

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, 2013 at 18:00 hours.

Members present:

Rick Williams, Chair
Beryl Ford
Sue Lawton
Harinder Malhi
Suzanne Nurse
Jeff White

Administration:

Shawn Moynihan, Superintendent, Curriculum and Instruction Support Services
(Executive Member)
Jeff deFreitas, Superintendent of Education, Early Years

Nicole Fernandes, Board Reporter

1. Approval of Agenda

Item 10.5, Reports on Achievement on Provincial Assessments: Grade 9 EQAO Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT) 2012-2013, was circulated.

IP-36, moved by Beryl Ford, that the agenda, as amended, be approved.

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2/3rds' majority

2. Conflict of Interest

There were no declarations of conflict of interest.

3. Minutes of the Instructional Programs / Curriculum Committee Meeting, September 18, 2013

IP-37, moved by Sue Lawton, that the Minutes of the Instructional Programs / Curriculum Committee Meeting, held September 18, 2013, be approved.

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4. Celebrating Faith and Culture Backgrounder – October 2013

IP-38, moved by Harinder Malhi, that the report re Celebrating Faith and Culture Backgrounder – October 2013, be received.

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5. French Immersion Report

Senior Planner, Suzanne Blakeman, noted that the administrative recommendations include proposals to approve two new French Immersion (FI) centres. A junior centre is proposed at Castlebridge Public School to relieve accommodation pressure at Credit Valley Public School, and a senior centre is proposed at Thomas Street Middle School to alleviate accommodation pressure at Erin Centre Middle School. Suzanne Blakeman reported that caps on the number of FI classes at Whiteoaks Public School and Agnes Taylor Public School are also being proposed due to accommodation issues. Confirming that the proposals have been brought forward after consultation with superintendents of education, she noted that five new FI centres are proposed for September 2014, of which one will be a single track FI school.

IP-39, moved by Jeff White:

i) Castlebridge Public School - French Immersion (Grades 1-5) - New Boundary 2014

That, Castlebridge Public School be approved as a new Grades 1-5 French Immersion centre, effective September 2014.

That, effective September 2014, the Grades 1-5 French Immersion boundary (to be phased in commencing with Grades 1-3) for Castlebridge Public School, be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Britannia Road West
then east along Britannia Road West to Erin Mills Parkway
then south along Erin Mills Parkway to a point just south of McFarren Boulevard
then east along a line just south of McFarren Boulevard to the C.P. Railway
then south along the C.P. Railway to Mississauga Road
then south along Mississauga Road to Eglinton Avenue West
then west along Eglinton Avenue West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

ii) Credit Valley Public School - French Immersion (Grades 1-5) - Boundary Change 2014

That, effective September 2014, the Grades 1-5 French Immersion boundary for Credit Valley Public School, be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Eglinton Avenue West
then east along Eglinton Avenue West to the Credit River

5. French Immersion Report (Continued)

ii) Credit Valley Public School - French Immersion (Grades 1-5) - Boundary Change 2014 (Cont'd)

then south along the Credit River to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Glen Erin Drive
then south along Glen Erin Drive to the parkway belt just south of Council Ring Road
then northwest along the parkway belt between Autumnleaf Crescent and Shadbush Court to Burnhamthorpe Road West
then west along Burnhamthorpe Road to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

iii) Thomas Street Middle School - French Immersion (Grades 6-8) - New Boundary 2014

That, Thomas Street Middle School be approved as a new Grades 6-8 French Immersion centre, effective September 2014.

