

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:

ACADEMIC NEEDS

- › Impact on class sizes across the board
- › Inclusive model – evidence – we have it in every school – many things are already present
- › Wilson Reading – Empower in 3 schools – needs to start sooner
- › Jump Math – Training for teachers – provincial funding model

SAFETY FOR ALL STUDENTS

- › Inclusion
- › Training for teachers – business readiness – for students also
- › Ready to receive – evidence that says it is going to work

SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

- › For students and teachers
- › Independence – all students everyone, everywhere
- › How I achieve – what we can achieve - students

STUDENTS CHOOSING TO ATTEND PROGRAMS IN OTHER SCHOOLS

- › # of students moving to schools – supports
- › Critical numbers
- › Concentrated programs

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PART 2: Program Mapping

GUIDING QUESTIONS FOR DISCUSSION:

1. How does the program map presented align with the guiding parameters?
2. What clarifying questions do you need answered in order to help you develop your ARC recommendations regarding schools and programs?
 - › What is Sherwood and Mountain don't close? How does that fit in the program strategy?
 - › Timelines for closures
 - › Funding for busses - transportation

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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:

ACADEMIC NEEDS

- › A better understanding of the “recommended” Program Strategy (SHSM) and the “Tiered Intervention Support”
 - › Slow and Steady – Transition
 - › Where would the \$ come from?
 - › Inclusive Model – fear of destreaming?
 - Tier I – 5 Pathways
 - Tier II - III
 - Student Support Program
 - Student Alternative Support Program
 - Comp – support Program
- } All Schools
-
- Personalized Learning Support Program
 - Graduated Support Program
 - Specific Support Program
- } Cluster
-
- Extensive Support Program
- } System

SAFETY FOR ALL STUDENTS

SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

STUDENTS CHOOSING TO ATTEND PROGRAMS IN OTHER SCHOOLS

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PART 2: Program Mapping

GUIDING QUESTIONS FOR DISCUSSION:

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

Meeting 5 – Working Group #5

Comments regarding the HWDSB Program Strategy Recommendations - April 2011

1. Report is incomplete and not prepared consistently. Existing programs not agree with HWDSB website. What criteria to be included as "Specialization"? Should enriched music programs be included? Clarify differences between PoC/Spec/SHSM.
2. Report premature. Can't fairly allocate programs without a transportation policy.
3. Report too specific. Should be focused on how many & type of SHSMs. Are all SHSMs created equal? At this stage we should just be looking at which programs offered in all/2/1 clusters and all/some schools, not specific school offerings.

CONCERNS

- Q. Classes are being cancelled with small numbers, what happens if courses are cancelled to specialization
- A.
 - Can cross register
 - Stagger when altered
 - Using P.I. and peer mentoring
- Q. What is the optimal size of school based on Program Strategy
- A. Depends on students and programming no "true" number – May be 1000+ (1,000-1,200)
- Q. What is the alternative to "this vision?"
- A. There is status quo.
- Q. How decided what programs are offered in which cluster? What is the rationale? Who decides what the worth is?
- A. Programs are driven by the students that take it.
- Q. 3 schools – IB will that mean only "smart" go to these schools?
- A.
- Q. We need to have all schools have all programs.
- A. When program strategy had to look at "culture"
- This is just a starting point. We can recommend what schools and what programs should be where
 - High emphasis on SHSM, but others are considered in strategy.
 - Would like a template of the "perfect school" with 1200 kids what would it look like
- Q. Where did the proposed number of 1250 come from for a new school?

Transitioning – huge concern.