

THAMES VALLEY DISTRICT SCHOOL BOARD PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE AGENDA

May 7, 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 April 2 meeting are provided for information.	
a. Business Arising from the Previous Meeting	
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8. Community Advisory Committee Updates (Standing Item)	
9. Other Business	
10. Questions and Comments of Members (Standing Item)	
11. Date and Time of Next Meeting	
The next meeting is scheduled for 2019 October 1.	
12. Adjournment	

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

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

Members: Trustees J. Bennett, B. McKinnon, S. Polhill, A. Morell, S. Hunt, J. Skinner, P. Cuddy, B. Yeoman, L. Pizzolato, B. Smith, M. Ruddock, C. Rahman; Student Trustee S. Chun

Regrets: C. Antone; Student Trustees I. Frick, N. Bajaj

Administration: L. Elliott (Director), R. Culhane (Associate Director), D. Macpherson (Superintendent), L. Griffith-Jones (Superintendent)(-6:54), K. Edgar (Superintendent)(-6:54), C. Lynd (Superintendent)(-8:19), R. Kuiper (Superintendent)(-6:54), J. Pratt (Associate Director), E. Ng (Finance)(-8:19), D. Munro (Finance)(-8:19), S. Macey (Finance)(-8:19), L. Kirkpatrick (Research & Assessment)(-6:54), C. Glaser (Manager IT)(-6:54), 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 March 5 meeting were provided for information.

a. Business Arising from the Previous Meeting

None.

4. Operational Plan Update - Enhancing Communication and Engagement within our TVDSB Community

K. Edgar introduced L. Griffith-Jones, R. Kuiper, C. Glaser and L. Kirkpatrick. Through a power point presentation K. Edgar described the progress made to date pertaining to the strategic objective of "Enhancing Communication and Engagement within our TVDSB Community". Short-term indicators and long-term measures were outlined.

C. Glaser reported on the implementation of a system-wide unified communications solutions, noting this objective is well underway. C. Glaser advised on Brightspace a modernized communications platform that supports multiple methods of information sharing. Launching Brightspace will complete this initiative.

R. Kuiper reported school communities will determine the communication needs of their community. Feedback will be collected to engage and support families. With the knowledge gained from the Dr. Debbie Pushor event these objectives are underway.

L. Griffith-Jones reported a defined services philosophy will be developed and aimed at enhancing stakeholder relationships. This work in this area is in the initial stages.

Questions of clarification regarding parent engagement, consolidating the number of apps/tools for parents, Brightspace, school newsletters, school messenger and survey execution were answered by Administration.

5. Grants for Student Needs

C. Lynd introduced S. Macey, E. Ng and D. Munro. S. Macey presented information on Grants for Student Needs (GSNs).

Through a power point presentation S. Macey outlined the accountability framework and presented information on enrolment, operating allocations, pupil foundation grant, special purposes grants, enveloping, capital funding, budget pressures and challenges, and Education Programs Other (EPOs).

Questions of clarification regarding the rural allocation grant, ESL funding for newly immigrant students, staffing requirements of the collective agreements, transportation costs, phased in Census data, high credit students, empty pupil places and the anticipated GSN funding were answered by Administration.

Trustee Rahman raised concerns regarding the number of unknowns, including changes to class sizes, autism funding, and potential changes to full day kindergarten, and the impact they may have on the budget process and on staffing. She further suggested a letter be sent to the Ministry, or a press release be issued, expressing concerns with the board's requirement to staff to the collective agreement without the funding to support it noting the increased administrative responsibilities, and the many uncertainties and challenges this will pose for the budget process.

A motion may come forward from the floor when this report is presented at the next Board meeting.

6. 2019-2020 Budget Calendar

C. Lynd and S. Macey provided information on the 2019-2020 Budget Calendar outlining the specific meeting dates where budget materials will be presented, discussed and public input will be reviewed. It was noted the budget calendar is currently a working document until more information is received from the Ministry.

7. Community Advisory Committee Updates (Standing Item)

J. Bennett reported that 2019 May 6-11 is Community Safety Week noting the theme is Active and Safe Routes to School.

J. Bennett reported on efforts to resolve the staffing shortage at the Children's Safety Village.

B. McKinnon provided an update from the Active & Safe Routes to School Committee meeting minutes noting a student painted cross walk has been approved and a four-way stop will be put in at Waydell and Hunter Street.

8. Other Business

None.

9. Questions and Comments of Members (Standing Item)

After the Planning and Priorities Advisory Committee meeting on 9 April 2019 the Trustees have been invited to stay and participate in a required review of the Code of Conduct as per new legislation regulation 246.

In response to a question regarding the Eco-program initiative funding, Administration reported the budget will be reviewed before any initiatives will be put forward.

Trustees were reminded of the 2019 April 16 Sue Hubert Session.

10. Future Agenda Items

None.

11. Date and Time of Next Meeting

The next meeting is scheduled for 2019 May 7.

12. Adjournment

The meeting was adjourned at 8:28 p.m. by motion.

Committee Chair



Date of Meeting: May 7, 2019

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:	Strategic Objective: Improve Student Achievement in Mathematics Update	
PRESENTED BY:	Sheila Builder, Superintendent of Student Achievement Marion Moynihan, Superintendent of Student Achievement Scott Armstrong, Learning Supervisor, Math, Science & Technology Roseanne Ferrara, Learning Supervisor, Special Education Ann McKerlie, Research & Assessment Associate	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):		
Purpose:	To provide an update to the Board of Trustees	
Content:	Lead representatives for the Strategic Objective: Improve Student Achievement in Mathematics will provide the Board of Trustees with an update on our actions and short-term indicators for this Strategic Objective.	
Cost/Savings:	N/A	
Timeline:	April 23, 2019: Administrative Council May 7, 2019: Program & School Services Advisory Committee	
Communications:	Administrative Council Program & School Services Advisory Committee	
Appendices:	PowerPoint	

