

## 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, September 19, 2012 at 18:00 hours.

Members present:

Rick Williams, Chair  
Meredith Johnson  
Sue Lawton  
Harinder Malhi  
Suzanne Nurse

Trustee also present:

David Green

Member absent:

Steve Kavanagh

Administration:

Shawn Moynihan, Superintendent, Curriculum and Instruction Support Services  
(Executive Member)

Nicole Fernandes, Board Reporter

### 1. **Approval of Agenda**

IP-43, moved by Harinder Malhi, that the agenda be approved.

..... carried

### 2. **Conflict of Interest**

There were no declarations of conflict of interest.

### 3. **Minutes of the Joint Meeting of the Instructional Programs / Curriculum Committee and the Physical Planning and Building Committee, June 5, 2012** **Minutes of the Joint Meeting of the Instructional Programs / Curriculum Committee and the Physical Planning and Building Committee, June 13, 2012**

IP-44, moved by Sue Lawton:

1. That, the Joint Meeting of the Instructional Programs / Curriculum Committee and the Physical Planning and Building Committee, held June 5, 2012, be approved;
2. That, the Joint Meeting of the Instructional Programs / Curriculum Committee and the Physical Planning and Building Committee, held June 13, 2012, be approved.

..... carried

**4. Celebrating Faith and Culture Backgrounder – September 2012**

IP-45, moved by David Green, that the report re Celebrating Faith and Culture Backgrounder - September 2012, be received.

..... carried

**5. Supporting Student Achievement and Success**

Superintendent of Curriculum and Instruction Support Services, Shawn Moynihan, welcomed and introduced the teaching and learning Coordinators. A “Coordinator Roles Information Chart” was circulated, highlighting their roles and providing a brief job description.

IP-46, moved by Suzanne Nurse, that the report re Supporting Student Achievement and Success, be received.

..... carried

**6. Community Outreach Workers**

Pat Stellick, Coordinating Principal (Elementary), provided information on the work done by the community outreach workers over the summer at the four Hub schools, Lancaster, Brian W. Fleming, Oakridge, and Sir Winston Churchill Public Schools. She reported that the community outreach workers interact with children 0-12 years and their families.

Principal of Brain W. Fleming Public School, Christine Parr, Principal of Lancaster Public School, Angela Nardi-Addesa, Principal of Sir Winston Churchill Public School, Kristin Bergin, and Principal of Oakridge Public School, Neil Ekels, introduced the community outreach workers at their schools, Elena Galvan, Sonya Trines-MacMurray, Sandra Johnson, and Jacqueline Guishard. Amandeep Gill, Teaching Assistant at Oakridge Public School, was also introduced. The principals commented that the community outreach workers played the roles of event planners, counselors, and educators to the children and families who attended the Hubs during the summer. They are present in the community and provide the community’s perception on issues.

Using a PowerPoint presentation, Jacqueline Guishard noted that the Hubs are places where parents and children learn and gain confidence. Noting that the summer program is facilitated and coordinated by the Hub summer team, she provided information on community partners, volunteers, and activities undertaken. The presentation included comments from parents and families voicing their gratitude for the program, and calling it an asset to the community. Jacqueline Guishard indicated that children improve their perceptions about school, and integration into Kindergarten is much smoother. She commented that the program provides a place of fun and learning where children can take advantage of opportunities to develop their abilities. She added that the summer Hub also helps parents to meet other members of the community and get connected to community resources. Learning stories for each hub were circulated, which Jacqueline Guishard noted, captures the value of the program.

## 6. **Community Outreach Workers (Continued)**

In response to a member's question on funding, Superintendent Moynihan explained that the Hubs and Readiness Centre program is funded through the Learning Opportunities Grant in the GSNs (Grants for Student Needs). He stated that staff are looking at effective models and are discussing expansion of such successful programs. Twenty four schools were initially identified for Hubs and Readiness Centres, and 14 schools having the highest Social Risk Index at the time were selected for the four Hubs and ten Readiness Centres. In response to a further question, Shawn Moynihan confirmed that another summer program, funded through the Council of Ontario Directors of Education project, will be ongoing.

On behalf of the trustees, Chair Williams thanked the presenters and the community outreach workers for the support and help provided to parents and young children. He stated that he has been involved with the program since its inception, and he expressed the hope that it can be offered at more schools. Other trustees also expressed their appreciation and commented about the difference such a program makes in the community, which also helps to improve the readiness of students for school.

IP-47, moved by David Green, that the report re Community Outreach Workers, be received.

..... carried

## 7. **Reports on Student Achievement on Provincial Assessments**

Superintendent Shawn Moynihan reported on the key messages from the EQAO assessments of reading, writing and mathematics for Grades 3 and 6. Through the efforts of students and parents, skilled practices of teachers in classrooms, and aligned and coherent support provided by central staff, significant improvements have been made in reading and writing scores.

