

OFFICE OF THE DIRECTOR OF EDUCATION

PROGRAM STANDING COMMITTEE
PUBLIC SESSION

MEETING AGENDA – Wednesday, March 20, 2019

PUBLIC SESSION will commence at 6 p.m. – ROY EDWARDS ROOM

1. Land Acknowledgement of Traditional Territory
2. Approval of Agenda
3. Declaration of Conflicts of Interest
4. Presentations/Delegations - Nil

Items for Decision

- | | | |
|--|------------------|-------------------------|
| 1. School Year Calendar 2019-2020 | (PRO-D-1) | Superintendent Stephens |
| 2. Revisions to Policy 4190 - English as a Second Language | (PRO-D-2) | Superintendent Samis |

Items for Information

- | | | |
|---|------------------|----------------------|
| 1. Elementary Music Program Update | (PRO-I-1) | Superintendent Samis |
| 2. Impact of Ontario Autism Program Changes | (VERBAL) | Superintendent Samis |

Correspondence - Nil

Other Matters

Notices of Motion for Next Meeting

Adjournment

DISTRIBUTION

Trustees
Superintendents

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Education

SUBJECT: **SCHOOL YEAR CALENDAR 2019-2020**

1. **Background**

Each year, the Ministry of Education requires that school boards submit their school year calendar for the upcoming school year by May 1. *Regulation 304, School Year Calendar, Professional Activity Days* outlines the requirements for preparation and submission of school year calendars according to the following guidelines:

- i. the school year shall commence on or after the first day of September and end on or before June 30;
- ii. students must receive a minimum of 187 instructional days;
- iii. a maximum of seven Professional Activity (PA) days are permitted; three days must be designated as PA days with respect to specific provincial education priorities as outlined in the Ministry of Education's Regulation 304 and up to four extra days may be designated by the board as PA days;
- iv. a school year calendar shall be accompanied by a general outline of the activities to be conducted on the PA days identified on the calendar; and,
- v. secondary schools are permitted a maximum of 10 evaluation days.

For the school year calendar 2019-2020, there are 194 potential school days between September 1, 2019 and June 30, 2020.

In compliance with Article 29.10 in the Collective Agreement between the Simcoe County District School Board (SCDSB) and the Elementary Teachers' Federation of Ontario (ETFO), two PA days in 2019-2020 will be designated for the purpose of assessment and completion of report cards. The first day will occur prior to the first reporting period and the second day will occur prior to the second reporting period. Each day shall occur at least one week, and not more than three weeks, prior to the due date for report cards to be submitted to administration.

In compliance with the Collective Agreement between the SCDSB and the Ontario Secondary School Teachers' Federation (OSSTF), during the school year, two PA days will be available for teachers to use to address student achievement for the students in their current classes.

2. **Consultation Process**

SCDSB School Councils, Ontario Principals' Council, school staff, federations, unions and the community were invited to provide input regarding the draft calendar. This invitation for feedback via the staff website went out to the system on January 17, 2019, through Numbered Memorandum 103, and was open until February 15, 2019.

An invitation was simultaneously extended to the broader community to provide comments through the SCDSB public website, school websites, emails to school council chairs and through social media (Facebook and Twitter).

This invitation was extended via a media release which encouraged all stakeholders to provide the board with feedback on the proposed school year calendar until February 15, 2019. Written submissions were also accepted.

3. Analysis

One hundred and two responses were received through the consultation process, 44 from parents/guardians and community members, and 58 from SCDSB staff. Thirty-two percent of the responses supported the calendar as proposed. The majority of the individuals who offered suggestions for the proposed calendar were concerned about the placement of PA days and the March Break.

The scheduling of the Winter and March Breaks reflect the Ministry of Education's recommendation and is consistent with our coterminous board's proposed 2019-2020 school year calendar. Three of the seven Elementary PA days and four of the seven Secondary PA days align with the calendar for the Simcoe Muskoka Catholic District School Board.

PA days have been placed to reflect commitments to collective agreements with ETFO and OSSTF and to provide timely opportunities for staff to collaboratively work to identify additional supports necessary for student success.

