



<b>REPORT TO:</b>	Planning and Priorities Advisory Committee
	For Board Meetings: Choose an item.
<b>TITLE OF REPORT:</b>	Follow Up – Transportation for Tech Emphasis and French Immersion Programs
<b>PRESENTERS:</b> <i>(list ONLY those attending the meeting)</i>	Paul Sydor, Superintendent of Student Achievement
<b>REPORT AUTHORS:</b>	Paul Sydor, Superintendent of Student Achievement
<b>PRESENTED FOR:</b>	Information
<b>Recommendations:</b> <i>(only required when presented for approval)</i>	
<b>Purpose:</b> <i>(include context)</i>	To update the Planning and Priorities Advisory Committee (PAPA) on this matter.
<b>Content:</b>	<p>This update is provided in fulfillment of the minutes of the October 8, 2024 PAPA meeting, which read:</p> <p><i>It was decided that the issue would be brought to the next PAPA Committee meeting with timelines from Administration regarding when the policy can be updated and when Administration can start documenting, monitoring, and managing the status of students in specialized programs</i></p> <p><b>Policy and Procedure Update</b></p> <p>The relevant policy is 4012 – <i>Attendance Areas for Students</i>, with accompanying 4012a – <i>Attendance Areas for Students Procedure</i>. While the policy does not address specialized programs specifically, the procedure currently states that students in Emphasis Technology, French Immersion, Extended French, and English as a Second Language are to attend designated schools based on their primary residence.</p> <p>Additionally, the procedure specifies:</p> <p><i>Transportation of students, who have been granted an exemption, will be the responsibility of the family.</i></p> <p><i>Notwithstanding this expectation, out-of-area students may apply</i></p>

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	<p><i>to access existing transportation to the school to which they intend to attend, through a process determined by Southwestern Ontario Student Transportation Services. Students living within the school attendance area and entitled to transportation to that home school will take precedence over out-of-area students.</i></p> <p>The policy and procedure documents do not include guidance on removing students who are no longer enrolled in specialized programs. Any substantial changes would require the Policy and Procedure to be brought to the Policy Working Committee for approval and may involve gathering public input, which could extend the timeline.</p> <p><b>Documenting, Monitoring, and Managing Student Status</b></p> <p>Following the October meeting, I discussed this matter with all secondary school principals at the October TVSSAC meeting. Key concerns raised included:</p> <ul style="list-style-type: none"> <li>• Loss of students to coterminous boards,</li> <li>• Enrollment imbalances across Thames Valley schools,</li> <li>• Variability in practices among schools.</li> </ul> <p><b>Next Steps</b></p> <p>A meeting will be held in November or December with principals from all secondary schools offering French Immersion and Tech Emphasis programs to:</p> <ol style="list-style-type: none"> <li>1. Review current practices,</li> <li>2. Determine the scope of impacted students,</li> <li>3. Develop a process for central documentation and reporting.</li> </ol> <p>The goal is to establish a trial reporting process by February 2025, aligning with the second semester's start, as students often make course changes early in the term. By February, we expect to have a clearer understanding of the impact and refine the record-keeping process.</p>
<b>Connection to Committee Mandate:</b>	
<b>Financial Implications:</b>	To be determined
<b>Timeline:</b>	
<b>Communications:</b>	

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<b>Appendices:</b>	
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**Strategic Priority Areas:**

Students, families, and staff are welcomed, respected, and valued as partners: Choose an item.

**Relationships:** Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community: Choose an item.

Create opportunities for collaboration and partnerships: Choose an item.

Create opportunities for equitable access to programs and services for students: Choose an item.

**Equity and Diversity:** Students and all partners feel heard, valued, and supported: Choose an item.

Programs and services embrace the culture and diversity of students and all partners: Choose an item.

**Achievement and Well-Being:** More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy: Choose an item.

Staff will demonstrate excellence in instructional practices: Choose an item.

Enhance the safety and well-being of students and staff: Choose an item.

*Form Revised JUNE 2024*

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