Using PowerPoint slides, Paul Favaro, Chief of Assessment and Accountability, provided an overview of the highlights and trending of Peel's 2011-2012 EQAO scores for Grades 3 and 6 Reading, Writing and Mathematics, and Grade 9 Mathematics. He noted that Peel students' scores in these tests are compared with last year's achievement, as well as over five years, which presents a better picture of student learning. With regard to Grade 3 results, he noted: reading scores improved 1% over one year, but 8% over five years, showing an upward trend; writing scores improved 3% over one year, and 9% over five years with 76% of the students scoring at Levels 3 and 4; mathematics scores showed little improvement, with no increase over last year and a 2% increase over five years. Paul Favaro highlighted the scores for Grade 3 ESL students over five years, which recorded increases of 15% in reading, 15% in writing and 5% in mathematics. Reviewing Grade 6 results, he indicated that approximately 11,000 students wrote the tests, and the results showed: 1% increase in reading over one year and 10% over five years; in writing, 1% increase over one year, and 9% increase over five years; decreases of 1% in mathematics over one year and 4% over five years. Results for Grade 6 English Language Learners, showed an upward trend with 1% increase in reading over one year and 13% over five year, 1% decrease in writing over one year but 14% increase over five years, and decreases of 2% in mathematics over one year and 5% over 5 years.

## **7. Reports on Student Achievement on Provincial Assessments (Continued)**

Paul Favaro noted the substantial increases in Grade 9 Academic and Applied Mathematics of 10% and 12% over five years, respectively. There was a 2% increase in Academic Mathematics and 5% increase in Applied Mathematics over one year. For ELL students, in Academic Mathematics, there was a 14% increase over one year and 19% increase over five years, and in Applied Mathematics, the increases were 9% over one year and 16% over five years.

Mary Fiore, Coordinator of Mathematical Literacy, described the work of engaging teachers in collaborative inquiry in mathematics where teachers co-plan, co-teach and debrief. Collaborative inquiry is supported through program based learning which focuses on conceptual understanding and rich tasks. Students are encouraged to ask questions, make connections, and explore and investigate. Then, acting as facilitators, teachers integrate the learning. Support is also provided through differentiated learning in mathematics, with teachers responding differently and deliberately to how each student learns.

Zaiba Beg, Coordinator of ESL/ELD, spoke about the focused interventions undertaken last year and the support provided to all schools. She invited Principal Susan Warrick of Forest Glen Public School to share information about the success at the school. Data for the school was reviewed, including the EQAO scores, which are higher than the Province and the Board. Principal Warrick provided background information, noting the diversity of the student population at Forest Glen Public School, the high social risk, and the composition of staff at the school. She remarked that staff at the school are empathetic and contribute through extracurricular activities which provide many opportunities for students. The dedicated work of the ELL staff, and the parent engagement efforts were highlighted. Susan Warrick stated that the many activities at the school, including arts night, potluck dinners, and coffee hour workshops, have created a sense of community and inclusiveness at the school. Noting that the model for ELL support has been changed to the co-planning and co-teaching model, she stated that ELL teachers work very closely with classroom teachers. The school has been working on collaborative inquiry, cluster of schools initiative, and assistive technology. Zaiba Beg added that staff at the school have high expectations of the student, value the community, and value the significance of the child's first language.

Zaiba Beg advised that success for ELL students should be considered in terms of equity, which calls for: understanding Ministry policy; ELL success integrated into the Board Improvement Plan; continued support for administrators and teachers; increasing the knowledge and understanding regarding special provisions and accommodations that ELL students are entitled to; supporting the use of assistive technology; continuing to expand collaborative teacher inquiry.

Paul Favaro then reviewed the OSSLT results, noting that these have been between 83%-85%, with an increase or decrease of 1% in any given year, which is mirrored by the Province. He reported that this year's results are at the Provincial level. Providing background information, he indicated that the OSSLT is taken in Grade 10 and the success rate is 82%-85%. Students have the opportunity to retake the test and 50% of them pass, which increases the cumulative success rate for any cohort to approximately 94%.

**7. Reports on Student Achievement on Provincial Assessments (Continued)**

Zaiba Beg reported that the OSSLT scores for ELL students show an increase of 16% compared to last year. She advised that ELL students can have accommodations such as extra time, and staff have made attempts to increase the number of students who receive accommodations. She outlined the supports provided for secondary ELL students, including a secondary resource teacher, meetings between guidance counselors and ELL teachers to discuss transition from middle school to secondary school; helping staff understand the definitions for ELL. Highlighting next steps, she reported on: improving the Student Information System so that past history with ELL is evident; deepening the understanding of the benefits of ELL support; supporting professional knowledge and understanding of language qualification and proficiency; ensuring seamless transition between ESL and English courses; focusing on differentiated instruction for ELL in mainstream courses.

Trustees' questions of clarification were responded to by the administration, including: students born in Canada but not exposed to English will be considered ELL students with the teacher assessing the level of support required; reviewing support needed to improve mathematics scores; teachers have been encouraged to explore ways to teach mathematics in different way, and co-planning and co-teaching will give them greater confidence and shared experience in teaching the content; teaching the basics and maintaining the balance between factual and conceptual understanding of mathematics.

IP-48, moved by Meredith Johnson, that the reports re Student Achievement on Provincial Assessments, be received.

..... carried

**8. Question Period**

Trustee Nurse referred to a private school student, born in January, who would like to be enrolled in a public school. She asked whether the student will have to attend a lower grade, and whether the transfer of the report card can be undertaken by Board staff. Superintendent Moynihan clarified that the parent may share the report card, or give permission to the receiving school to obtain the report card. After the school reviews the report card and the private school curriculum, a decision is made regarding the grade the student will attend.

**9. Public Question Period**

There were no public questions.

**10. Adjournment**

IP-49, moved by Harinder Malhi, that the meeting adjourn (19:20 hours).

..... carried

..... Chair ..... Secretary