

AGENDA

Student Learning, Well-Being and Equity Committee

April 2, 2024

Item	Responsibility	Page
1 Call to Order – 3:30 p.m.	Stacey Lewis	
2 Acknowledgement of Traditional Lands	Rachael Prinzen	
3 Motion to Convene to Closed Student Learning, Well-being and Equity Meeting	Stacey Lewis	
4 Reconvene to Regular Student Learning, Well-being and Equity Meeting	Stacey Lewis	
5 Roll Call	Stacey Lewis	
6 Approval of Agenda	Stacey Lewis	1
7 Declarations of Conflict of Interest	Stacey Lewis	
8 Approval of Minutes from Previous Meeting	Stacey Lewis	2
9 Delegations	Stacey Lewis	
10 Staff Reports		
(a) Out-of-School and Extracurricular Expenditures, 2023-2024	Tina Elliott	4
(b) Promoting Positive School Climate	Tina Jones	7
(c) Students and Social Media Update in HPEDSB	Ken Dostaler	13
11 Review of Indigenous Education Advisory Committee Minutes	Sandy Maracle	18
12 Review of Equity and Inclusivity Advisory Committee Minutes (Nil)	Sandy Maracle	
13 Trustee Motions for Consideration (Introduced at previous meeting) (Nil)	Stacey Lewis	
14 Trustee Notices of Motion (Discussion for next meeting)	Stacey Lewis	
15 Adjournment	Stacey Lewis	

**Next Student Learning, Well-being and Equity Committee Meeting
Monday, May 6, 2024 – 3:30 pm – Education Centre**

Members present: E. Charlton, K. Dostaler, T. Elliott, S. Lewis, S. Maracle, E. Parsons, R. Prinzen,
Student Trustee C. Vance joined the meeting virtually at 3:47.

Regrets:

Resources: S. Binder, K. Donnell, K. MacIver

Minutes: E. Power, Executive Assistant, Curriculum Services

1. Call to Order

Chair Lewis called the meeting to order at 3:30 p.m.

2. Acknowledgement of Traditional Lands

Trustee Charlton offered the Land Acknowledgement.

3. Roll Call

Chair Lewis requested a roll call of committee members.

4. Approval of agenda

Moved: R. Prinzen

Seconded: S. Binder

That the agenda for the February 5, 2024 Student Learning, Well-being and Equity Committee meeting be approved.

To approve the agenda as amended to include Report 8(f) Travel for Credit.

Carried

5. Declaration of Conflict of Interest

- None declared

6. Approval of Minutes from November 6, 2023 Meeting

Moved: S. Binder

Seconded: R. Prinzen

That the minutes of the November 6, 2023 Student Learning, Well-being and Equity Committee meeting be approved.

To approve the minutes as amended to remove Director MacIver from the regrets as she is not a member of the committee.

Carried

7. Delegations

None.

8. Reports from Staff:

(a) Math Achievement Action Plan Update

Superintendent Elliott and System Lead Cholasta referred to report 8(a), dated February 5, 2024.

Clarification and discussion took place regarding:

- The digital tools available to educators and students and how these tools aid in instruction and data gathering, as well as plans to ensure improved math achievement moving forward.

(b) Early Reading Screener Selection and Implementation Process

Superintendent Elliott referred to report 8(b), dated February 5, 2024.

Clarification and discussion took place regarding:

- The process of determining which screener will be purchased and the target audience, as well as the funding for this project and the need to ensure evergreening of devices in the future.

(c) School Year Calendar 2024-2025 Options

Superintendent Elliott referred to report 8(c), dated February 5, 2024.

Clarification and discussion took place regarding:

- The process for establishing the school year calendar, placement of PA days, instructional options on inclement weather days, and the importance of the stakeholder voice.

(d) Student Services Update

Superintendent Dostaler referred to report 8(d), dated February 5, 2024.

Clarification and discussion took place regarding:

- The restructuring of Behavioural Support Services taking place in Student Services, funding availability to support this service, and professional development opportunities for Educational Assistants.

(e) Social Media Mass Tort

Director MacIver referred to report 8(e), dated February 5, 2024.

Clarification and discussion took place regarding:

- Confirmation this is not a class action suit, the need for additional legal counsel, as well as the strain on the Board in human resources costs if the Board proceeds with the mass tort.
- Next steps: a report outlining the cost of proceeding with the mass tort to clarify the rationale to not move forward with the mass tort.

(f) Travel for Credit

Superintendent Elliott referred to report 8(f), dated February 5, 2024.

Clarification and discussion took place regarding:

- The courses being offered, cost to students, student safety, and promotion of this opportunity.

9. Review of Draft Indigenous Education Advisory Committee Minutes

Trustee Maracle reviewed Report 9, dated February 5, 2024.

Clarification and discussion took place regarding:

- The cultural facilitators and the application and vetting process.

10. Review of Draft Equity and Inclusivity Advisory Committee Minutes

Trustee Maracle reviewed Report 10, dated February 5, 2024.

Clarification and discussion took place regarding:

- The equity plan and items implemented, in progress and removed from the plan.
- Next steps: a report to come back to this committee outlining these items.

11. Trustee Motions for Consideration (Introduced at Previous Meeting)

None.

12. Trustee Notices of Motion (Discussion for Next Meeting)

None.

