

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Instructional Programs / Curriculum Committee of the Peel District School Board, held in the Brampton Room, the H.J.A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, October 16, 2019 at 18:00 hours.

Members present:

Kathy McDonald, Chair (18:15)
Susan Benjamin
Nokha Dakroub
Will Davies
Balbir Sohi

Member absent: (apologies received)

Robert Crocker

Administration:

Adrian Graham, Superintendent, Curriculum and Instruction Support Services
(Executive Member)
Anthony Edwards, Superintendent of Education, Alternative Programs
Poleen Grewal, Associate Director of Instructional and Equity Support Services
Peter Joshua, Director of Education

Marina Amin, Board Reporter

1. Approval of Agenda

Superintendent of Curriculum and Instruction Support Services, Adrian Graham, advised that, as Chair McDonald is delayed at a school-related function, it will be necessary to elect a temporary chair for this meeting. He called for nominations.

Trustee Davies nominated Trustee Dakroub

As there were no further nominations, Trustee Dakroub assumed the position of Temporary Chair of the Committee.

The agenda was slightly reordered.

IP-33, moved by Will Davies, that the agenda be approved.

..... carried

2. Conflict of Interest

There were no declarations of conflict of interest.

3. Minutes of the Instructional Programs / Curriculum Committee Meeting, September 18, 2019

IP-34, moved by Balbir Sohi, that the Minutes of the Instructional Programs / Curriculum Committee Meeting, held September 18, 2019, be approved.

..... carried

4. Celebrating Faith and Culture Backgrounder – November 2019

IP-35, moved by Will Davies, that the Celebrating Faith and Culture Backgrounder for November 2019, be received.

..... carried

5. Re-Imagining Learning Through Inquiry – Modern Learning for Intermediate General Learning Disability and Interval Classes

Superintendent of Education, Alternative Programs, Anthony Edwards, introduced presenters, Emily Farkas, Resource Teacher of Modern Learning, and Jaime Girard, Intensive Support Teacher. He reported that, over the summer, 18 teachers, including resource and support staff who support General Learning Disability (GLD) students, and special education teaching assistants, collaborated to develop programming that will allow teachers in Intermediate GLD and Interval programs to work collaboratively with outdoor instructors to create an enriched Inquiry Based Learning experience for their students.

With a slide presentation of the website, Emily Farkas and Jaime Gerard provided an overview of content in the Inquiry Guide, and Outdoor Education Inquiry Resources that are available to educators to use and embed into lesson plans. The website also includes a feedback form, so as to collect input for further improvement to the model. It was highlighted that all lesson plans have been layered with the outdoor education component with GLD and Interval students in mind. The presenters commented that the program has been shown to improve student engagement, and create a continued interest in learning. Anthony Edwards indicated that the outdoor education inquiry model has been introduced successfully, and that the program has been expanded to Interval and Intermediate GLD classes across the Board.

Responding to trustees' questions of clarification, Superintendent Edwards advised that, while challenges are expected with any change, the model has generated teacher excitement and engagement in learning, and its success is due to the fact that educators have a partner to co-construct the learning. He stated that the model was introduced to support staff in Alternative Programs, Curriculum, Social/Emotional Learning Support Services, Assistive Technology Resource Teachers, and staff working in GLD and Interval classes; however, it can be adapted to any audience. He noted that the program is available on Brightspace. Regarding the addition of lesson plans, Superintendent Edwards stated that resources will be added as educators provide feedback on need.

5. Re-Imagining Learning Through Inquiry – Modern Learning for Intermediate General Learning Disability and Interval Classes (Continued)

IP-36, moved by Will Davies, that the report re Re-Imagining Learning Through Inquiry - Modern Learning for Intermediate General Learning Disability and Interval Classes, be received.

..... carried

Chair McDonald assumed the role of Chair. (18:30 hours)

6. EQAO Assessments (2018-2019) of Reading, Writing, and Mathematics Primary Division (Grades 1-3) and Junior Division (Grades 4-5); Grade 9 EQAO Assessment of Mathematics; Ontario Secondary School Literacy Test (OSSLT) Results

Kim Bennett, Research Officer, reviewed details of the 2018-2019 EQAO assessments. She noted that females scored higher than males in reading and writing in the primary division, while males fared better in mathematics at 58% and females at 56%. Reviewing four year trends over time in Peel, she stated that writing and mathematics results decreased by 3% compared to last year, and that Grade 3 students performed best in reading. In the junior division, Peel's results were fairly consistent with provincial results. Four year trends indicated an increase of 2% over last year in writing, with reading remaining the same, and mathematics results decreasing by 1%. Kim Bennett reported that females fared better than males in reading and Grade 4 students performed best in writing. Reviewing Academic and Applied assessments for Grade 9 students, Kim Bennett indicated that Peel's results for academic mathematics were the same as the provincial standard at 84%, but lower in applied mathematics. She reviewed OSSLT results, including for Grade 10 first time eligible participating students, of whom 80% were successful, and noted that 42% of special needs students met graduation requirements. Compared to last year, OSSLT rates have increased by 2% and English Language Learners (ELL) by 5%.