That, effective September 2014, the Grades 6-8 French Immersion boundary (to be phased in commencing with Grade 6) for Thomas Street Middle School, be as follows:

Commencing at the intersection of Winston Churchill Boulevard and Britannia Road West
then east along Britannia Road West to Erin Mills Parkway
then south along Erin Mills Parkway to a point just south of McFarren Boulevard
then east along a line south of McFarren Boulevard to the C. P. Railway
then south along the C. P. Railway to Mississauga Road
then south along Mississauga Road to Eglinton Avenue
then east along Eglinton Avenue to the Credit River
then south along the Credit River to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Glen Erin Drive
then south along Glen Erin Drive to the parkway belt just south of Council Ring Road
then northwest along the parkway belt between Autumnleaf Crescent and Shadbush Court to Burnhamthorpe Road West
then west along Burnhamthorpe Road West to Winston Churchill Boulevard
then north along Winston Churchill Boulevard to the point of commencement.

iv) Erin Centre Middle School - French Immersion (Grades 6-8) - Boundary Change 2014

That, effective September 2014, the Grades 6-8 French Immersion boundary for Erin Centre Middle School, be as follows:

Commencing at the intersection of Highway 407 and Britannia Road West
then east along Britannia Road West to Winston Churchill Boulevard
then south along Winston Churchill Boulevard to Highway 403

5. French Immersion Report (Continued)

iv) Erin Centre Middle School - French Immersion (Grades 6-8) - Boundary Change 2014 (Cont'd)

then west along Highway 403 to Highway 407
then north along Highway 407 to the point of commencement.

v) Whiteoaks Public School

That, the number of Grade 1 French Immersion classes at Whiteoaks Public School be capped at 4, commencing September 2014.

vi) Agnes Taylor Public School

That, the number of Grade 1 French Immersion classes at Agnes Taylor Public School be capped at 6, commencing September 2014.
(APPENDIX I)

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6. 21st Century Teaching and Learning: Using Social Media

Patrick McQuade, Instructional Coordinator, and Technology Resource Teachers, David Cruz, Graham Whisen, and Tina Zita, presented information regarding use of social media in Peel within the context of the 21st Century Teaching and Learning initiative.

Attendees were provided with iPads and responded electronically to questions. Patrick McQuade stated that social media is the use of electronic communication by users to share information and content. He noted that the use of YouTube, Instagram, Twitter, and other social media applications can have a positive impact on teaching and learning. Tina Zita highlighted slides showing examples of Twitter feed regarding Peel, and she described the Curation and Storify applications. She indicated that Instagram and Vine enable parents and educators view pictures of students at work in school. Graham Whisen provided information regarding blogging from the student, teacher and Board perspectives. He noted that blogging enables learning inside and outside the classroom, and is an important tool for professional learning and communicating with parents and the broader community. David Cruz explained that Twitter is a shorter version of blogging. It allows students and Board staff to engage and connect with students, parents and the community. Parents can also communicate with the Board, and become aware of activities in schools, which helps to enhance the sense of community. In response to a trustee's question, Tina Zita explained that the Storify App allows the user to gather ideas from different locations into one place. Another trustee asked about maintaining student privacy when videos and pictures are taken. Patrick McQuade responded that consent forms are being revised to address this issue.

IP-40, moved by Suzanne Nurse, that the oral report re 21st Century Teaching and Learning: Using Social Media, be received.

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7. Tiered Approach to Comprehensive Literacy Instruction

Superintendent of Curriculum and Instruction Support Services, Shawn Moynihan, welcomed Maria-Luisa Lebar, Instructional Coordinator for Literacy, who provided an overview on the tiered approach to assessment, instruction and intervention within the comprehensive literacy framework designed to respond to students' individual needs.

Reviewing PowerPoint slides, Maria-Luisa Lebar noted that the tiered approach aims to support all learners, and she referred to the Ministry document, Learning for All, which contains key messages of assessment for learning, differentiated instruction, and universal design for learning. She indicated that, in developing curriculum that supports all students, it is important to develop student profiles and use them to inform assessment and learning, adopt a tiered approach, and build professional learning communities. She provided information on the three tiers of comprehensive literacy, explaining that the lowest tier provides support for all students, and the upper tiers provide supports that benefit some students. Gaps in Tier 1 will be addressed for some students in Tier 2 with more intensive and frequent programming. Few students who do not respond to Tier 2 support are provided with Tier 3 support. Maria-Luisa Lebar described the tiered approach as literacy instruction that provides high quality evidence-based assessment and instruction, with appropriate intervention that responds to students' individual needs. She noted that effective literacy instruction is data driven, with embedded daily opportunities for listening and responding in small groups. Tier 2 students are provided intentional short-term targeted support, and then immersed back into Tier 1.

