

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

March 3, 2020, 6:00 p.m.
Board Room, Education Centre

	Pages
1. Call to Order and Approval of Agenda	
2. Conflicts of Interest	
3. Minutes of the Previous Meeting	2
The minutes of the 2020 February 4 meeting are provided for information.	
a. Business Arising from the Previous Meeting	
4. Operational Plan Update - Equity - S. Powell/ L. Nicholls/ P. Skinner/ C. Stager/ A. Marlowe	4
a. Questions	
b. Comments	
5. Operational Plan Update - Rethink Secondary Learning Presentation - D. Macpherson/ K. Wilkinson/ S. Powell/ B. Nielsen/ M. Stanley	16
a. Questions	
b. Comments	
6. In Camera	
7. Community Advisory Committee Updates (Standing Item)	
8. Questions and Comments of Members (Standing Item)	
9. Date and Time of Next Meeting	
The next meeting is scheduled for 2020 April 7.	
10. Adjournment	

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

February 4, 2020
Board Room, Education Centre

Members: Trustees J. Bennett, B. McKinnon, S. Polhill, J. Skinner, A. Morell, S. Hunt, B. Yeoman (Chair), L. Pizzolato, B. Smith, M. Ruddock, C. Rahman; Student Trustee S. Chun, E. Butler, C. Kennedy

Regrets: Trustees P. Cuddy, C. Antone

Administration: Director M. Fisher; Associate Director R. Culhane; Superintendents C. Lynd, S. Builder, L. Griffith-Jones, P. Sydor, R. Culhane, A. Canham, K. Edgar, R. Kuiper, D. Macpherson, M. Moynihan, S. Powell, P. Skinner, K. Wilkinson; System Principals B. Nielsen (-8:15), K. Auckland (-7:04), and R. Ferrara (-7:04); Managers C. Glazer (-8:15) and T. Testa; Supervisor B. Williams

1. Call to Order and Approval of Agenda

Chair Yeoman called the meeting to order at 6:00 p.m. The agenda was approved on motion.

2. Conflicts of Interest

None declared.

3. Minutes of the Previous Meeting

The minutes of the 2020 January 7 meeting were provided for information.

a. Business Arising from the Previous Meeting

As a follow up to the previous meeting, Trustees inquired about updates to the suspension data. In response, Superintendent S. Powell described the work to intentionally address the number and length of suspension. It was noted baseline data from June 2019 will be compared to data available June 2020. S. Powell and Director Fisher addressed concerns related to the perceived potential for voluntary suspension rates to increase and not be counted in the data.

4. Operational Plan Update - Literacy

Superintendents M. Moynihan and A. Canham provided an update on the Operational Plan as it pertains to the area of phonological awareness, early identification and intervention in literacy. System Principals K. Auckland and Ferrara were in attendance and participated in the presentation.

Goals, strategies and baseline data on outcomes were shared.

Administration addressed a broad spectrum of questions regarding early identification; the implementation of the new tool to be used for early identification; the use of the mPower Reading Program; transference of the services into the French Immersion program; parent/guardian communication; phonological skill development; EQAO data as it pertains to the provincial gender gap; the relationship between literacy and confidence in reading ability; parent engagement to support literacy; and learning from other boards in this area.

On request, Director Fisher confirmed EQAO results by gender for TVDSB could be shared, similar to that presented for the provincial data.

5. Operational Plan Update - Communication

Superintendents R. Kuiper, P. Sydor, and C. Lynd provided an update on the Operational Plan in relation to Communication. In attendance were System Principal B. Nielsen, and Managers T. Testa and C. Glaser to share in the delivery of the presentation.

Ongoing and planned activities/strategies to increase student, family, and community engagement; and to support two-way communication and provide excellence in service were outlined. Activities described included collaborative efforts with parent groups, communication through social media, the deployment of a unified communication system, adoption of Brightspace/school messenger, and service excellence training. Outcomes to date on these initiatives were shared.

Administration responded to questions of clarification regarding school communication/websites, the parent portal, efforts to ensure the establishment of a School Council at every school, the use of social media to promote two-way communication, current communication tools, the rationale for using Brightspace/school messenger, the need for parent engagement strategies to engage parents from diverse communities, and the family climate survey.

Trustees shared suggestions regarding needed outcomes and potential activities to meet those outcomes. An offer to provide a presentation on Brightspace/school messenger at a future Program and School Services Advisory Committee meeting was welcomed.

