



Memorandum
Vancouver Board of Education
School District No. 39 (Vancouver)

JSB

ITEM 1

2009 December 10

TO: Committee I/III
FROM: District Management Team
RE: Proposal for Program Review - December 2009

Please find attached for discussion a proposal to undertake a Program Review developed by the District Management Team.

Attachment

/ml

Proposal for Program Review – December 2009

Assumptions

The review process outlined here is based on the following assumptions:

- The District Plan will be the basis for our work and we will align the review process with the elements and the approach used in the Plan.
- Educational Research will inform the elements and direction of the review.
- We have limited time and personnel to conduct an extensive or in-depth review at this time.
- The review would be undertaken in two phases. For Phase 1, the scope will need to be very limited. It is likely that a compiling of current practice and the development of the terms of reference and scope of a longer term review process will be the major part of Phase 1. It may be possible to review one small aspect of the area at this point.
- A longer term focus for program review will be required. Phase one would identify specific areas that would require further review and there may be a need to bring in external people to help with this further work.
- The review may have some influence on the budget deliberations but it is not a budget review.

Areas for Review

Based on these assumptions, we propose to review three areas from our District Plan:

- Literacy
- Special Education
- Aboriginal Education

Approach

Using the Response to Intervention model (see attached figure 1 from the District Plan), we would review services, supports, models, and practices as they relate to: a) classroom instruction or universal approaches, b) targeted interventions for the students with additional needs, and c) intensive individual intervention for those students with the most intense needs.

Specifically, for literacy we would review classroom practice/administrative leadership, early intervention, and Community Link. For Special Education we would focus on classroom practice/administrative leadership, Resource Team,

and programs/classes. For Aboriginal Education we would review classroom practice/administrative leadership, school-based support, and district support.

For each area, we would pose the same questions outlined in our District Plan (see attached figure 2 from District Plan). We would focus the questions on the system level.

Which learners are we most concerned about?

What are the students' needs?

What steps do we take to address the identified needs?

What is the evidence of student success?

What adjustments need to be made?

How do we communicate and celebrate student success?

Process

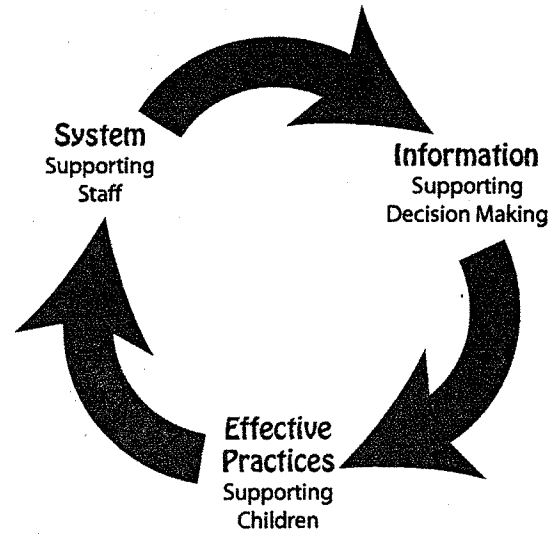
We propose that for each area a Task Force be established. The membership would include representatives from all the stakeholders that wish to be involved. The Task Forces would be chaired by members of Learning Services and/or members of District Management. The Chairs of the Task Forces will need to collaborate as there is significant overlap in the three areas – especially at the classroom support level. Once all three Task Forces have recommendations, they will meet together to inform each others' final plans.

Timeline

It is proposed that Phase 1 of the Task Forces begin their work in January with a goal to having some recommendations from Phase ready to present to a Joint Committee I/III Meeting in March 2010. A timeline for Phase 2 would be proposed by those Task Forces.

Figure 1

Success for Each Student



Learning Systems

Social Emotional. Behavioural Systems



Intensive, Individual Intervention

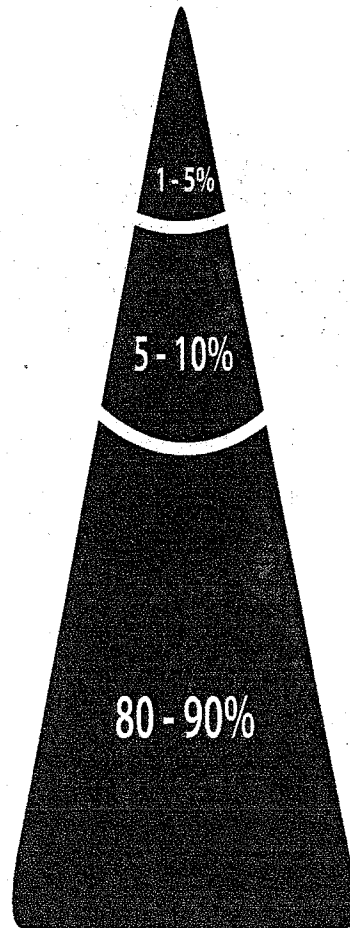
- Individual Students
- Assessment-based
- High Intensity
- May include a District class placement

Targeted Group Interventions

- School Based Team processes
- Some students
- Rapid response
- Learning Assistance,
- English Language Learner Support
- Aboriginal Education
- Gifted
- Early Intervention in Literacy

Universal Interventions

- All settings, All students
- Preventive, proactive
- Whole class assessment for learning
- Universal design for Learning/ Differential Instruction



Intensive, Individual Intervention

- Individual Students
- Assessment-based
- Intensive, durable procedures
- Wrap around
- May include a District class placement
- Support from Behaviour Strategies
- Consultant and/or STIBS workers

Targeted Group Interventions

- School Based Team processes
- Some students
- Rapid response
- Social Emotional Learning
- Restorative practices
- Social Skills instruction
- Functional Behaviour Assessment

Universal Interventions

- All Settings, All Students
- Preventive, proactive
- EBS school wide systems
- Positive Behaviour Support
- Social Emotional Learning
- Conflict resolution – Second Step
- Classroom Management – Alert Program

Figure 2

Assessment for Learning

Success for each student

