

**UPPER GRAND DISTRICT SCHOOL BOARD**

**PROGRAM COMMITTEE**

**MINUTES**

2011 11 01

The Program Committee of Upper Grand District School Board met on Tuesday, November 1, 2011, in the Boardroom at 500 Victoria Road North, Guelph, starting at 7:00 p.m.

Trustee Moziar presided, and the following Trustees were present: Bailey, Borden, Busuttill, Cooper, Fairbairn, Schieck, and Topping along with Student Trustees MacDougall and Sampson. Present from the Administration was Director of Education Dr. M. Rogers, Principal of Program Talbot, and Communications Officer McFadzen, along with Superintendents Benallick, Boswell, Fyfe, Kelly, Morrell, and Wright.

**AGENDA**

Trustee Topping moved that the Agenda be approved as printed.

The motion carried.

**APPROVAL OF MINUTES**

Trustee Schieck moved that the Minutes of the Meeting held on Tuesday, October 4, 2011 be approved as printed.

The motion carried.

**GROWING SUCCESS - ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS**

In 2010, The Ministry of Education revised assessment and evaluation practices for all Ontario schools. Principal of Program, Bonnie Talbot, referred to the Ministry document entitled, "Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, Grades 1 to 12". This document aims to benefit students, parents, and teachers in elementary and secondary schools across the province to maintain high standards and improve student learning based on the described policies and practices. As part of these revised assessment practices, the Ministry required all school boards to develop a policy to address three areas of focus; Lower Mark Limit (grades 9-12), Late and Missed Assignments (grades 7-12), and Academic Integrity (grades 1-12). A Growing Success Committee was struck to develop and implement new assessment and evaluation templates around Board Policy 606.

Elementary Curriculum Leader, Hanna Morris, provided a PowerPoint presentation entitled, "Learning Goals Success Criteria and Descriptive Feedback". Ms. Morris described assessment as gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. In the classroom, there are three types of assessment; assessment as learning - (students are actively engaged in the assessment process by monitoring their own learning through feedback to set individual learning goals), assessment *for* learning – (the ongoing process of gathering student information and providing feedback and instruction appropriately), and assessment *of* learning – (collecting and interpreting information to communicate the student's achievement to parents, other teachers, themselves, and peers). Learning Goals are then established and should represent a set of objectives, from the curriculum. Through the processes, students are able to give and receive Descriptive Feedback. Students are encouraged to develop peer and self-assessment skills. Secondary Curriculum Leader, Christina Schilling, drew attention to the "Truth or Consequences" document included in the agenda package. The recently revised document, created by Upper Grand staff, addresses plagiarism and cheating; what constitutes it, how to detect it, and how to avoid it. Ms. Schilling demonstrated how easily ready-made assignments may be accessed using the internet. Samples of these sites are outlined in the document for teacher reference. Teachers are encouraged to use the document as a resource in planning assessments and assignments that will prevent cheating and plagiarism. The document also outlines strategies for detecting and dealing with cheating and plagiarism.

### **RECOMMENDATION #1**

Trustee Borden moved that this Committee recommend to the Board that the presentation entitled, "Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010" be received.

The motion carried.

### **OVERVIEW OF THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: HOW IT SUPPORTS THE LEARNING AND TEACHING OF FRENCH**

Ms. Morris advised that the Ministry's current Core and French Immersion curriculum documents are under revision. One of the guiding pieces of research for the revisions is the Common European Framework of Reference for Languages (CEFR). Through a PowerPoint presentation, Ms. Morris explained that the CEFR plays a central role in language and education policies worldwide, and helps to define language proficiency levels. This tool will aid in the planning, teaching, and assessing of French as a Second Language using common terminology, and is linked to the "Growing Success" initiative. Upper Grand is in an "awareness" phase of implementation of the framework. Ms. Schilling reviewed the implications for classroom practice and explained how the Framework will open up pathways of meaningful practice in the classroom. Language teachers will be changing their focus as they accept errors as part of the process and engage in communication that is authentic, spontaneous, and action oriented.

**RECOMMENDATION #2**

Trustee Bailey moved that this Committee recommend to the Board that the presentation entitled, "Overview of The Common European Framework of Reference for Languages: How It Supports The Learning And Teaching Of French", be received.

The motion carried.

**OPSBA REPORT**

Highlights of the OPSBA Central West Regional Council meeting held October 15, 2011 at the Niagara DSB, were presented by Trustee Bailey who attended the meeting, along with Trustee Fairbairn. Items of business included follow-up action to the provincial election results and the need to inform new members of the education system. The region has agreed that OPSBA leadership should meet with all 3 parties, along with the Education critics, when they are announced. Trustee Borden offered to contact newly elected officials, once OPSBA has established a template for correspondence. Labour Relations Service is anticipating the formal for negotiations to be formalized by the new government. Other discussions included conference costs, PPM 150, transportation, full-day Kindergarten, Children and Youth Mental Health and the importance of equity and integrated services with the Ministry of Health.

**RECOMMENDATION #3**

Trustee Fairbairn moved that this Committee recommend to the Board that the verbal OPSBA report be received.

The motion carried.

**REPORT FROM STUDENT TRUSTEES**

Trustee MacDougall reviewed the October Student Senate meeting. The meeting was well attended, however several schools were not represented. Principals from those schools will be contacted and encouraged to promote attendance at the meetings. Planning is underway, for Spring 2012, for an Environmental Leadership Day that will include keynote speakers and training sessions. Trustee Sampson advised of plans to create a resource handbook, similar to the OSTA Student Council Handbook, that could be accessed and updated online. The next Student Senate meeting will be held on Tuesday, November 15, 2011.

**RECOMMENDATION #4**

Trustee Schieck moved that this Committee recommend to the Board that the Student Trustee presentation be received.

The motion carried.

**OTHER**

Trustee Moziar referred to the handout regarding the Christmas Luncheon, hosted by the Kiwanis Club of Guelph, to support Developmentally Delayed classes across our Board. The Luncheon will be held on December 8, 2011.

**ADJOURNMENT**

Trustee Busutil moved that this Committee adjourn at 8:20 p.m. to report to the Board.

The motion carried.

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