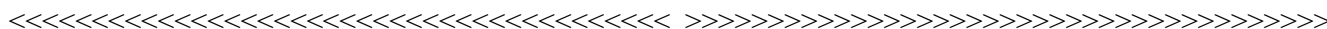


Principal's Parent Council Report February 2, 2021 @ 6:30 pm

As per GSSD direction, all SCC Meetings will occur via ZOOM.

Join Zoom Meeting
<https://us02web.zoom.us/j/89952608996?pwd=Yzc5bEYva0pqZU0vWIZaUkFGNTc0UT09>
 Meeting ID: 899 5260 8996
 Passcode: Royals



Yorkdale Central Enrollment Numbers

	Pre K	K	1	2	3	4	5	6	7	8		TOTAL
Term 2 RL'ers= 25		46	44	41	47	35	54	49	54	47		417

YCS 2020-21 Learning Improvement Plan

MR. BEATTY MAY INCLUDE SOME CHARTS. THESE ARE DATA SNAPSHOTS.
 MR. BEATTY WILL NOT SHARE CONFIDENTIAL PIECES WITH STUDENT NAMES.

Priority Area	Associating Activities & Notes
COVID19 Update	<p>The following represents highlights through COVID19 practices.</p> <ul style="list-style-type: none"> • YCS & GSSD continue to be impacted by COVID-19. <ul style="list-style-type: none"> ○ Shaune continues to share summary points from the CMHO notes. ○ SCC are reminded that these are discussion points & observed trends. ○ With the exception of an early COVID19 case, YCS has been touched only by isolation periods by some students or families. Hockey presented such a scenario in the fall. Recently. Some students were tied to day cares including SIGN in the past and more recently a private day care. ○ GSSD had a few schools have a staggered entry, but all school have been in operation for some time. <ul style="list-style-type: none"> ▪ Precautionary measures & COVID19 safe practices continue to be promoted. ▪ Vital Oxide has come back into some school level use. ○ YCS staff members took time to promote COVID19 safe practices & routines upon January return, • YCS Back to School Plan remains unchanged since November 27. • COVID19 Vaccine has been a popular topic as of late. <ul style="list-style-type: none"> ○ While there has been some lobbying, school workers are still a “late in the school year” target. ○ Lots of variables with vaccine including supply & priorities. ○ Vaccine usage has as many sceptics as COVID19 & mask usage. • YCS is watching the discussions at the high school levels regarding Graduation exercises. This will likely impact our intentions with Grade 8 Farewell This was a staff discussion piece as recent as Feb 1. We are accepting suggestions.
Literacy	<p>Gr 2-6 F&P Assessments were completed in November. YCS is now doing a mid-year check with some students. This is not compulsory. As our Grade 1 students were completed, YCS went ahead with most of the Grade 2 that were “yellow- red.” Several of these were already involved in Levelled Literacy. Any students that were re-assessed was placed into our CLEVR data warehouse.</p> <p>Levelled Literacy Interventions were recently re-visited. Thank you to our involved staff members, as some of those COVID19 gaps were closed.</p>

	<p>In Kindergarten, our Child Study Team reviewed Kindergarten EYE assessments. There are some gaps to close in terms of setting those learning behaviours. “Sprints” were set with focus groups. These are revisited every 2 weeks.</p> <p>Writing was also reviewed on Feb 1. Many classrooms have been focused on this, and it has been a trend in our RtI periods. Mr. Beatty is privileged to work with some of these grade groups.</p>
School Environment	<p>FYI YCS has added some staff members. Jamie Corden was hired as new administrative assistant. Miss Olson was scooped by Sask government. Brenda Cameron is adding to our school cleaning & disinfection efforts. There was no previous worker. Monya Oosthuysen was hired as an EA. This was no previous worker.</p> <p>The Christmas Concert was carried out. There was a mix of submissions, but Mr. Beatty’s focus of filling the event in some capacity was fulfilled. His own house must have watched it three times. Thank you to all who submitted.</p> <p>Like “The Boy Named Bat” Literacy Event, Valentine’s Day activities will be facilitated in revised forms. The focus has been to share the event while observing the COVID19 restrictions relater to gatherings as well as food.</p> <p>Our YCS NVCI recently had a meeting. NVC I includes the verbal and “hands-on” skills related to “Non-Violent Crisis Intervention.” The team members are certified every two-years. On occasion, some teachers with identified students are also trained. Similarly, EAs would have been provided de-escalation & “Don’t Pick Up the Rope” skills. Any cases where “restraint” is used with NVC I it is documented.</p> <p>The One School One Book event coincided with Family Literacy (Day) Week. Not by change.</p> <p>Speaking of food, Mr. Beatty had a recent discussion with staff members on snack and lunch.</p> <p>Mr. Beatty has heard of the SCC Valentine’s Pizza. He is in favour. Keeps the norm & school spirit.</p> <p>TO BE SHARED ON ANNOUNCEMENTS: Staff of Good Spirit School Division are going above and beyond this year, and we want to celebrate them! Yorkdale Central staff have also shown they are “Born to Lead.”</p> <p>GSSD wants to hear from you – Who is an unsung hero within GSSD? Tell them how individuals have made a difference, especially this year. Nominate an Unsung Hero Here << Thank is a live link.</p> <p>FEEDBACK: If your family is involved in bus transfer card, how is it going?</p> <p>Forums for seeing Facebook “Yorkdale Central School GSSD” and Twitter @PrideInThePaw. You’ll be right up to date on the happenings of the school. PrideInThePaw is also on Instagram where Mr. Bomboir will be sharing items from his Media Club.</p>
Numeracy	<p>Math Screeners continue to be a basis of RtI interventions. Again, the best part of many Mr. Beatty days.</p> <p>Math achievement from Term 1 was also discussed for the purpose of future instruction.</p> <p>Mathology and Number Talks remain a focus in addressing numeracy with students. Knowledgehook is a new item that is coming onboard this year. GSSD initiated this, and YCS steered funds from Mathletics to Knowledgehook. Mr. Beatty has had good thoughts in his initial observations. It seems to certainly hit the high abilities too!</p>

