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

February 4, 2020, 6:00 p.m.
Board Room, Education Centre

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

January 7, 2020, 6:00 p.m.
Board Room, Education Centre

Members: Trustees S. Polhill, A. Morell, P. Cuddy, B. Yeoman, L. Pizzolato, M. Ruddock, J. Skinner, C. Rahman; Student Trustees: S. Chun, E. Butler, C. Kennedy

Regrets: C. Antone, J. Bennett, B. McKinnon, S. Hunt, B. Smith

Administration: A. Canham, R. Culhane, K. Edgar , M. Fisher, D. Macpherson, M. Moynihan, S. Powell, K. Wilkinson, D. Rosati (-7:42), S. Armstrong (-6:54), S. Smith

1. Call to Order and Approval of Agenda

The agenda was approved on motion.

2. Conflicts of Interest

None declared.

3. Election of Vice-Chair

Trustee Pizzolato was elected to the position of Vice-Chair of the Program and School Services Advisory Committee for the term ending 2020 November 30.

The Ballots were destroyed.

4. Minutes of the Previous Meeting

The minutes of the 2019 November 5 meeting were provided for information.

a. Business Arising from the Previous Meeting

None.

5. Operational Plan Update - Numeracy

M. Moynihan and S. Armstrong provided an Operational Plan update on Numeracy. Goals, targeted outcomes, and progress to date were reviewed. The targeted outcomes for the current school year were detailed. The impact and method of measurement of the strategies were outlined.

Administration addressed questions of clarification regarding the Provincial numeracy standards, the impact increasing academic enrolment will have on EQAO results, teaching methods (vertical non permanent), educating families on course selection, preparing students for EQAO testing, only offering academic courses (math) in grade nine.

In response to a question, it was reported Administration will communicate with every Elementary Principal to provide current information.

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6.   Operational Plan Update – Equity

Administration provided an Operational Plan update on Equity, specific to the goal of reducing suspension rates.

Supporting positive behaviour, planning for positive outcomes, Administrator considerations for progressive discipline, Elementary/Secondary suspension rates, suspensions for students with Individual Education Plans (IEPs), strategies to support student behaviours and next steps were reviewed.

Questions of clarification regarding progressive discipline, the process of reducing suspension, available treatments based on suspension history, communication with Superintendents at the time of suspension, caring adult relationships in school (taking stock report), parental withdrawals, suspension pressures from families and effective programming were addressed by Administration.

7.   Implementation of Operational Plan Update

A. Morell extended her appreciation for the progress and completion of the Operational Plan.

M. Fisher provided an Operational Plan Implementation update.

Questions of clarification regarding access to budget planning information through the Trustee portal were addressed.

The committee requested the Operational Plan updates be posted on the TVDSB website.

8.   Community Advisory Committee Updates (Standing Item)

None.

9.   Other Business

None.

10.   Questions and Comments of Members (Standing Item)

None.

11.   Date and Time of Next Meeting

The next meeting is scheduled for 2020 February 4.

12.   Adjournment

The meeting was adjourned at 7:50 p.m. by motion.

_____

Barb Yeoman
Committee Chair

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REPORT TO:	☐ Administrative Council ☒ Program and School Services Advisory Committee ☐ Policy Working Committee ☐ Planning and Priorities Advisory Committee ☐ Board ☐ Other:
	For Board Meetings: ☐ PUBLIC ☐ IN-CAMERA
TITLE OF REPORT:	
PRESENTED BY: *(list ONLY those attending the meeting)*	Marion Moynihan, Superintendent of Student Achievement Andrew Canham, Superintendent of Student Achievement Kevin Auckland, System Principal, Learning Support Services Roseanne Ferrara, System Principal, Learning Support Services
PRESENTED FOR:	☐ Approval ☐ Input/Advice ☒ Information
Recommendation(s): *(only required when presented for approval)*	
Purpose:	To share the Operational Plan Literacy Update with the Program and School Services Advisory Committee.
Content:	
Financial Implications:	
Timeline:	
Communications:	
Appendices:	Operational Plan LITERACY UPDATE: Phonological Awareness, Early Identification and Intervention

