

ADVISORY COMMITTEE MEETINGS

SAMPLE OF TOPICS 2017-2019	ADVISORY
<ul style="list-style-type: none"> • Budget/Financial reports • Tuition Rates (for First Nations, Metis, and Inuit Students; and International Education Students) (C. Beal) • Various Facility Services and Planning reports (e.g., Attendance Area Reviews, Accommodation Planning, Annual Report, Enrolment, Capital Priority Projects, Early Years Capital Projects, Facility Utilization Rate Review) • Various HR reports (e.g., staffing, harassment training update, etc.) • Strong Districts/Governance/Strategic Planning • STS/transportation presentations/reports • Electronic Document Management • Records Management: Guide for the Appraisal and Selection Process of Archives from Closed/Closing Schools • Various Budget initiatives (e.g., Communications) 	Planning and Priorities
<ul style="list-style-type: none"> • Overview of English as a Second Language (ESL) and English Literacy Development (ELD) Program for Secondary Schools • FI Review • Rethink Secondary Learning • Indigenous Action Plan • EQAO • Updates on various programs/services/initiatives of the board (e.g., Summer programs, School within a School, French as a Second Language, Alternative Education, Experiential Learning, School Messenger, Strong Start, Special Education, International Education, Environmental Education, Tu Puente, Chromebooks, Elementary Guidance Leads, Reading Intervention Pilot, Greenhouse Academy, Urban Priorities High Schools, Supervised Alternative Learning) • Annual Gifts to Schools • Family Engagement Review • Ontario Early Years Policy Framework • Strategic Priorities Updates/Operational Plan Monitoring • School Climate Survey Results • Cursive Writing Curriculum Expectations • Board Improvement Plan for Student Achievement (BIPSA) 	Program and School Services

Planning and Priorities Advisory Committee

The role of the **Planning and Priorities Advisory Committee** is to assist the **Board of Trustees** in fulfilling its duties related to **governance** and **oversight** with a system wide focus by **providing advice** on system issues related to Organizational Support Services and other such matters related to Business, Finance, or Facilities/Capital Planning.

Mandate and Function

The committee will maintain an ongoing strategic dialogue with and through the Director of Education to ensure matters related to business and finance; capital planning and facilities; student transportation; and human resources are in alignment with the Board's strategic mission, vision and commitments.

The Committee deals with such matters as may be referred to the Committee by the Board and receives reports as requested or as appropriate.

The Chair of the Committee is elected as per the Board Bylaws. The Vice Chair of the Committee shall be elected at the first meeting of the Committee.

Business and Finance:

The Committee ensures the board is being fiscally responsible and responsive to the need of the Board and its community. The committee annually:

- Reviews the applicable Approval Authority Schedules (as per the Purchasing Policy and Procedure).
- Receives financial updates three times, including both Board Estimates (Budget) and Expenditures.
- Reviews and receives updates regarding community collaborations that require financial resources or capital to enhance student achievement, and facilitates the Board's long-term operational planning through the sharing of resources.
- Reviews borrowing and investing of funds according to government regulation, where applicable.
- Reviews the fees for Community Use of Schools.
- Reviews the Expense Reimbursements Rates, as part of the Budget process.
- Receives information on the rates of tuition for First Nations, Métis, and Inuit students; and International Education Students.

Budget

The Committee is responsible to review the annual budget. It is the responsibility of the Board to establish a budget that is compliant with the requirements of the Education Act and to align resources to support the Board strategic plan.

The committee assists in the development of the annual budget of the Thames Valley District School Board by:

- Providing advice on budget assumptions for each fiscal year.
- Identifying budget priorities in alignment with the Board's strategic plan.
- Participating in the development and implementation of a communications plan to provide budget information to the community and to receive input from parents, students, staff and other stakeholders on budget issues (priorities).
- Monitoring provincial budget issues and considering the impact of provincial issues on the Thames Valley District School Board.
- Considering the impact of other budgetary pressures that may be unique to TVDSB.
- Considering budget recommendations from the staff, other board committees and the community, as appropriate.
- Providing direction related to budget allocations when significant adjustments are required.
- Providing advice on budgetary matters and on budget expenses.

Facility Services and Capital Planning

The Committee shall ensure the Board has the most effective and efficient educational facilities to enhance the learning environment in all of our schools, while ensuring fiscal responsibility, by reviewing and providing advice related to Long-Term Student Accommodation Plans, Capital Funding Strategies, and Facility Services initiatives.

