

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, November 21, 2018 at 18:05 hours.

Members present:

Carrie Andrews, Chair
Robert Crocker
Kathy McDonald
Janet McDougald
Rick Williams

Members absent: (apologies received)

Sue Lawton
Harkirat Singh

Also present:

Shireen Gul, Peel Elementary Occasional Teachers' Local

Administration:

Adrian Graham, Superintendent, Curriculum and Instruction Support Services
(Executive Member)
Peter Joshua, Director of Education

Nicole Fernandes, Board Reporter

1. **Approval of Agenda**

IP-42, moved by Robert Crocker, 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, September 26, 2018, 2018

IP-43, moved by Kathy McDonald, that the Minutes of the Instructional Programs / Curriculum Committee Meeting, held September 26, 2018, be approved.

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4. Celebrating Faith and Culture Backgrounder – November and December 2018

IP-44, moved by Rick Williams, that the Celebrating Faith and Culture Backgrounder for November and December 2018, be received.

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5. Excel Hoops Co-ed Basketball Prep Program

Adrian Graham, Superintendent of Curriculum and Instruction, introduced Joe Grdisa, Instructional Coordinator, Health and Physical Education and Extracurricular Athletics, Jeff Famme, Guidance Counsellor at Turner Fenton Secondary School, and Peter Szczerba, Director of Marketing, Excel Hoops, and former Turner Fenton Secondary School student.

Joe Grdisa reported that the Excel Hoops Co-ed Basketball Prep Program proposal is a culmination of over a year's work with the goal of providing student athletes with basketball training and ensuring all-round development in athletics and academics. Peter Szczerba conveyed apologies from Edson Jones, Director of Training and Skills Development, Excel Hoops, who was unable to attend the meeting. Noting the absence of a basketball prep program in Peel to tap into the significant basketball talent that is evident in Peel region, Peter Szczerba indicated that Excel Hoops Training Institute is a non-profit organization that is dedicated to providing youth with basketball training, and supporting their development by providing opportunities for players to achieve the next level in the game. Highlights include: co-ed program; pillars of the program include transparency and collaboration; relationship with all basketball club teams will build an inclusive network and provide diverse basketball experience; possible reduction or elimination of costs through fundraising, sponsorships and scholarships.

Superintendent Graham advised that the Excel Hoops Co-ed Basketball Prep Program includes aspects of other prep programs that have proved to be very successful. Responses to trustees' questions of clarification included: the program will not be involved with billeting students; students will need to make their own living arrangements, and will be considered as Turner Fenton Secondary School students; the fee of \$4,500 is considerably lower than comparable prep program fees; students will be expected to have a minimum grade average for selection into the program, and academic achievement will be monitored closely; an Excel Hoops Student Support Committee will be set up to discuss and decide on program direction and students' needs.

5. Excel Hoops Co-ed Basketball Prep Program (Continued)

In reply to a trustee's question, Peter Szczerba advised that open tryouts will be held for students in Peel DSB, Peel Region and from outside Peel Region, which may be followed by a second round of tryouts. Once selections are made, discussions will be held with parents regarding costs, engagement, academic standing, and other details. Interviews for character and program fit will also be conducted and, once the final participants are chosen, offers will be made to students. Further questions of clarification were responded to regarding: current vision of the program does not involve teacher volunteers; sponsorship opportunities will be pursued through connections with basketball associations and digital marketing operations; funds raised can be used towards increasing tournament participation or decreasing student costs; schedule of tournaments and exhibition games will be finalized after program approval; program implementation is expected in September 2019; insurance costs have been considered; there will be no costs to the Board.

IP-45, moved by Robert Crocker, that the report re Excel Hoops Co-ed Basketball Prep Program, be received.

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6. The Socioeconomic Vulnerability Index (SVI)

Reviewing presentation slides, Paul Favaro, Chief of Research and Evaluation, Research and Accountability, highlighted key differences between the Socioeconomic Vulnerability Index (SVI) and the Social Risk Index (SRI), and noted that the SVI is a more accurate measure, providing a better picture of the socioeconomic level of Peel students. He explained that the SRI was used starting in 2003, and comprised of nine census variables measuring student's neighbourhood characteristics.

Describing the methodology to develop the SVI, Paul Favaro indicated that the SVI is disseminated by population areas, and that postal codes where less than 10 students reside are suppressed to protect privacy. Data sources included Environics Analytics, 2016 Canada census, EQAO, OSSLT and Graduation results, and Peel's School Information System database. Over 40 variables were considered. In the next step, the correlation between the variables and student achievement was determined, and the variables were reduced to 20. Underlying dimensions were explored, and the final set of variables selected were: percent of homeowners; median household income; poverty; percent without a high school degree; percent without a university degree. The final step was to compute the index by standardizing the variables to have a comparable numerical scale while retaining the original variability, then summed by student. Paul Favaro reviewed the two measures of SVI in Peel schools, Average SVI and Percent Most Vulnerable. The Average SVI is broken down into 6 clusters, with Cluster 1 being very low and Cluster 6 being very high SVI. Differences between Peel students and students in Ontario, Toronto and Peel Region across the two measures and the five variables were noted. Paul Favaro explained the cut-off of 15% with regard to the percentage of students most vulnerable in each school and the Board. He advised that the Average SVI measure is useful in determining which schools are most at risk, and the Percent Most Vulnerable measure helps to determine where the students most at risk are located.