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



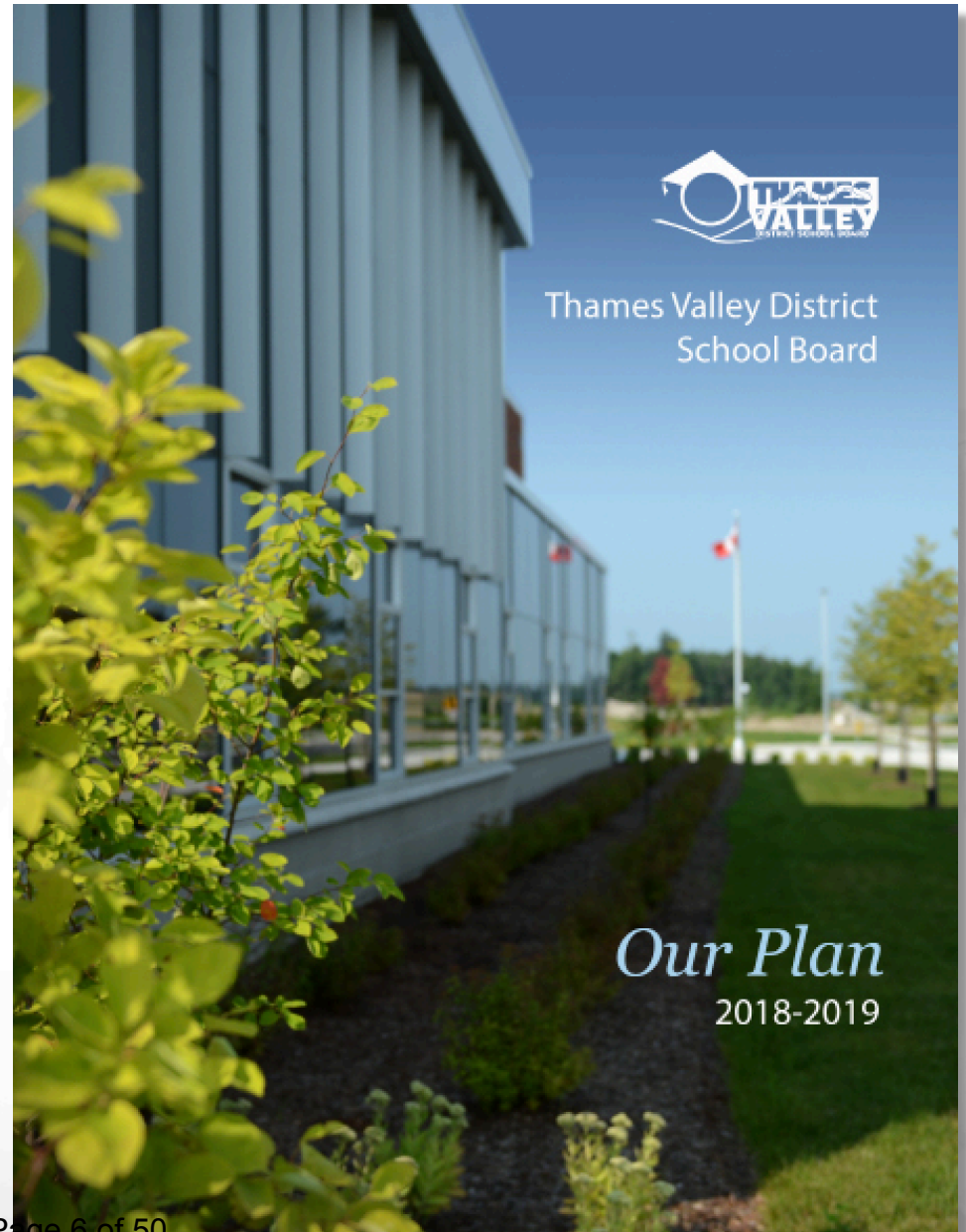
New TVDSB Strategic Plan

Mission

We build each student's
tomorrow, every day.

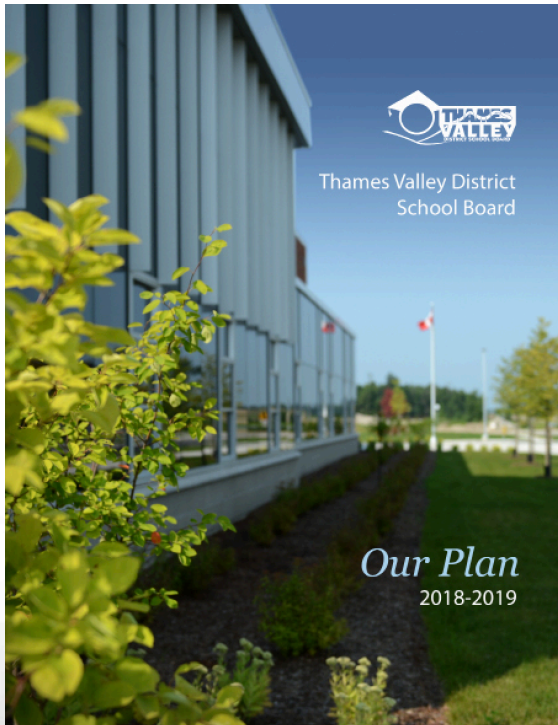
Vision

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





Strategic Priority



RELATIONSHIPS

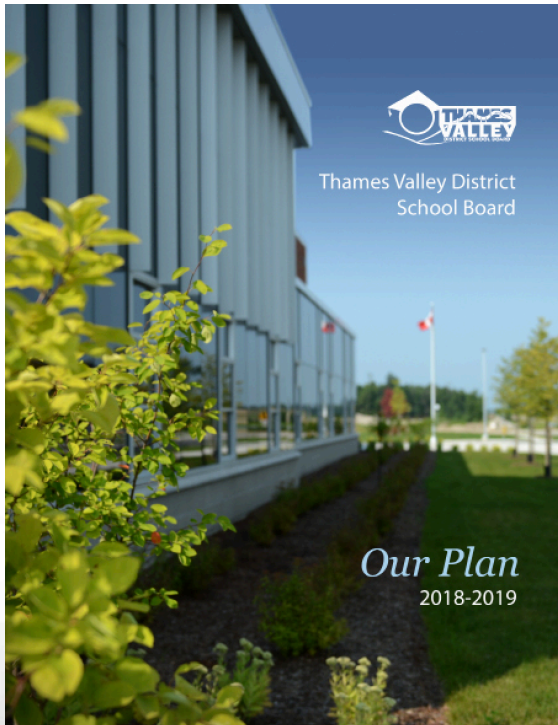
We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

