

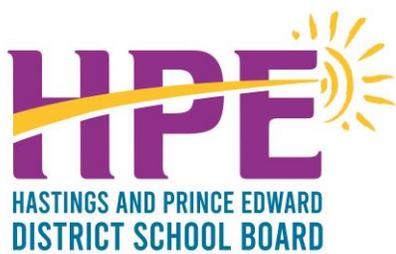
PUBLIC BOARD MEETING AGENDA

Monday, March 28, 2022 @ 7:00 p.m.

In Person/Virtual Google Meet:

Item	Report No.	Responsibility
A Call to order		
1 Land Acknowledgement		M. Brant
2 Delegations/presentations: <i>Virtual Solutions in Real Time for Students with Specialized Learning Needs</i>		K. Dostaler
3 Character Moment of Reflection: Integrity		L. Kyle
4 Approval of agenda		S. Binder
5 Approval of minutes:		
• Public Board Meeting February 28, 2022	A-1	S. Binder
6 Business arising from the minutes – February 28, 2022		All
B Recommendations		
1 Rise and Report from the Committee of the Whole March 21, 2022	B-1	S. Binder
• 2022 School Board Elections/Trustee Distribution		
2 Rise and Report from the Budget/Finance Committee March 21, 2022	B-2	K. McConnell
• Eastside Secondary School Renovations Tender		
• North Hastings High School Mechanical Renewal & Windows Tender		
• Roofing Replacements – various schools		
C Information		
Report from staff		
1 Director of Education Report	Verbal	K. MacIver
2 Virtual School 2021-2022 Update	C-1	T. Elliott
3 English Language Learners Program Update	C-2	T. Elliott
4 Math Fundamentals Teaching and Learning Practices	C-3	T. Elliott
Reports from Trustees		
1 Student Trustees	Verbal	Student Trustees
2 Budget/Finance Committee update from March 21, 2022	Verbal	K. McConnell
3 Special Education Advisory Committee update from February 24 and March 24, 2022	Verbal	L. A. Chatten
4 OPSBA Information Exchange	Verbal	L. A. Chatten
5 Questions, reports and proposals from Trustees	Verbal	All
D Correspondence		
1 • Nil	Verbal	All
E Adjournment		

Next Public Board Meeting: Monday April 25, 2022 at 7:00 p.m.



**Public Board Meeting
February 28, 2022 @ 7:00 p.m.**

Members present: S. Binder, M. Brant, L.A. Chatten, J. Cobb, B. Danes, S. Hutchison, A. Kelly, L. Kyle, K. McConnell, K. Parks

Student Trustees: M. Gaddes, L. Hung

Regrets: T. Elliott, K. Zachariah

Guests: Andrew Ross, Principal, Prince Edward Collegiate Institute, Greer Koutroulides, Instructional Lead Teacher of Guidance and SHSM Lead, Brett Manlow, Instructional Lead Teacher of Canada and World Studies 7 French, Jennifer Slater, Principal, Trent River Public School, Theresa McMahon, Vice-principal, Eastside Secondary School, Deb Waring, Mental Health Lead

Resource: K. Donnell, K. Dostaler, K. MacIver, R. McFadden, D. McFarlane, N. Pfeiffer, S. Taylor-Harvey

Minutes: D. Lucas, Administrative Assistant

Call to order

Chair Binder called the meeting to order at 7:00 p.m. and welcomed everyone to the Public Board meeting. Chair Binder requested a roll call of Trustees and Student Trustees and asked Trustee Brant to deliver the Land Acknowledgement.

Trustee Brant began the meeting by offering words in the spirit of this gathering. "Let us bring our minds and hearts together as one, to honour and celebrate these traditional lands as a gathering place of the Huron-Wendat, Anishinabek and Haudenosaunee people. It is with deep humility that we acknowledge and offer our gratitude for their contributions to our community, having respect for all as we come together and walk side by side into the future to support our students of today."

Presentation

Non-profit Sector Specialist High Skills Major (SHSM) at Prince Edward Collegiate Institute
System Lead, Paul Pickard introduced the evening's presentation from Prince Edward Collegiate Institute. Andrew Ross, Principal at PECEI provided an overview of a new program at PECEI; Non-Profit Sector Specialist High Skills Major replaces the Venture program and is known as the "Change the World" program which will be in full operation in September 2022. Developed in response to students' interest in learning about leadership, the program is grounded in the school's history and identity as a community school. This SHSM supports local, national, and global non-profit organizations through volunteering and fundraising. SHSM programs provide valuable opportunities for schools to respond to student voice and innovate programming.

