSB.</p> <p>Families know what student information is available and where to find it.</p> <p>Schools use a variety of communication methods to interact with families.</p> <p>Anecdotal feedback from families demonstrates that they feel engaged and supported in their child's educational experiences.</p>



Enhance Communication and Engagement Within Our TVDSB Community

Approval to implement system-wide unified communications solution.

- The Board has approved funding for the purchase, implementation and sustainment of a new communications solution to replace TVDSB's aged telephone system
- ITS staff are working on contractual arrangements with the vendor - Network Telecom
- Once a project plan has been developed, more information will be shared regarding the phased implementation of this new communications solution



Enhance Communication and Engagement Within Our TVDSB Community

Modernized communications platform deployed that supports multiple methods of information sharing.

- An integrated team of school administrators, curriculum, R & A and ITS staff came together to develop requirements for a board-wide family communications solution
- After much investigation and review, it was determined that the D2L solution, Brightspace (provisioned and licensed by the Province for school board use) would meet TVDSB's needs from K-12
- An integrated project team is being formed and led by curriculum staff to implement components of the Brightspace product for board wide use effective September 2019



Enhance Communication and Engagement Within Our TVDSB Community

School communities will determine communication needs of their community and remove barriers.

Anecdotal feedback will be collected to engage and support families.

- A copy of the 'Family Engagement Review' document was distributed to each Administrator during the January Community of Schools' meeting. The document was reviewed and strategies for 'engaging families' were shared.
- The 'Family Engagement Review' document is being shared by administrators with staff, school councils and school communities.
- Approximately 520 TVDSB stakeholders attended an evening with 'Dr. Debbie Pushor' on February 11, 2019, at the London Convention Centre, where Dr. Pushor unpacked the differences between 'Parent Involvement and Parent Engagement'.
- Dr. Debbie Pushor will continue to inform our work as she meets with a TVDSB focus group on May 1, 2019.
- School Community Stakeholders will work together to identify relevant 'next steps' to begin removing the barriers to building 'family engagement'.



Enhance Communication and Engagement Within Our TVDSB Community

A defined service philosophy will be developed, targeted at enhancing stakeholder relationships.

- The TVDSB management has identified a need to provide board staff (Supervisors and Support Staff) with training in a shared philosophy of “service excellence”.
- The training will begin with staff in the central board offices and will cascade from there to eventually be provided to all staff, including front-line staff at the classroom level. This will ensure that all employees at the TVDSB will know and understand the board's expectations with regards to “service excellence”.
- The outcomes of this initiative will be to:
 - Gain employee commitment;
 - Change behaviour and improve results;
 - Transform staff into "owners"; and
 - Equip staff to handle challenging customer events in a positive and productive manner.
- Through the Vendor of Record Process a facilitator has been obtained.
- The training program is currently being developed.
- Training will begin with Supervisors during this current school year.

QUESTIONS?

Thank you!

Grants for Student Needs

April 2, 2019

Program and School Services Advisory Committee



Education Funding

- Major sources of funding for school boards

- 96.0% Ministry funding through the Grants for Student Needs (GSN)
 - GSN funding is prescribed by the Ministry of Education
 - Cash flow is split between the Ministry of Education and Municipalities through municipal taxes
 - Mill Rate for municipal education taxes set by the Ministry
- .5% Ministry Funding through Education Programs - Other (EPO's)
- .8% Tuition Fees
- 2.7% Other organizations, other provincial ministries, federal grants

100%



Accountability Framework

- The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. This is why local school boards have flexibility in how they use funding, within the over-all accountability framework.
- The framework includes:
 - Legislative requirements, such as the provision that school boards balance their budgets
 - Requirements around budgeting and financial reporting, as well as monitoring, audit, review and in some cases, supervisory activities by the Province
 - Enveloping – certain grants to be used only for the purpose intended
 - Program/grant specific reporting requirements



Enrolment *key driver in 2/3 of GSN funding*

- Boards are required to record enrolment and to maintain records
- Average Daily Enrolment (ADE) is based on two count dates: October 31 & March 31
- Full-time Equivalent (FTE) are weighted at 0.5 for each of the count dates



Grants for Student Needs – Key Grants

Pupil Foundation Grant

- Supports classroom education

School Foundation Grant

- Supports salaries & benefits of Principals, VPs, secretaries & supplies for school administration