13. The meeting adjourned at 5:27 p.m. The next meeting will be on Tuesday, April 2, 2024.

Decision Information

To: Student Learning, Well-Being and Equity Committee

From: Tina Elliott, Superintendent of Education, Curriculum Services

Re: **Out-of-School and Extracurricular Expenditures, 2023-2024**

Purpose

To provide Trustees with information pertaining to expenditures related to the promotion of out-of-school and extracurricular learning experiences, 2023-2024.

Link to Strategic Plan

- 1.1 Decisions will be made from a student-centered approach considering the impact on students and connected to this plan.
- 1.7 Advocate for public education and demonstrate sound decision making through good governance.

Background

Hastings and Prince Edward District School Board (HPEDSB) supports a variety of learning experiences to foster student success, achievement and well-being within the classroom and outside-of-school. While out-of-school activities are vital to a positive school experience, the Ministry of Education does not provide any funding to school boards for these experiences.

Current Situation

This report provides a generalized overview of the expenditures, leading with system expenditures prioritized within HPEDSB funding followed by school expenditures as reported by school administrators.

Next Steps

- 1. Continue to leverage Ministry of Education funding to subsidize learning licenses if and as possible to mitigate board expenses.
- 2. Continue to provide consistent funding to Arts and Athletics, with annual review of expenses to optimize funding and enhance efficiencies within processes and communications.

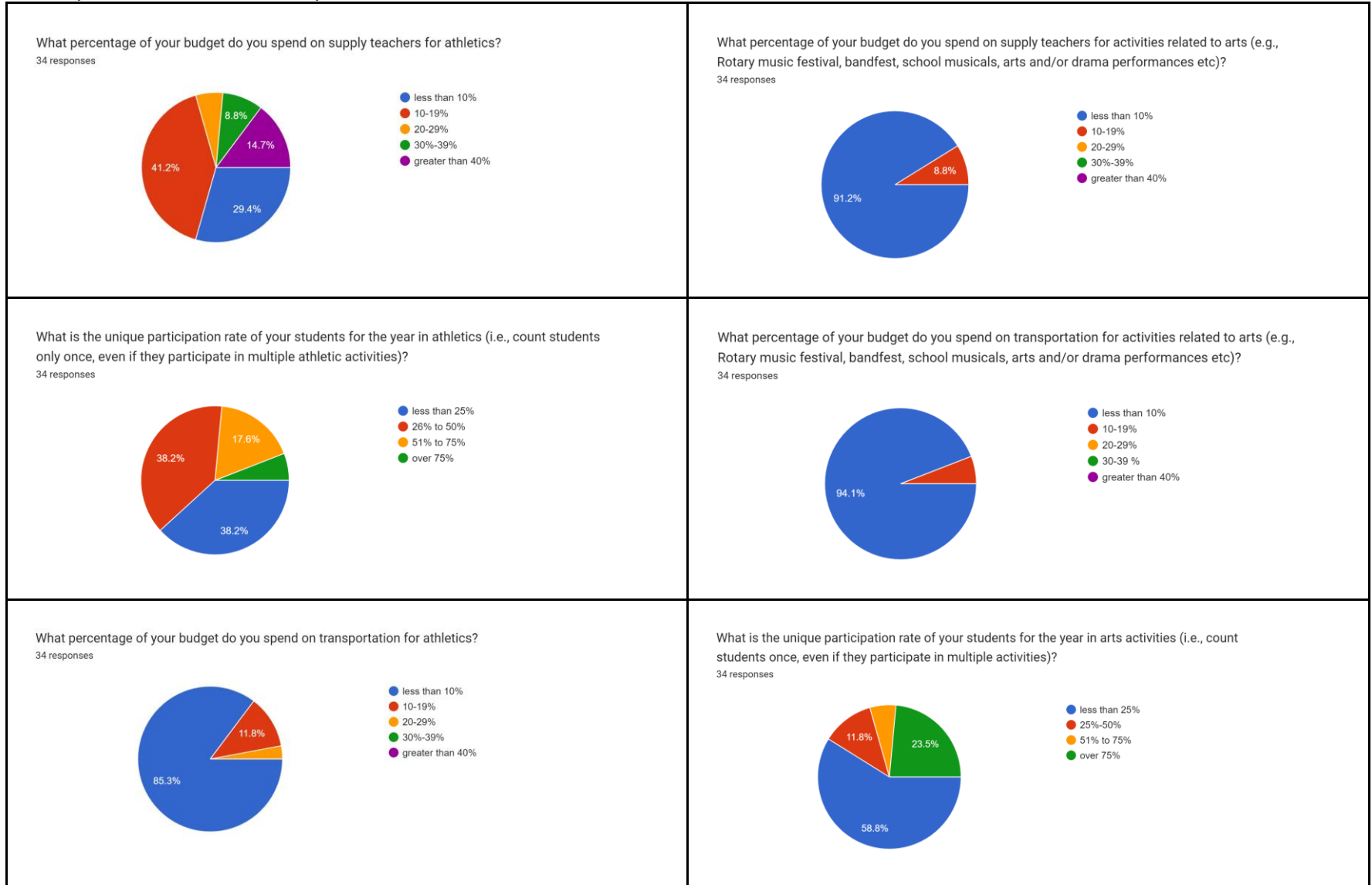
Secondary OFSAA, Elementary Athletics Association, Arts Subsidy and SOCAN System Expenditure Trends