Strategic Priority Area(s):

Relationships:	☒ Students, families and staff are welcomed, respected and valued as partners. ☐ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. ☐ Create opportunities for collaboration and partnerships.
Equity and Diversity:	☐ Create opportunities for equitable access to programs and services for students. ☐ Students and all partners feel heard, valued and supported. ☐ Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	☒ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☒ Staff will demonstrate excellence in instructional practices. ☐ Enhance the safety and well-being of students and staff.

Form Revised January 2020

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Operational Plan LITERACY UPDATE: Phonological Awareness, Early Identification and Intervention

Program and School Services Advisory Committee Meeting
February 4, 2020

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Strategic Priorities, 2018-2021

ACHIEVEMENT AND WELL-BEING

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

EQUITY AND DIVERSITY

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

RELATIONSHIPS

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

Increase in number of grade 1 students demonstrate early literacy skills measured by Phonological Awareness assessment

Increase in primary and junior reading provincial assessment results

Increase in number of students meeting success on the Ontario Secondary School Literacy Test (OSSLT)

Literacy

Goal One:

- To improve early literacy skills in kindergarten and grade 1 students

Goal Two:

- To improve primary student reading comprehension skills and ability to demonstrate understanding (oral and written)

- To improve secondary student reading comprehension skills and ability to demonstrate understanding of information through written response

EQAO Primary Reading Assessment

Percent of All Students Meeting Provincial Standard

Thames Valley chart:

2013-14	2015-16	2016-17	2017-18	2018-19
59%	59%	63%	64%	63%

Ontario chart:

2013-14	2015-16	2016-17	2017-18	2018-19
70%	72%	74%	75%	74%

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EQAO Primary Writing Assessment

63% **60%** **58%** **59%** **56%**

| 2013-14 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |

Percent of All Students Meeting Provincial Standard

78% **74%** **73%** **72%** **69%**

| 2013-14 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |

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Phonological Awareness Screening

Administration of assessment by Speech & Language Pathologists:
- Grade 1 students (fall 2019)
- Kindergarten Year 2 students (winter 2020)

Results:
- available by system, school and class
- reviewed by School Superintendent, school staff, and Speech & Language Pathologists
- used to inform programming for students

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Phonological Awareness Screening

Exploring Words	Rhyme Recognition
	Rhyme Production
Earlier Skills	Sound ID Beginning
	Sound ID Ending
Middle Skills	Sound Blending
	Sound Segmenting
Later Skills	Sound ID Middle
	Sound Deletion

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Phonological Awareness Screener Results, *by Student Skill Level*

Total Skill

	Does Not Have Skill	Skill is Emerging	Have Skill
School	19.2	19.2	61.5
System	3.4	21.8	74.7

Percent of Tested Students

Does Not Have Skill   Skill is Emerging   Have Skill

Phonological Awareness Results, *by Individual Student Scores*

Flag	Skill Attainment Level	Score Range	Deletion Scoring Score Range
Red	Does Not Have Skill	0	0 - 3
Yellow	Skill is Emerging	1 - 2	4 - 8
Green	Have Skill	3	9 - 12

Student Number	Student Name	CNT	Exploring Words		Earlier Skills		Middle Skills		Later Skills	
			Rhyme Recog. [/3]	Rhyme Product [/3]	Sound ID Beg. [/3]	Sound ID End. [/3]	Sound Blending [/3]	Sound Segment [/3]	Sound ID Mid. [/3]	Sound Deletion [/12]
			2	0	0	0	1	0	0	3
		CNT	-1	-1	-1	-1	-1	-1	-1	-1
			2	2	3	3	3	3	3	12
			3	1	3	3	3	3	3	11
			2	0	3	3	2	1	1	9
			3	0	3	3	3	3	3	8
			2	0	0	0	2	0	0	0
			3	3	3	3	2	2	2	7
			3	0	3	3	3	2	3	11
			3	3	3	3	3	2	2	11
			1	1	2	2	3	2	0	5
			2	0	3	3	3	3	3	7
			1	2	3	3	3	0	0	12
			3	0	0	0	3	0	0	0
			3	2	3	3	3	3	3	7
			3	0	0	0	2	0	0	5
			3	3	3	3	3	3	3	11