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

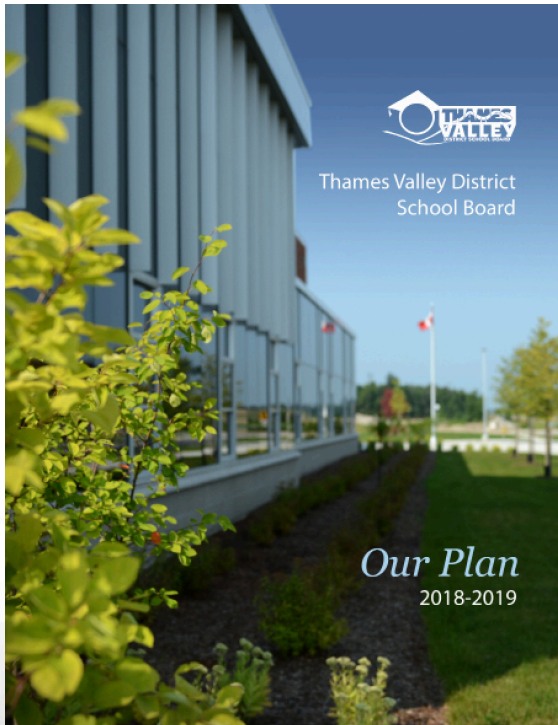
We provide an equitable and inclusive environment that champions learning opportunities for all.

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

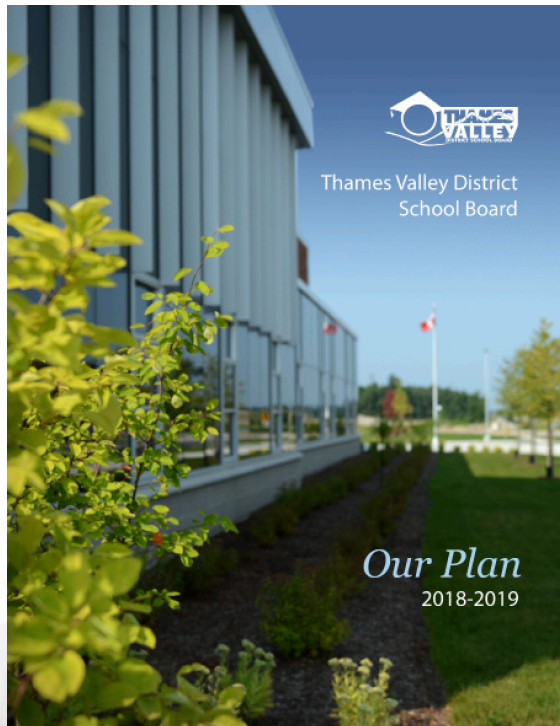
We engage in innovative learning experiences that promote excellence in student achievement and well-being.

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. Create secondary learning experiences and environments that are engaging, inclusive and relevant (Implement Rethink Secondary Learning Plan by 2023)
4. Create equitable and inclusive learning and working environments for students and staff to achieve success
5. Enhance communication and engagement within our TVDSB community

Improve Student Achievement in Mathematics

Actions

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.

Provide job-embedded professional learning opportunities that focus on research-based instructional practices.

Provide school-based communications and learning activities to engage families in their children's learning of mathematics.

Professional learning and support provided based on needs of educators and curriculum focus areas:

