

## WRAPSC Minutes –January 8<sup>th</sup>, 2019

Motion to approve January 8<sup>th</sup> agenda.

Motioned by Melissa Jenkins, seconded by Ashley Smithson. Approved.

Motion to approve November 6<sup>th</sup>, 2018 minutes.

Motioned by Melissa Jenkins, seconded by Sara Heroux. Approved.

35 in attendance, 6 presenters, 28 schools

### **I. Welcome**

- Angelica Allen started the meeting with welcoming WRAPSC members, and introducing our first speaker, Superintendent Scott Miller.

### **II. Self – Regulation and Success in School**

- Superintendent Scott Miller introduced Dr. Virginia Nusca, C. Psych who is a retired Chief Psychologist from the WRDSB. Dr. Nusca made a presentation on Self-Regulation and its effects on the successful completion of school.
- The board's goal is to increase high school graduation rates, and as a proactive approach, has implemented new teaching techniques starting in kindergarten.
- Self – regulation is an umbrella term, and is interchangeable with the term executive functioning, with a few differences.
- Self – regulation is the ability to regulate attention, emotions, thinking, and behaviour, which will develop with age and maturity. The development of S.R. is with support from influencing adults.
- Executive Functioning is also the ability to regulate attention, emotions, thinking, and behaviour, with the ability to engage in goal directed behaviour (goal setting, initiating, planning, organizing, and monitoring.)
- There are different types of Self – regulation, which include:
  - o Waiting, (inhibiting a response, which also helps problem solving, and emotions)
  - o Cognitive Flexibility
    - Considering alternatives/ problem solving
    - Regulating emotions ( getting stuck in moods or sticky thinking
    - Managing transitions in everyday life ( the ability to shift tasks)
  - o Completing tasks, which includes initiation, planning, organizing, and monitoring
  - o Metacognitive Skills
    - Being strategic, reflect on skills
- Emotion regulation skills play a part in the ability to navigate social interactions, and to access and use cognitive, problem solving Metacognitive strategies. It also helps with persistence and engagement.
- Self- Regulation plays an important part of higher achievement, pro-social behaviour and social skills, and emotional well-being and resistance. A positive adult response and engagement also stems from self-regulation.
- Self-Regulation develops differently as a child grows. For younger students, it is about inhibitory control, cognitive flexibility and cognitive strategies. For these younger students, they do need parents, and teacher's help to self-regulate. Over time, our younger students will learn to internally self-regulate. For older students, it is more about Metacognitive strategies.
- The Objective of KSI, is to help develop the capacity of kindergarten educators to develop the self-regulation skills of their students. This would include how to understand what self-regulation is, and to identify and implement effective instructional strategies

- The KSI team has 2 program consultants, 2 special education consultants, 1 learning support teachers and 1 program manager, which help educators with resources needed to identify, and implement goals on an individual basis.
- There are currently 12 schools with this program implemented in all FDK classes. These schools are geographically distributed in terms of need.

### III. Days for Girls

Presented by Jan Hember and Jane Shultz-Janzen with KCI student volunteer Gabrielle.

- Days for Girls is a volunteer run group committed to helping females in under developed countries by creating female hygiene products for women and girls, who otherwise couldn't afford them. The purpose of the kits is to allow the girls to continue going to school, even when they have their period. One of these volunteer sites is right here in the Kitchener-Waterloo Region. Volunteers help with cutting, sewing, and assembling female hygiene kits, which are sent out with volunteers that travel to these underdeveloped countries.
- These kits include : 1 carrying bag, 2 plastic freezer bags, 1 wash cloth, 1 small bar of soap, 1 care and use sheet, 2 pairs of panties, 8 absorbent liners, and 2 shields created with polyurethane liners to make them waterproof. Each kit costs approximately \$15.00 to make. Below is a diagram to show what these volunteers assemble.



. Using contacts in schools in some African countries and Brazil, volunteers help educate females on what a menstrual cycle is, and how to track it (to help plan accordingly for the future). KCI is one of the high schools that have a noon hour volunteer committee to help with these kits, doing anything from tracing the outlines of the shields, to sewing them together. Students obtain community service hours for helping with this volunteer organization.