Definitions:
CNT: Could Not Test (Value will = -1)

Phonological Awareness

Regional Professional Learning Sessions were held with school administrators in November / December 2019

The goal of these learning session was for Administrators to understand:
- how Phonological Awareness supports literacy;
- how to analyze the data;
- how to develop goals for each class in collaboration with school teams and provide them with Look Fors to better support Early Literacy in their schools; and
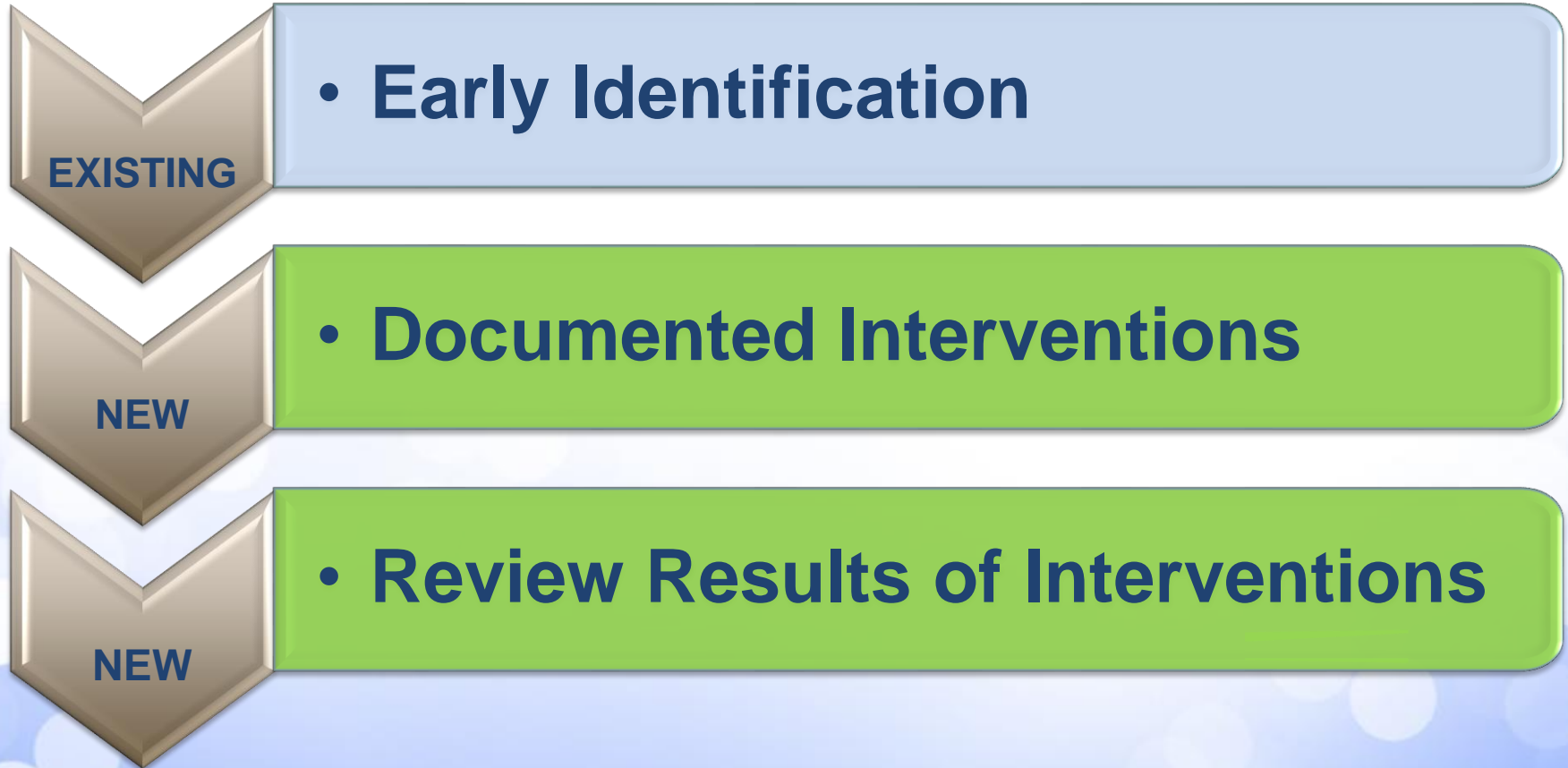-how to make full use of resources available to the schools to support their goals