Early Years – Grade 3

- Building math strategies based on Continuum of Instructional Strategies

Grades 4-6

- Ontario math curriculum content changes in early junior grade

Grades 7-9

- Content connections across strands and assessment

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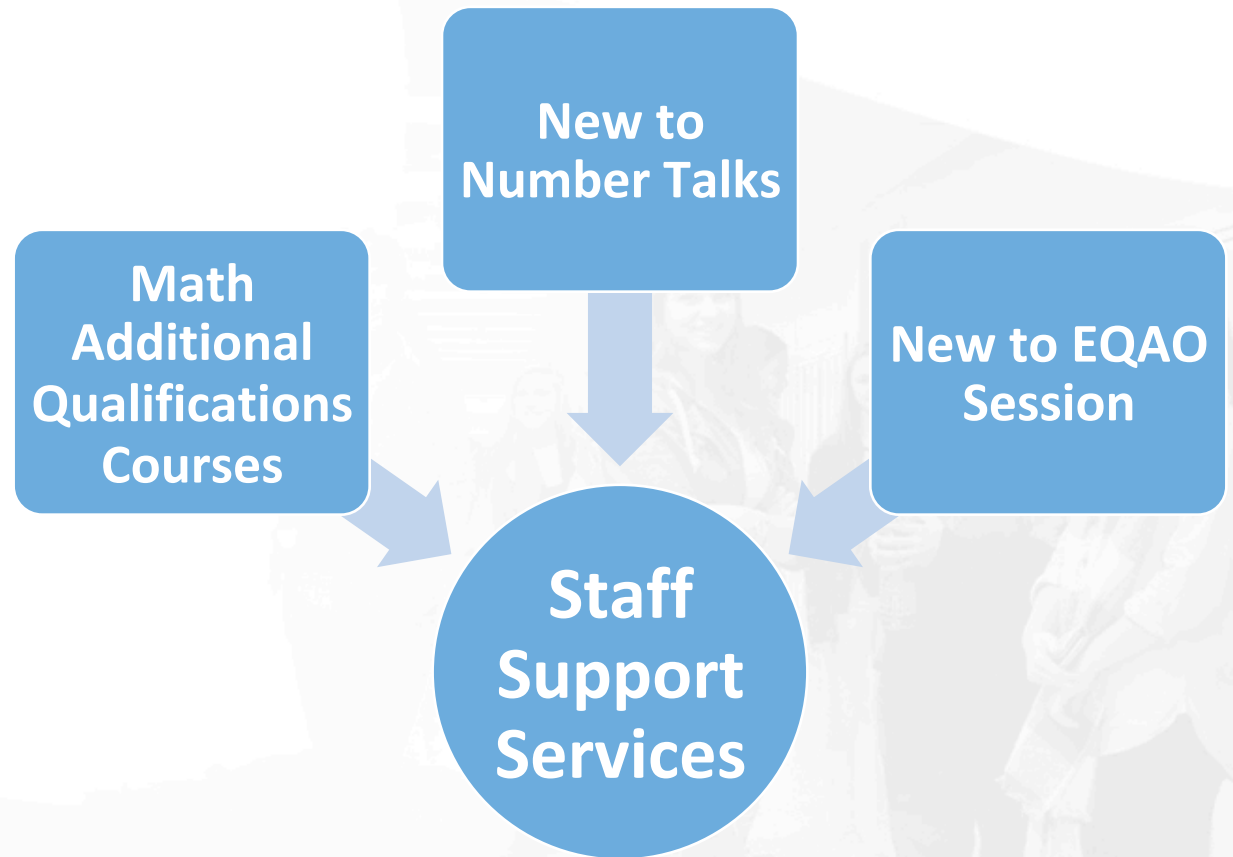
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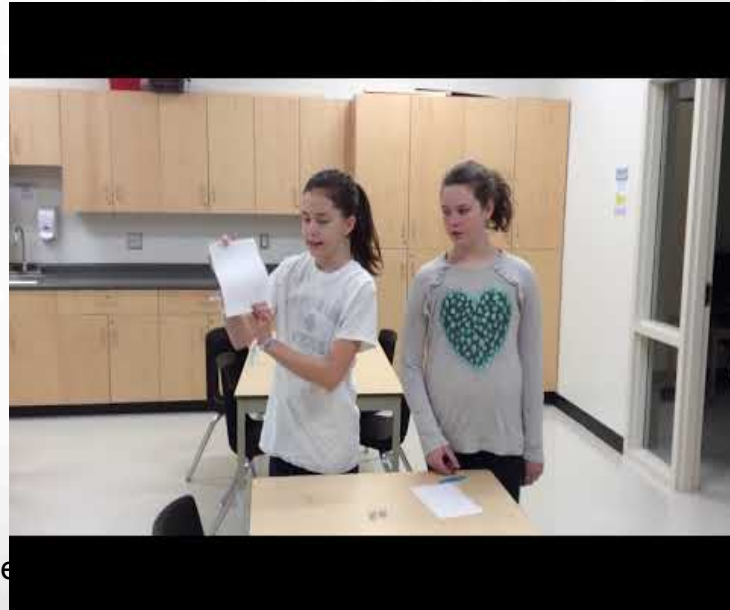
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Improve Student Achievement in Mathematics

- ✓ Monthly **Newsletter Inserts** provided for each elementary school
- ✓ **Math Games Video Contest 2019** featuring [OUR](#) students teaching staff, students, parents/families and our TVDSB YouTube followers, how to play a math game (61 submissions from schools for the contest)



Actions

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Improve Student Achievement in Mathematics

164 Math Events hosted at our schools for families either before school or in the evening.



Improve Student Achievement in Mathematics

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Provide school-based communications and learning activities to engage families in their children's learning of mathematics.

- ✓ **A typical Math Night includes:**
- What math learning in the 21st Century looks like;
 - Ontario and Canada's excellent performance on large scale assessments (PAN Canadian and PISA assessments);
 - Dispelling the myths and providing the facts;
 - Understanding the importance of the Concrete, Representational Abstract (CRA) Model;
 - Engaging parents in math activities: using manipulatives, decomposing numbers, using open number lines, using various models to add, subtract, multiply and divide.

Actions

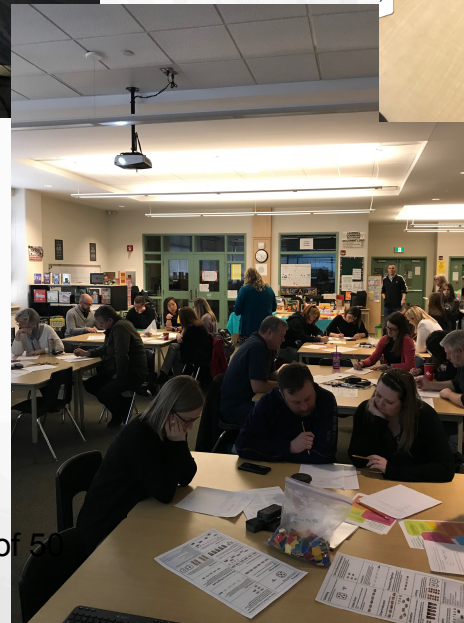
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Improve Student Achievement in Mathematics

✓ A typical Math Night



Improve Student Achievement in Mathematics

Short-term Indicators

School level math leaders facilitate professional learning sessions, as evidenced by an audit of agendas and Superintendent visits.