6. The Socioeconomic Vulnerability Index (SVI) (Continued)

Responding to trustees' questions of clarification, Paul Favaro noted that the most important variables in correlating the SVI to student learning and achievement are income and education, and that the SVI is a measure of social capital or socioeconomic status of the student. He advised that other variables did not contribute to the same extent, and certain variables such as single parent family are also an indicator of family income. He added that parent engagement can be considered alongside SVI, and that the student census data along with the poverty report and SVI data will help to draw correlations between poverty, student success, and achievement by special populations. A trustee suggested the need for high expectations from staff at schools with the most vulnerable populations, and the provision of professional development and resources for the staff. Board Chair McDougald spoke about the work on equity and the need for the Board to act courageously by reallocating resources from the least vulnerable cohort of schools to the most vulnerable. She stated that difficult decisions are required to create equity and ensure fair share of resources. Chair McDougald suggested that the presentation on the Socioeconomic Vulnerability Index be made at a Trustee Information Session.

IP-46, moved by Janet McDougald, that the report re The Socioeconomic Vulnerability Index, be received.

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7. EQAO Assessments of Reading, Writing and Mathematics for Primary and Junior Divisions; Grade 9 EQAO Assessment of Mathematics; Ontario Secondary School Literacy Test (OSSLT) Results 2017-2018

Kim Bennett, Research Officer, noted that the EQAO results for 2017-2018 are disaggregated to show patterns and trends by gender, English Language Learners (ELL), students with special education needs, academic and applied streams, and socioeconomic vulnerability index (SVI). Over five years, the primary division reading results increased by 4%, writing decreased by 6%, and mathematics results decreased by 6%. Junior division results over five years increased by 5% for reading and 3% for writing, but decreased by 3% in mathematics. Kim Bennett noted that Peel's results are fairly consistent with provincial results. With regard to gender, she advised that females scored higher than males in reading and writing, but performed only slightly better than males in mathematics. Trends over time for ELLs, students with special education needs, and French Immersion students, were reviewed. For the primary division, the SVI comparison indicates a difference of 26%, 22% and 31% for reading, writing and mathematics, respectively, between schools with the greatest and least socioeconomic vulnerability. The difference for the junior division is 18%, 23% and 29% for reading, writing and mathematics. Referring to the Grade 9 assessment of mathematics, Kim Bennett indicated that, over five years, there was a 3% decrease in applied mathematics but no change in academic mathematics results. She indicated that the split of students between academic and applied will account for the lower difference in socioeconomic vulnerability of 5% for academic and 6% for applied. The five year trend for first time eligible fully participating students in the OSSLT, indicates a 3% decrease, with decreases for ELLs and special education students, and in academic and applied English. The SVI comparison points to a difference of 20% between schools with the greatest and least SVI.

7. EQAO Assessments of Reading, Writing and Mathematics for Primary and Junior Divisions; Grade 9 EQAO Assessment of Mathematics; Ontario Secondary School Literacy Test (OSSLT) Results 2017-2018 (Continued)

Superintendent Graham noted that, at the December 2018 Instructional Programs/Curriculum Committee meeting, a report on the Ministry's Fundamentals of Mathematics, highlighting the new mathematics curriculum, will be discussed. The administration responded to questions of clarification, including: EQAO data for gifted students is not provided; many students in the gifted program do not have a formal identification of giftedness; EQAO does not report on FI results for the Junior division; the student census includes the question as to whether students are attending Kumon or Oxford Learning classes; increased student feedback and choice in selecting reading and writing materials; more culturally responsive literature.

IP-47, moved by Rick Williams, that the report re EQAO Assessments of Reading, Writing and Mathematics for Primary and Junior Divisions; Grade 9 EQAO Assessment of Mathematics; Ontario Secondary School Literacy Test (OSSLT) Results 2017-2018, be received.

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8. Question Period

Board Chair McDougald stated that this is her last Instructional Programs/Curriculum Committee meeting, as she is retiring at the end of this month when her term as trustee ends. Thanking staff for all their hard work, she reported that she has posted a video to express her appreciation to everyone and thank them for their work and relationships over the past 30 years. She stated that it has been a privilege to be a trustee and Chair of the Board. She expressed her pride in the work of the Board and in public education. Chair McDougald wished everyone the very best.

Trustee McDonald asked whether the enrolment in the gifted program at The Woodlands is 400 students. Indicating that Lorne Park Public School also has a gifted program, she noted that there is a significant disparity as the number of gifted students in the north is substantially lower. Director of Education, Peter Joshua, stated that the information will be clarified with Shawn Moynihan, Superintendent of Special Education Support Services. Board Chair McDougald indicated that the data will be in the Annual Planning Document.

Trustee Williams remarked that he, too, is retiring from his role as trustee. Noting that he was the Chair of this Committee for eight years, he expressed his appreciation to everyone for their work with students. Wishing trustees and the administration well, he stated that it has been a privilege to serve as a trustee on the Board.

9. Public Question Period

There were no public questions.

10. Adjournment

IP-48, moved by Janet McDougald, that the meeting adjourn (20:30 hours).

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