Discussed Parent Concern: High Traffic & Student Safety

Mr. Beatty has placed some attention on this matter. A parent of a Kindergarten student shared that there is a great deal of traffic congestion with bus traffic and parent vehicles at beginning and end of the days. Mr. Beatty agrees, and there is likely more than previous years as parents select to drop off under COVID19 conditions.

The school has limited influence “around the street conditions.” The school normally employs parent and student crossing guards. The concern was shared with the City of Yorkton, and Mr. Beatty has received correspondence. A census of related activity was in the works, as there is a related issue at another school. Correspondence shared.

4 Seasons of



Reconciliation

Mr. Beatty holds no enthusiasm back. I love the dedication of SCC Members on this.

Mr. Beatty did share GSSD email addresses and directions for SCC Members.

QUESTION: How is this going?

<https://www.4seasonsreconciliation.ca/>

School Performances

YCS has already booked several themes of performances this year, including:

- There are NO PLANNED EVENTS.
- There are no visitors to the school. Furthermore, our regular partners are not advertising.

School Community Councils Web Page Update

The Ministry of Education’s web page for School Community Councils has been updated to include a new Tool Kit. The Tool Kit includes printable sheets that provide facts and information about School Community Councils, what they are, and how they work. This Tool Kit is useful for both new and returning School Community Council members, as well for school division personnel in their work with their division’s councils. The pages can be accessed at:

<http://www.education.gov.sk.ca/scc>. The Ministry of Education Contact is Daniel Bean. daniel.bean@gov.sk.ca

WHO IS A CLOSE CONTACT AT SCHOOL?

CLOSE CONTACT	NOT CLOSE CONTACT
You were within a 6 feet, or 2 metres distance for more than 15 minutes.	You maintained a 6 feet, or 2 metre distance.
Someone in your class, on your school bus or in your after school cohort.	Goes to the same school, but is not in your cohort.
You had close physical contact with the person, such as a hug.	You were briefly in the same room together but kept your distance.
A person who accidentally sneezed, or coughed on you while talking in close proximity.	You passed a person quickly in the hall, or at recess.

ALLERGIES, COLD, FLU AND COVID-19
Most common symptoms for each

SYMPTOMS	Allergies	Cold	Flu	COVID-19
Body aches		✓		sometimes
Chills		rarely	✓	sometimes
Dry cough	✓	✓	✓	✓
Fatigue	sometimes	✓	✓	✓
Fever		rarely	✓	✓
Headache	✓	rarely	✓	sometimes
Itchy eyes	✓			
Loss of taste/smell	sometimes	rarely	sometimes	✓
Nasal congestion	✓	✓	✓	rarely
Nausea/vomiting/diarrhea		sometimes	sometimes	sometimes
Runny nose	✓	✓	✓	rarely
Sneezing	✓	✓	✓	sometimes
Sore throat	sometimes	✓	✓	sometimes
Shortness of breath	sometimes	rarely	✓	✓

Beaumont

"Ultimately, the greatest lesson that COVID-19 can teach humanity is that we are all in this together."

- Kiran Mazumdar-Shaw

YCS/GSSD DATES TO NOTE- 2020-21

STAFF APPRECIATION WEEK

A week that should be every week!