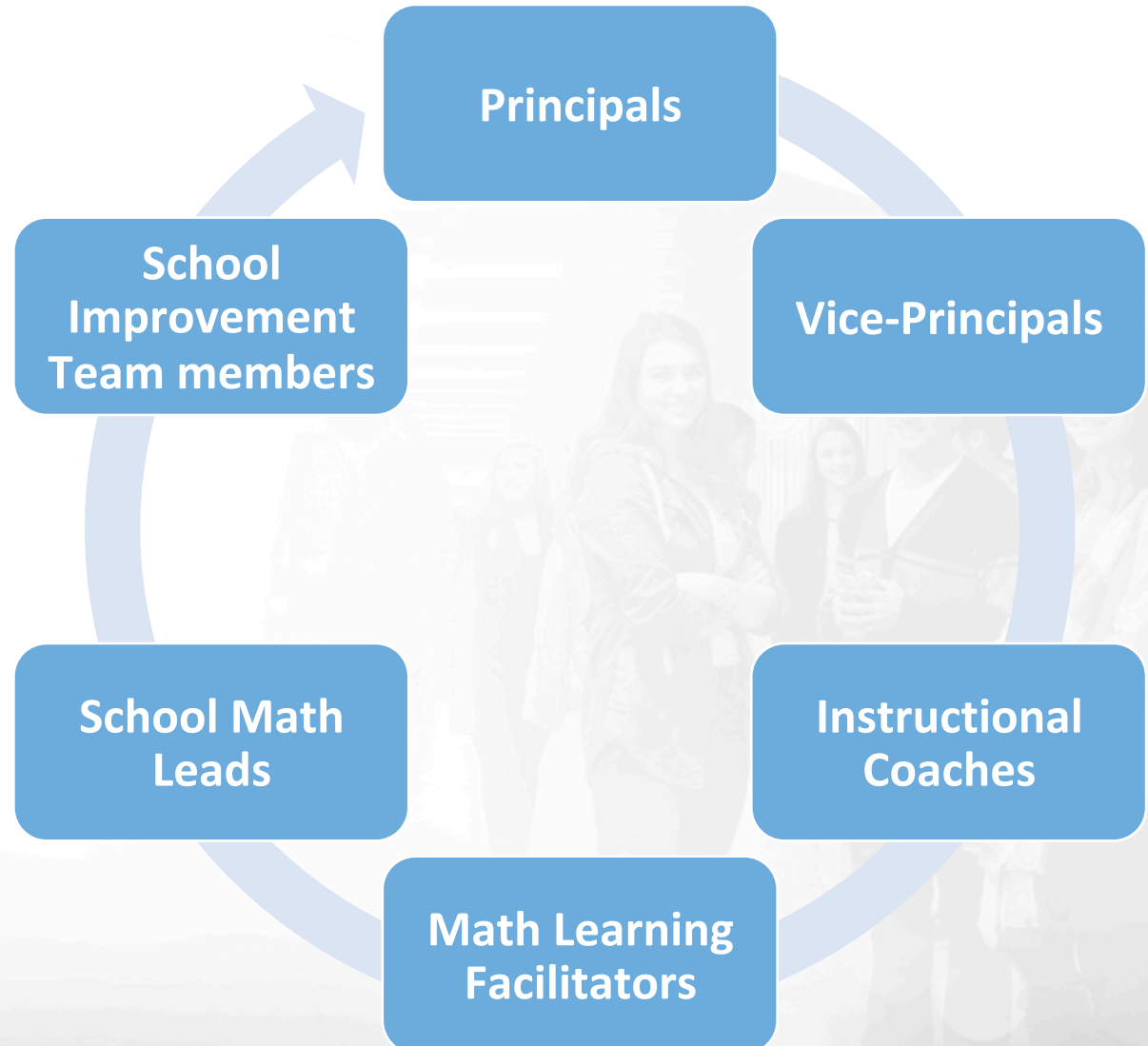
Administrators and Math Leads report increased confidence, knowledge, and skills in leading instructional programming in mathematics.

Job-embedded professional learning opportunities are provided equitably across our system.

Classroom walkthrough data shows improvement in math instructional and assessment practices in order to meet individual student learning needs.

Review EQAO student perceptual data to establish a baseline for long-term goal of improvement.

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.



Improve Student Achievement in Mathematics

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Elementary Administrators and Math Leads are consistently leading professional learning at staff meetings, with staff individually, and through email communications.



Most Elementary Administrators indicate system supports are effective in helping them support staff.



Spotlight Teachers are considered to be confident decision-makers with clearly articulated roles, sharing learning during Math Department meetings and with colleagues individually.

Improve Student Achievement in Mathematics

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October PA
Day

**Fundamentals of
Mathematics
(Elementary)**

November PA
Day

**Math Department
Commitments
(Secondary)**

Improve Student Achievement in Mathematics

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Classroom Walkthroughs

Administrators see an increase in the desired, research-based instructional and assessment strategies towards achievement of school goals

Individual feedback is provided to educators and overall feedback is provided to staff during Staff Meetings as part of the School Improvement Process

Improve Student Achievement in Mathematics

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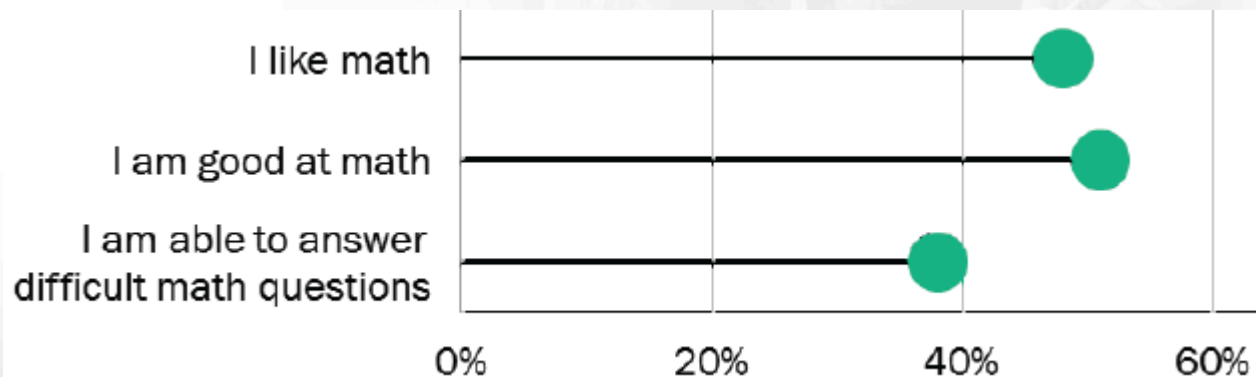
Review EQAO student perceptual data to establish a baseline for long-term goal of improvement.

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.