Program	2023-2024 Spending	2022-2023 Spending	2021-2022 Spending	2020-2021 Spending	2019-2020 Spending	2018-2019 Spending	2017-2018 Spending	2016-2017 Spending	2015-2016 Spending	2014-2015 Spending	2013-2014 Spending	2012-2013 Spending
Art Subsidy	\$0.00	\$253.99	\$1,085.00	\$1,695.09	\$1,301.72	\$6,581.53	\$2,961.34	\$5,997.23	\$3,903.99	\$8,006.10	\$9,618.31	\$9,742.35
OFSAA	\$0.00	\$10,500.00	\$2,789.40	\$1,446.75	\$2,940.17	\$3,095.38	\$2,925.95	\$2,912.01	\$2,817.72	\$2,963.01	\$3,091.41	\$694.68
EAA	\$3,418.50	\$12,918.38	\$8,072.47	\$0.00	\$6,661.37	\$19,495.46	\$11,417.49	\$14,625.78	\$9,914.52	\$15,214.42	\$17,267.27	\$4,034.05
OASPHE/OHSC/OPHEA	\$0.00	\$2,647.00	\$238.00	\$1,428.00	\$1,400.00	\$2,773.47	\$0.00	\$40.00	\$0.00	\$5,516.64	\$0.00	\$0.00
Translators	\$0.00	\$597.61	\$558.05	\$379.02	\$397.86	\$1,843.10	\$948.31	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
SOCAN/ENTANDEM	\$4,849.90	\$4,738.73	\$4,738.73	\$4,738.73	\$4,738.73	\$4,738.73	\$4,778.62	\$4,778.62				
Total Spending	\$8,268.40	\$31,655.71	\$17,481.65	\$9,687.59	\$17,439.85	\$38,567.56	\$23,031.71	\$23,575.02	\$16,636.23	\$31,700.17	\$29,976.99	\$14,471.08

System Licensing Expenditure Trends

Company	Duration of License	2024-2025 Cost	2023-2024 Cost	2022-2023 Cost	2021-2022 Cost	2020-2021 Cost
Entandem	2023-2024 School Year	\$5,500.00	\$5,364.50	\$5,241.54	\$5,241.54	\$5,241.54
Doublethink Inc.	2022-2023 School Year			\$21,372.25	\$12,800.85	\$12,147.22
Encyclopedia Britannica	2023-2024 School Year	\$4,000.00	\$3,898.50	\$3,898.50	\$3,898.50	N/A
ExploreLearning Gizmos	July 2023-June 2026	\$0.00	\$51,000.00	\$22,600.00	\$20,000.00	
EOSDN	2023-2024 School Year	\$7,500.00	\$7,200.00	\$7,200.00	\$7,200.00	\$3,600.00
OPSOA	2023-2024 School Year	\$1,700.00	\$1,657.34	\$1,544.33	\$1,356.00	\$1,356.00
OPHEA	2023-2024 School Year	\$1,675.00	\$1,457.00	\$1,428.00	\$1,428.00	\$1,400.00
KPRDSB	2023-2024 School Year	\$15,000.00	\$12,800.00	\$7,800.00	\$5,000.00	\$6,000.00
KPRDSB	2022-2023 School Year	\$2,500.00		\$2,000.00	\$2,000.00	\$2,000.00
EOSDN FSL	2023-2024 School Year	\$3,100.00		\$3,064.80		
Knowledgehook	July 2023-June 2026	0	86000	248,204.50		
TOTAL		40975	\$32,377.34	\$324,353.92		
			This total does not include Gizmos	This total does not include Edwin.		

Self-Reported School Based Expenditures, 2023-2024



Decision: ___ Information: X

To: Student Learning, Well-Being and Equity Committee

From: Tina Jones, Superintendent of Education, Innovation and Inclusion Services

Re: Promoting Positive School Climate

Purpose

To share updates on promoting safety and collectively mobilizing equity to enhance school culture/climate, student achievement and well-being in order for all staff and students to be seen, heard, and welcomed.

Link to Strategic Plan

2.1 Create environments where students and staff feel safe and are supported to learn, work and thrive

2.3 Reduce the number of student suspensions and expulsions

Background

Procedure 378: Progressive Discipline and Promoting Positive Student Behaviour is designed to guide schools to promote a safe learning and working environment in all schools of the district and to assist students in recognizing the behaviours required for optimal learning, achievement, good citizenship and well-being. Alongside the procedure, the HPEDSB Equity Action Plan is focused on four key areas: school and classroom practices, leadership and human resources practices, positive culture and well-being, and data collection/reporting. Together, these guide our work in achieving our system priorities of creating environments where students and staff feel safe and are supported to learn, work and thrive.

Current situation

Progressive discipline uses a continuum of preventative measures, corrective and supportive interventions and responses to address inappropriate behaviour, and to build upon strategies that promote positive behaviours. To assist us in achieving our system priorities, the HPEDSB School Climate Survey will be a key focus this spring. The data collected here will support the development of the next iteration of the Equity Action Plan.

Proactivity is key to supporting and developing a positive and inclusive school climate.

- Key learning is occurring in grades 7-10 with a focus on well-being, healthy relationships, boundaries and consent in order to develop students' social-emotional learning skills
- Grade 7 & 8 educators were trained on the new mental health curriculum modules which are now being implemented across the system
- Equity Resource site has been developed
- School Climate teams developed in each school
- Professional learning in the areas of: trauma responsiveness, executive functions, Human Rights, and Anti-oppressive and Culturally Responsive Practices has been occurring over the year

When prevention and intervention strategies to promote positive behavior have not been successful, Procedure 378 provides direction for the delivery of possible responses to be used by administrators. Principals or designates, have a duty under the *Education Act* to maintain order in schools. In the case of serious incidents, principals or designates will issue a suspension and/or expulsion (see Appendix A).