4. Proposed School Year Calendar 2019-2020

The draft proposed school year calendar, attached as APPENDIX A, is reflective of feedback from all stakeholder groups and is also compliant with all of the aforementioned criteria outlined by the Ministry of Education. Students will begin school on September 3, 2019, and the last day of school will be June 25, 2020 for elementary students and June 24, 2020 for secondary students.

The proposed use of the PA days is detailed in APPENDIX B.

If the Ministry of Education makes any changes to its expectations, the school year calendar will be brought back to trustees to approve any necessary revisions.

RECOMMENDATION

That the Program Standing Committee recommend that the Board approve the submission of the school year calendar for 2019-2020 to the Ministry of Education for approval, as set out in APPENDIX A of Report No. PRO-D-1, School Year Calendar 2019-2020, dated March 20, 2019.

Respectfully submitted by:

Dawn Stephens
Superintendent of Education

March 20, 2019

2019-2020 SCHOOL YEAR CALENDAR

SEPTEMBER 2019	OCTOBER 2019	NOVEMBER 2019	DECEMBER 2019	JANUARY 2020
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
FEBRUARY 2020	MARCH 2020	APRIL 2020	MAY 2020	JUNE 2020
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- **First Day of School**
Sept. 3, 2019
- **First Day of Semester 2 (Secondary)**
Feb. 3, 2020
- **PA Days for all students**
2019: Oct. 4, Nov. 22
2020: May 1, June 26
- **PA Days - Secondary only**
2020: Jan. 30-31, June 25
- **PA Days - Elementary only**
2020: Jan. 24, Mar. 6, June 5
- **Elementary Reporting Schedule**
2019: Nov. 15
2020: Feb. 14, June 24
- **Secondary Report Cards**
2019: Nov. 15 (mid-term)
2020: Feb. 14, Apr. 24 (mid-term), July 3
- **Board Holidays**
2020: June 29-30, 2020
- **Holidays**
2019: Sept. 2, Oct. 14, Dec. 23-31
2020: Jan 1-3, Feb. 17, Mar. 16-20,
Apr. 10, Apr. 13, May 18
- **Elementary Turn-Around Day**
Sept. 24, 2019
- **Secondary Mid-Semester**
Nov. 6, 2019, Apr. 14, 2020
- **Secondary Evaluation Days**
2020: Jan. 23-29, June 18-24
- **Secondary Full-Disclosure Days**
Nov. 25, 2019, May 4, 2020
- **Last Day of School**
Elementary: June 25, 2020
Secondary: June 24, 2020



SCHOOL YEAR CALENDAR 2019-2020
GENERAL OUTLINE OF PROFESSIONAL ACTIVITY DAYS

1. October 4, 2019 - Elementary and Secondary Schools - Centrally Planned
 - PA Day devoted to Provincial Education Priorities - Achieving Excellence, Ensuring Equity, Promoting Well-being, and Indigenous Education
2. November 22, 2019 - Elementary and Secondary Schools
 - Elementary: Teacher/Family Conferences
 - Secondary: PA Day devoted to Provincial Education Priorities - Fundamental Mathematics - Centrally Planned
3. January 24, 2020 - Elementary Schools
 - Assessment and Reporting
4. January 30, 2020 - Secondary Schools
 - Address Student Achievement
5. January 31, 2020 - Secondary Schools
 - PA Day devoted to School Based Activities connected to the School Action Plan
6. March 6, 2020 - Elementary Schools - Centrally Planned
 - PA Day devoted to Provincial Education Priorities - Fundamental Mathematics
7. May 1, 2020 - Elementary and Secondary Schools
 - Elementary: Half PA Day devoted to Provincial Education Priorities - Developing and Implementing Strategies to Improve Student Achievement in Mathematics, Half Day Occupational Health and Safety
 - Secondary: PA Day devoted to Provincial Education Priorities such as improving student achievement in mathematics and/or developing strategies to ensure equity for all students, or a topic that is also a current school board priority
8. June 5, 2020 - Elementary Schools
 - Assessment and Reporting
9. June 25, 2020 - Secondary Schools
 - Address Student Achievement
10. June 26, 2020 - Elementary and Secondary Schools
 - School - based Activities connected to the School Action Plan

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Program and Special Education

SUBJECT: **REVISIONS TO POLICY 4190 - ENGLISH AS A SECOND LANGUAGE**

1. Background

Policy 4190 - English as a Second Language was adopted by the Board on May 23, 1990. The policy was last revised on March 2, 2016 and is attached as APPENDIX A.