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Early Identification and Intervention

PPM 11: Early Identification of Children's Learning Needs

Assessment of student achievement in 4 areas in grades K1 – 3

- Self and Social Development
- Communication, Language and Literacy
- Cognitive and Conceptual Development
- Physical Development

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Early Identification and Intervention

EXISTING
- **Early Identification**

NEW
- **Documented Interventions**

NEW
- **Review Results of Interventions**

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Early Identification and Intervention

A new digital tool has been developed:

- to provide the system with a standard set of skills/examples for each area/domain that is assessed, as well as strategies and interventions

- to track student progress and interventions through grades

- to produce documentation for parents/guardians

- to share information with other schools if student transfers occur

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Early Identification and Intervention Phases

Phase 1	Student Review
Phase 2	Early Intervention Meeting
Phase 3	Parent/Guardian Communication
Phase 4	Revisiting a Student

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Early Identification and Intervention: Student Review

Domains			
Domain	**Skills**	**NO** Student does not require additional supports and interventions at this time	**YES** Student does require additional supports and interventions at this time
Self and Social Development	OPEN →		
Communication, Language and Literacy	OPEN →		
Cognitive and Conceptual Development	OPEN →		
Physical	OPEN →		

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Early Identification and Intervention: Student Review

Communication, Language and Literacy   CLOSE X

Skills	No Supports & Interventions Required ☐ All	Yes Supports & Interventions Required ☐ All	Demonstration of Skills
Demonstrates Social Communication Skills	☐	☐	DEMO ➜
Demonstrates Oral Language Comprehension Skills	☐	☐	DEMO ➜
Demonstrates Expressive Oral Language Skills	☐	☐	DEMO ➜
Demonstrates developmentally appropriate Articulation, Fluency and Voice skills	☐	☐	DEMO ➜
Demonstrates developmentally appropriate Phonological Awareness Skills	☐	☐	DEMO ➜
Demonstrates Beginning Reading Behaviours	☐	☐	DEMO ➜
Demonstrates Beginning Writing Behaviours	☐	☐	DEMO ➜

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Early Identification and Intervention: Student Review

Demonstrates Beginning Reading Behaviours	☐	☐	

–	Demonstrates interest and enjoyment in reading (in English and/or home language)
–	Recognizes environmental print (e.g., stop signs, restaurant logos)
–	Demonstrates an awareness of basic book conventions
–	Begins to demonstrate concepts of print (e.g., left to right directionality, understands the match between spoken message and printed words)
–	Begins to use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures, use knowledge of oral language structures, use high frequency words, and/or of sound-symbol relationships)
–	Learning letter names and making letter-sound correspondences
–	? Begins to recognize a few high frequency words

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Early Identification and Intervention: Early Intervention Meeting

- Selection of strategies to support identified need

- Establishment of next meeting date to review success of strategies

- Creation of communication letter to parents/guardians

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Early ID & Intervention Summary Class List

Student Search

School

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Class

Student Name	Student Number	Grade	Inter-vention	Self and Social Development	Communication, Language and Literacy	Cognitive and Conceptual Development	Physical	Revisit Date	Additional Recommendations (Internal, External, SSRF)
		K2	No						
		K2	Yes	X					
		K1	Yes	X					
		K1	Yes		X				This is an internal. ▼
Total	4			2	1	0	0		Print

Questions?