The Equity Action plan implementation continues to be monitored through the Equity, Inclusivity Advisory Committee. (see Appendix B).

Next steps

- The Innovation and Inclusion Services team and school group superintendents will continue to work collaboratively with school teams to address complex student profiles in order to improve educational outcomes and maintain safety.
- The Innovation and Inclusion Services team will develop and implement the School Climate Survey Spring 2024
- The Innovation and Inclusion Services team will lead the development of the next Equity Action Plan in the Fall of 2024
- The Equity Action plan implementation continues to be monitored through the Equity, Inclusivity Advisory Committee.

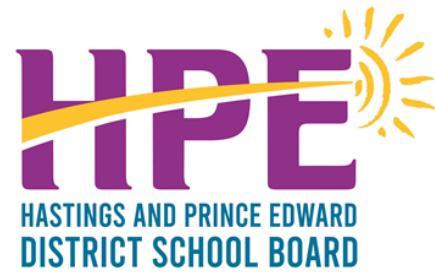
Appendix A: Suspension and Expulsion Data

Criteria	2019/20 Sem.1	2019/20 Sem. 2	2020/21 Sem. 1	2020/21 Sem. 2	2021/22 Sem. 1	2021/22 Sem. 2	2022/23 Sem. 1	2022/23 Sem.2	2023/24 Sem.1
Total Suspensions	1316	377	324	88	432	642	730	1076	880
Suspensions - Students with an Individual Education Plan (IEP)	641 (48.7%)	177 (46.9%)	167 (51.5%)	33 (37.5%)	229 (53%)	348 (54%)	388 (53%)	550 (51%)	429 (51%)
Suspensions - Students who have engaged in the Self - Identification process	168 (12.7%)	52 (13.7%)	48 (14.8%)	11 (12.5%)	69 (15.9%)	90 (14%)	133 (18%)	154 (14%)	144 (16%)
Suspensions - Students suspended multiple times	256 (19.5%)	56 (14.9%)	53 (16.4%)	7 (7.9%)	80 (18.5%)	130 (20%)	150 (21%)	236 (30%)	189 (21%)

Note:

1. Given the implications of the global COVID-19 pandemic, the data collected between 2019-20 to 2021-22 reflects a significant portion of time in which students learned from home.
2. The transition to Aspen has impacted the documentation of suspensions.
3. A total of 11 students are currently enrolled in the expulsion program and working on a variety of courses. The central Safe Schools team continues to support students who are on a formal expulsion program.

APPENDIX B



Equity Action Plan Implementation Plan

Yellow = Safe Schools Green = School Equity Teams Blue = System-led professional learning Orange = Additional actions that will be completed by June 2024
 Pink = Will not be completed by June 2024 Grey = Complete

Domain	Action	Lead	Specific Actions	Timeline
School and Classroom Practice	Design and launch an equity resource site	Megan	1) HPE Staff Resources Google site will be used 2) Determine sub-sections on site: a) School Climate Teams b) Days of Significance resources c) Curriculum resources d) General resources 3) Ask EAP Implementation Committee to contribute to the Equity section of the Staff Resources site	1) This section of the HPE Staff Resources site will be created by March 2023 2) Resources will be continually reviewed and added to the site
	Create and launch a bi-monthly digital equity publication	Megan/Tina/Carmel	1) Establish a quarterly department newsletter for Innovation and Inclusion Services	By February 2023
	Create school-based equity teams that include student voice, staff and community representation, and inclusion of diversity of individuals	Kristen/Megan	1) Provide schools with a template to complete to outline membership 2) Provide deadline to pilot schools 3) Create a form similar to school council list 4) Email form, and resources to schools with a date for submission (January 2024) 5) Carmel to collect names in a template	By February 2023: 12 pilot schools By November 2023: All schools
	Complete bi-yearly equity walks by school-based equity teams	Kristen/Megan	1) Share reflection tool with school climate teams and provide a voluntary learning opportunity for admin.	
	Develop intentional equity school improvement goals based on equity walks and school climate (equity) team reflections	Kristen/Megan		2022-23: 12 pilot schools 2023-24: All schools
	Provide ongoing and regular school-based professional development, organized by the school climate (equity) teams	Kristen/Megan	1) Once the growth areas are identified through the equity walks, staff professional learning needs will be identified 2) School equity teams will develop a professional learning plan for the school year. 3) The central Equity team will support the professional learning plan with suggested resources and coordinator support.	