2. Current Status

The proposed revisions to Policy 4190 - English as a Second Language are attached as APPENDIX B. The changes were made to align with the language in the recently updated Administrative Procedures Memorandum (APM) A1410 - English as an Additional Language. In particular, the changes reflect updated language and the use of the Steps to English Language Proficiency (STEPS) tool both as a method to assess current proficiency, as well as an instructional tool to inform responsive actions designed to improve student success. The final version of the policy with changes is attached as APPENDIX C.

RECOMMENDATION

That the Program Standing Committee recommend that the Board approve the revisions to Policy 4190 - English as a Second Language, as set out in APPENDIX C of Report No. PRO-D-2, Revisions to Policy 4190 - English as a Second Language, dated March 20, 2019.

Respectfully submitted by:

Chris Samis
Superintendent of Program and Special Education

March 20, 2019

CURRICULUM AND INSTRUCTION	4100
ENGLISH AS A SECOND LANGUAGE	4190

1. **Rationale**

The Simcoe County District School Board (SCDSB) receives students from diverse linguistic and cultural backgrounds. While working towards meeting the curriculum expectations, English language learners need to learn the language of instruction.

2. **Policy**

It is the policy of the SCDSB that schools be provided with direction and support to meet the needs of English language learners so that this group of students can develop the proficiency in English that is necessary to accelerate their acquisition of English for academic purposes.

3. **Definition**

English language learners (ELL)

“English language learners are students in provincially funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English.” ([Ministry of Education, English Language Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12](#))

4. **Guidelines**

4.1 Students who may require ELL support include:

4.1.1 Canadian-born English Language Learners

- Aboriginal, First Nation, Metis and Inuit learners whose first language is other than English;
- Children who were born in communities that have maintained a distinct cultural and linguistic tradition, who have a first language that is not English, and who attend English language schools; and
- Children who were born in immigrant communities in which languages other than English are primarily spoken.

4.1.2 Newcomers from Other Countries

- Children who have arrived in Canada with their families as part of a voluntary, planned immigration process;
- Children who have arrived in Canada as a result of a war or other crisis in their home country, and who may have left their homeland under conditions of extreme urgency;

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- International or “visa” students who have paid fees to attend school in Ontario and who plan to attend a Canadian university.

4.2 Implementation

To implement this policy, the SCDSB will:

- 4.2.1 direct Ministry of Education funding for English as a Second Language for the benefit of English language learners;
- 4.2.2 establish procedures for reception, orientation, placement and programming for English language learners;
- 4.2.3 assign staff to assess English language proficiency of all English language learners;
- 4.2.4 provide assessment tools and criteria for tracking students’ ongoing development of proficiency in English over time;
- 4.2.5 collect student data in order to track student progress and monitor the academic achievement of English language learners;
- 4.2.6 provide focused support for professional development/training to help teachers work effectively with English language learners;
- 4.2.7 support the provision of accommodations and/or modifications that English language learners need to achieve academic success;
- 4.2.8 follow SCDSB special education protocol for identifying English language learners who may also have special education needs;
- 4.2.9 address the needs of English language learners as part of the Board Learning Plan for Student Achievement and Well-Being.

5. Administrative Procedures

The Director of Education is authorized to establish procedures to implement this policy.