Feb 8- Lock Down in PM

Feb 9-10- Crossfit 830-2 pm

SB/SK/JB Occupied

Child Study 8am

Valentines Arrival

Feb 10- Lock Down in PM

8 am DW Mting

YCS Staff Mt ft. OT Pres. 1hr

Feb 11- AS 8:30 Discussion

Tech Talk: LS/AH/GB

Feb 12- Retention? Deadline

GSSD Transfer/Contract

Zoom: Alana Arnold 11 am

K Engagement- No School

Feb 13-21 Winter Break

Feb 26- K Early Lit Behaviours Due

Reflect on Above K Assessment

Mar 2- SCC Mting 6:30pm

K Sprint Review 8 am

Mar 4- Adm Meeting 3:30

Mar 5 - Progress Reports to SB March 5

Mar 9- Child Study 8 am

Mar 10—Staff Meeting

Mar 12 - Reports Go Home March 12

Mar 18- NVC I 8 am

Mar 24-25- Conferences

April 12- Spring F&P Begins

April 12-15 - Staff Meeting Window

April 13- SCC Meeting 6:30pm

April 19- May 10- Kindergarten EYE Second Window

April 20- Child Study Team 8 am

May 6—Administrator Meeting (TBD)

May 11- Child Study Team 8 am

SCC Meeting 6:30pm

May 10-13 - Staff Meeting Window

May 10-28—Kindergarten Orientation

May 25 –Division PD/Local Association Day

June 7-9—Staffing Meeting Window

June 8 - Last day of Prekindergarten

SCC Meeting 6:30pm If Needed

June 9- Child Study Team 8 am

June 10—Administrator Meeting (PM) (TBD)

June 10, 2021 - Grade 8 Farewell

June 18 2021 - Progress Reports to SB

June 28 2021 - Progress Reports go Home June 28

The *Early Years Evaluation - Teacher Assessment (EYE-TA)* provides a systematic framework teachers can use to structure their frequent observations and informal assessments in play-based learning environments.¹ It assesses children's development in five domains, which are consistent with frameworks set out by UNICEF and the US Congress:² *Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development.* The research has shown that the skills in these domains are related to children's literacy development and their success at school.^{3,4}

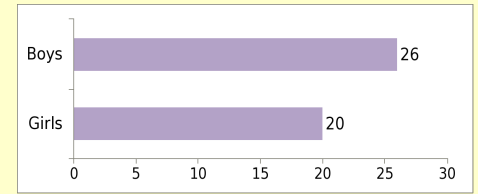
The *EYE-TA* is a web-based assessment that can be completed by kindergarten or grade 1 teachers as part of their regular classroom practice.

Demographic Profile

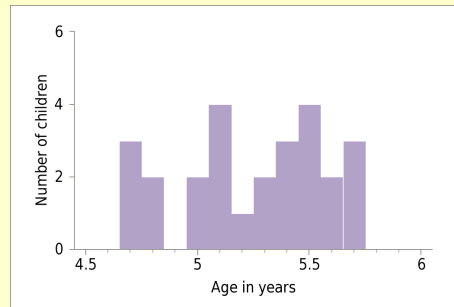
Assessment Period:	19 Oct, 2020 - 30 Nov, 2020
Number of participating teachers:	1
Number of participating classrooms:	2
Average age on September 1st:	5.25
Boys:	5.29
Girls:	5.20