The Committee will:

- Receive information regarding facility matters and capital planning.
- Monitor provincial initiatives and consider their potential impact.
- Review planning reports concerning Community Planning and Facility Collaboration Opportunities, Pupil Accommodation and Facility Organization, Attendance Area Review and School Holding zones.
- Receive reports regarding facility enhancement related to meeting programming needs.
- Review temporary accommodation and long-term capital plans.
- Review the Board's capital funding.
- Receive annual updates on school renewal projects.

Student Transportation

The Board is an equal member, along with London District Catholic School Board, of the Southwestern Ontario Student Transportation Services (STS).

The Committee will:

- Receive information from STS, including current service levels and an Annual Report on services to TVDSB.
- Provide advice to STS through the TVDSB representative on the STS Board.
- Receive Administrative Presentations from STS Staff.
- Receive reports of the STS Board of Directors meetings.
- Review the annual STS Service Agreement.

Human Resources

The Committee will receive updates and reports regarding human resources. This may include, for example:

- The staffing process.
- Class size compliancy.
- Human Resource metrics.

Program and School Services Advisory Committee

The role of the **Program and School Services Advisory Committee** is to assist the **Board of Trustees** in fulfilling its duties related to **governance** and **oversight** with a system-wide focus by **providing advice** on system issues related to programming and school services.

Mandate and Function

The committee will maintain an ongoing strategic dialogue with and through the Director of Education to ensure school programs and school services are in alignment with the Board's strategic mission, vision and commitments.

The Committee deals with such matters as may be referred to the committee by the Board.

The Chair of the Committee is elected as per the Board Bylaws. The Vice Chair of the Committee shall be elected at the first meeting of the Committee.

The Committee:

- Advises the Board on matters of education including school programs, student activities and student well-being.
- Reviews new initiatives.
- Reviews any substantive shifts in strategy for existing initiatives.
- Monitors the implementation and evaluation of education programs offered across the district.
- Monitors student achievement through the use of qualitative and quantitative measures with a focus on improvement.
- Provides advice on the development and implementation of the Board Improvement Plan for Student Achievement (BIPSA).
- Provides advice on staffing and/or other human resource matters as necessary to deliver programs.
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- Reviews and receives updates on community collaborations that do not require financial resources or capital to enhance student achievement and well-being.
- Receives reports and updates from Trustee representatives on Administrative and Community committees.
- Receives reports related to:
 - International Education
 - Community Collaborations
 - First Nations, Métis, and Inuit Programs and Initiatives
 - Adult and Continuing Education
 - Alternative Education
 - Safe Schools
 - Education Quality and Accountability Office (EQAO) provincial testing
 - Environmental Education
 - Other reports as requested or as appropriate



Thames Valley District School Board

Operational Plan 2018-2019

Message from the Chair of the Board



In the fall of 2017, we began the process to revise the Thames Valley District School Board Strategic Plan. A Strategic Planning Ad Hoc Committee was formed to receive advice on key aspects of the strategic plan, including our priorities and community consultation.

Strategic Planning consultation meetings were organized in a number of communities within Thames Valley, for the purpose of gathering input from students, parents, staff and community members. The response was overwhelming and impressive, and for that we thank you.

This input, combined with Board and industry data, helped to develop goals that align with the three strategic priorities. Our plan is exciting and bold and will provide direction to our Thames Valley learning community for the next several years.

Thank you to our community for your guidance, input and leadership; we are so happy to have you with us.

A handwritten signature in black ink that reads "Matt Reid".

Matt Reid
Chair of the Board

Introduction

We are proud to have recently launched our new Strategic Plan, which identifies our priorities for our Thames Valley learning community over the next several years. Our newly developed Operational Plan outlines in detail how we will be achieving our strategic objectives; a path to success for all students and staff.

Developed by Thames Valley's leaders, the Operational Plan is clear in its direction forward for how we improve student achievement and well-being, build relationships and provide equitable and inclusive learning and working environments.



This plan guides our work to ensure we are meeting the needs of students and families we serve. In this time of rapid change, our students need to be knowledgeable about global issues, attuned to diverse perspectives, able to communicate ideas, critically think to solve problems, and act toward the common good.

