Learning for All: HWDSB Program Strategy Presentation

PART 1 – Program Strategy and Inclusive Education:

GUIDING QUESTION FOR DISCUSSION:

In this inclusive model where all students attend their local school, what supports and strategies need to be considered in the school and community to address:

Question: re definition of local school

ACADEMIC NEEDS
- Academic programs/and others/reflected in every cluster eg., DECA
- No "elitism" like Westdale – perceived
- Not "specialization" – a different name
- Parkview – relocated or keep as an option
- Need computers, global resources
- 21st Century Fluencies resources – need to be available and teachers ready to teach/support students
- Connection to core subjects ie., sport focus courses
- Continuing supports and enhancing them
- Alignment of neighbourhood time schedules
- Providing academic programs for students who would not attend a traditional 8 to 3 program day
- Does every school have an ESL? At least an ESL in one school per cluster, but each school will have ESL support. If need was great enough, could be in more than one school
- Tie to academic courses with focus course ie., hockey no academic
- How do we allocate supports such as EAs?
- Need to have equal access in all 3 clusters
- Need to avoid perception of "elite" school

SAFETY FOR ALL STUDENTS
- Safe place – transition school
- Awareness of closing schools and feelings toward next school
- Parental engagement into new schools
- *these are the most important – program can be delivered anywhere
- Need for parent/family centres available after school or a ELL resource centre available to support parents

- Restorative Justice
- Teenage mothers – support so we can engage in education and pathways
- Safe places for all students to avoid bullying
- Monitoring EAs ie., Restorative Justice
- Crossover from elementary to secondary transition
- Review of equitable resources for at risk/special ed schools
- How do we match student needs to staff approach/philosophy?
- Perception is that "vocational teachers" are more empathetic
- How do we establish a sense of community when students feel their community has been closed?

SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS
- *these are the most important – program can be delivered anywhere
- Natural partnerships between students – peer mentoring, coaching
- Student leaders to assist and nurture
- Supports
- How to bring empathetic teachers to each school
- A strong transition plan for students is important – what does it look like?
- Continually from grade 8
- Full time social workers
- Support for staff – visiting transition school
- Engage parents to school life
- Maybe more support in North ARC to do social, economic disparity
- Inclusive programming
- Crossover from elementary to secondary transition
- Review of equitable resources for at risk/special ed students
- More guidance and social workers
- More support ie., for autistic students ie., snoozlen room
- Offsite programs that are partnered with high school – student is still included
- Talking with partners in how to transition to other schools
- Social, emotional and mental health needs – education of schools that receive students from closed schools
- Have teachers from receiving schools visit schools ie., Parkview, to be educated to programs and students that they will be receiving
- Still need something creative and innovative to capture students who are not attending school at the moment (this can also fit under topic 1)
- How to reach parents to re-engage students in schools ie., like Focus 4 Family
- Innovative ways to maybe bringing parents into school

- Transition from grade 7/8 learned all skills available but no more supports for them, how can we track them to make them successful programs like Step and Trade Up (this point could also fall under topic 1)
- Parkview provides nutritional breakfast at no charge, how do we include this so there is no stigma placed on have not students.
- More community supports, food and clothing closets need to be enhanced and provide no stigma
- Peer supports – how do we utilize the vast potential of students in supporting other students?
- Do we invest in professional support staff, ie., EAs, CYWs?

STUDENTS CHOOSING TO ATTEND PROGRAMS IN OTHER SCHOOLS
- Plan to redefine "role of teacher" – purposeful staffing; promoting, patience, caring adult
- Transition plan
- What is a "boundary move?" or boundary review? – how does that look like?
- Will there be a "comp" class in all secondary schools?
- Will Tier 3/life skill programs be available in all secondary schools?
- Will the "same" Parkview programs be available for students in all secondary schools moving forward with the closures?
- **Lots of discussion re: building a new school to service SJAM/Delta and Parkview
- Keep specialized courses in community OOC
- Alignment of schedules and timelines
- Transportation expense – student or board
- Catchment and boundaries to make programs successful
- Not over capacity at schools
- No fees for necessary programs, but maybe fees attached to specialized programs, but do not want to exclude any student presenting a have and have not situation
- What is the transportation plan?
- Will transportation be provided if the program isn't available n the "home" school?

Question from the table:
Program Strategy has been introduced to the North ARC committee – but what does it look like in our schools? What does the Program Strategy look like in schools?

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PART 2: Program Mapping

GUIDING QUESTIONS FOR DISCUSSION:

1. **How does the program map presented align with the guiding parameters?**

   - How is the program strategy going to help more students not fall through the cracks?
   - Will the program strategy save more students so that they don't feel left behind?
   - Will we have more teachers? Admin?
   - Will the money be there to support the movement of programs from A to B to C?
   - If a school closes in 2013 will the cosmo program be ready two months later when it moves schools?
   - Why advance planning is not at Orchard Park?

2. **What clarifying questions do you need answered in order to help you develop your ARC recommendations regarding schools and programs?**

   - Other community presentations
   - When and where will the opportunity be to start dialogue about their recommendation, how will they start, who will help them with recording, etc.,?
   - Is there a strategy to hear student voice in terms of what programs and support should be in the program strategy?
   - Yes; in planning stages
   - Three schools are already over 115%, one school at 92% where will student actually go?
   - More alignment with community partners and resources
   - What will boundaries look like?
   - What would the transitions plan look like for a student from: a) Parkview, b) Delta?
   - Need a strong transition plan to ensure programs are ready and available
   - What will physically be ready in September 2013?
   - Can we change our times to close buildings to 2013/2014 to 2014/2015?
   - How can we capture "school voice" from students to understand what their needs are as part of their transition plan?

- Do we have data to show the input of the Programs of Choice/SHSMs drawing students from other school districts? Catholic?

Question:
a) How do we prevent schools from specializing to the point of being exclusive?
b) Why can't "specialized programs" be offered at all/more schools?

Answer:
a) Ensure we offer a solid foundation of program at all schools
b) Some programs, although there is interest, need students with the same interest from other schools to create a viable program

Question:
Perception of some Programs of Choice being available only in more affluent (ie., West) areas...why is this?

Answer:
The Board is looking to address this; reference made to "New Programs Initiated" column of handout; in some cases, a teacher's interest and expertise has lead to a specialized program.

Question:
Does the concept of mixability groupings mean not having eg., Academic is Applied?

Answer:
No; student needs can be met by such methods as modified curriculum expectations or integration in eg., open level programs.