Special Purpose Grants

- Funds a variety of programs & initiatives

School Facilities Operations and Renewal Grant

- School operations (e.g. custodial), school renewal and other miscellaneous capital items



Grants for Student Needs

2018-2019 Operating Grant Allocations - 886,860,585

Pupil Foundation	432.8
Special Education	111.5
School Operations	78.2
Cost Adjustment, Teacher Qualifications & Experience	74.5
School Foundation	55.4
Other GSN Funding	40.0
Transportation	39.9
Language	23.1
Administration and Governance	21.4
Cost Adjustment, ECE Qualifications & Experience	6.4
Continuing Education and Other Programs	3.7





Grants for Student Needs

Pupil Foundation Grant

2018-19 **\$432.8M**

Supports classroom components in the following five divisions:

- Kindergarten (JK/SK)
- Primary (Grades 1-3)
- Junior & Intermediate (Grades 4-8)
- Intermediate Supplementary (Grades 7-8 Guidance Teachers)
- Secondary (Grades 9-12)

- | | |
|---|--------------------------------------|
| ➤ Classroom Teachers | ➤ Supply Teacher |
| ➤ Preparation Time | ➤ Education Assistants |
| ➤ Specialist / Student Success Teachers | ➤ Professionals / Para-professionals |
| ➤ Secondary Programming | ➤ Elementary Supervision |
| ➤ Early Childhood Educators | ➤ Department Heads |
| ➤ Library and Guidance Services | ➤ Textbooks and Learning materials |
| ➤ Preparing for Success in High School: | ➤ Classroom Supplies |
| Guidance Teacher | ➤ Classroom Computers |
| ➤ Classroom Consultants | |



Grants for Student Needs

Pupil Foundation Grant

- Calculated on a per-pupil basis
- Five different per-pupil amounts at the elementary level, depending on the grade
 - JK/SK - \$6,353.38 per pupil in 2018-19
 - Primary (Grades 1 to 3) - \$5,719.10 per pupil in 2018-19
 - Junior and Intermediate (Grades 4 to 8) - \$4,871.55 per pupil in 2018-19
 - Intermediate Supplementary (Grades 7 to 8) - \$218.83 per pupil in 2018-19
- One per-pupil amount for secondary
 - Grades 9 to 12 - \$5,954.54 per pupil in 2018-19



Grants for Student Needs

Special Purpose Grants

Special Education

2018-19 **111.5M**

- SEPPA (Special Education per pupil Amount)
- Differentiated Special Education Needs Amount (DSENA)
- Special Education Equipment (SEA)
- Special Incidence Portion (SIP)
- Care, Treatment, Custody and Correctional Amount (CCTC)
- Behaviour Expertise Allocation (BEA) & Applied Behaviour Analysis Training (ABA)

***These grants can only be spent on special education expenses.**



Grants for Student Needs

Special Purpose Grants

Special Education

■ SEPPA

2018-19 \$59M

- Provides every board with foundational funding towards the cost of special education supports
- Recognizes the cost of providing additional assistance to the majority of students with Special Education needs
- Funded on a “Per Pupil” or ADE basis
- Different per-pupil amounts for kindergarten to Grade 3, Grades 4 to 8, and Grades 9 to 12 pupils
- Per-pupil amounts in the earlier grades are higher to direct more funding toward early intervention



Grants for Student Needs

Special Purpose Grants

Special Education

■ DSENA

2018-19 \$42M

- Cost of providing intensive staff support required by students with high needs
- Allocation is made up of:
 - Measures of variability (MOV) amount
 - MOV Special Education Statistical Prediction Model amount
 - Base amount for collaboration and integration amount
 - Multi-Disciplinary Team Component amount
 - Other Staffing Resources Component amount



Grants for Student Needs

Special Purpose Grants

Special Education

- SEA 2018-19 \$4.1M
 - Base amount plus a per-pupil amount
 - Funding for computers, software and other personal equipment for students with special education needs
 - Claims based amount
 - Provides funding for the purchases of other non-computer based equipment
- SIP 2018-19 \$1.6M
 - Supports for students who require more than two full-time staff
 - Address health and safety concerns of both the student and others at their school
 - SIP claims are submitted to the Ministry of Education for approval



Grants for Student Needs

Special Purpose Grants

Special Education

- CCTC 2018-19 \$4.2M
 - Government approved care and treatment, correctional or custodial facilities (Formerly Facilities Amount)
 - Funding based on an approval process
- BEA & ABA 2018-19 \$431K
 - Funding for boards to hire and train board-level staff with Applied Behaviour Analysis expertise
 - Starting in 2018-19, grant also includes the Applied Behaviour Analysis Training Amount (ABA), formerly an EPO