6. Community Advisory Committee Updates (Standing Item)

Trustee B. McKinnon shared information on the Winter Walk Day at Central Public School in Woodstock that is planned for tomorrow. S. Hunt shared TVDSB is being recognized for efforts in this area.

7. Other Business

Director Fisher provided a summary of the current strike action by ETFO highlighting the restriction on all extra curricular activities.

In response to a question, it was confirmed emails from the community pertaining to the current Labour situation be forwarded to the Chair of the Board for a response. There was some discussion regarding process.

In response to a question, A. Morell advised the Ontario Federation of Home and School Associations has in the past been responsible to prepare and send messaging to their Home and School Member groups regarding leading practices during labour action. She offered to follow up in this regard.

8. Questions and Comments of Members (Standing Item)

None.

9. Date and Time of Next Meeting

The next meeting is scheduled for 2020 March 3.

10. Adjournment

The meeting was adjourned at 8:25 p.m. by motion.

BARB YEOMAN
Committee Chair



Date of Meeting: 2020 Mar 3

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:	Operational Plan Equity Update
PRESENTED BY: (list ONLY those attending the meeting)	Sheila Powell, Superintendent of Student Achievement Linda Nicholls, Superintendent of Human Resources Purveen Skinner, Superintendent of Human Resources Christine Stager, Manager, Research and Assessment Services Andrea Marlowe, Diversity and Equity Coordinator
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 provide an update on the Equity work of the Operational Plan, with reference to goal #1, "To improve school climate" and a more detailed focus on goal #3, "To address barriers to workplace equity and inclusion for staff". The presentation will provide an overview of the identity-based results from the Everyone Belongs Staff Survey as well as an update on the Free the Flow initiative.
Content:	<ul style="list-style-type: none"> • Overview of the status of the Free the Flow initiative • Background information on the purpose of the Everyone Belongs Staff Survey and the process involved in developing and administering the survey • Summary of the identity-based results of the Staff Survey • Overview of the monitoring, targets, and next steps connected to goal #3 of the Equity Operational Plan • Update on the Free the Flow initiative
Financial Implications:	
Timeline:	
Communications:	
Appendices:	Equity update presentation

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

Form Revised January 2020



Operational Plan EQUITY UPDATE

Program and School Services Advisory Committee Meeting
March 3, 2020

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.

**Create equitable
and inclusive
learning and work
environments for
students and staff**

Targeted Outcomes:

Increase student response
rate on the School Climate
survey

Complete and share School
Climate plan

Complete and share plan
to address barriers to
workplace equity and
inclusion

Reduce suspension rates
with a focus on students
with an Individual
Education Plan

Equity

Goal One:

To improve school climate

Goal Two:

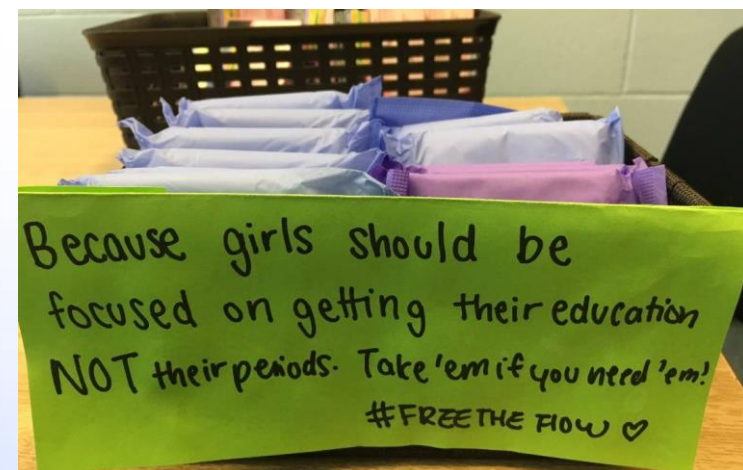
To reduce overall suspension rates with a focus on students
with an Individual Education Plan (IEP)

Goal Three:

To address barriers to workplace equity and inclusion for staff

Free the Flow

- Provincially recognized initiative led by Student Trustee Sarah Chun
- 180 no charge combination napkin/tampon dispensers have been added to all of our female and all-gender washrooms in our 27 high schools
- We are currently assessing expanding this initiative to all our TVDSB Adult and Alternative Education sites, Outdoor Education sites and to our senior female and all-gender washrooms at our Elementary Schools
- To ensure a common understanding of this initiative, all custodians were trained by our Culture for Learning team on gender identity and expression



Purpose & Goals of the Everyone Belongs Staff Survey

What is the purpose?

