

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

October 8, 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 May 7 meeting are provided for information.	
a. Business Arising from the Previous Meeting	
4. Summer Learning Programs 2019	6
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6. Community Advisory Committee Updates (Standing Item)	
7. Other Business	
8. Questions and Comments of Members (Standing Item)	
9. Date and Time of Next Meeting	
The next meeting is scheduled for 2019 November 5.	
10. Adjournment	

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

May 7, 2019, 6:00 p.m.
Board Room, Education Centre

Administration: L. Elliott (Director), R. Culhane (Associate Director), D. Macpherson (Superintendent), Marion Moynihan (Superintendent), S. Builder (Superintendent)(-8:40), A. Canham (Superintendent), A. McKerlie (Research and Assessment)(-7:22), S. Folino (Research and Assessment)(-7:22), K. Auckland (Learning Supervisor)(-8:40), A. Norley (French Learning Coordinator), J. Moody (French Learning Coordinator), S. Armstrong (Learning Supervisor)(-7:22), R. Ferrara (Learning Supervisor)(-7:22), 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 April 2 meeting were provided for information.

a. Business Arising from the Previous Meeting

None.

4. Strategic Objective: Improve Student Achievement in Mathematics Update

S. Builder introduced M. Moynihan, S. Armstrong, R. Ferrara and A. McKerlie. Through a power point presentation S. Builder described the progress made to date pertaining to the strategic objective "Improve Student Achievement in Mathematics". Short-term indicators and long-term success measures were outlined.

Administration provided an update on the completed actions from the plan. S. Builder reported on the professional learning and support provided, based on needs of educators and curriculum focus areas. Classroom walkthroughs were outlined.

S. Armstrong provided information on Math Night reporting 164 math events have been hosted; details of a typical Math Night were outlined.

S. Armstrong provided information on the math newsletter, engagement of parents with math activities, and a math games contest. A math game contest video submitted by students was presented.

A. McKerlie reported on EQAO data noting an improvement in mathematics. In response to a question Administration reported Principals have access to EQAO outreach.

In response to a question S. Armstrong reported there will be a math program for grade two students running this summer.

Questions of clarification regarding goal setting, classroom walkthroughs, summer programs and engaging community partners, the fundamentals of math/professional development, the process for gathering data, measuring results, EQAO outreach, assessment evaluation, and the renewed math strategy were answered by Administration.

5. French Immersion Enrolment Pressures Review Update

S. Builder introduced A. Canham, K. Auckland, S. Folino and K. Robertson. Through a power point presentation S. Builder presented an update on French Immersion (FI) enrolment pressures.

In response to a question S. Builder emphasized the importance of focusing on hiring quality, knowledgeable, well-trained and qualified FI teachers.

Administration outlined the essential agreements and reviewed the four potential options to be considered by the French Immersion Enrolment Pressures Review Committee noting the planned timeline to implement changes for the 2020-2021 school year. The four options are: establish grade one as an entry point for all Elementary FI schools in the board, eliminate Extended Immersion in Grades 7 and 8, create dual track schools in high pressure enrolment areas and capping enrolment based on a school's OTG capacity. The pros, cons, history and research for each option were reviewed.

Questions of clarification regarding equity and fairness for students, dual track schools and dual track functionality/processes, public input, high school graduation rates, FI funding, aligning TVDSB French programs with the co-terminus Board, FNMI enrolment, accommodating siblings, overall performance in core subjects, hiring/recruiting FI teachers and French assessments for transferred students with a base level of French were answered by Administration.

In response to a question M. Moynihan reported FI is available to any student having a baseline of French determined through a French assessment and parent consultation.

N. Bajaj provided input on the potential social division between students that dual track schools can create.

It was noted that while there should be consistency at every school, no individual option will work unilaterally across the board without negatively impacting enrolment.

The Trustees stressed the importance of not separating siblings.

