

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, January 21, 2015 at 18:00 hours.

Members present:

Rick Williams, Chair
Nokha Dakroub (18:30)
Sue Lawton
Kathy McDonald
Harkirat Singh

Trustees also present:

Carrie Andrews
Robert Crocker
Suzanne Nurse

Member absent (apology received):

David Green

Administration:

Wendy Dowling, Superintendent of Education, Early Years (Executive Back-up Member)
Scott Moreash, Associate Director, Instructional Support Services

Nicole Fernandes, Board Reporter

1. Approval of Agenda

IP-11, moved by Suzanne Nurse, that the agenda be approved.

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2. Conflict of Interest

There were no declarations of conflict of interest.

3. Minutes of the Instructional Programs / Curriculum Committee Meeting, December 17, 2014

IP-12, moved by Harkirat Singh, that the Minutes of the Instructional Programs / Curriculum Committee Meeting, held December 17, 2014, be approved.

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4. Celebrating Faith and Culture Backgrounder – January 2015

IP-13, moved by Sue Lawton, that the report re Celebrating Faith and Culture Backgrounder – January 2015, be received.

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5. French as a Second Language – French Immersion and Core French Programs: Student Enrolment, Cohort Analyses and Survey Results

Superintendent of Education, Early Years, Wendy Dowling, introduced Amy Cundari, Instructional Coordinator, French as a Second Language and International Languages, and Elana Gray, Research Officer.

Providing background information, Amy Cundari, reported that, in 2013 the Ministry published the document, “A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12”, which was a call to action to schools and school boards to increase enrolment and retention of students in French as a Second Language (FSL) programs. She highlighted the goals, which were to increase student confidence, proficiency, and achievement in FSL, increase the percentage of students studying FSL until graduation, and increase student, educator, parent, and community engagement in FSL. Amy Cundari indicated that school boards could apply for funding for small school projects. In Peel, the funding was used to gather information relating to retention of French Immersion (FI) students in Grades 1-8, FI transition for Grades 8-9, and Core French for Grade 10.

Amy Cundari and Elana Gray then provided a detailed review of the information contained in the above-noted report regarding the three FSL programs offered in Peel: Core French; French Immersion; Extended French. The features of each of the programs were highlighted, and the results of the elementary and secondary FI program review and the secondary Core French program review, conducted in 2014 were presented. With regard to elementary and secondary FI program, the student enrolment trends over five years by gender and grade, student cohort analyses for Grades 1-8 and Grades 8-12 were reviewed. Also provided were results of the parent/guardian survey for elementary and secondary FI, and the secondary FI student survey. Details regarding the secondary Core French program review with respect to student enrolment trends over five years in the academic and applied streams by gender and grade, and student cohort analyses, were presented. Statistics on secondary Core French enrolment, and the results of the student survey were outlined.

Responses to trustees’ questions of clarification responded to, included: cohort analyses includes only those students who remain in the program for the full length of program and does not take into account students who transfer into or leave the program at a later date; performance of English Language Learners in FSL programs not considered in the review; many school administrators in FI schools are bilingual; revised curriculum documents contain sections relating to modifications and accommodations to differentiate instruction to support student achievement; the belief that FI is for high achieving students remains, but is decreasing; discussions are held with parents at parent information evenings with regard to their child’s potential to be successful in FSL programs.

5. French as a Second Language – French Immersion and Core French Programs: Student Enrolment, Cohort Analyses and Survey Results (Continued)

IP-14, moved by Carrie Andrews, that the report re French as a Second Language – French Immersion and Core French Programs: Student Enrolment, Cohort Analyses and Survey Results, be received.

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6. French as a Second Language – Support and Initiatives

Amy Cundari highlighted the professional learning support for FSL teachers in FI, Extended French, and Core French. She introduced the two FSL Resource Teachers, Margaret Pratter and Annette Ackermann, and she noted that they support FSL teachers and schools, coordinate Board-wide professional learning for elementary and secondary FSL teachers, and review improvements to the revised FSL elementary and secondary curricular. Amy Cundari explained that, arising from the FSL survey results, the focus of professional learning will be on student engagement, instructional and assessment practices for teachers, and authentic learning experiences. She highlighted the students' interest in oral communication, and support provided to teachers with professional learning on differentiation of instructional strategies, collaborative inquiry, co-planning, network meetings, teacher moderation, etc. Details regarding the rollout of the revised FSL curricular were provided by Amy Cundari. She remarked that the support provided to teachers and students will help in creating greater confidence and proficiency among FSL students to speak French more fluently and interact with peers and teachers. With regard to authentic learning experiences, Amy Cundari reported that the Ministry of Education provides grants to school boards to support student learning opportunities outside the classroom. The grants can be used to attend French cultural events, performances, French tours, etc.

Margaret Pratter and Annette Ackermann described their role as FSL Resource Teachers, which include: school visits as requested; collaboration with other Resource Teachers; help with improving FSL teaching practices; support teachers to program effectively for ESL and special education students; discuss the implementation of the new curricular; review and create a comprehensive bank of resources; coordinate professional learning activities, workshops, etc.; encourage increased community engagement. It was clarified that the Resource Teachers provide a suggested list of FSL resources, from which teachers choose, based on the needs of the school.