Grants for Student Needs

Special Purpose Grants

School Operations and Maintenance 2018-19 **\$78.2M**

- Heating, lighting, cleaning and maintenance

School Renewal 2018-19 **\$12.9M**

- Renovations and repair of schools



Grants for Student Needs

Special Purpose Grants

Cost Adjustment for Qualification and Experience – Teachers and ECE's

- Recognizes range in qualifications and years of experience
2018-19 \$80.9M
- Inclusion of NTIP - support growth and PD of new teachers
2018-19 \$624K
- Reduced mid-year to \$585K due to Ministry memo 2018:B14



Grants for Student Needs

School Foundation Grant

2018-19 **\$55.4M**

- Supports costs of in-school administration and leadership
- Salaries and benefits for principals, vice-principals and secretaries
- School boards responsible for decisions regarding allocation of in-school administration



Grants for Student Needs

Special Purpose Grants

Language Grant

- French as a Second Language (FSL) – supports the cost of French instruction 2018-19 \$10.4M
 - Provides a per-pupil amount for each student enrolled in FSL
 - Elementary amount varies depending on whether the pupil is taking core French, extended French, or French Immersion
 - Secondary amount based on grade level and whether course covers French as a subject or another subject taught in French



Grants for Student Needs

Special Purpose Grants

Language Grant

- English as a Second Language/English Literacy Development 2018-19 \$12.7M
 - Recent Immigrant component – supports students who are eligible based on their country of birth and who have been in Canada four years or less
 - Diversity in English Language Learners (DELL) – uses census data as a proxy measure of ESL/ELD need for pupils who are not recent immigrants, but whose language spoken most often at home is neither English nor French (formerly known as Pupils in Canada (PIC))



Grants for Student Needs

Special Purpose Grants

Indigenous Education Grant

Four allocations to support programs for Indigenous learning

- Indigenous Languages Allocation – supports elementary and secondary Indigenous Language Programs

2018-19 \$248K

- Elementary funding is based on the number of pupils enrolled in the Indigenous Language program and the average daily minutes of instruction
- Secondary funding is provided for each Grade 9 to 12 pupil enrolled in a credit course



Grants for Student Needs

Special Purpose Grants

Indigenous Education Grant

- Indigenous Studies Allocation 2018-19 \$362K
 - Supports secondary credit courses in Indigenous Studies on a per-pupil amount for Grade 9 to 12 students
- Per-pupil amount – 2018-19 is year 3 of 3 year phase-in of 2011 census data 2018-19 \$468K
 - Reflects the estimated percentage of Indigenous students in a board's schools, based on census data
 - It consists of a per-pupil amount, this funding is used to support programs and initiatives aimed at improving Indigenous student achievement and well-being



Grants for Student Needs

Special Purpose Grants

Indigenous Education Grant

- Board Action Plans allocation 2018-19 \$144K
 - Supports the implementation of programs and initiatives aligned with the 16 strategies and actions identified in the Ontario First Nation, Metis, and Inuit Framework Implementation Plan

To allow boards to offer these programs despite limited enrolment, the funding benchmarks for Indigenous Studies and Indigenous Languages recognize an average class size of 12 students.



Grants for Student Needs

Special Purpose Grants

Learning Opportunities (LOG) – provides funding to help students who are at greater risk of lower academic achievement

- Demographic allocation 2018-19 \$12.8M
 - Largest portion of LOG funding
 - Based on social and economic indicators that signal a higher risk of academic difficulty for students
 - Derived from 2006 census data
 - Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery, and withdrawal for individualized support (e.g. a student may receive instruction for part of the school day outside the regular classroom)



Grants for Student Needs

Special Purpose Grants

Learning Opportunities (LOG)

- **Student Achievement Envelope** – comprises six discreet allocations which support programs to improve student achievement
 - **Literacy and Math Outside the School Day** – funds remedial courses or classes 2018-19 \$314K
 - **Student Success, Grade 7 to 12** – funds a range of resources and activities to improve student engagement 2018-19 \$1.8M
 - **Grade 7 and 8 Student Success and Literacy and Numeracy teachers** – recognizes the need to help students in earlier grades so they are better prepared for the transition to secondary school and beyond 2018-19 \$874K