J. Skinner suggested using guiding principles to aide in the decision making process. Suggested principles were captured by K. Auckland.

M. Ruddock and B. McKinnon presented additional options for the committee to review. Suggestions were captured by K. Auckland.

In response to a question Administration reported there is a national shortage of FI teachers.

6. Supporting Students with Autism Spectrum Disorder - May Updates

A. Canham introduced A. Leatham. A. Canham presented information on the update to the Ontario Government's funding for students with Autism Spectrum Disorder (ASD) through the Ontario Autism Program (OAP) and Ministry of Education funding.

Through a power point presentation A. Canham outlined the Supporting Students with Autism Spectrum Disorder Report. The Ontario Autism Program (OPA) program was reviewed, funding for families, wait-list data, funding for educational institutions, educator professional learning, Behaviour Expertise Amount allocation (BEA), Applied Behaviour Analysis (ABA), and Priorities and Partnership Fund (PPF) were highlighted.

A. Canham reported during the month of 2019 March and 2019 April 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 include 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), and the 2019-2020 Priorities and Partnerships Fund- the After School Skills Development Program.

It was noted the MOE has public consultation regarding ASD open until the end of May. In response to a question, A. Canham reported there are multiple channels available to complete the Ministry consultation.

Questions of clarification regarding communication from SEAC, engaging parents regarding the MOE public consultation, after school programs and funding for families were answered by Administration.

In response to a question A. Leatham reported on the wait-list times for family funding noting the wait-list is currently prioritized based on need by age.

7. In Camera

On motion the meeting was extended until 9:15 p.m.

On motion the Committee moved in camera at 8:56 p.m., reconvening in public session at 9:05 p.m.

8. Community Advisory Committee Updates (Standing Item)

J. Bennett reported this week is Community Safety and Crime Prevention Week. J. Bennett noted she has been collaborating with L. Steel to plan and execute events, noting the positive relationship between the TVDSB and LDCSB. J. Bennett extended appreciation for support to the Directors of both school boards, and the communication department for their contributions.

B. McKinnon reported the design has been created for the student painted cross walk (pending approval) noting 2019 June 4 as the scheduled paint date. If it rains the backup paint date is 2019 June 11.

9. Other Business

None.

10. Questions and Comments of Members (Standing Item)

Chair Morell reported School Congress and the Annual General Meeting are approaching; Information was provided to the Trustees prior to the meeting. Trustees were reminded to submit any professional development requests.

Chair Morell reminded everyone of the Award of Distinction Ceremony on 2019 May 9.

11. Date and Time of Next Meeting

The next meeting is scheduled for 2019 October 1.

12. Adjournment

The meeting was adjourned at 9:11 p.m. by motion.

Sheri Polhill
Committee Chair



Date of Meeting: 2019 October 08

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:
	For Board Meetings: <input type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Summer Learning Programs 2019
PRESENTED BY: (list ONLY those attending the meeting)	Marion Moynihan, Superintendent of Student Achievement Sheila Powell, Superintendent of Student Achievement Andrew Canham, Superintendent of Student Achievement
PRESENTED FOR:	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
Recommendation(s): (only required when presented for approval)	
Purpose:	To share with trustees the breadth of programming available for students in the TVDSB Summer Learning Programs 2019.
Content:	Each year, Thames Valley DSB offers a broad range of summer programming for students at both the elementary and secondary levels. The attached presentation highlights the summer program offerings provided through various portfolios and departments.
Cost/Savings:	N/A
Timeline:	N/A
Communications:	N/A
Appendices:	Appendix A: Summer Learning Programs 2019

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 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 type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised June 2019



SUMMER LEARNING 2019

Program and School Services

Advisory Committee

October 8, 2019

Thames Valley District School Board

We build each student's tomorrow, every day.