APPENDIX B

	Offer professional development and training to ensure our schools are trauma-informed and trauma sensitive	Kristen/Megan	<ol style="list-style-type: none"> 1) Develop partnership with the Therapeutic Family Care Clinic. 2) Purchase book "Belonging: A Relationship-based Approach for Trauma-Informed Education" for all K-12 admin 3) Explore online course modules on trauma-informed schools 4) Develop a professional learning plan that provides all HPE staff with this learning (Why/How/What) by June 2024. 5) Add trauma-informed section to Student Services Google Site; need to continue to add resources to support staff meetings 6) Last step is to develop a training plan for new employees 	<p>2022-23: K-12 Leadership Team (through K-12 Admin meetings)</p> <p>2023-24: All school staff (through PA days and staff meetings)</p>
	Continue to implement teaching practices and curriculum that reflect the needs and realities of all students	Derek	<ol style="list-style-type: none"> 1) Facilitate professional learning about UDL for central staff and school staff 2) Next Step is CRRP 	2022-23: UDL professional learning for central staff at interdepartmental sessions; Expression of Interest
Leadership and Human Resources Practices	Update and relaunch the HPEDSB Resource Guide for Gender Expression and Identity	Kristen/Megan EAP Implementation Sub-Committee	<ol style="list-style-type: none"> 1) Consult other school boards' guides. 2) Review and revise HPEDSB's guide 3) Bring draft to April 19, 2023 EIAC meeting 	By May 2023
	Develop equity, diversity and inclusivity (EDI) best practice guide for HPEDSB employees			
	Establish a Safe Space Forum for the internal support of staff to make EDI conversations more frequent and accessible			
	Launch EDI pilot mentorship program for staff focused on guidance and coaching			
	Provide EDI professional development and training for all staff	Kristen/Megan	<ol style="list-style-type: none"> 1) Facilitate EDI professional learning at K-12 Leadership meetings 2) Facilitate Street Data book club for school climate team members from 12 pilot schools 3) Facilitate two book clubs for all school leaders 4) Human Rights training for school leaders in August 2023 5) Human Rights training for Trustees in October 2023 6) Human Rights training for all staff in April 2024 7) Anti-hate/Anti-racism professional learning during 2023-24 	<p>2022-23: Professional learning opportunities for school leaders and EAP Implementation Committee</p> <p>2023-24: Professional learning opportunities for all school staff</p>
	Create a restorative justice initiative that restores accountability and relationships by providing crisis interventions for culturally sensitive issues	Kristen/Tina J. (Safe Schools)	Consider: Essential resources on Google Site around the five questions; an article; reference to books	

APPENDIX B

Positive Culture and Well-Being	Fly the Progress Pride Flag at HPEDSB schools and buildings	Director's Office	<ol style="list-style-type: none"> 1) Ensure that each school has a Progress Pride Flag flying. 2) Ensure that Procedure 591: Use and Display of Flags is followed. 3) Schools will request replacement flags using the same process as the one for Canadian and Ontario flags. 	Done
	Create an equity, diversity and inclusion (EDI) resource guide that includes a glossary of EDI language and best practices for staff and students	Kristen/Megan	<ol style="list-style-type: none"> 1) Extract EDI glossary from Procedure 135: Equity and Inclusive Education. 2) Share EDI glossary in IIS newsletter and on the Equity section of HPE Staff Resources Google Site. 	March 2023
	Develop a community/staff network to support schools and provide guidance	Kristen/Megan	<ol style="list-style-type: none"> 1) Establish Equity and Inclusivity Advisory Committee and EAP Implementation Committee 2) Recruit community partners and family representatives for the EIAC. 3) Community representatives and family representatives on School Climate Teams 	Completed in September 2022
	Establish EDI school champions to lead school-based equity teams	School leaders		November 2022: 12 pilot schools November 2023: All schools
	Create a school climate team (equity) team handbook	Megan & EAP Implementation Committee	<ol style="list-style-type: none"> 1) School Climate Team resources are provided on the Equity Google Site 	Complete by August 2023
	Develop a staff and student feedback tool to track the progress of well-being and positive culture actions in schools	Kristen/Tina J. (Safe Schools)	<ol style="list-style-type: none"> 1) Review and revise school climate surveys. 2) Administer school climate surveys in the spring 2024. 	School climate surveys will be completed every second year starting in the spring of 2023
	Data Collection and Reporting	Create and implement a voluntary K-12 student and staff census to collect identity-based data	Ken/Derek	
Collect and analyze positive culture and well-being data		Kristen/Tina J. (Safe Schools)	<ol style="list-style-type: none"> 1) Review and revise school climate surveys. 2) Administer school climate surveys in the spring 2024. 	School climate surveys will be completed every second year starting in the spring of 2023
Monitor, analyze and review school incident reports and Safe Schools data for discriminatory practices		Kristen/Tina J. (Safe Schools)	<ol style="list-style-type: none"> 1) Use HPEDSB Admin Data Dashboard to analyze suspension data (all students, students with IEPs, students who self-identify as Indigenous) 	Complete by September 2023
Track restorative justice data to inform future actions		Kristen/Tina J. (Safe Schools)		
Create and implement guidelines for information and data collection by school climate (equity) teams		Kristen/Megan	<ol style="list-style-type: none"> 1) Continue to provide professional learning related to Street Data 2) Continue to provide guidance around an anti-oppressive approach to data collection and analysis 	

Decision __ **Information** **X**

To: Student Learning, Well-Being and Equity Committee Meeting

From: Ken Dostaler, Superintendent of Education, Student Services

Re: Students and Social Media Use in HPEDSB

Purpose

To present information to members of the Student Learning, Well-Being and Equity Committee, regarding social media use by students within Hastings and Prince Edward District School Board (HPEDSB).

Links to the Strategic Plan

- Promote Safety and Well-Being: Support students and staff through increased awareness and access to professional mental health resources.

Background

The use of technology and social media significantly impacts mental health. It can enhance connection, increase self-esteem, and improve a sense of belonging. Such use can also lead to tremendous stress, pressure to compare oneself to others, and increased sadness and isolation. Mindful use is essential to social media consumption.