APM # A1410 UNDER REVIEW

**ADOPTED MAY 23, 1990
REVISED OCTOBER 22, 2003
REVISED APRIL 22, 2009
REVISED APRIL 25, 2012
REVISED MARCH 2, 2016**

CURRICULUM AND INSTRUCTION 4100**ENGLISH AS AN ADDITIONAL SECOND LANGUAGE 4190**

1. Rationale

The Simcoe County District School Board (SCDSB) ~~receives~~ **supports** students from diverse linguistic and cultural backgrounds. ~~While working towards meeting the curriculum expectations, English language learners need to learn the language of instruction. Educators are responsible for responding to the needs of an English Language Learner (ELL) so that they can meet curriculum expectations while building their confidence and proficiency in English.~~

2. Policy

It is the policy of the SCDSB that schools be provided with direction and support to meet the needs of ~~English language learners~~ **an ELL** so that this group of students can develop the ~~proficiency in English that is necessary to accelerate their acquisition of English for academic purposes~~ **skills necessary for academic success while valuing and maintaining their own cultural and linguistic identities.**

3. Definitions

3.1 ~~English Language Learners (ELL):~~ **English Language Learners (ELL):** “~~English language learners are~~ **a** students in provincially funded ~~English language schools~~ whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English.” ~~(Ministry of Education, English Language Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12)~~

3.2 ~~Steps to English Proficiency (STEP):~~ **Steps to English Proficiency (STEP):** a framework for assessing and monitoring the language acquisition and literacy development of an ELL across the Ontario Curriculum.

4. Guidelines

4.1 Students who may require ELL support include:

4.1.1 ~~A~~ **A** Canadian-born ~~English language learners~~ **ELL**

- **4.1.1.1** ~~Aboriginal, First Nation, Métis and Inuit~~ **Indigenous** learners whose first language is other than English; **and,**
- **4.1.1.2** ~~C~~ **C** children who were born in communities that have maintained a distinct cultural and linguistic tradition, who have a first language that is not English, and who attend English language schools. ~~;~~ **and,**
- ~~Children who were born in immigrant communities in which languages other than English are primarily spoken.~~

4.1.2 ~~Newcomers from~~ **O** ~~Other~~ **C** ~~countries:~~

- **4.1.2.1** ~~C~~ **C** children who have arrived in Canada with their families as part of a voluntary, planned immigration process;

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ENGLISH AS AN ADDITIONAL SECOND LANGUAGE 4190

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- ~~4.1.2.2~~ **G**children who have arrived in Canada as a result of a war or other crisis in their home country, and who may have left their homeland under conditions of extreme urgency; **and,**
- ~~4.1.2.3~~ **I**nternational or “visa” students who have paid fees to attend school in Ontario and who **may** plan to attend a Canadian ~~university~~ **post-secondary institution.**

4.2 Implementation

~~4.2.1~~ **4.2.1** To implement this policy, the SCDSB will:

~~4.2.14.2.1.1~~ **4.2.1.1** direct Ministry of Education funding for English as a Second Language for the benefit of ~~English language learners~~ **an ELL;**

~~4.2.24.2.1.2~~ **4.2.1.2** establish procedures for reception, orientation, placement and programming for ~~English language learners~~ **an ELL;**

~~4.2.34.2.1.3~~ **4.2.1.3** **support administrators to** assign staff to assess ~~the~~ **English** ~~L~~anguage proficiency of all ~~English language learners~~ **an ELL;**

~~4.2.4~~ **4.2.1.4** ~~provide assessment tools and criteria for tracking students’ ongoing development of proficiency in English over time;~~

~~4.2.54.2.1.4~~ **4.2.1.4** collect student data in order to track students’ progress **related to both English Language proficiency and monitor the academic achievement of English language learners an ELL over time;** **and,**

~~4.2.64.2.1.5~~ **4.2.1.5** provide ~~focused support for professional development/training learning to help teachers~~ **educators work effectively design and implement instruction for** ~~with English language learners~~ **an ELL;**

~~4.2.2~~ **4.2.2** To implement this policy, educators will:

~~4.2.74.2.2.1~~ **4.2.2.1** use the information in the grade appropriate STEP continuum to design and implement instruction for an ELL, including accommodations and/or modifications that are required for academic success; **and, support the provision of accommodations and/or modifications that English language learners need to achieve academic success;**

~~4.2.84.2.2.2~~ **4.2.2.2** update the STEP levels for each identified ELL using the STEP recording tool in the Student Management System. ~~follow SCDSB special education protocol for identifying English language learners who may also have special education needs;~~

~~4.2.9~~ **4.2.2.3** address the needs of English language learners as part of the Board Learning Plan for Student Achievement and Well-Being.