IP-41, moved by Sue Lawton, that the oral report re Tiered Approach to Comprehensive Literacy Instruction, be received.

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8. Levelled Literacy Intervention

Shawn Moynihan reported that the presentation on Levelled Literacy Intervention (LLI) provides information on a high quality intervention program in Tier 2 which has been piloted in some Peel elementary schools. Resources for this program have been purchased for schools, and will be delivered shortly.

Maria-Luisa Lebar reported that the key to early intervention is observing, assessing, making inferences and providing instruction through purposeful strategies. She listed 15 main attributes to successful intervention, including: it is supplementary and occurs frequently; low teacher-student ratio; structured and systematic; reading and writing communication, including comprehension and vocabulary; assessment; regular monitoring of progress; high quality tasks; use of phonics if required. Maria-Luisa Lebar explained that LLI is offered in small groups of students and is designed to work with a particular group of students. She noted that staff from Curriculum and Special Education departments are collaborating to implement this initiative in schools, including developing some criteria for teachers to use. She advised that there will be discussion on the impact of this initiative on English Language Learners (ELL) and special education students.

8. Levelled Literacy Intervention (Continued)

Maria-Luisa Lebar stated that LLI is intended for students who are not responding to current classroom program, and provides more focused, intentional and structured instruction. The program is supported by detailed lessons, and a collaborative team approach is used, with teachers using professional judgment and assessment tools to select and monitor the progress of students. Classroom observation is essential to determine students' strengths and needs, and gaps in literacy. The Fountas and Pinnell kit regarding an Introduction to the Levelled Literacy Intervention – Green System was circulated, and Maria-Luisa Lebar noted that the kits have been purchased for Peel students. She stated that professional development is embedded in the lessons, and after-school professional learning opportunities will also be provided for teachers. She commented that students gain confidence in their ability to read, enjoy working in groups, and are disappointed to miss the class. She noted that some students move quickly out of the program, while some require more time.

From Derry West Village Public School, Principal Jess Grewal, and Grade 2 teachers, Susan Sell, Hema Patel, and Denise Gray, then presented information about the implementation of LLI in their school. Principal Grewal explained that some students in the Grades 1 and 2 could decode tasks but had trouble comprehending the tasks. She indicated that LLI has helped in making significant progress with the students. Susan Sell, Hema Patel and Denise Gray highlighted their experiences with the program. They noted that the program is teacher directed, the language is concise, and the program addresses the different instructional needs of students. They also commented that the program is systematic and organized, and helps the teacher with instructional strategies.

In reply to a trustee's question, Superintendent Moynihan explained that the PM Benchmark, which is a set of assessments and tests, helps to assess the student at the base of the tiered pyramid. He stated that the LLI program provides comprehensive instruction at Tier 2 of the pyramid.

IP-42, moved by Sue Lawton, that the oral report re Levelled Literacy Intervention, be received.

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9. Sexual Abuse Prevention Program

Pat Stellick, Coordinating Principal, Elementary, recalled that, at the September SEAC meeting, a request was made to bring back information on the Board's Sexual Abuse Prevention Program. She stated that the Sexual Abuse Prevention Program is taught as a unit in the Health curriculum in Grades 1-4. Schools are provided kits on Peel's Sexual Abuse Prevention Program: A Comprehensive Safety Program for Children, which assists teachers with key messages, topics and resources on the unit. Professional learning workshops are offered to teachers in the spring by social workers and resource teachers. Pat Stellick noted that the program was started in 1994 and the program and resources were updated in 2008.