Number of children assessed: 46

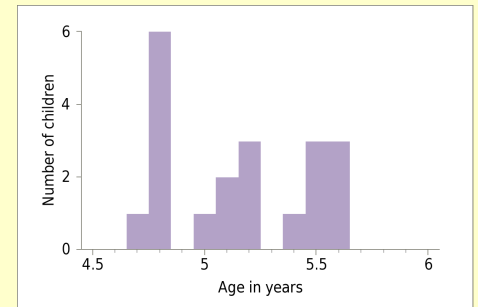
Breakdown of boys and girls



Boys - Age on September 1st



Girls - Age on September 1st



Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

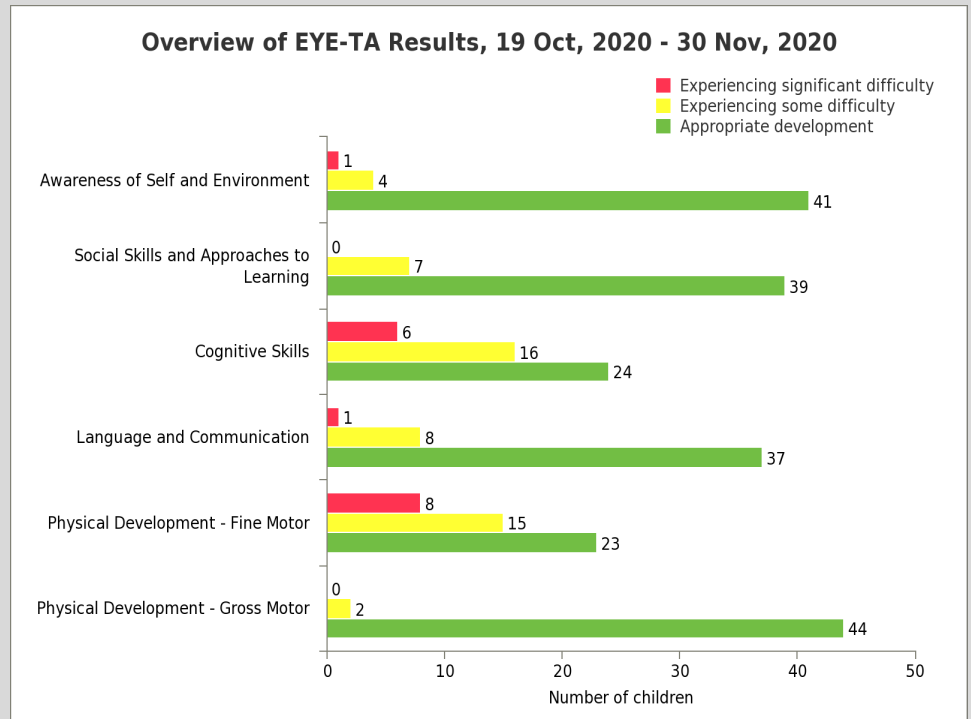
Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development

Fine motor - a child's ability to perform small movements that require hand-eye coordination.

Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

Overview of EYE-TA Results, 19 Oct, 2020 - 30 Nov, 2020



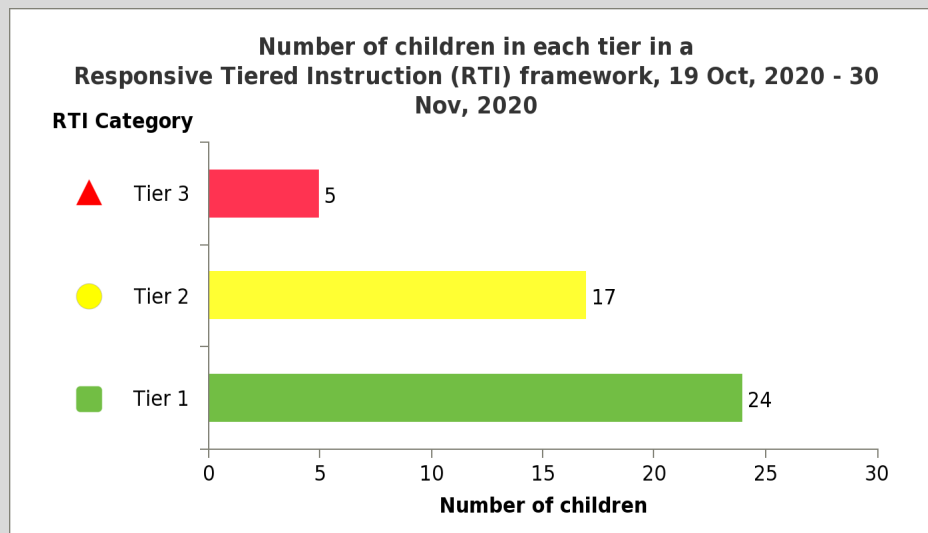
Due to movement that can occur during and between assessment windows, a small number of children may be assessed and initially counted in more than one school division within the Province of Saskatchewan. As a result, the total number of children reported here may be subject to change once the data have been finalized at the provincial level, with all duplicates removed. Only one record is kept per child, based on his or her most recent assessment. Typically, this results in very minor adjustments to the final results for each division (i.e. typically less than 1%).

Responsive Tiered Instruction (RTI)

Early identification followed by a tiered approach to instruction during the primary school years (kindergarten to grade 3) can substantially reduce the prevalence of reading failure.⁵ To achieve this, pre-schools, schools and school districts need a consistent and reliable approach to the early identification of children who are at risk of experiencing difficulties in learning to read. Results from the Early Years Evaluation - Teacher Assessment can be used to identify vulnerable children based on their levels of skill development. Children are classified into three categories consistent with a responsive, tiered approach to instruction.⁶ This is commonly called “Response-to-Intervention”; we prefer the term “Responsive Tiered Instruction” (RTI).

The RTI approach is an inclusive approach to meeting children's learning needs; it requires that **all** children receive Tier 1 instruction in the regular classroom. Tier 1 entails research-based, quality instruction using universal strategies and a variety of approaches. Children with Tier 2 learning needs also receive targeted, small group instruction that can be provided within or outside the classroom. Children with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs. For example, some well-known RTI models advocate that children with Tier 2 Learning needs should receive an additional 30 minutes of instruction per day in small groups, while children with Tier 3 Learning needs might receive two additional 30-minute periods of individualized instruction.⁵

Our longitudinal research shows that children's EYE-TA scores in kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE-TA measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Fine Motor skills, Awareness of Self and Environment, and Social Skills and Approaches to Learning. Thus, we can use the EYE-TA data to discern which children are most likely to require extra support developing their reading skills during the primary school years. The figure below shows the results for the kindergarten children in Yorkdale Central School based on the 19 Oct, 2020 - 30 Nov, 2020 data.