Grants for Student Needs

Special Purpose Grants

Learning Opportunities (LOG)

■ Student Achievement Envelope

- **Ontario Focused Intervention Partnership tutoring** – helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing, or math
2018-19 \$324K
- **Specialist High Skills Major program** – allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector
2018-19 \$543K



Grants for Student Needs

Special Purpose Grants

Learning Opportunities (LOG)

■ **Student Achievement Envelope**

- **Outdoor Education Allocation** – provides elementary and secondary students with learning experiences in the outdoors
- \$5,000 per board + ($\$8.51 \times \text{ADE}$) 2018-19 \$663K

There is flexibility in how boards may use individual allocations, as long as the total funding is spent on the programs within the Student Achievement Envelope



Grants for Student Needs

Special Purpose Grants

Learning Opportunities (LOG)

- **Library Staff Allocation** – to increase the number of teacher-librarians available to support the learning of elementary school students 2018-19 \$265K
 - \$51,481.5 per board + (\$1,714.33 per elementary school)



Grants for Student Needs

Special Purpose Grants

Learning Opportunities (LOG)

- **Local Priorities Fund** – established in 2017-18 to address a range of local priorities and needs, this may include more special education staffing to support children in need, “at-risk” students and adult education

2018-19 \$8.6M



Grants for Student Needs

Special Purpose Grants

Safe and Accepting Schools Supplement – provides targeted support to secondary schools in priority urban neighbourhoods

Total	2018-19	\$2.5M
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- **Safe and Accepting Schools**

- Professional Staff Component – supports non teaching staff (i.e., Social Workers, Attendance Counselors etc.)

2018-19	\$452K
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- Program Support Component – supports programs for expelled students & students serving long-term suspensions

2018-19	\$991K
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- **Urban and Priority High Schools** – helps boards respond to challenges in select secondary schools

2018-19	\$1.1M
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Grants for Student Needs

Special Purpose Grants

Continuing Education and Other Programs	2018-19	\$3.7M
■ Adult Day school – students who are at least 21		\$10K
■ High Credit – for students who have completed more than 34 credits who are attending day school		\$900K
■ Continuing Education		\$2.1M
■ Summer School		\$606K
■ Each of the above are funded on enrolment per program times the Con Ed benchmark of \$3,462 (18/19) per ADE		
■ Prior Learning Assessment and Recognition (PLAR) – a formal evaluation and accreditation process for mature students		\$36K
■ International Languages, elementary		\$93K



Grants for Student Needs

Special Purpose Grants

Student Transportation Grant	Total 2018-19	\$39.9M
■ Enrolment Allocation		\$38.1M
■ Adjustment for change in enrolment year-over-year		
■ Cost Update Adjustment Allocation		\$1.4M
■ Recognizes a cost increase of 2% of busing contracts		
■ Netted against the previous year's surplus		
■ Fuel Escalator and De-escalator		
■ Provides for funding increases or decreases – actual to fuel benchmark		
■ Transportation to Provincial Schools, at cost		\$434K



Grants for Student Needs

Special Purpose Grants

Declining Enrolment Adjustment 2018-19 \$0

- Recognizes that it takes time for boards to adjust cost structures in response to decline in enrolment
- Assists with costs that cannot be adjusted immediately



Grants for Student Needs

Special Purpose Grants

School Board Administration and Governance Grant

	Total 2018-19	\$21.4M
■ Trustees Allocation		\$249K
■ Reporting Entity Project Allocation		\$144K
■ Parent Engagement Funding Allocation		\$98K
■ Internal Audit Allocation		\$577K
■ Capital Planning Capacity		\$199K
■ Managing Information for Student Achievement (MISA)		\$62K
■ Program Leadership Allocation (PLA)		\$1.0M
■ Human Resource Transition Supplement		\$359K
■ Board Administration Allocation		\$18.7M



Grants for Student Needs

Special Purpose Grants

School Board Administration and Governance Grant

New for 2018-19, the Program Leadership Allocation (PLA) is being introduced within this grant. This allocation is comprised of six lead positions that were previously funded through other allocations within the GSN and through EPO.

- Mental Health Leaders
- Technology Enabled Learning and Teaching (TELT) Contacts
- Indigenous Education Leads
- Student Success Leads
- School Effectiveness Leads
- Early Years Leads (Formerly EPO)



Grants for Student Needs

Special Purpose Grants

School Board Administration and Governance Grant

PLA – The PLA will be enveloped, in that the funding must be spent globally on leads' salary, benefits, travel and PD.