Benefits of Summer Learning Programs

- ✓ Provide opportunities for academic and experiential learning which may not otherwise be available to participants
- ✓ Reduce the summer learning loss
- ✓ Allow for continued social skills development
- ✓ Build on relationships with community partners

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Connecting to TVDSB's Strategic Plan

Program	Achievement & Well-Being	Equity & Diversity	Relationships
Literacy Learning Camps	✓	✓	✓
Math Learning Camps	✓	✓	✓
Newcomer Summer School	✓	✓	✓
FNMI Learning Camps	✓	✓	✓
S&L: Articulation & Phonological Awareness Camps	✓	✓	✓
Literacy, Numeracy, ESL Camps	✓	✓	✓
High School, Here I Come!	✓	✓	✓
High School Math, Here I Come!	✓	✓	✓

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Connecting to TVDSB's Strategic Plan

Program	Achievement & Well-Being	Equity & Diversity	Relationships
New Credit Programs	✓	✓	✓
e-Learning Programs	✓	✓	✓
Co-operative Education	✓	✓	✓
Wilderness-Based Interdisciplinary Leadership Development	✓	✓	✓
Secondary Indigenous Programs	✓	✓	✓
Dual Credit Program	✓	✓	✓
Travel for Credit	✓	✓	✓
Alternative Education & Credit Recovery	✓	✓	✓
Summer Technology Programs	✓	✓	✓

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Literacy Learning Camps

London: Woodland Heights PS

Strathroy: Mary Wright PS

St. Thomas: Locke's PS

Woodstock: Southside PS



Totals:

- ✓ 65 students with 6 teaching staff and 2 summer students

Registration Criteria:

- ✓ Students entering Grade 2 in September 2019 and reading below grade level

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Literacy Learning Camps

- ✓ Focused, fun approach to reading and writing
- ✓ Games, crafts, music, drama and outdoor play
- ✓ All connected to literacy learning
(*Sight Words, Letter Sounds, Blending, Reading Strategies, Comprehension, Writing*)
- ✓ Intentional and strategic approach to improving student achievement in literacy (*Balanced Literacy, Reading Assessments, Learning Story Reports*)
- ✓ Building confidence for each student through individual goals and learning plans
- ✓ Having fun, meeting new friends and creating a culture of community, appreciation and celebration
- ✓ Connecting with families and supporting parents in understanding their child as a reader



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Literacy Learning Camps

Summary of Program Data (Observations, Conversations and Products)

"I learned to read more words!"

I liked the books that were sent home to read."

"My daughter's reading improved SO much!"

"My child's confidence has increased tremendously!"



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Math Learning Camps

London: Rick Hansen PS, 4 classes

London: Bonaventure PS, 5 classes

Strathroy: Mary Wright PS, 3 classes

St. Thomas: Locke's PS, 3 classes

Woodstock: Southside PS, 4 classes

Totals:

- ✓ 265 students, 20 teaching staff, 7 summer students, 1 high school volunteer

Registration Criteria:

- ✓ Students entering Grades 2 or 3 in September 2019 and achieving below grade level in numeracy



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Structure of the Math Camp Day

Structure of Math Camp Day 8:30 a.m. - 5:00 p.m.

Morning: Teaching staff

Anchor Activities	SMORES Activities
Part-whole Exploration (with tools)	Math Games (in or outdoor)
3 Part Lesson (with tools)	Tribes Games (in or outdoor)
Number Talk	Crafts and Camp Songs
Counting Circle	Math Tools Craft
Dreambox	Video



Afternoon: Child Care Providers

Continuation of physical games and math activities

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Math Learning Camps

Experiential Math:

- ✓ Robotics
- ✓ Field trips to TVDSB Environmental Education Centres

Parent Engagement:

- ✓ Weekly Newsletters with games for home
- ✓ Games Open House for parents / guardians
- ✓ Feedback Survey from parents



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Math Learning Camps: Assessment

We all made great gains: *Observations, Conversations, Products*

- a) Students pre/post tested with TVDSB Number Assessment
- b) Gains shown using Dreambox
- c) Classroom Assessments
- d) Progress Reports sent to parents & home school
- e) Parent / Guardian Reporting