Paul Favaro, Chief Research Officer, stated that full implementation of EQAO assessments commenced in 1996, and, since then, significant improvements have been made in Peel and at the provincial level. He highlighted that the data presents a cross-sectional view over time of different students, at each of the different grade levels, and part of the result is due to a cohort effect. He noted that the EQAO electronic dashboard created in Peel is an attempt to move towards the development and presentation of electronic data, which can be used for analysis to respond to questions arising from EQAO results. Paul Favaro indicated that updating the dashboard will be ongoing, and a launch date will be brought back to this Committee. Displaying a video of the electronic dashboard, Kim Bennett reviewed content and data available, and its interactive capability to create different types of reports, customize data, etc. Responding to a trustee's question, she indicated that other dashboards are being created to include more detailed elements that will inform the future direction of programs and supports for students. She advised that elements of the EQAO dashboard are still being reviewed, and that consideration will be given to presenting the data in a manner that will be positive and helpful for students.

6. EQAO Assessments (2018-2019) of Reading, Writing, and Mathematics Primary Division (Grades 1-3) and Junior Division (Grades 4-5); Grade 9 EQAO Assessment of Mathematics; Ontario Secondary School Literacy Test (OSSLT) Results
(Continued)

The administration responded to trustees' questions of clarification, including: accessibility to information in the electronic dashboard; special funding and resources for schools requiring additional supports; school boards are awaiting the government's new mathematics curriculum; intent of the EQAO dashboard is to inform practice for educators and needs to be reviewed along with the report card and day-to-day progress of a student.

IP-37, moved by Balbir Sohi, that the report re EQAO Assessments (2018-2019) of Reading, Writing, and Mathematics Primary Division (Grades 1-3) and Junior Division (Grades 4-5); Grade 9 EQAO Assessment of Mathematics; Ontario Secondary School Literacy Test (OSSLT) Results, be received.

..... carried

7. Elementary French Immersion and Extended French Registration - Update

Superintendent of Curriculum and Instruction Support Services, Adrian Graham, introduced Coordinating Principal, Catherine Roper, and Retired Principal, Kelvin Dunn.

Catherine Roper, reported that the Board is in its seventh year of a French Immersion (FI) electronic registration process at Grade 1 entry point using the waitlist and random selection process. She stated that a cap on FI was placed in 2012, and a review in December 2017 recommended maintenance of the cap at 25%. Catherine Roper reviewed the outcome of the 2019-2020 Grade 1 FI application process, highlighting an enrolment of 2541 students as of September 4, 2019, and additional enrolment of 344 waitlisted spots. She outlined steps in the application process, in keeping with the Board's operating procedure, to ensure all vacancies are filled. Catherine Roper reviewed enrolment information about the Extended French (EF) Program offered in Grade 7 at the four schools listed in the report, and she highlighted a waitlist of 55 students who were not accommodated in the program. She noted that, based on feedback from stakeholders, the review of FI and EF programs will be ongoing. Elementary administrators were advised of plans for this school year, which included new flyers with updated information, and tip sheets outlining the application process.

In response to a trustee's question of clarification, Superintendent Graham indicated that one offer of empty spaces is made to waitlisted students during the first week of school. He explained that geographic proximity to the school offering the program is also considered. He added that trustees will receive details regarding steps taken to fill all vacancies, sorted by schools in their wards. Associate Director Grewal advised that, through the Annual Planning Document process, decisions are being made to ensure there is equity of access to the program in the cities of Brampton and Mississauga.

7. Elementary French Immersion and Extended French Registration – Update
(Continued)

IP-38, moved by Will Davies, that the update report re Elementary French Immersion and Extended French Registration, be received.

..... carried

8. Communications

1. Ontario Human Rights Commission (OHRC) Launches Right to Read Public Inquiry

Superintendent Graham advised that the Ontario Human Rights Commission (OHRC) announced “Right to Read” which is an inquiry into human rights issues that affect students with reading disabilities. He stated that Peel has been selected by the OHRC, along with seven other school boards, to be involved in a study to determine whether schools boards use scientific evidence-based approaches to meet students’ right to read.

IP-39, moved by Susan Benjamin, that the report re Ontario Human Rights Commission (OHRC) Launches Right to Read Public Inquiry, be received.

..... carried

9. Question Period

Student Trustee Arora asked about the level of student participation in Orange Shirt Day. It was noted that, since the decision to wear orange was by personal choice and not Board mandated, there is no statistical information available on student participation.

10. Public Question Period

There were no questions.

11. Adjournment

IP-40, moved by Balbir Sohi, that the meeting adjourn (19:30 hours).

..... carried