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REPORT TO:	☐ Administrative Council ☒ Program and School Services Advisory Committee ☐ Policy Working Committee ☐ Planning and Priorities Advisory Committee ☐ Board ☐ Other:
	For Board Meetings: ☐ PUBLIC ☐ IN-CAMERA
TITLE OF REPORT:	Operational Plan Update: Communication
PRESENTED BY: *(list ONLY those attending the meeting)*	Paul Sydor – Superintendent of Student Achievement Cathy Lynd – Superintendent of Business Services Rose Anne Kuiper – Superintendent of Student Achievement Bruce Nielsen - System Principal, Learning Support Services Tania Testa – Manager, Communications Carolyn Glaser – Manager, Information Technology Services Philippe Venesoen – Research and Assessment Assistant
PRESENTED FOR:	☐ Approval ☒ Input/Advice ☐ Information
Recommendation(s): *(only required when presented for approval)*	
Purpose:	To share the Operational Plan Update on Communication with the Program and School Services Advisory Committee.
Content:	
Financial Implications:	
Timeline:	
Communications:	
Appendices:	Operational Plan Update: Communication

Strategic Priority Area(s):

Relationships:	☒ Students, families and staff are welcomed, respected and valued as partners. ☒ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. ☒ Create opportunities for collaboration and partnerships.
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Achievement and Well-Being:	☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☐ Staff will demonstrate excellence in instructional practices. ☒ Enhance the safety and well-being of students and staff.

Form Revised January 2020

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Operational Plan Update
COMMUNICATION

Program and School Services Advisory Committee Meeting
February 4, 2020

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Strategic Priorities, 2018-2021

ACHIEVEMENT AND WELL-BEING

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

EQUITY AND DIVERSITY

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

RELATIONSHIPS

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

Communication

Enhance two-way communication and improve engagement within our Thames Valley community

Targeted Outcomes:

Increase parent/guardian response rate on Family Climate Survey

Increase School Council membership

Increase followership for school and board social media channels and websites

Increase Parent Portal access and interaction

Goal One:

To increase student, family and community engagement

Goal Two:

To support two-way communication and provide excellent service

Goal One: To increase student, family and community engagement

Engagement opportunities for learning, networking, collaboration and connection

Build capacity, relationships, share success and collect feedback through on-going interactions while increasing partnership in student achievement and well-being

Increase membership on School Councils

Greater involvement for parents/guardians to inform and support school initiatives which promote student achievement and well-being

Administer Family Climate Survey

Evidence that families are engaged and see themselves as partners in their child's education

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Goal One: To increase student, family and community engagement

Increase subscribers and followership for school websites and social media channels
Keeping families informed in a timely manner about their child's education and school community

Access to Parent/Guardian Portal
Increase parent/guardian use of one streamlined location for information related to student achievement, accessibility and safety

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Goal Two: To support two-way communication and provide excellent service

Deploy Unified Communication System
A unified communications platform for staff, students and families across TVDSB to enhance communication, privacy, safety and collaboration

Increase adoption of two-way classroom communication
Singular communication tool enabling two-way communication between families and schools, focused on the classroom

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Goal Two: To support two-way communication and provide excellent service

Increase adoption of Brightspace
Connecting families to student achievement and learning

Provide Service Excellence training to all staff
Staff provide inclusive, respectful and responsive service practices

Increase use of service management tools
Improve access to TVDSB supports and services

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Thank you

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