Elementary EQAO 2017-2018: % Grade 3 Students



Elementary EQAO 2017-2018: % Grade 6 Students



Improve Student Achievement in Mathematics

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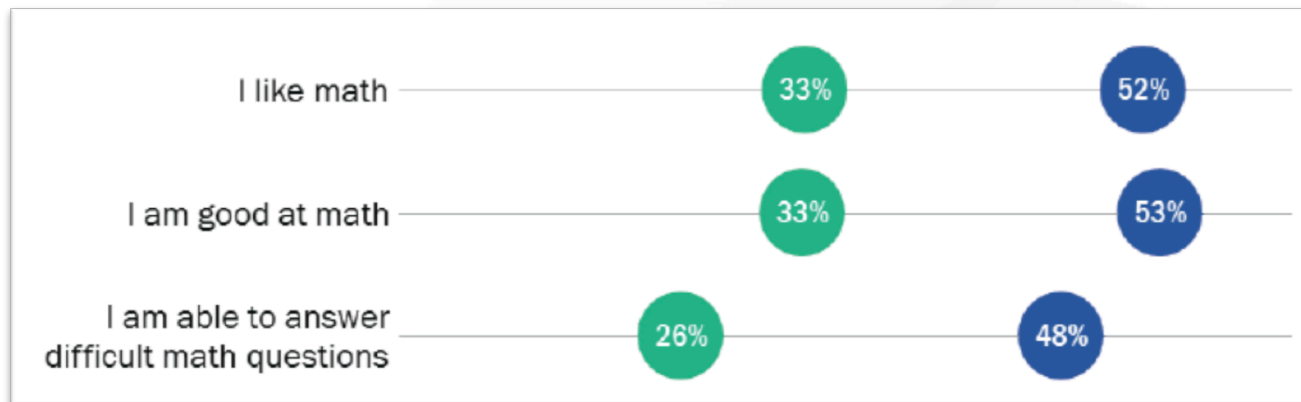
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Review EQAO student perceptual data to establish a baseline for long-term goal of improvement.

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.

Secondary EQAO 2017-2018: % Grade 9 Students



Engagement in mathematics is more positive for students taking Grade 9 academic math compared to students taking Grade 9 applied math

Improve Student Achievement in Mathematics

Long-term Measures of Success

Decreased requests for support from Math Learning Coordinators because the school math team is able to provide this support.

EQAO Math results have improved by 2% (grades 3, 6, and 9).

Achieving Excellence in Applied Courses (AEAC) reporting shows positive changes in teacher practice and student achievement in mathematics.

Increase in credit accumulation in math with a specific focus on compulsory applied level math courses.

EQAO student perceptual data indicates increased involvement and support from families.

Families report increased understanding and engagement in their child's learning of mathematics through a family survey.

Applied Math Course Pass Rates: Percentage of Students

Grade
9

89% (2015-16;
n=1695)

88% (2016-17;
n=1666)

90% (2017-18;
n=1685)

Grade
10

87% (2015-16;
n=2044)

88% (2016-17;
n=1986)

87% (2017-18;
n=1933)

Long-term Measures of Success

Decreased requests for support from Math Learning Coordinators because the school math team is able to provide this support.

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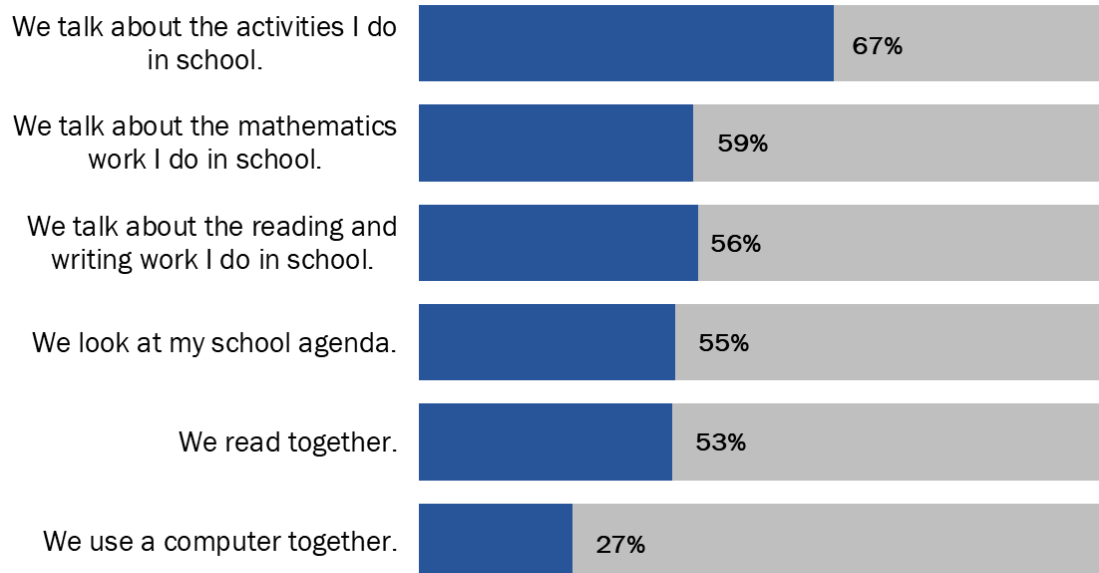
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Improve Student Achievement in Mathematics

How often do you and a parent, a guardian or another adult who lives with you do the following?



**% Indicated At Least Once Per Week
Grade 3 TVDSB Students
2017-2018**



Improve Student Achievement in Mathematics

Thank you!

Questions?



Date of Meeting: 2019 05 07

Item #: 5 . 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:	French Immersion Enrolment Pressures Review Committee Update	
PRESENTED BY:	Sheila Builder, Superintendent of Student Achievement Andrew Canham, Superintendent of Student Achievement Kevin Auckland, Learning Supervisor, Languages Sarah Folino, Associate, Research & Assessment Christie Kent, Planner Kim Robertson, SOQP Practicum Candidate	
PRESENTED FOR:	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Advice
Recommendation(s):		
Purpose:	To provide information, by way of an update, from the French Immersion Enrolment Pressures Review Committee and seek input from the Board of Trustees.	
Content:	The attached presentation will be presented to the Board of Trustees as an opportunity to provide an update on the committee's work and current options being considered. The committee representatives will also be seeking input from the Board of Trustees at this point in our review process; this input will help to inform our work in May and June, and throughout the summer, in preparation for our final report to the Board of Trustees at the October Board meeting.	
Cost/Savings:	N/A	
Timeline:	April 23, 2019: Administrative Council May 7, 2019: Program & School Services Advisory Committee September: Administrative Council October Board meeting	
Communications:	Administrative Council Program & School Services Advisory Committee	
Appendices:	PowerPoint 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.
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Equity and Diversity:	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students.
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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

French Immersion Enrolment Pressures Review Committee Update 2018-2019

Purpose: To share initial options, as prepared by the committee, to address enrolment pressures and staffing challenges with respect to French Immersion programming in TVDSB and seek input from the Board of Trustees on other possible options to consider.