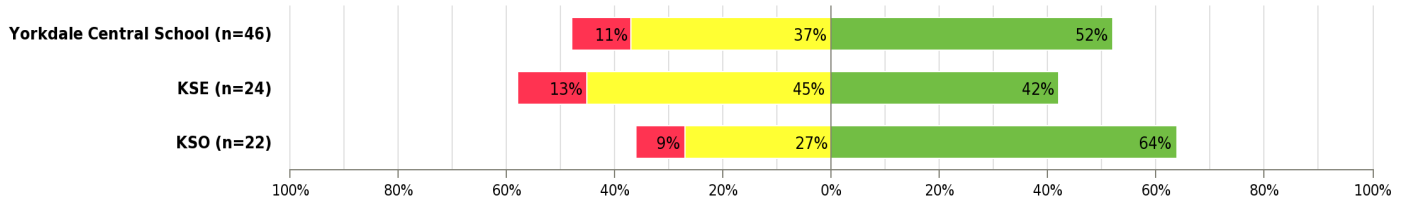


References

1. Willms, J.D. (2009). Pre-schoolers benefit from new skills assessments. *Education Canada*, 49(5), 36-39.
2. Shepard, L., Kagan, S.L., & Wurtz, E. (1998). *Principles and recommendations for early childhood assessments*. Washington, DC: National Education Goals Panel.
3. Aouad, J., & Savage, R.S. (2009). The component structure of pre-literacy skills: Further evidence for the Simple View of Reading. *Canadian Journal of School Psychology*, 24(2), 183-200.
4. Schatschneider, C.F., Fletcher, J., Francis, D., Carlson, C., & Foorman, B. (2004). Kindergarten prediction of reading skills: A longitudinal comparative analysis. *Journal of Educational Psychology*, 96(2), 265-282.
5. Torgesen, J.K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. *American Educator*, 22, 32-39.
6. Dickson, S., & Bursuck, W. (1999). Implementation of a model for preventing reading failure: A report from the field. *Learning Disabilities Research and Practice*, 14(4), 191-202.

Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework
 Classrooms are sorted in ascending order by the percentage of children in Tier 1

- Tier 1 (requires quality classroom instruction)
- Tier 2 (requires quality classroom instruction plus targeted, small-group instruction)
- Tier 3 (requires quality classroom instruction plus individualized instruction)



Results for each participating classroom: Percentage

Classroom	Domain														Responsive Tiered Instruction (RTI) Category													
	Awareness of Self and Environment				Social Skills and Approaches to Learning				Cognitive Skills				Language and Communication				Physical Development											
	Fine Motor		Gross Motor		Fine Motor		Gross Motor		Fine Motor		Gross Motor		Fine Motor			Gross Motor												
▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =					
KSE	0%	13%	87%	24	0%	17%	83%	24	17%	33%	50%	24	0%	21%	79%	24	25%	38%	37%	24	0%	8%	92%	24	13%	45%	42%	24
KSO	5%	5%	90%	22	0%	14%	86%	22	9%	36%	55%	22	5%	14%	81%	22	9%	27%	64%	22	0%	0%	100%	22	9%	27%	64%	22
All participating classrooms	2%	9%	89%	46	0%	15%	85%	46	13%	35%	52%	46	2%	17%	81%	46	17%	33%	50%	46	0%	4%	96%	46	11%	37%	52%	46

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	1	Quality classroom instruction
Experiencing some difficulty	●	2	Quality classroom instruction plus targeted, small-group instruction
Experiencing significant difficulty	▲	3	Quality classroom instruction plus individualized instruction

Note: Sample size (n=) may vary across domains and the RTI breakdown for each classroom. Domain sample size represents the number of children with enough completed items to generate a domain score. RTI category sample size represents the number of children with enough domain scores to calculate their RTI category.

