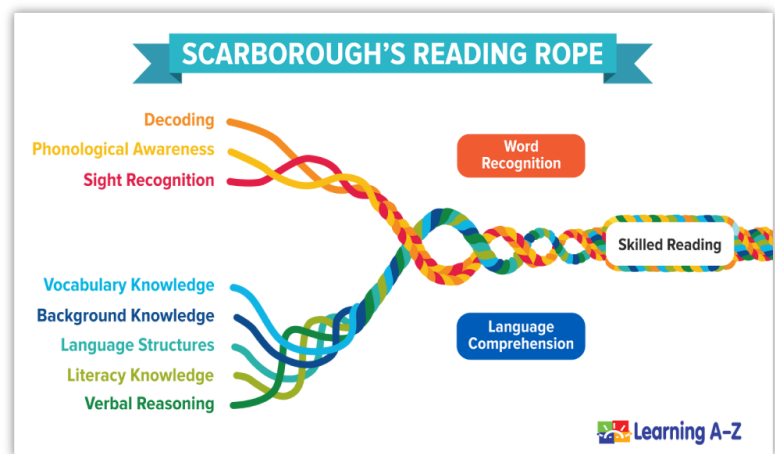


## School Council March 6th 2023

- Structured Literacy Presentation
  - Bobbie & Innes
  - Haggerty Program in all Grade K-2 as well as small groups in older grades
  - Right to Read
    - WRDSB North Star - the why of WRDSB
    - Allowing success for all students no matter the barriers
    - WRDSB Conditions for learning (the how)
      - Pedagogy & Assessment
      - Relationsions
      - Learning environment
  - Goal to have students meeting provincial standards
    - Considering why English Language Learners are having difficulty - this is something that is being looked into and integrated into their education, MLL(multilingual learner) teachers are trained in the early reading practices
    - There are 30% who struggle with literacy, these are often students who are from lower SES, MLLs, learning difficulties ect.
    - With evidence based instruction, 95% od kids can learn to read by the end of first grade
    - Right to read published in 2022
      - This focused on the methods in which we use to teach students how to read
      - The ministry of education proposed revisions and commitment to these revisions to the curriculum
        - Published the Effective Early Reading document
        - Focuses on foundational skills
      - Moving from Three Cueing system to Scarborough's Rope
        - Three-cuing system is a theory that focuses on whole language approach - idea that skilled readers can make predictions and not always read all the words, use structure, meaning and visual information - gain meaning though what makes sense - meaning drives reading
      - The Science of Reading
        - Decades of studies and countries that has informed what is happening in the brain when we are learning to read
        - Students need to be able to read words as well as understand what those words mean
        - Pairs language comprehension (oral) with word recognition
          - When they get to school we need to build up their word recognition
            - Phonological awareness (oral, Haggerty)
              - Syllables, phonemes or sounds
            - Decoding

- Phonics
- What the letters and the sounds that they make
- Sight Recognition
  - A bank of words that we have in our brains
  - The words that we can read automatically, that we don't have to go through the process of decoding
  - Need to go through the process in order to add more words into their sight recognition



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- Language Comprehension Strand
  - Vocabulary
  - background knowledge
  - Experiences are important
  - Language structure (grammar)
  - Inferences
- Skilled reading is when all of these strands come together
- We need to develop students as skilled readers
  - ELI - what we have learned is that some of these skills are not as strong and didn't transfer as the students got older
  - "fake reading" - didn't have the comprehension skills
  - CRRP - culturally relevant and responsive pedagogy is important for background knowledge
- We are moving towards explicit, systematic about our foundational and higher level literacy skills (both parts of the rope)
- There are 5 pillars of reading
  - Phonological awareness
  - Phonics & word recognition
  - Fluency

- Vocabulary
  - Listening & reading comprehension
- These are all important parts of structured literacy
  - And writing
- How we will do this is
  - Explicit,
  - systematic,
  - sequential,
    - From easiest to hardest
    - Build in an order
  - Cumulative
    - Build and build until students have mastered the skills
  - diagnostic
- This is more than just phonics -
  - Currently there is a recommitment to the phonics strands as a focus
  - Reading is not a natural process, children need to be taught explicit things
- There is no one packaged product for how to do this, teachers are working on professional development
- Multi-Year plan
  - We are in year 1/1+
  - Starting with word recognition (professional learning for our educators)
  - There are many system supports within many schools
    - Empower, reading resource teachers, piloting universal screeners, after school tutoring
    -
- Questions:
  - Reading books, what should we invest in instead, what is happening instead?
    - Council money cannot go towards instructional materials
    - We can invest in materials
    - Magnetic letters
    - Blending boards
    - Elkonin boxes
    - Hands on materials so that students can use and practice in the classroom ??
    - Is this a grey area - needing to check in on these resources
    - Teaching reading needs to happen at school - enjoying reading can happen at home

- At school we want to make sure that the teachers are equipped with the capacity to teach the children to read with these practices
  - Any parent resource
- Spring 2023 - new ontario language curriculum
- This year is about learning and putting the pieces together
- Q: how are we helping students in older grades who are not quite at grade level - what are we doing
  - Small group lessons
  - Diagnostic testing
  - LEXIA - aligned with the pillars of structured literacy
- Q: how does this fit into french immersion?
  - Some of these practices were already happening in french
    - There are french counterparts to these programs
- Q: how do we quantitatively measure this?
  - Finite skills for word recognition
  - Oral language is more diffuse and lifelong
  - There will be screeners - waiting from the board to see what the important pieces to be included are
    - What is the goal/time frame
      - This is a worldwide process right now
      - We need to know how/what data to collect
      - Looking into a universal screening tool
      - Right now we are doing reading records/running records but moving away from this
    - These are transferable skills and work within languages
- Motion to move forward with last minutes and this weeks agenda
- Hilory taking over the finances
- \$3450 teachers to access \$150 towards buses
- We are doing another round of pizza
  - We will probably do 1 or 2 rounds of pizza
  - There should be money for picnic
  - Approved for \$500 "Progrant"
  - Usually money goes to home readying materials, we will pause this for this year - mostly adding to the pot this year
- \$44.20 for taking trees to the dump - approved
- Community Picnic Planning for June in the works
- WRAPSC updates
  - News reporter on WRDSB standardized test (EQAO) results in relation to peer boards
  - French immersion
- Principals updates
  - Enrollment - register for kindergarten
  - March 30th - Family event

- outdoor learning focus
  - During the middle block
  - Choir performance
  - Thursday information coming out
- Meeting Adjourned