Current

Information Technology Services

- HPEDSB is using next-generation firewalls with advanced heuristics to block sites/services and applications that are known to put sensitive user information at risk or that directly circumvent security. e.g.: illegitimate websites, pornographic, peer-to-peer, etc.
- Decision was made to block social media (Tik-Tok only) - due to the video network bandwidth saturation, no pedagogical value and North American content, it was decided to block this one social media tool at all sites.

Curriculum Connections

Below are strands where social media is contained either directly in the strand text, or as an example, to incorporate when looking at the strand material. There are other mentions of social media in the Teacher Prompts area of the curriculum documents that address safety and the use of technology.

Grade 4 – Healthy Relationships A1.4

- Healthy Living: Explain what they can do to avoid saying something in a text or on social media that they wouldn't say face to face; identify some of the teachings of First Nations, Métis, or Inuit cultures that can help them strengthen their own relationships.

Grade 4 – Healthy Living D1.3

- Describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding.

Grade 5 – Healthy Living D3.1

- Describe how advertising, food marketing, and media affect food choices (e.g., TV commercials, product packaging, celebrity endorsements and social media postings, product placements in movies and programs, idealized and unrealistic body images in movies and programs, magazine articles promoting fad diets, loyalty programs), and explain how these influences can be evaluated to help people make healthier choices.

Grade 6 – Healthy Living D2.3

- Apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games).

Grade 7 – Healthy Living D1.1

- Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies.

Grade 8 – Identification and Management of Emotions A1.1

- Healthy Living: Explain how social media can create feelings of stress and describe strategies that can help maintain balance and perspective.

Grades 1-8 - Elementary Language Curriculum

- A modern language curriculum reflects emerging technologies and their impact on communication and digital media literacy. The language curriculum recognizes that there are additional competencies needed in new technologies. Digital media literacy and transferable skills are critical for individuals to become responsible and productive citizens. Becoming skilled at understanding, using, and creating texts in many different forms is necessary for students to succeed in the modern world.

Grade 9 - ENG 1L1W

Strand A. Literacy Connections and Applications

- Strand A focuses on transferable skills, digital media literacy, and cross-curricular and integrated learning. Students develop an understanding of diverse identities, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations. They develop this knowledge and these skills while reading, listening to, and viewing culturally diverse texts, including digital and media texts, and while writing, speaking, and representing to demonstrate their learning.
- Students develop and apply digital media literacy knowledge and skills to support their learning. They learn about their rights and responsibilities when interacting online and developing their digital identity, learn to navigate online environments while managing their data, security, and privacy, including seeking appropriate permission, and use digital and media tools to evaluate information and demonstrate their learning. They learn and apply the conventions and techniques of digital and media texts and analyze the relationship between text forms and content, audiences, and creators. They use digital and media tools in the design process to develop innovative solutions. Students learn how to interact and contribute to an empathetic, respectful, and inclusive online community.

Grade 9 - Living Skills

Critical and Creative Thinking

- Healthy Living: Describe strategies, such as planning in advance, weighing pros and cons, or considering consequences, that they can use to make decisions in a variety of situations: on small daily matters such as getting a ride or walking to school; matters with longer-term impacts such as the selection of courses that lead to a desired career path; or matters related to personal health and safety such as using the Internet and social media, texting, and reacting positively and proactively to peer pressure to smoke, take drugs, or drink alcohol in social situations.

What's Happening in Classrooms

Educators are addressing social media in their classes and below are some resources that are being used in classrooms around HPEDSB.

- <https://mediasmarts.ca/>
- [Common Sense Education](#)
- Amanda Todd Story (Documentary)

Mental Health Team support

The HPEDSB mental health team works diligently every day to provide up-to-date support for students in the areas of social media and the use of technology.

School Mental Health Ontario (SMHO) provides educators with social media bundles, listed below.

1. Mental Health Literacy and Anxiety Management;
2. Grounding Techniques;
3. Equity and Allyship;
4. Self-love Practices for Black Youth;
5. 2S/LGBTQIA+ Student Mental Health.

The SMHO website also contains resources for parents:

1) Helping your child manage digital technology

- How do I know if my child's screen time is problematic?
- What should I do if my child's digital technology use is problematic?
<https://smho-smso.ca/wp-content/uploads/2021/08/Info-sheet-helping-your-child-manage-digital-technology.pdf>

2) Support your mental health

- Tips for staying well (mentions limiting screen time)
- Signs to watch out for
- Questions to reflect on
- Thoughts of suicide (emergency numbers to call)
- How to ask for help
- Finding support
- Mental health supports for Indigenous students.

3) Share positivity online Jack.org

"Social media plays a huge role in our lives. What we expose ourselves to affects our mental health. It is important that we follow good stuff – there's plenty of great content out there that will make you laugh, think or remind you to be kind to yourself or others. Pick out a handful of these accounts and let people know they're out there.

<https://jack.org/Do-Something/Initiatives/Share-Positive-Social-Media-Spaces>

There can be healthy and unhealthy impacts to mental health when we use social media:

- Unhealthy – students compare themselves to others, bullying 24/7, sadness, low self-esteem, disrupted sleep, process addictions, isolation, loneliness, anxiety, depression, meeting unsafe people, etc.
- Healthy – with limited use, accessing healthy information online (e.g., access to online supports, Kids Help Phone online chat support, social media bundles, staying connected in a healthy way to friends/family, research for school projects, and information on public events can provide opportunities to support mental health by facilitating social connections for those who have a hard time connected to people in person, humour (funny videos), etc).