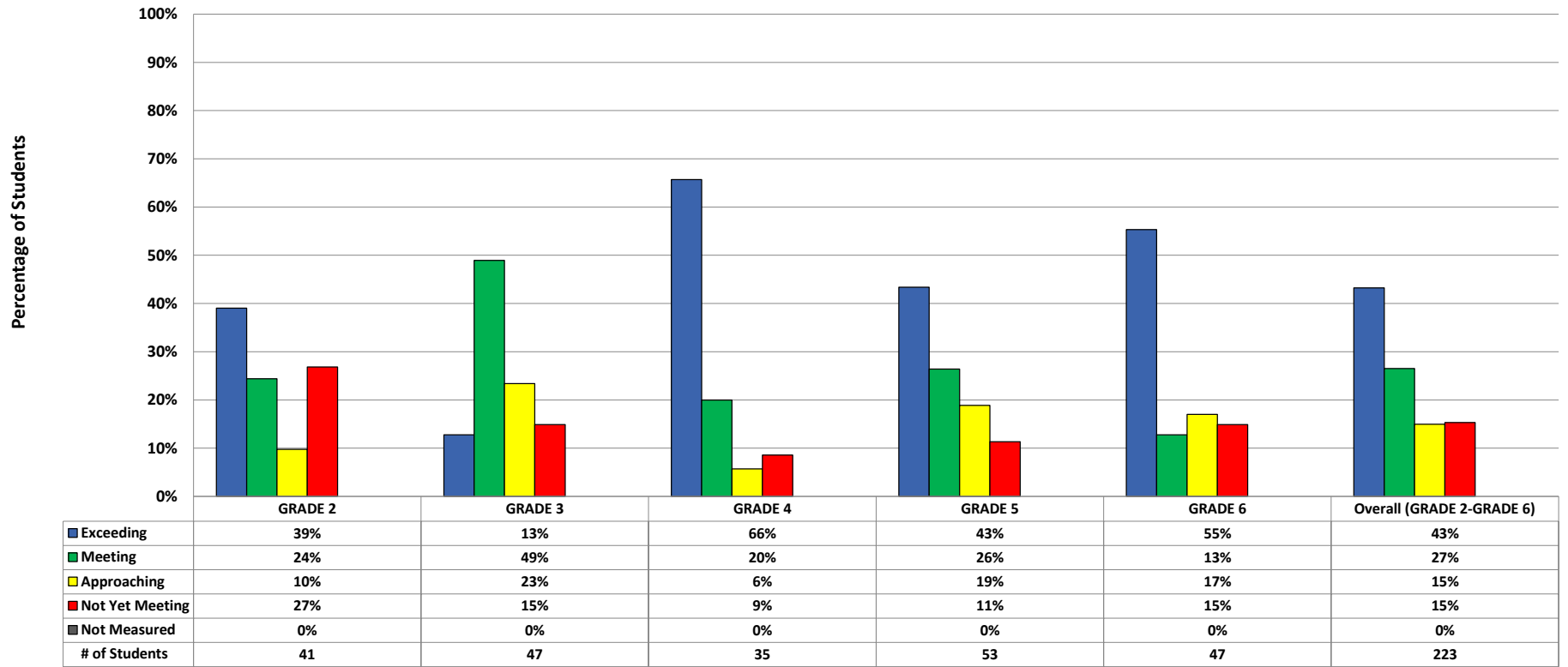
Results for each participating classroom: Number

Classroom	Domain														Responsive Tiered Instruction (RTI) Category													
	Awareness of Self and Environment				Social Skills and Approaches to Learning				Cognitive Skills				Language and Communication						Physical Development									
	Fine Motor		Gross Motor		Fine Motor		Gross Motor		Fine Motor		Gross Motor		Fine Motor		Gross Motor													
▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =					
KSE	0	3	21	24	0	4	20	24	4	8	12	24	0	5	19	24	6	9	9	24	0	2	22	24	3	11	10	24
KSO	1	1	20	22	0	3	19	22	2	8	12	22	1	3	18	22	2	6	14	22	0	0	22	22	2	6	14	22
All participating classrooms	1	4	41	46	0	7	39	46	6	16	24	46	1	8	37	46	8	15	23	46	0	2	44	46	5	17	24	46