Brief Background

At the December 2018 Board meeting, it was determined that a committee would be created to review the enrolment pressures that exist in the Thames Valley District School Board's Elementary French Immersion schools.

- ▶ The committee is comprised of:
 - ▶ 2 Superintendents
 - ▶ 1 Learning Supervisor- Languages Portfolio
 - ▶ 11 Principals - both elementary and secondary Principals of French Immersion schools
 - ▶ 2 FSL Learning Coordinators

- ▶ Representatives also include staff from the following system-level departments:
 - ▶ Human Resources
 - ▶ Facilities Services
 - ▶ Research & Assessment

Essential Agreements

- ▶ When reviewing the current situation in our Elementary TVDSB French Immersion schools, and in preparation to share recommendations for options to address enrolment pressures and staffing challenges, the committee developed ***Essential Agreements*** to guide the discussions and drive the decision-making for the recommendations:

Essential Agreements

In TVDSB, we agree to:

- ▶ Continue providing French Immersion, as an optional program, for students in our board;
- ▶ Continue to provide a high-quality French Immersion program for our students, that is staffed by educators who are qualified and proficient in French.

The committee has explored and reviewed four options to date:

1. Establish Grade 1 as the entry point for all elementary FI schools in the board
2. Eliminate Extended Immersion in grades 7 and 8
3. Create dual track schools in high pressure enrolment areas*
4. Cap enrolment for all elementary FI schools (based on a school's OTG capacity)

Note:

- In addition to looking at enrolment issues, we are also reviewing and revisiting FI programming; for example, the 80/20 rule for French instruction is also being considered in order to address staffing pressures.
- The committee recognizes that dual track schools may be required to deal with enrolment pressures and staffing challenges in some areas of TVDSB.

Option 1: Establish Grade 1 as the entry point for all elementary FI schools in the board

☑ Enrolment pressure

☑ Staffing pressure

☑ Cost Savings

Pros	Cons	History	Data/Research
<ul style="list-style-type: none">• Honours the Kindergarten program as a two year program• Less students in FI schools to accommodate purpose-built spaces• Requires fewer qualified French staff (ECE and teacher)• Transportation costs may decrease	<ul style="list-style-type: none">• Delays the students' entry/ access to the second language environment• Kindergarten FI teachers will need to be placed or reassigned	<ul style="list-style-type: none">• No precedent in TVDSB for this• Other boards have entry at K1 and grade 1	<ul style="list-style-type: none">• Approximately 16 boards allow initial entry at grade 1• The Full-Day Early Learning Kindergarten Program was developed as a two year program^{1,2}• Previous research suggested that a critical period exists for acquiring a second language³. More recent studies have shown that this period lasts much longer than previously indicated^{4,5}.

Option 2: Eliminate Extended Immersion in Grades 7 and 8

☑ Enrolment pressure

☑ Staffing pressure

☑ Cost Savings

Pros	Cons	History	Data/Research
<ul style="list-style-type: none">• Based on 2019-2020 numbers, 11 French qualified teachers in elementary would be available for other positions in FI schools• Reduces enrolment in the schools offering the program• The program is often a grade 7/8 split which is challenging for students who are new and those who have attended for one year• Student data show a large number of Extended students not staying in FI in grade 8 and beyond	<ul style="list-style-type: none">• Students will only have ONE opportunity to access the program (grade one); this is the case in some boards	<ul style="list-style-type: none">• In TVDSB, the extended program is being offered in fewer FI schools than in the past - currently 7 of 11 FI schools offer the program• It has been challenging to start this program in certain areas of the board due to low registration numbers/ interest	<ul style="list-style-type: none">• Approximately 54% of extended students enrol in a French Immersion program in secondary school (compared to 71%-74% of FI students from K2/gr.1 entry)• 5 / 17 public boards surveyed offer the extended French Immersion program at some point• Research suggests that in some areas, students in extended do not attain the same level of French achievement as their Early Immersion peers^{6,7}.• Language proficiency correlates with age of onset⁸ suggesting that starting FI earlier is more beneficial

Option 3: Create dual track schools in high pressure enrolment areas

☒ Enrolment pressure

☐ Staffing pressure

☒ Cost Savings

Pros	Cons	History	Data/Research
<ul style="list-style-type: none">• Fills the empty pupil places in English track schools• Reduces the enrolment pressures in overcrowded FI schools• Transportation costs may decrease (not bussing as many students to FI schools)• Creates greater opportunity to offer students and staff access to French Immersion in their community school	<ul style="list-style-type: none">• Does not allow for a fully immersive environment• Still have to staff the same FI positions - just in different buildings	<ul style="list-style-type: none">• Historically, TVDSB moved away from offering dual track schools in the past, with our recent enrolment increases due to migration/immigration, this is not sustainable with the increased enrolment in certain areas of the board; this has required us to rethink more flexible program offerings for FI	<ul style="list-style-type: none">• Research has shown that students in single-track schools may be exposed to more French but show no differences in their use of the language or in their satisfaction with the program compared to students in dual-track schools⁹• Other research suggests higher achievement in some areas for students in single track schools¹⁰

Option 4: Capping Enrolment based on a school's OTG capacity

☒ Enrolment pressure

☐ Staffing pressure

☒ Cost Savings

Pros	Cons	History	Data/Research
<ul style="list-style-type: none">• Will address the enrolment pressure in all FI schools (proactive measure as many schools are over 100% capacity)• Not paying to transport as many students to FI schools often with larger catchment areas	<ul style="list-style-type: none">• Requires a lottery (or similar) system to determine which students are “allowed” to attend the FI school - Equity issue• Different schools have different OTGs - inequitable• How to address siblings in this model could be a challenge	<ul style="list-style-type: none">• No precedent for this in TVDSB, with the exception of Lester B. Pearson, as an optional program school	<ul style="list-style-type: none">• Within the province of Ontario, some boards use a lottery (or similar system) to register students in the program

Timeline

- ▶ Share with Administrative Council for input/ advice (April 2019)
- ▶ Share with Program & School Services Advisory Committee for input/ advice (May 2019)
- ▶ Continue to explore recommended options (May-September 2019)
- ▶ Final report of recommendations to Administrative Council (September 2019)
- ▶ Final report of recommendations to Board of Trustees (October 2019)
- ▶ Preparation and planning for changes in 2020-2021 (November 2019-June 2020)
- ▶ Recommended changes implemented (September 2020)

Questions?