Next steps

- School mental health teams will continue to monitor student needs and provide small group support where necessary.
- Beginning in the spring of 2024, a team of administrators will assemble a working group of HPEDSB staff to review the impacts of Artificial Intelligence (AI) on education and student learning.
- The Innovation and Inclusion team will develop and implement the School Climate Survey Spring 2024.
- In the fall of 2024, through an Expression of Interest (EOI) process, HPEDSB staff will join students and key stakeholders to discuss the impacts of social media on today's youth, and provide feedback and resources to schools.

APPENDIX A

BAYSIDE SECONDARY SCHOOL USE OF TECHNOLOGY GUIDELINES

Bring Your Own Device: Chromebooks, Laptops and Tablets

We encourage all students to bring their own device to engage in their learning, on a daily basis. This includes Chromebooks, laptops, or tablets. All courses have Google or D2L Classrooms and students should ensure they can access the online platform in the event of an absence. Teachers will frequently post tasks, assignments, review materials, or communicate important information related to student learning or school events. Electronic devices can be safely stored in lockers when not in use. Bayside Secondary School has a limited number of Chromebooks available for students who do not have their own technology or require specific supports. We encourage all students to bring their own device to school, on a daily basis.

Cell Phones and Smart Technology

While cell phones and smart technology have become necessary components in our daily lives, the learning environment is different. Classroom teachers will determine if and when cell phones can be used in the classroom. At Bayside Secondary School, cell phones will NOT BE PERMITTED to be a distraction in the learning environment. We encourage students to take advantage of the learning and organizational tools that Smart Technology provides, but manage social media use appropriately. During class time, including MSIP, cell phones and earphones are to be turned off and away, unless the teacher indicates otherwise.

At all times, the privacy, dignity, and safety of others must be maintained through the appropriate use of electronic devices.

Please note the school is not responsible for any lost, stolen, or damaged personal technology.

Members present

Brianna Bonner	Student
Carmel Lessard	Executive Assistant, Innovation and Inclusion Services
Sara MacNeil	Indigenous Youth Mental Health & Wellness Worker (Good Minds) Program (Virtual)
Kristen Maracle	Loyalist College
Sandra Maracle	Trustee
Troy Maracle	Indigenous Education Lead, Innovation and Inclusion Services
Jennifer Maracle-Westgate	Principal, Quinte Mohawk School
Greg Reilly	Indigenous Student Success Coach – Eastside SS
Ron Speck	Trustee (Virtual)

Regrets

Marsha Depotier	Social Worker, HPEDSB
Amanda Cox	Education Liaison Coordinator, Dnaagdawenmag Binnoojiyag Child & Family Services
Callie Hill	Executive Director, Tsi Tyonnhéht Onkwawen:na Language and Culture Centre
LeeAnn Ireland	Parent
Katherine MacIver	Director of Education
Jennifer Maracle	Loyalist College

Absent

Tracy Brant	Education Director at Mohawks of Bay of Quinte
Josh Hill	Community Member Mohawks of the Bay of Quinte
Lacey King	Parent
Clara Vance	Indigenous Student Trustee

Call to order

- Troy Maracle called the meeting to order at 4:15 p.m and welcomed everyone.

Continuance of conversation regarding cultural facilitators

Troy handed out a draft of the proposed HPE Indigenous Community Partners Model together with a draft Google Form that will be used as a suedo application for community partners. The team reviewed before discussing as a goup. The following areas were discussed and ammended:

- Rationale
- Background
- Purpose/Intent
- Fee & Booking Structure
- Vetting Process and Criteria
- Attached Indigenous Presenter(s) Information Form/Application

Comments:

Google Form:

- Include Indigenous Education Team meets with Educators/Teachers as well as community partners to explain expectations/protcols.
- Include the question on the form as to how many times they have shared this program and where was it presented/who was the audience.

- Include the question if there is accessibility concerns/issues for presenters.
- If the presenter is a Board employee, does the Board have policies around time off to do presentations. Should not be “double-dipping”.
- A question was asked how the Community Partner Model will be shared with schools/educators? Troy responded that he would like to have two conversations, one with school administrators and the other with teachers for clear messaging.
- A question was asked regarding #7 on the Google form, what do you mean affiliated with? Troy responded that some presenters are affiliated with community such as researcher Trish Rae, who works closely with the Mohawks of the Bay of Quinte. She is very knowledgeable on the history and land claims but is not a member of the community.

Fees:

- Should mileage be included in the rate of pay or extra? A suggestion was made to set a radius for mileage.
- A comment was made that we only offer Board fees to community partners and they can decide if they accept. Only under special circumstance would the fees change. A suggestion was made to list the fees on the Google form.
- A question was asked instead of a rate of pay maybe offer an Honorarium for community partners

Materials:

- Community partners such as beading kits have to be teaching a lesson on the background and integrate it in the presentation. Depending on what materials cost is whether we pay extra.
- Regarding materials an example was given, Becca Hill invested 5 half days, 54 students all required beading kits. How are we determining what we pay for or not pay? Are community partners claiming for prep work? If materials are required, we will require a detailed breakdown of pricing.

2022-23 Board Action Plan Summary

Troy handed out a summary of the initiatives and descriptions along with budget allocations and actuals spent that were from 2022-23 Board Action Plan Initiatives.