This plan aligns our work and supports our Thames Valley students to be successful in an increasingly competitive global economy. We want our staff to recognize the valuable role they play on that critical journey as we work together to build a strong foundation for all students.

A handwritten signature in black ink that reads "Laura Elliott".

Laura Elliott,
Director of Education

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

REL	E&D	AWB
✓	✓	✓
✓		✓
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Objective: *Improve Student Achievement in Mathematics*

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Support school-based math leaders (i.e., school administrators, Elementary Math Lead Teachers, Grade 9 Spotlight Teachers) to develop their instructional leadership capacity in mathematics.</p> <p>Provide job-embedded professional learning opportunities that focus on research-based instructional practices.</p> <p>Provide school-based communications and learning activities to engage families in their children's learning of mathematics.</p>	<p>School-based math leaders use content and pedagogical knowledge to support classroom practice.</p> <p>Educators have increased content knowledge, skills and instructional capacity in mathematics.</p> <p>Engaged families understand what their child is expected to learn in math, and how they can support that learning at home.</p>	<p>School level math leaders facilitate professional learning sessions, as evidenced by an audit of agendas and Superintendent visits.</p> <p>Administrators and Math Leads report increased confidence, knowledge, and skills in leading instructional programming in mathematics.</p> <p>Job-embedded professional learning opportunities are provided equitably across our system.</p> <p>Changes in practice are observed through classroom walkthrough data and Superintendent visits.</p> <p>Review EQAO student perceptual data to establish a baseline for long-term goal of improvement.</p> <p>Audit of school-based communication documents (e.g., newsletter inserts, math activities provided by classroom teacher, math nights, speakers) through school administrator and math lead surveys.</p>	<p>Classroom walkthrough data shows improvement in math instructional and assessment practices in order to meet individual student learning needs.</p> <p>Decreased requests for support from Math Learning Coordinators because the school math team is able to provide this support.</p> <p>EQAO Math results have improved by 2% (grades 3, 6, and 9).</p> <p>Achieving Excellence in Applied Courses (AEAC) reporting shows positive changes in teacher practice and student achievement in mathematics.</p> <p>Increase in credit accumulation in math with a specific focus on compulsory applied level math courses.</p> <p>EQAO student perceptual data indicates increased involvement and support from families.</p> <p>Families report increased understanding and engagement in their child's learning of mathematics through a family survey.</p>

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Objective: Improve the Five Year Graduation Rate

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.</p> <p>Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.</p>	<p>System-level tracking will be implemented to support school and system teams to monitor progress for students not on-track for graduation.</p> <p>Student data used to provide differentiated supports for students not on-track for graduation.</p> <p>A balanced literacy program that closely monitors and intervenes with elementary students who are not successfully developing their literacy skills.</p> <p>Literacy instruction and assessment practices will be designed and delivered to meet the needs of all learners.</p>	<p>Evidence of individualized supports for students not on-track for graduation.</p> <p>Schools proactively intervene prior to extended student absence.</p> <p>Increase in grade 9 and 10 credit accumulation.</p> <p>Development of Board Literacy Plan, including an OSSLT system support plan.</p> <p>Junior EQAO data is intentionally used in all schools to support next steps in grades 7 and 8.</p> <p>There is evidence of effective transition planning to support student achievement in literacy.</p> <p>Classroom walkthrough data shows improvement in literacy instruction and assessment practices in order to meet individual student learning needs.</p> <p>Current OSSLT practices in secondary are identified by school-based literacy teams and shared at the system-level.</p>	<p>Improvement in the five-year graduation rate by 5%.</p> <p>Implementation of the Board Literacy Plan.</p> <p>Evidence of effective partnerships between Elementary and Secondary teachers for literacy success.</p> <p>Comprehensive transition plans are in place for students requiring additional supports.</p> <p>EQAO results in grade 3 and 6 (Reading and Writing) have improved by 2%.</p> <p>Increase in the number of first-time eligible students passing OSSLT by 1%.</p> <p>Establish and implement system-wide plan for literacy interventions and supports for OSSLT.</p>

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Objective: Enhance Communication and Engagement Within Our TVDSB Community