- The PLA is not included in the school board administration and governance enveloping provision
- The ministry intends to continue to explore other leads that could be added to the PLA in the future



Grants for Student Needs 2018-19

Enveloping and Accountability

- Special education and school renewal funds must be spent in their respective areas
- Spending on board administration and governance cannot exceed the grant
- The allocations within the Student Achievement Envelope of the Learning Opportunities Grant are limited for use collectively on seven programs
- Enhanced reporting requirements for the Safe and Accepting Schools Strategy Allocation



Grants for Student Needs 2018-19

Enveloping and Accountability

- The Per-Pupil Amount Allocation within the Indigenous Education Grant is limited to expenditures that support the Framework
- Boards must submit a balanced budget to the Ministry each year.



Grants for Student Needs

Accountability

- Class sizes regulated by Ministry for 2018-19;
 - FDK 25.57 : 2
 - Primary 19.8 : 1
 - Jr/Int 23.84 : 1
 - Secondary 22 : 1
 - Special Education self contained classes
- Boards are required to submit class size reports annually to Ministry



Capital Funding

- New schools, additions, renovations based on Capital Priorities & School Consolidation business cases
- School Condition Improvement funding is allocated based on the Board's assessed renewal needs
- Temporary accommodations (portable moves, leases and purchases)



Education Programs Other - EPO

- Funding for specific Ministry initiatives (approximately 32 separate grants in 2018-19)
 - Targeted activities and restricted use of funds
 - Additional workload at school and board level
- e.g. Community Use of Schools, Mental Health Workers in Schools, Student Voice, Indigenous Support and Engagement Initiative, Focus on Fundamentals of Math, etc.



TVDSB Budget Pressures and Challenges

- Special Education needs exceed Special Education grants
- Transportation expenses exceed Transportation grants
- Board and Administration spending limit while administrative responsibilities continue to expand (e.g. Early Years, community collaborations, increased accountability, new regulations, etc.)
- Increased staff absenteeism and associated replacement costs
- Operating and maintenance costs relating to the excess capacity of 14,284 pupil places (February 2018) in our schools are not funded by GSN



Date of Meeting: 2019 Apr 2

Item #: 6 . 0

REPORT TO:	<input type="checkbox"/> Administrative Council	<input checked="" type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	2019-2020 Budget	
PRESENTED BY:	Cathy Lynd, Superintendent of Business Sandra Macey, Manager of Financial Services	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Advice
Recommendation(s):		
Purpose:	<p>To provide the committee with the 2019-2020 Budget Calendar. The calendar outlines the specific meeting dates where budget materials will be presented and discussed and to discuss how public input might be facilitated.</p> <p>The anticipated Grants for Student Needs (GSN) announcement has been delayed by a month. At this time we are trying to maintain timing consistent with prior years which is reflected in the budget calendar.</p>	
Content:		
Cost/Savings:		
Timeline:		
Communications:		
Appendices:	2019-2020 Budget Calendar	

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 October 2018

APRIL 2019

Monday		Tuesday		Wednesday		Thursday		Friday	
1		2	Program and School Services Advisory -Budget Overview -Budget Calendar	3		4		5	
8		9	Planning & Priorities Advisory -Budget	10		11		12	
15		16	Trustee Orientation	17		18		19	Good Friday
22	Easter Monday	23	BOARD MEETING	24		25		26	
29		30	GSN ANNOUNCEMENT Special Planning & Priorities -Budget						

MAY 2019

Monday		Tuesday		Wednesday		Thursday		Friday	
				1		2		3	EFIS Potentially Available
6		7		8		9		10	
13		14	Planning & Priorities Advisory -Budget	15		16		17	
20	Victoria Day	21		22		23		24	
27	SEAC -Preliminary Spec Ed Budget Presentation	28	BOARD MEETING -Preliminary Budget Presentation	29		30		31	

JUNE 2019

Monday		Tuesday		Wednesday		Thursday		Friday	
3		4	Public Input Deadline	5		6		7	
10		11	Planning & Priorities Advisory -Review of Public Input	12		13		14	
17		18	<i>SPECIAL</i> BOARD MEETING -Budget Debate & Approval	19		20		21	
24		25	BOARD MEETING	26		27		28	