5. Administrative Procedures

The Director of Education is authorized to ~~establish~~ **provide the administrative** procedures **necessary** to implement this policy.

**ADOPTED MAY 23, 1990
REVISED OCTOBER 22, 2003
REVISED APRIL 22, 2009**

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REVISED APRIL 25, 2012
REVISED MARCH 2, 2016
REVISED MARCH 27, 2019

APM # A1410 UNDER REVIEW

CURRICULUM AND INSTRUCTION 4100**ENGLISH AS AN ADDITIONAL LANGUAGE 4190**

1. Rationale

The Simcoe County District School Board (SCDSB) supports students from diverse linguistic and cultural backgrounds. Educators are responsible for responding to the needs of an English Language Learner (ELL) so that they can meet curriculum expectations while building their confidence and proficiency in English.

2. Policy

It is the policy of the SCDSB that schools be provided with direction and support to meet the needs of an ELL so that this group of students can develop the skills necessary for academic success while valuing and maintaining their own cultural and linguistic identities.

3. Definitions

- 3.1 English Language Learner (ELL): a student whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario schools, and who may require focused educational supports to assist them in attaining proficiency in English.
- 3.2 Steps to English Proficiency (STEP): a framework for assessing and monitoring the language acquisition and literacy development of an ELL across the Ontario Curriculum.

4. Guidelines

- 4.1 Students who may require ELL support
- 4.1.1 A Canadian-born ELL:
- 4.1.1.1 Indigenous learners whose first language is other than English; and
 - 4.1.1.2 children who were born in communities that have maintained a distinct cultural and linguistic tradition, who have a first language that is not English, and who attend English language schools.
- 4.1.2 Newcomers from other countries:
- 4.1.2.1 children who have arrived in Canada with their families as part of a voluntary, planned immigration process;
 - 4.1.2.2 children who have arrived in Canada as a result of a war or other crisis in their home country, and who may have left their homeland under conditions of extreme urgency; and,
 - 4.1.2.3 international or “visa” students who have paid fees to attend school in Ontario and who may plan to attend a Canadian post-secondary institution.
- 4.2 Implementation
- 4.2.1 To implement this policy, the SCDSB will:
- 4.2.1.1 direct Ministry of Education funding for English as a Second Language for the benefit of an ELL;

CURRICULUM AND INSTRUCTION 4100

ENGLISH AS AN ADDITIONAL LANGUAGE 4190

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- 4.2.1.2 establish procedures for reception, orientation, placement and programming for an ELL;
- 4.2.1.3 support administrators to assign staff to assess the English Language proficiency of an ELL;
- 4.2.1.4 collect data in order to track students' progress related to both English Language proficiency and academic achievement of an ELL over time; and,
- 4.2.1.5 provide support for professional learning to help educators effectively design and implement instruction for an ELL.
- 4.2.2 To implement this policy, educators will:
 - 4.2.2.1 use the information in the grade appropriate STEP continuum to design and implement instruction for an ELL, including accommodations and/or modifications that are required for academic success; and,
 - 4.2.2.2 update the STEP levels for each identified ELL using the STEP recording tool in the Student Management System.

5. Administrative Procedures

The Director of Education is authorized to provide the administrative procedures necessary to implement this policy.

**ADOPTED MAY 23, 1990
REVISED OCTOBER 22, 2003
REVISED APRIL 22, 2009
REVISED APRIL 25, 2012
REVISED MARCH 2, 2016
REVISED MARCH 27, 2019**

APM A1410

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Program and Special Education

SUBJECT: **ELEMENTARY MUSIC PROGRAM UPDATE**

1. **Background**

This initiative links directly to the [Simcoe County District School Board's Strategic Priorities](#) under the pillar(s) of Teaching and Learning, Well-being, Equity, Diversity and Inclusion and Community. As outlined in the 2018-2019 Simcoe County District School Board (SCDSB) Operational Plan, the SCDSB is committed to ensure all elementary students are provided with effective and equitable music instruction from Grades 1 to 8.