To collect quality, relevant, anonymous employee demographic data to enable and mobilize evidence-based decision-making in TVDSB.

GOALS

Understand
and Support
the Diversity
of our
Employees

Eliminate
Barriers for
Staff

Inform
Professional
Development,
Training, and
Succession
Planning

Influence
Recruitment,
Promotional
Practices, and
Retention

Inform
System
Policies,
Procedures,
and Programs

Strive for a
Workforce that
Reflects our
Student
Population

Survey Development



Consultations Involved:

- ✓ All Labour and Employee Groups
- ✓ Internal TVDSB Departments
- ✓ Community Organizations
- ✓ Medical Personnel
- ✓ Resource Documents
- ✓ Other School Boards

Impact of the strategies will be monitored through:

A comprehensive Work Plan that:

- 1) identifies barriers, policies, programs, and/or practices that will be revised and/or developed based on survey results
- 2) outlines how the barriers will be addressed, including who will lead the work and what actions will be taken

Targeted outcomes for the current school year

- Compile and share survey results with employees, labour groups, Trustees
- Complete and share our plan to address barriers to workplace equity and inclusion

Initial Next Steps

- Development of *Equitable Recruitment, Selection and Promotion of Staff* Policy and Procedure
- Creating digital job fairs to eliminate barriers to attend in person
- Revised Unconscious Bias Training to be rolled out with those who interview at the Board
- Education Centre and school events continue to enhance staff learning and recognize the diversity of our community
- Ongoing and intentional sharing of resources with educators to help them create culturally responsive classrooms and schools

Thank You



Date of Meeting: 2020 03 03

Item #: 5.0

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:	Rethink Secondary Learning Presentation
PRESENTED BY: <i>(list ONLY those attending the meeting)</i>	Karen Wilkinson, Superintendent of Student Achievement Don Macpherson, Superintendent of Student Achievement Sheila Powell, Superintendent of Student Achievement Bruce Nielsen, System Principal Melanie Stanley, System Principal
PRESENTED FOR:	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
Recommendation(s): <i>(only required when presented for approval)</i>	That Program and School Services Advisory Committee receive as information an update on the Rethink Secondary Learning initiative relative to the Operational Plan.
Purpose:	To share the work of Rethink Secondary Learning as it aligns with the Strategic and Operational Plans.
Content:	Rethink Secondary Learning is a framework that overlays much of the work and direction in our secondary school programming. It is important that this work is aligned with the operational plan. While the Trustees have previously received an overview of the Rethink program, this presentation will update the Trustees on recent efforts within Rethink and make clear the relevance to advancing the outcomes of the operational and strategic plans.
Financial Implications:	None at this time.
Timeline:	March 3, 2020 Program and School Services Advisory Committee
Communications:	Secondary School administrators Learning support services staff secondary program staff
Appendices:	Slide Deck

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 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 January 2020



RETHINK SECONDARY LEARNING

UPDATE

March 2020



We believe in teaching and learning that:

Promotes curiosity, questioning and creativity

Fosters engagement and autonomy

Provides adaptive and flexible classroom experiences

Emphasizes collaboration

Differentiates for inclusion

Focuses on big ideas and concepts

Values ongoing descriptive feedback

Inspires integrated, interdisciplinary learning experiences

*Encourages inquiry-based learning connected
to real-world settings*

Teaching and Learning



Teaching and Learning





Program Opportunities

Curriculum:

Instruction will be learner centred and will emphasize project-based learning. It will be responsive, flexible and emphasize organization needs (eg. instructional day, scheduling, staffing, administration).

Specialized Programs:

A variety of specialized programs and courses will be established on a regional basis, which can include course bundling, inter-disciplinary studies, and focused programming as defined by the Ministry of Education (e.g. French Immersion, International Certificate Program).

Program Opportunities





Learning in a Digital World



Culture *for* Learning



Targeted Outcomes



Global Competencies

Critical Thinking and Problem Solving

Innovation, Creativity, and Entrepreneurship

*Learning to Learn/Self-Aware
& Self-Directed Learning*

Collaboration

Communication

Global Citizenship



#TryGlobal



Rethink Secondary Learning *and our* Annual Operational Plan

Thames Valley District School Board

STRATEGIC PRIORITIES
AND ANNUAL OPERATIONAL PLAN
MID-YEAR REPORT
19/20

IN MOTION