Student Usage and Growth



Lessons Completed	Growth (Avg/Student)	Standards Proficient (Avg/Student)
84,279	26%	5.1

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Newcomer Summer School

Eagle Heights PS:

- ✓ 94 elementary students, 19 adult students

Louise Arbour FIPS:

- ✓ 49 elementary students, 11 adult students

White Oaks PS:

- ✓ 82 elementary students, 17 adult students

Totals:

- ✓ 225 students, 16 teachers, 1 ECE and 6 summer students

Registration Criteria:

- ✓ ESL or ELD students at or below Step 1



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Newcomer Summer School

Overview:

- ✓ Morning program throughout July
- ✓ Full day experiential learning trips weekly

Documentation:

- ✓ Photo Stories
- ✓ Testimonials
- ✓ Telling their Stories
- ✓ Staff Survey



Outcomes:

- ✓ Increased confidence and connection
- ✓ Partnerships formed with families, adult ESL, local businesses and the Muslim Resource Centre
- ✓ Muslim Resource Centre supported capturing student voice with student leadership

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FNMI Learning Camps

Cleardale PS: 27 students
 Lord Nelson PS: 33 students
 East Carling PS: 27 students
 2 classes per site



Totals:

- ✓ 87 students, 6 teachers, 6 support staff and various volunteers

Registration Criteria:

- ✓ Students entering Grades 1 to 6 who have self-identified as FNMI are given registration priority in early Spring
- ✓ If there is space available in the program after the registration deadline, forms are then distributed to children who have expressed interest

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FNMI Learning Camps: Relationships

Engaging families is one of our priorities!

Family Feast Day is a popular event where families can share a meal while celebrating the teachings of the program.

Families are also invited to join in the daily cultural teachings.



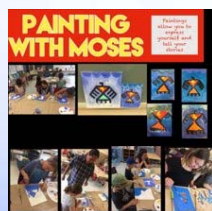
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FNMI Learning Camps: Equity and Diversity



Elders from the community provided daily cultural teachings which complemented the weekly themes and literacy lessons.



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FNMI Learning Camps: Achievement and Well-being

1. Students left feeling far more capable and comfortable in the area of literacy.
2. Data gathered was both qualitative and quantitative.
 - ✓ Students assessed with a phonological screener and running records
 - ✓ Classroom assessments, student work data, and observations
 - ✓ Progress Reports sent with parents/guardians and forwarded to home school



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Speech & Language Intensive Articulation and Phonological Awareness Camps

Locations

- ✓ **London:** Sir Isaac Brock PS & JP Robarts PS
- ✓ **Strathroy:** Mary Wright PS
- ✓ **St. Thomas:** June Rose Callwood PS
- ✓ **Woodstock:** Springbank PS

Dates

- ✓ **July 8 - 19, 2019**
 - Morning** – Intensive Articulation Camp
 - Afternoon** – Phonological Awareness Camp

Enrolment

- ✓ 119 students
- ✓ 55 Articulation, 64 Phonological Awareness

Criteria for Admission

- ✓ Referral by the school's Speech and Language Pathologist
- ✓ Target group – Year 2 Kindergarten to Grade 2



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Speech & Language Intensive Articulation and Phonological Awareness Camps

Parent / Guardian Day:

- ✓ Parents/guardians were invited to attend the last day of camp
- ✓ Techniques/strategies were demonstrated, followed by 1:1 time with each family
- ✓ Comprehensive home programs and Progress Reports were shared
- ✓ Parent/guardian feedback was requested

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Speech & Language Intensive Articulation and Phonological Awareness Camps

Survey Results:

- ✓ 84% of parents/guardians completed the survey
- ✓ 93% reported their child loved camp
- ✓ 95% were extremely satisfied with the camp



"He enjoyed every moment!"