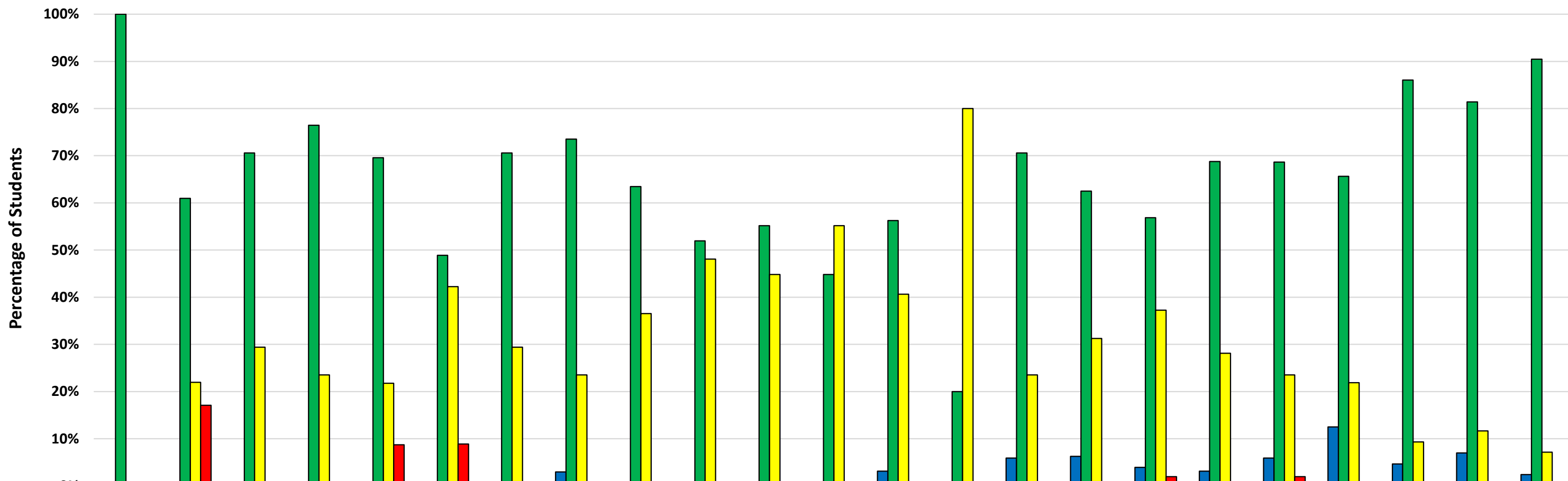
Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	1	Quality classroom instruction
Experiencing some difficulty	●	2	Quality classroom instruction plus targeted, small-group instruction
Experiencing significant difficulty	▲	3	Quality classroom instruction plus individualized instruction

Note: Sample size (n=) may vary across domains and the RTI breakdown for each classroom. Domain sample size represents the number of children with enough completed items to generate a domain score. RTI category sample size represents the number of children with enough domain scores to calculate their RTI category.

Yorkdale Central School
Fountas & Pinnell Benchmark Assessment System
Instructional Levels
Fall 2020 Results

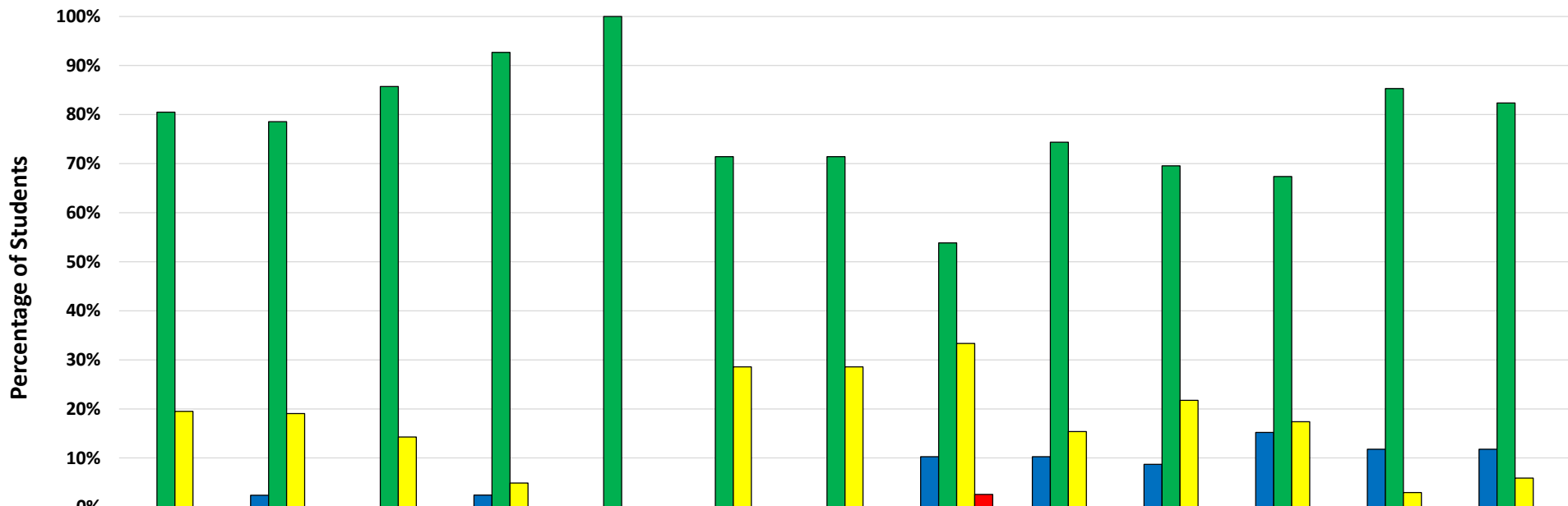


Yorkdale Central School
English Language Arts Outcome-Based Reporting
Grades 1 - 8 Writing Outcomes
Term 1 2020-2021 Results