At the December 13, 2017 Program Standing Committee Meeting (REPORT NO. PRO-I-3, Elementary Music Program Review), board staff outlined a plan to implement music instruction at all elementary schools over a three-year period (2018-2021). That original report provided a detailed review of educational benefits of school-based music instruction, as well as the provincial and local context with regards to the variation in the types of programs and opportunities provided to elementary students in music. It also reviewed various instructional delivery models, including the use of planning-time teachers, combined with on-going professional learning, and funding for instruments, which would allow the SCDSB to offer effective and equitable music instruction for all students.

The purpose of this report is to provide trustees with an update on the implementation of the board-wide elementary music program this year (2018-2019), as well as outline a plan moving forward for years two and three.

2. **Current Status**

Effective elementary music instruction is known to enhance a student's overall school experience, as well as have a positive impact on other learning outcomes such as mathematics. As well, Arts education, including formalized school-based music instruction (vocal and instrumental), has been shown to have long-lasting impact on brain development and function, including hearing and speech development, coordination, and cognitive performance.

During the 2017-2018 school year, the SCDSB completed a board-wide review of existing elementary music programs and learned that while there is much to celebrate in some of SCDSB's elementary schools with regards to music instruction, there were also schools within the board where access to quality music education was limited. In order to ensure all elementary students have access to comprehensive music instruction, the board committed to develop a multi-year and multi-dimensional implementation plan to achieve this outcome.

In the spring of 2018, the board developed a list of Year-one schools that represented the diversity across the county, and selected from:

- i. all areas of the county;
- ii. large;
- iii. small;

- iv. rural;
- v. urban;
- vi. have existing programs;
- vii. didn't have existing programs; and,
- viii. other special circumstances (e.g. French Immersion).

During the summer of 2018, SCDSB staff created a detailed Scope and Sequence (expected experiences throughout each grade, etc.), as well as a First 20 Days (detailed lesson plans), that provided schools/music teachers a strong foundation to draw on while creating consistency in content, lesson structure, etc., across the board. The consistency in unit design allowed board staff to plan professional learning that maximized impact and relevance.

The focus of the Scope and Sequence includes:

- i. Primary (Grades 1 to 3) – focus is on beat and rhythm, tempo (fast slow), pitch (high versus low), dynamics (loud versus soft), using body percussion, speaking and singing voice and non-pitched instruments. Examples of activities include introduction to orchestral and classification of instruments and simple two-part rounds (partner songs/Canons);
- ii. Junior (Grades 4 to 6) – focus is on building students' knowledge of the elements of music by actively participating in musical experiences such as singing, moving and playing instruments. Examples include using voice, Orff instruments, pitched and non-pitched instruments (keyboards, xylophones, iRigs, etc.) while using standard music notation and symbols to sing/perform either in unison or multiple parts; and,
- iii. Intermediate (Grades 7 to 8) – focus is on building knowledge of musical concepts that involve listening, creating and/or performing (vocal and instrumental). Examples include exploring, improvising and creating music both physically and virtually through voice, musical instruments (ukulele – strings, recorder – winds) while using standard musical notation and symbols. This includes understanding and applying the concepts of major versus minor scales, dynamics and articulation, intensity to the creation and performing of music.

Arguably, one, if not the most important element of the implementation of a comprehensive elementary music program, has included the delivery of regular and on-going professional learning. The development of a clear and well-defined Scope and Sequence, as well as the expectation that all participating schools follow similar timelines when delivering units, has allowed SCDSB staff to plan and deliver professional learning that is consistent with lessons/curriculum being taught to students in schools. That has included:

- i. October 2018 – the focus was on developing a culture of collaboration using a "Success Analysis Protocol" to build a community of learners co-learning together. The professional learning was led by SCDSB experienced music teachers who modelled lessons to ensure teacher participants had the opportunity to develop their confidence to deliver effective lessons, as well as an understanding of how to assess and evaluate students; this learning included supporting teachers to identify next steps and provide feedback for growth;
- ii. November 2018 – the focus of professional learning was on developing the capacity of music planning time teachers in the use of www.musicplayonline.ca, an online platform purchased for all participating schools that provides instructional materials focused on instruments and methods of instruction, theory resources (printable flashcards, etc.), and teaching aids. Denis Gagne, the founder of Musicplay provided the learning. Musicplay's resources are classroom-ready and allow schools to access materials that can be implemented immediately into their classes, consistent with the SCDSB's Scope and Sequence;

- iii. December 2018 – the SCDSB brought in Joy Reeve (instructor from the Ontario's Royal Conservatory of Music (RCM), Off Ontario, and Ontario Institute of Studies in Education (OISE)). Joy Reeve is a well-known music instructor whose motto is, "you can walk...you can talk...you can Orff". The association with Joy Reeve provides teachers access to the RCM Teacher Portal which provides a wealth of instructional resources. Music planning time teachers were also provided with Joy's Orff publication for all three divisions (primary, junior and intermediate). This partnership has subsequently allowed the SCDSB to offer an Additional Qualification Course through RCM and OISE which will be offered locally to provide additional long-term benefits to the system;
- iv. February 2019 – the focus for professional learning was on Ontario Music Educators Association (OMEA) resources with guest Gena Norbury; and,
- v. April 2019 – the focus will be drumming, including a focus on the importance and relevance of the drum in Indigenous culture.

3. Next Steps (Year-two, Year-three, and Beyond)

As the first of the three-year implementation process is nearly halfway complete, it is important that board staff celebrate the many positives, as well as reflect and learn from the challenges in order to continue to grow and improve. This will ensure the program is both successful and sustainable for years to come. It is important to recognize that while the board is currently in the process of identifying another 30 Year-two schools, it will be equally important to continue to support existing Year-one schools, which will include using their learning/skills to be mentors moving forward.

While it is critical to celebrate the successes, and there have been many, there are challenges that board staff continue to work through, to find solutions that maximize the impact of the program while respecting costs. Dedicated physical space (e.g. teaching space) and instrument storage continue to be identified as barriers, especially in schools with numerous portables. That said, while there may be available space in a small number of schools, at many schools, there is no reasonable expectation of available space or adding space (e.g. empty classes/ability to add a portable) in the immediate future. It is critical that planning continues to take into consideration maximizing what space is available, which includes selecting instruments that can be transported and/or stored when/where space is limited. SCDSB Program staff are working collaboratively with the Facility Services and Purchasing Departments to source storage options (e.g. shelving, bins, totes, etc.), that maximize space efficiency and prevent damage to instruments while enabling them to travel from class to class, as needed.

As Year-two schools are identified this spring (2019), SCDSB Program staff will complete an instrument inventory in schools and purchase instruments to ensure equity and access at all schools. With the scope, size and total cost of instruments, SCDSB has completed a full Request for Proposal (RFP) including securing a vendor of record, which will allow instruments to be purchased and delivered directly to schools prior to September 2019.

Recognizing that ongoing professional learning will continue to be a critical factor in determining the success and sustainability of the program, Program staff are hard at work developing online and on-demand learning modules that will provide lesson-ready learning resources for schools. As the program develops (year after year), different teachers will be at different levels of competence and confidence and will require different types of supports, some being in-person (e.g. modelling, coaching, direct observation, etc.), and some being on-demand. As the board continues to implement this program, the role of professional learning will become more individualized.

In conclusion, as stated at the start of this report, the SCDSB values the importance of effective and equitable music instruction in elementary schools and understands the need to prioritize its value as it relates to a student's overall school experience, as well as its effect on other learning outcomes. Through well-defined and intentional commitment to planning and resourcing (e.g. scheduling, professional development, staffing decisions and commitment to resources, etc.), the SCDSB is confident that it can deliver high quality, effective and equitable elementary music programs across the entire system, the benefits of which will last a lifetime.

4. Report Status

This report is provided for information.

Respectfully submitted by:

Chris Samis
Superintendent of Program and Special Education

March 20, 2019