Margaret Pratter noted that school visits are on request, with emphasis to provide support to new sites. Associate Director of Instructional Support Services, Scott Moreash, advised that there are 66 instructional coaches who support 250 school sites, including FI and Core French sites. He stated that, while all coaches may not be skilled in French, they are proficient in pedagogy. On a question whether teachers trained to teach Core French can be asked to teach French Immersion, Associate Director Moreash clarified that, based on the collective agreement, if a teacher has taught Core French within the past ten years, they can be asked to teach FI as well. Amy Cundari confirmed that teachers need to pass the AQ Part 1 to teach French courses.

6. French as a Second Language – Support and Initiatives (Continued)

IP-15, moved by Nokha Dakroub, that the oral report re French as a Second Language – Support and Initiatives, be received.

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7. French as a Second Language Advisory Committee - Update

Amy Cundari reported that, as part of the 2013-2014 secondary French Immersion review, the Board approved the establishment of the French as a Second Language Advisory Committee. She stated that her research into the processes followed by neighbouring school boards indicates that some boards had similar committees, while others did not. Information regarding membership, mandate, etc., was gathered by her. Amy Cundari advised that the membership of Peel's French as a Second Language Advisory Committee will include representation from trustees, superintendents of education, elementary and secondary FI administrators, FI classroom teachers, Canadian Parents for French, and the community. She explained that community representatives will be four parents each from the elementary and secondary panels, two from Mississauga, and one each from Brampton and Caledon. She added that she has had discussions with unions regarding teacher representatives. Amy Cundari advised that the work of the Committee will be advisory in nature, and meetings are expected to be held three to four times during the school year, beginning in March 2015. The term of membership, and terms of reference, are yet to be determined.

In reply to a trustee's question regarding community representation, Amy Cundari noted that, acting on advice from superintendents of education, she had asked FI school administrators to poll parents or school councils for representatives. She clarified that there was no application process, and the parents contacted by the administrators agreed to sit on the Committee. A trustee suggested that the community representatives should reflect the diversity of Peel's population.

IP-16, moved by Kathy McDonald, that the oral update report re French as a Second Language Advisory Committee, be received.

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8. Information from the Regional Learning Choices Programs (RLCP) Committee

Associate Director Moreash recalled that, at the last meeting, a process was put in place to ensure that information from the RLCP Committee is brought to this Committee. He reviewed the above-noted report highlighting updates from the RLCP Committee meeting of December 9, 2014, which included: acclamation of Trustee Lawton as Chair; new Planning and Accommodation Support Services Form to outline all pertinent information to be considered when new regional learning choices programs are requested; establishment of an ad hoc committee to offer recommendations on issues such as equity of access to programs and use of portables, transferring in to programs within the Board and from other school boards, etc.

**8. Information from the Regional Learning Choices Programs (RLCP) Committee
(Continued)**

IP-17, moved by Robert Crocker, that the report re Information from the Regional Learning Choices Programs (RLCP) Committee, be received.

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9. Response to Peel Aboriginal Network/Metis Nation of Ontario re Ministry of Education Funding for FNMI Programs in Peel DSB

Superintendent of Education, Early Years, Wendy Dowling, stated that the report is in response to a question raised at the December Instructional Programs/Curriculum Committee meeting from representatives of the Peel Aboriginal Network and the Metis Nation of Ontario asking for clarification on the funding allocated by the Ministry of Education to support First Nations, Metis and Inuit (FNMI) curricular programs and students in Peel. She reported that, for the 2014-2015 school year, the Board will receive an FNMI supplement allocation of \$540,706 as part of the regular Grants for Student Needs (GSN) funding. This funding will be used in part to fund teacher salaries at secondary level for FNMI courses, which are permitted by the Ministry to be run at a 12:1 student teacher ratio in order to encourage student participation. In addition, funding will also support curricular programs and FNMI students by funding a dedicated FNMI resource teacher, providing supplementary learning materials, subsidizing field trips and learning opportunities, and supporting in-school presentations. Some funding is directed to regular infrastructure resources, such as technology, library learning materials, physical education equipment, etc., which support FNMI students as well as other students in the school.

Replying to a trustee's question of clarification, the administration confirmed that staffing for FNMI courses, given the 12:1 ratio, is shown on a separate line and does not form part of the staffing allocation for the school.

IP-18, moved by Suzanne Nurse, that the report re Response to Peel Aboriginal Network/Metis Nation of Ontario re Ministry of Education Funding for FNMI Programs in Peel DSB, be received.

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10. Question Period

Board Vice-Chair Nurse referred to the discussion on the selection of community representatives to the French as a Second Language Advisory Committee (Item 7 of these Minutes) and expressed her dissatisfaction with the selection process. She stated that asking principals to bring forward names of community representatives is not a transparent and inclusive process, and needs to be reviewed. Stating that the application process followed to select representatives to the Parent Involvement Committee is more authentic, she suggested that community representatives for the French as a Second Language Advisory Committee be chosen in this manner. Chair Williams, Trustee Lawton and Trustee Singh supported the comments made by Trustee Nurse.

10. Question Period (Continued)

Trustee Singh referred to Item 5, French as a Second Language– French Immersion and Core French Programs: Student Enrolment, Cohort Analyses and Survey Results, and he requested that, in future, the performance of English Language Learners in FSL programs be considered in FSL reviews.

11. Public Question Period

There were no public questions.

12. Adjournment

IP-19, moved by Sue Lawton, that the meeting adjourn (19:55 hours).

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