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Design and implement solutions to enhance communications for students, staff, families and the community.</p> <p>Build service capacity among staff to improve information sharing, positive interactions and effective relationships.</p>	<p>System and school communications are modernized and integrated.</p> <p>Barriers to effective communications at the system level and in schools are identified and removed.</p> <p>Families will know what their children will be learning and how to support them with homework.</p> <p>Improved service to TVDSB customers and community stakeholders.</p>	<p>Approval to implement system-wide unified communications solution.</p> <p>Modernized communications platform deployed that supports multiple methods of information sharing.</p> <p>School teams will determine communication needs of their community and remove barriers.</p> <p>Anecdotal feedback will be collected to engage and support families.</p> <p>A defined service philosophy will be developed, targeted at enhancing stakeholder relationships.</p>	<p>An integrated, standardized and unified communications solution is deployed and used throughout TVDSB.</p> <p>Families know what student information is available and where to find it.</p> <p>Schools use a variety of communication methods to interact with families.</p> <p>Anecdotal feedback from families demonstrates that they feel engaged and supported in their child's educational experiences.</p>

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Objective: Create Secondary Learning Experiences and Environments that are Engaging, Inclusive and Relevant

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Respond to the needs of today's learners, expand the capacity of secondary school educators to implement effective instructional and assessment practices.</p> <p>Realign the use of space and resources to facilitate the sustainable delivery of programs in our secondary schools.</p>	<p>Educators understand when and how to utilize and apply a wide range of effective evidence-based instructional and assessment practices.</p> <p>Global Competencies are embedded in all secondary classrooms.</p> <p>Students have access to a range of secondary school program offerings within their schools and region.</p> <p>Secondary attendance areas (school boundaries) will better support the sustainable delivery of programs.</p>	<p>Classroom walkthrough data reveals the implementation of Learning for All, Growing Success and Global Competencies.</p> <p>Implementation of the Board Experiential Learning Plan.</p> <p>An audit of secondary school programs determines equitable distribution across region.</p> <p>Attendance area review completed and a plan has been developed.</p> <p>Increasing partnerships with community agencies to provide experiential learning opportunities for students.</p>	<p>Improvement in the five-year graduation rate by 5%.</p> <p>Observations, conversations, and products reflect student application of Global Competencies.</p> <p>Equitable access to secondary school programs regionally.</p> <p>Recommendations of the attendance area (school boundaries) review are implemented, resulting in greater student access to programs and a more effective use of existing facilities.</p>

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Objective: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Undertake an employee survey to inform policies, programs, and practices.</p> <p>School teams use school climate survey results to inform programming and experiences that enhance student well-being and achievement.</p> <p>Provide opportunities for educators to increase their capacity to deliver inclusive instruction.</p>	<p>New and revised policies, programs and practices support more inclusive working and learning environments.</p> <p>Programming and experiences that lead to enhanced student well-being and achievement.</p> <p>More inclusive instructional practices are implemented in classrooms.</p>	<p>Development of a comprehensive employee survey with input from stakeholders.</p> <p>Collection of the employee survey data from representative number of TVDSB staff.</p> <p>Student needs are identified through the use of school climate survey results.</p> <p>The supports that school teams provide are informed by school climate survey results.</p> <p>Analysis of Safe Schools Action Plans, Bullying Prevention Plans and School Improvement Plans reveal that plans are informed by school climate survey results.</p> <p>Principles of Equity and Inclusion are embedded into all professional learning opportunities.</p> <p>Classroom walkthrough data demonstrate more inclusive curricular resources and instructional strategies.</p>	<p>Employee survey data informs policy and program development, training and professional learning needs of staff.</p> <p>School climate survey results (collected every two years) reflect positive changes in the school environment.</p> <p>Increased school attendance.</p> <p>Decreased suspension rates.</p>

Mission

We build each student's tomorrow, every day.

Vision

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students.

Our Commitments

We believe in:

Putting the needs of all students first;
Stimulating critical and creative thinking;
Encouraging informed risk taking and innovation;
Setting high standards and clear expectations;
Providing a safe, welcoming, and inclusive environment;
Providing access to resources, and experiences that meet students' strengths and needs;
Valuing all staff as partners in education;
Collaborating with our communities to enhance opportunities for students;
Communicating effectively in a transparent, timely and two-way fashion;
Acknowledging and welcoming parents/families as key partners in student achievement and well-being;
Supporting parents, School Councils, and Home and School Associations;
Promoting and honouring student leadership and student voice; and
Encouraging students to advocate for self and others.