References

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- ¹⁰Guimont, G. (2003). French immersion in different settings: A comparative study of student achievement and exemplary practices in immersion centres versus dual- and multi-track schools. Available from ProQuest Dissertations & Theses Global (305292038).
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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:	Supporting Students with Autism Spectrum Disorder – May Updates
PRESENTED BY:	Andrew Canham, Superintendent of Student Achievement Andrea Leatham, Learning Supervisor
PRESENTED FOR:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):	That the TVDSB Board of Trustees review the attached information pertaining to changes to the Ontario government's funding for students with Autism Spectrum Disorder (ASD) through the Ontario Autism Program (OAP) and Ministry of Education funding.
Purpose:	To inform the members of the TVDSB Board of Trustees on changes to the Ontario government's funding for students with ASD and provide an opportunity for members of the Board to ask any clarifying questions.
Content:	<p>During the months of March and April 2019, there were a series of announcements from both the Ministry of Children, Community, and Social Services (MCCSS) and the Ministry of Education (MoE) pertaining to funding in support of students with ASD. These changes have included, but are not limited to;</p> <ul style="list-style-type: none"> • Funding for families for Intensive Behavioural Intervention (IBI) • Funding for educational institutions: 2018-2019 • Educator professional learning • Increased funding to the Behaviour Expertise Amount Allocation (BEA) • 2019-2020 Priorities and Partnerships Fund <ul style="list-style-type: none"> ○ After School Skills Development Program
Cost/Savings:	N/A
Timeline:	Program and School Services Advisory Committee (May 7, 2019)
Communications:	NA
Appendices:	Supporting Students with Autism Spectrum Disorder – May Updates (PowerPoint)

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 type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
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.



Supporting Students with Autism Spectrum Disorder – Report to PASSA May 2019

**Andrew Canham, Superintendent of Student Achievement -
Special Education**

Andrea Leatham, Learning Supervisor – Special Education



Funding for Families – Intensive Behavioural Intervention (IBI)

The Ontario Autism Program (OAP) is a Ministry of Children, Community and Social Services (MCCSS) program that provides funding to Ontario families of children and youth with Autism Spectrum Disorder.

Funding for Families

Prior to March 31, 2019 The Thames Valley Children's Centre (TVCC) was the single point of access for the OAP for families living within the TVDSB region.

Effective April 1, New Childhood Budgets were introduced to provide families with direct funding so that they can access a broad range of eligible services:

- Behavioural services (Intensive Behavioural Intervention - IBI)
- Speech Language Pathology
- Occupational Therapy
- Physiotherapy
- Respite services, etc.



Funding for Families

- ☐ Children under the age of 6 are eligible to receive \$20,000 / annually
- ☐ Children 6- 18 are eligible to receive \$5,000 / annually
- ☐ In addition to the 42 private Behaviour Intervention providers in the region, TVCC is moving to the purchased services model. The program is now called the 'Autism and Behavioural Services (ABS)
- ☐ McMaster Children's Hospital is the hub for the Western Region of Ontario
 - ☐ TVCC has been subcontracted to provide diagnosis in the Thames Valley region.



Funding for Families

- ☐ Information gathered from TVCC and providers of Behaviour Therapy Services suggests that as many as 42 new students with ASD will register with the Thames Valley DSB with a September 2019 start date
 - ☐ This does not include children / youth who have not yet been diagnosed with ASD.

- ☐ OAP data in the SW Ontario Region
 - ☐ 260 active files in the OAP supported by TVCC
 - ☐ 228 students receive less than 5 hours a week of therapy
 - ☐ 32 students receive intensive intervention services and are not currently attending school
 - ☐ 570 children / youth are on the waitlist for services (most of whom are already in our schools)



Funding for Families

☐ 570 students on the waitlist

- ☐ 399 in London / Middlesex
- ☐ 86 in Oxford County
- ☐ 87 in Elgin County

☐ 25 elementary aged students are expected to be transitioning from part-time status to full-time school between April 1 – June 27, 2019



Funding for Educational Institutions 2018-2019

- ❑ On March 11, 2019 to the MoE announced an extended count date for those students who have been receiving OAP services and are newly enrolled in school between April – June 2019
 - ❑ \$12,300 (average) per pupil
 - ❑ 10 students have registered in TVDSB schools on, or after April 1, 2019



Educator Professional Learning

- ❑ The MoE has committed \$1 million in annual funding to fully subsidize teachers who wish to acquire the *Teaching Students with Communication Needs (Autism Spectrum Disorder)* additional qualification.
- ❑ P/PM 151 will be amended to:
 - ❑ Suggest school boards include professional development opportunities for teachers on supporting students with ASD (2019 - 2020)
 - ❑ Mandate professional development for teachers on supporting students with ASD (2020 – 2021)



Behaviour Expertise Amount Allocation (BEA)

- ❑ Applied Behaviour Analysis (ABA) is an approach to teaching skills based on the principals of learning and behaviour.
- ❑ The BEA provides funding for school boards to hire board-level ABA expertise professionals (BCBAs).
 - ❑ The TVDSB currently has 4 BCBA professionals on staff.



Priorities and Partnership Fund (PPF)

- ❑ The PPF will replace the previous Education Programs – Other (EPO) funding

- ❑ After School Skills Development Program
 - ❑ Was previously piloted in 8 DSB in Ontario
 - ❑ Will focus on “social, communication, self-regulation, and life-planning skills development”
 - ❑ \$6.1 million dollar initiative (72 DSBs)



Thank you / Questions