"I have gained a lot of knowledge" (parent report)

"He is sounding out words like I've never seen him do before."

"She has improved confidence."

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Summer School Programs: Grades 7-12

Highlights:

- ✓ Over 6,600 students participated in Grade 7-12 summer programs (credit-based and camps)
- ✓ Programs were supported by 233 teachers, 12 supervisors, 8 support staff and 2 administrators
- ✓ 3,253 credits were earned by students who participated in our credit-based programs



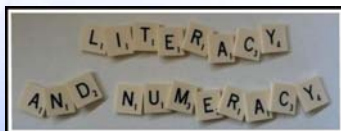
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Grade 7-8 Camps

Literacy, Numeracy, ESL Camps

- ✓ Available for students entering Grade 7 or 8
- ✓ 2 week program took place at Montcalm SS, W. Sherwood Fox PS, and Emily Carr PS
- ✓ An activity-based program which supported the development of literacy and numeracy skills



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Grade 7-8 Camps

High School, Here I Come!

- ✓ 2,495 student participants and 91 teachers in 23 high schools
- ✓ Topics include the realities of high school, academic expectations and study skills, developing organizational and time management skills, and getting involved in your school community



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Grade 7-8 Camps (Non-credit)

High School MATH, Here I Come

- ✓ 2nd year offered
- ✓ 2 week program at A.B. Lucas SS and SDCI (4 classes)
- ✓ A program designed for incoming Grade 9 students to develop their math skills and readiness for high school math

"It was fun and very helpful.
I feel very confident about going to high school."

"This program made me feel more comfortable with grade 9 math and made me more confident with my math skills."

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New Credit Programs



Site-Based Programs:

A.B. Lucas SS for Grade 9-10 course codes

H.B. Beal SS for Grade 11-12 course codes and ESL programs

- ✓ 1,313 students completed curricular programs across 36 different course codes at these 2 sites
- ✓ Course pass rate for students who completed these programs was over 97%



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e-Learning Programs

- ✓ 21 different course codes were delivered in 55 classes this summer and 1,615 credits were earned
- ✓ There was an 82% retention rate for all Summer eLearning courses
- ✓ The success rate among all students who completed their programs was over 97%



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Specialized Programs: Credit-based

Co-operative Education

- ✓ 60 students participated in this double credit program which had a 100% success rate
- ✓ 40 students accessed the summer Co-operative Education Program to satisfy a compulsory requirement towards their Specialist High Skills Major (SHSM) programs in Health & Fitness, Business, Sports, Transportation and Arts & Culture



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Summer Co-operative Education

Student placements included:

- ✓ London Health Sciences Centre
- ✓ Thames Valley Children's Centre
- ✓ Fowler Kennedy Sports Clinic
- ✓ Nova Vita Hair Salon
- ✓ Muma Manufacturing
- ✓ Marshall's
- ✓ Boombox Bake Shop
- ✓ Museum London



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Specialized Programs: New Credit

Wilderness-Based Interdisciplinary Leadership Development (W.I.L.D.)

- ✓ 20 students who represent the diversity of TVDSB participated in this year's program
- ✓ The focus of the program involved the planning and implementation of a 7 day canoe trip in Quetico Provincial Park, 2 hours west of Thunder Bay



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W.I.L.D. 2019

The curricular program involved a blend of online, face-to-face, and on-trip programming.

Summative reflections included poetic anthologies, photojournalism essays, pieces of artwork with artist's notes, and a palindromic story about the journey forward and back again.



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Specialized Programs: Secondary Indigenous Programs

PLF4M – Recreation & Fitness Leadership &
PPZ3C – Health for Life

- ✓ Antler River Elementary School
Chippewas of the Thames First Nation
- ✓ 40 student participants, 2 teachers
and many community partners participated
in this program which embedded
cultural activities into the fitness and
leadership program



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Specialized Programs: Secondary Indigenous Programs

Language, arts, recreation, fitness and leadership activities formed the basis for these programs which emphasized healthy communities and community involvement.