Kristen Maracle shared there was a Leadership Symposium in Ottawa that perhaps Indigenous students might be interested in. This may be a good opportunity to use some of the funds that wasn't used for the Symposium last year.

Future Meeting Dates: Locations to be determined

Wednesday, February 7, 2024 – date to be changed due to conflicts.

Wednesday, April 3, 2024

Wednesday, June 5, 2024

Meeting adjourned at 6:20 p.m.

Members present

Tracy Brant	Education Director at Mohawks of Bay of Quinte
Holly Curran	Education Liaison Coordinator, Dnaagdawenmag Binnoojiyag Child & Family Services
Callie Hill	Executive Director, Tsi Tyonnhéht Onkwawen:na Language and Cultural Centre
Carmel Lessard	Executive Assistant, Innovation and Inclusion Services
Kristen Maracle	Loyalist College
Sandra Maracle	Trustee
Troy Maracle	Indigenous Education Lead, Innovation and Inclusion Services
Jennifer Maracle-Westgate	Principal, Quinte Mohawk School
Greg Reilly	Indigenous Student Success Coach – Eastside SS
Ron Speck	Trustee (Virtual)

Regrets

Marsha Depotier	Social Worker, HPEDSB
LeeAnn Ireland	Parent
Katherine MacIver	Director of Education

Absent

Brianna Bonner	Student
Josh Hill	Councillor, Mohawks of the Bay of Quinte Cultural Centre
Lacey King	Parent
Sara MacNeil	Indigenous Youth Mental Health & Wellness Worker (Good Minds) Program
Clara Vance	Indigenous Student Trustee

Call to order

- Troy Maracle called the meeting to order at 4:10 p.m and welcomed everyone. Introductions of committee members as there was a new member that joined the committee, Holly Curran.

Review and Approval of the Board Action Plan Initiatives Summary

Troy distributed the overview of 2022-2023 Board Action Plan Initiatives Report for final approval. No salaries listed on the sheet but it was explain that certain positions were paid from the BAP. Reviewed each section.

- Different Ministry TPA funding for the summer reach ahead program and one of the Indigenous Student Success Coach positions.
- HPEDSB just received 2023-2024 BAP
 - Direction from Ministry is that it will be co-created with Council.
 - Many of the initiatives from 22-23 school year have continued into 23-24 like AQ Subsidy, Speaker Series, Student Supports, Credit Rescue Program and more

Proposed Board Land Acknowledgement and School Land Acknowledgement Practices

The draft 'new' acknowledgement was shared and members were asked to comment. A question was also posed, "As a council, do we want to engage in the process of reviewing a land acknowledgement?"

Troy shared the land acknowledgement guide resource he put together and that he made available to all HPEDSB Staff on the internal Indigenous Education Google site.

Recommendations to take back:

- A comment was made that they liked that this copy mentioned "Treaties". However they weren't accurate and a major one was missing.
- Don't think that this is the committee's responsibility to write or have input for the land acknowledgement. Ask the hard questions as to why they are doing the land acknowledgement.
- "Special days" – like orange shirt day create more work and people are not doing their homework. Just like how these are creating more work for Indigenous people and it's not our work to do.
- Are land acknowledgements needed or maybe a personal experience or related/connection.
- If no actions are connected with the words, then don't bother saying them because they're just empty meaningless words.
- Done with awareness and need to get to work on bigger things. This is the lowest of low hanging fruit.
- Missing point of land acknowledgement for reconciliation. Just ticking off a box.
- Consultation with Indigenous Lead on that the information is authentic.
- Maybe there should be a consideration to stop doing land acknowledgements.
- Do it one day a week not everyday.
- It's tiring to always do the work. Do your homework but there is also misinformation out there on the web. There is work to be done but we have to guide and point them in the right direction. As ambassadors of this land, we have the responsibility to provide guidance that is on a respectful level and to have a true understanding.
- Consider Land Affirmation Statement. Post Secondary Institutions are doing these, incl. Loyalist.
- Maybe re-vamp the guide and include "Before doing a Land Acknowledgement – Consider"

Deferred Revenue

In a previous IEC meeting, it was agreed that;

- \$500,000 was committed to a partnership with Tsi Tyonnhéht Onkwawen:na Language and Cultural Centre. An MOU needs to be created and put in place for the partnership.
- \$125,000 has been allocated to each ESS and NHHS for outdoor learning spaces.

There is other deferred money that can be accessed but as a result of time, the topic was left for members to ponder. Considerations for allocation could include a short term position and use the money for salary or look at some other capital pieces?

Other

- IB Program is not accepting Indigenous Language as part of this specialized program.
- Indigenous Language course is only offered as "Open" course not offered at a college or university level.

- Community Partner Model could/would also be used in collaboration with Stefan D. (Elementary Indigenous Coordinator) This could also be reflected in the expression of interest process.
- Kristen brought forward that the **Four Seasons of Reconciliation** course through the First Nations University of Canada is mandatory for all staff at Loyalist and then there is a session to debrief. HPEDSB had this for interested staff and is having a debrief session in the near future.

Comments:

Troy suggested that a meeting that focused on strategic planning might be considered. Perhaps even a half day to start. He will send out a Doodle poll for dates for the following: half day meeting and an alternative date for next meeting date (April 3) as Wednesday doesn't work.

Future Meeting Dates: Locations to be determined

Wednesday, April 3, 2024 NHHS (May need to be rescheduled)

Wednesday, June 5, 2024

Meeting adjourned at 6:20 p.m.

DRAFT