There are opportunities for other schools to help this organization, by bringing it to their school. A teacher or active parent volunteer is needed to run the program within the school. To make a donation to Days for Girls, please make cheques payable to Days for Girls Kitchener team, and mail to Fabia Joyce 118 Piper Street Ayr, ON N0B 1E0. You can also go online to Canada Helps @ [canadahelps.org](http://canadahelps.org) – pick Days for Girls Canada- and then under apply your donation to a specific fund – select Kitchener Ontario team.

#### **IV. Jeff Outhit: Tips for keeping Track in Education**

Speaker Jeff Outhit spoke on the current trends on our education system, and where the Kitchener- Waterloo region stands.

- Jeff Outhit is a reporter with The KW Record, who writes articles on our local Education news, with topics that touch on provincial information as they tie into something local.
- During his discussion, he touched on the differences between the French Immersion and the non-French Immersion students within the same school, and the obstacles both paths must face.
- French immersion students have a higher achievement and performance rate, with a lower number of IEP's, than those who are in non-French immersion. There are many factors influencing this trend, including those with special needs, and higher IEP rates in the Core French classes.
- Mr. Outhit touched on the differences between private, Catholic and public school boards, indicating none of them should be compared to the other, as each of them have a different composition of students. It would be like comparing apples to oranges, and is not an accurate depiction of the different school boards.
- Below are links provided by Mr. Outhit. Many are his own graphs, which are not yet publicly available. Here you can use the information he has gathered, and see where the trends differ within our educational system (ie. how schools differ in EQAO testing, etc.)

EQAO site for standardized test results: <http://www.eqao.com/en>

Compare test scores at 135 local schools over a decade (my graphic of EQAO data):

<https://public.tableau.com/views/Schooltestscoresto2018inWaterlooRegion/Dashboard1?:showVizHome=no&:embed=true>

Compare board graduation rates over time, for local boards (my graphic of MOE data):

<https://public.tableau.com/views/GraduationratesWaterlooRegion2017/Dashboard1?:showVizHome=no&:embed=true>

Compare board graduation rates over time, all Ontario boards (my graphic of MOE data):

<https://public.tableau.com/views/HighschoolgraduationratesinWaterlooRegion2016/Dashboard1?:showVizHome=no&:embed=true>

MOE data on schools including student demographics: <http://www.edu.gov.on.ca/eng/sift/>

MOE data on school board funding: <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

MOE data on board graduation rates and school board progress reports:

<http://www.edu.gov.on.ca/eng/gettingresultsgrad.html>

<https://www.app.edu.gov.on.ca/eng/bpr/index.html>

MOE data on school maintenance (facility condition index): <http://www.edu.gov.on.ca/eng/parents/fci.html>

Data on French immersion impacts (my graphics of EQAO data, listed below)

Map and results to compare 248 Ontario schools:

<https://public.tableau.com/views/FrenchimmersionatOntarioschools/Dashboard1?:showVizHome=no&:embed=true>

Board comparisons:

<https://public.tableau.com/views/FrenchimmersionatOntarioschools/Dashboard2?:showVizHome=no&:embed=true>

Suddaby Public School comparisons:

<https://public.tableau.com/views/FrenchimmersionatOntarioschools/Dashboard3?:showVizHome=no&:embed=true>

Classroom comparisons across WRDSB:

<https://public.tableau.com/views/Classroomresultsatpublicschoolboard/Dashboard1?:showVizHome=no&:embed=true>

## **V. Board Updates - Boundary Review Committee**

Nicole Huskins reported on the Boundary Study results so far, focusing on Huron Heights Secondary School, which is currently 500+ students over capacity.

- 2 scenarios were given, with more to come at future meetings.
- One possible scenario would be students in the Glencairn and Country Hills area attending Forest Heights Collegiate Institute. The second scenario would be for students from Williamsburg and W.T. Townshend to be moved away from Cameron Heights Collegiate Institute, and sent to Forest Heights.

The board is looking into trends within this boundary study, including accessibility, to determine what would reach the goals of what is needed.

- [www.wrdsb.ca/planning/school-boundary-and-location-maps/](http://www.wrdsb.ca/planning/school-boundary-and-location-maps/) is our school boundary website.

## **VI. Adjournment**

The next meeting is on February 5<sup>th</sup>. Director John Bryant is our featured speaker. He will be covering questions provided by WRAPSC members. We will also be discussing the Board website. Mandi Bond adjourned the meeting at 9:05 pm.