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Specialized Programs: New Credit

Dual Credit Programs with Fanshawe College

38 students participated in four Dual Credit programs with Fanshawe College

- ✓ "Let's Get Coding"
- ✓ Photography
- ✓ Introduction to Horticulture
- ✓ Production Techniques



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Specialized Programs: Travel for Credit

Travel-for-Credit – Civics & Careers
Ottawa, Montreal and New York City



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Specialized Programs: Travel for Credit

- ✓ The 2nd year of this program involved 45 student participants, 2 teachers and 3 chaperones
- ✓ Students visited a range of sites linked to the curriculum (e.g., Parliament Hill, Museum of Civilization, Montreal Science Centre, United Nations)
- ✓ Learning tasks and assessments connected to sites visited

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Specialized Programs: Credit-Based

Alternative Education & Credit Recovery

- ✓ Programs delivered at H.B. Beal SS, College Avenue SS (Woodstock), Arthur Voaden SS (St. Thomas), St. Leonard's Society (London), and Oneida Nation of the Thames
- ✓ 107 credits were earned (of which 80 credits were recovered and 27 new credits earned)

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Summer Technology Programs

OYAP Summer Technology Camps

- ✓ 9 one-week camps took place in July
- ✓ 375 Grade 7 and 8 summer campers participated in secondary schools in London, St. Thomas, Strathroy and Woodstock



- ✓ Projects in technology areas including hospitality, communications, hairstyling, transportation, construction, tech design and manufacturing



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TVDSB Summer Learning 2019



Questions?

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Date of Meeting: 2019 October 8

Item #: 5.0 REVISED

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:
	For Board Meetings: <input type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	French Immersion Review Update
PRESENTED BY: (list ONLY those attending the meeting)	Sheila Builder, Superintendent of Student Achievement
PRESENTED FOR:	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
Recommendation(s): (only required when presented for approval)	
Purpose:	To share an update with the Board of Trustees.
Content:	This presentation will provide the Board of Trustees with an update on the work of the French Immersion Review Committee since the spring of 2019.
Cost/Savings:	N/A
Timeline:	Program and School Services Advisory Committee: October 7, 2019 Board Meeting: October 22, 2019 Implementation of changes to Elementary French Immersion in TVDSB: September 2020
Communications:	Board of Trustees
Appendices:	Presentation

Strategic Priority Area(s):

Relationships:	<input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input 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 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 June 2019



French Immersion Review Update

Programs and School Services Advisory Committee
October 8, 2019

Why review Thames Valley Elementary French Immersion programming?

- ✓ Enrolment pressures in most regions of the board
- ✓ Staffing challenges

French Immersion Review Committee

- ✓ Review programming at other boards
- ✓ Review research literature
- ✓ Gather input from Board of Trustees
- ✓ Establish *Essential Agreements*
- ✓ Survey the Community

Essential Agreements

- ✓ Provide French Immersion as an optional program for all students
- ✓ Provide high-quality programming delivered by qualified educators
- ✓ Provide sustainable options based on available resources
- ✓ Allow for regional considerations
- ✓ Consider impact on families

Community Survey – June 2019

- ✓ 3953 responses
- ✓ Open to all members of the public
- ✓ Respondents asked to rank four possible options
- ✓ Respondents provided with opportunity to offer their ideas on managing challenges

Ranking of Possible Options

1. Add dual track schools
2. Eliminate Senior Kindergarten Entry
3. Eliminate Extended Immersion - Grade 7 Entry
4. Cap enrolment

Additional input: other ideas for addressing our challenges

- ✓ Ideas on teacher recruitment
- ✓ Criteria to enter/remain in program
- ✓ Adjust ratio of French instruction

Next Step

- ✓ Present a plan to provide consistent and equitable access to elementary French Immersion across Thames Valley that is in alignment with *Essential Agreements*