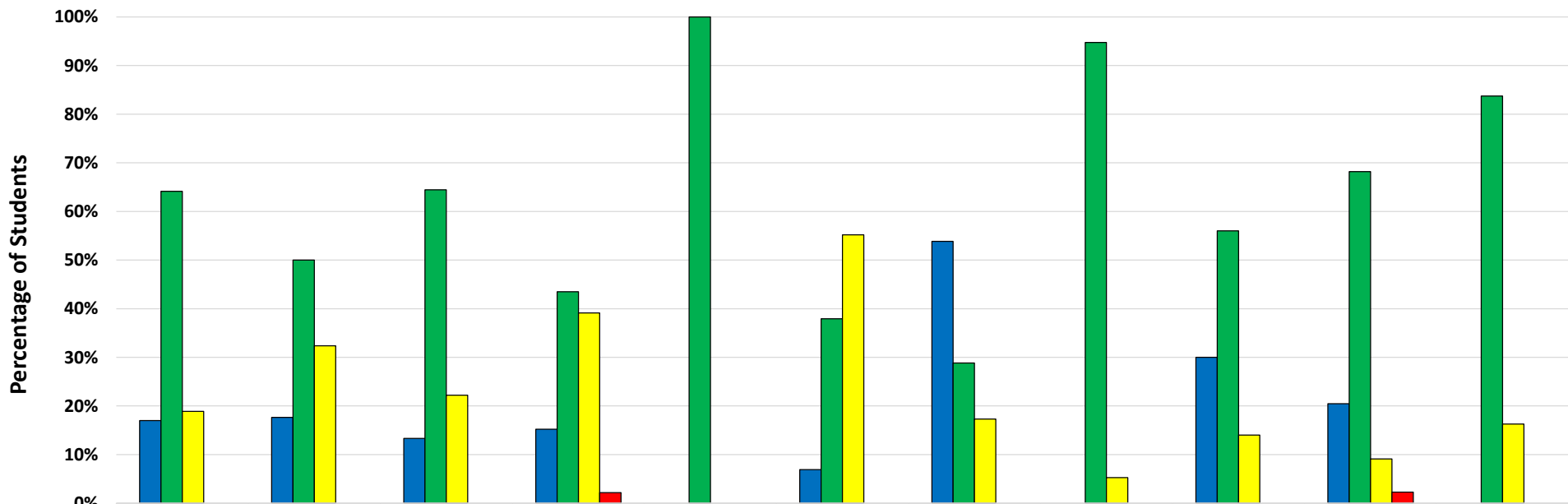
	CC101	CC104	CC201	CC204	CC301	CC304	CC401	CC404	CC501	CC504	CC601	CC602	CC603	CC607	CC608	CC701	CC703	CC704	CC708	CC709	CC801	CC804	CC808
Exceeding	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	3%	0%	6%	6%	4%	3%	6%	13%	5%	7%	2%
Meeting	100%	61%	71%	76%	70%	49%	71%	74%	63%	52%	55%	45%	56%	20%	71%	63%	57%	69%	69%	66%	86%	81%	90%
Approaching	0%	22%	29%	24%	22%	42%	29%	24%	37%	48%	45%	55%	41%	80%	24%	31%	37%	28%	24%	22%	9%	12%	7%
Not Yet Meeting	0%	17%	0%	0%	9%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	2%	0%	0%	0%	0%
# of Students	1	41	34	34	46	45	34	34	52	52	29	29	32	10	17	32	51	32	51	32	43	43	42

**Yorkdale Central School
Math Outcomes-Based Reporting
Grades 1-4 Number Sense Outcomes
Term 1 2020-2021 Results**



	NS102	NS103	NS104	NS105	NS108	NS109	NS110	NS201	NS202	NS301	NS302	NS401	NS402
Exceeding	0%	2%	0%	2%	0%	0%	0%	10%	10%	9%	15%	12%	12%
Meeting	80%	79%	86%	93%	100%	71%	71%	54%	74%	70%	67%	85%	82%
Approaching	20%	19%	14%	5%	0%	29%	29%	33%	15%	22%	17%	3%	6%
Not Yet Meeting	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%
# of Students	41	42	35	41	7	7	7	39	39	46	46	34	34

**Yorkdale Central School
Math Outcomes-Based Reporting
Grades 5-8 Number Sense Outcomes
Term 1 2020-2021 Results**



	NS501	NS504	NS601	NS602	NS603	NS604	NS701	NS702	NS705	NS801	NS805
Exceeding	17%	18%	13%	15%	0%	7%	54%	0%	30%	20%	0%
Meeting	64%	50%	64%	43%	100%	38%	29%	95%	56%	68%	84%
Approaching	19%	32%	22%	39%	0%	55%	17%	5%	14%	9%	16%
Not Yet Meeting	0%	0%	0%	2%	0%	0%	0%	0%	0%	2%	0%
# of Students	53	34	45	46	1	29	52	19	50	44	43