(Continued overleaf)

9. Sexual Abuse Prevention Program (Continued)

A trustee explained that the program was started in order to provide students with an avenue to disclose sexual abuse situations. She asked whether the unit is an essential part of the curriculum that is taught in all schools, or whether the teacher opts to offer the unit to students. Pat Stellick indicated that principals and teachers are encouraged to offer the program along with the essential units of the curriculum. She stated that she had met with the Social Work department to refresh plans to advise teachers to include the program.

IP-43, moved by Beryl Ford, that the report re Sexual Abuse Prevention Program, be received.

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10. Reports on Student Achievement on Provincial Assessments: Grade 9 EQAO Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT) - 2012-2013

Superintendent Moynihan highlighted the significant improvement in OSSLT scores for first-time eligible English Language Learners (ELL), noting that the percentage of successful students increased to 78% in 2012-2013 from 47% in 2010-2011 and 63% in 2011-2012. He noted that the focus will also be on improvement in applied mathematics scores in Grade 9 EQAO assessment.

With a PowerPoint presentation, Chief of Research and Accountability, Paul Favaro, provided an overview of Peel's Grade 9 EQAO Mathematics results. He reported that 7,570 and 2,318 students participated in the academic and applied assessments, respectively, of which 1% and 3% did not complete any part of the exam. The curriculum for academic and applied mathematics is the same, but testing is different. He explained that 22% of Peel Grade 9 students were ELL, and 64% attended three or more elementary schools, which is 27% higher than the Province. Results over the six years, 2007-2008 to 2012-2013, were compared, and Paul Favaro noted that: results for applied mathematics were consistently lower than academic mathematics; significant improvement in applied mathematics results over the past six years; no gender gap in academic mathematics results in Peel and the Province, and gender gap closing in Peel's applied mathematics results. He reviewed the results for students with special education needs, noting the trend over the last six years. The report highlighted that 85% of Peel Grade 9 academic mathematics students, and 45% of applied mathematics students achieved Levels 3 or 4 at the 2012-2013 Grade 9 EQAO Assessment of Mathematics.

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Trustee Ford retired from the meeting at 19:35 hours.

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Reviewing the results for the 2012-2013 OSSLT, Paul Favaro indicated that these have remained at the same level over the past six years, which is also reflected in the Provincial results. He noted that 84% of fully participating first-time eligible Peel students passed the test, compared to 82% for the Province. He explained that, by Grade 11, 94% of Peel students successfully completed the OSSLT.

10. Reports on Student Achievement on Provincial Assessments: Grade 9 EQAO Assessment of Mathematics and Ontario Secondary School Literacy Test 2012-2013 (Continued)

With regard to the OSSLT results, Paul Favaro highlighted: the success rate for females was approximately 8% higher than males; significant improvement of 24% over the six years for ELL, and the success rate is now higher than the Province; success rate for special education students is lower than the Province, and has remained consistent over the past six years. Paul Favaro concluded the presentation by noting that both reports are posted on the Board's intranet website.

IP-44, moved by Jeff White, that the reports on Student Achievement on Provincial Assessments: Grade 9 EQAO Assessment of Mathematics and Ontario Secondary School Literacy Test 2012-2013, be received.

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11. Communications

IP-45, moved by Harinder Malhi, that the report re Release of The Ontario Curriculum: French as a Second Language: Core, Extended and Immersion French, Grades 1-8, 2013 (Revised), be received.

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12. Question Period

Trustee Nurse referred to the presentation on Levelled Literacy Intervention (Item 8 of these Minutes), and she asked whether a similar program is available for mathematics. She also asked whether the package of resources, similar to the one distributed earlier for literacy, is available for mathematics. Superintendent Moynihan confirmed that a tiered intervention program, similar to that for literacy, is being developed for numeracy. Some schools will be investigating tiered intervention for numeracy, and it is hoped that an initiative can be introduced by the end of this year. With regard to package, he advised that resources need to be tested by staff for integrity before being introduced in schools.

13. Public Question Period

There were no public questions.

14. Adjournment

IP-46, moved by Suzanne Nurse, that the meeting adjourn (19:40 hours).

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..... Chair Secretary