Chair Binder thanked presenters Andrew Ross, Principal; Greer Koutroulides, Instructional Lead Teacher of Guidance and SHSM Lead; and Brett Manlow, Instructional Lead Teacher of Canada and World Studies and French. Trustees shared their appreciation to the staff of PECEI for the work that has been put into getting this program re-established.

Character Moment of Reflection

Trustee McConnell recited the evening's character moment of reflection, Humour. Trustee McConnell represents Belleville/Thurlow.

**Hastings and Prince Edward District School Board
Public Board Meeting
February 28, 2022**

Approval of the agenda

**Mover: J. Cobb
Seconded: B. Danes**

That the agenda for the February 28, 2022 Public Board Meeting is approved.

Carried

Approval of the minutes

**Mover: K. McConnell
Seconded: L. Kyle**

That the minutes for the Public Board meeting on January 24, 2022 be approved.

Carried

Business arising from the January 24, 2022 meeting

- nil

Recommendations

Director MacIver provided an update on Report B-1: 2022-2023 School Year Calendar. This was shared at the February 14, 2022 Committee of the Whole meeting and there are no significant changes other than confirmation that two exam days have been placed mid-semester. The draft calendar will be forwarded to the Ministry for final approval. To review the report and calendar, click [here](#) and go to page 8 – 10.

**Moved: J. Cobb
Seconded: L. Kyle**

That the Hastings and Prince Edward District School Board approve the 2022-2023 School Year Calendar as contained in the Public Board Report No. B-1, dated February 28, 2022.

Carried

Information

Report from Staff

Director of Education, Katherine MacIver provided the following highlights:

- mask requirement for JK/SK learners was lifted by the Province as well as our local public health. Masks are strongly encouraged for those students at school and on the bus, but not mandatory. Masks mandates for JK/SK have also been lifted at other school boards in our area such as Limestone, Upper Canada and Renfrew. School Boards such as Durham, Trillium, Kawartha-Pine Ridge have JK/SK mask mandates in place, independent of public health for kindergarten learners,
- HPEDSB is awaiting additional new guidance from the Ministry of Education as provincial COVID-19 restrictions are relaxed; communication will be shared with Trustees and with our school community so everyone is aware of what we are being asked to do.
- HEPA filters are in Kindergarten classrooms,
- Families using temporary remote learning (approximately 250 students) will be encouraged to have their children return to in-person learning after the March Break. Access to google classrooms will continue for intermittent absences
- Grants for Student Needs (GSN) were announced by the Ministry of Education last week; staff are reviewing the specifics for HPEDSB for budget planning. Priorities and Partnership Funds have been announced including entrepreneurship, skilled trades, math and tutoring. Remote

school would be offered for the 2022-2023 school year. A survey will be sent out shortly to either in-person or remote learning so we can use that information to plan going forward with staffing and enrollment.

- A business case for the former Quinte Secondary School has been submitted to the Ministry of Education through the capital priority submission window, information will be forwarded when it becomes available.
- The Human Rights Commission released their Right to Read report, a summary will be brought forward to the March 21, 2022 Committee of the Whole meeting.

Director MacIver brings forward a summary of focused work to date on advancing the strategic plan; and has asked the Superintendents to share the progress made to date from each of their respective departments.

Superintendent Dostaler noted that an area of priority is Strengthening Community through Equity and Social Justice and Promote Safety and Well-Being:

- The new Equity Action Plan has clear, measurable actions.
- Schools have been provided with resources for awareness of Black History Month; ongoing social media promotion for public awareness.
- A report about the *This is Me in HPE* student and staff censuses from last fall is expected in the next couple of weeks.
- We are providing and promoting access to mental health resources on a daily basis.
- Recruitment strategies reflect diversity and inclusivity, while relying on data to be proactive in planning.

Superintendent McFarlane noted than an area of priority for his department is also Strengthening Community through Equity and Social Justice:

- The Human Resources team is seeking stakeholder input on how we can optimize our service to our system to better support current and prospective employees.
- The Human Resources team is reflecting on current practices and seeking out how we can incorporate inclusionary practices to ensure we are removing all barriers.
- We are relying on data to help our recruitment actions, in order to be proactive moving into the future rather than reactive.

On behalf of Superintendent Elliott, Director MacIver noted than an area of priority is Improve Student Success and Achievement:

- The Ontario Youth Apprenticeship Program currently has 110 students enrolled with 7 signed STAs.
- credit accumulation for the first semester continues to trend higher than in 2019-20 at the secondary level.
- At the elementary level, student literacy and numeracy skills are improving through the screeners, diagnostic assessment and monitoring progress. 90% of schools have accessed professional learning support for literacy and the majority of 11 intensive math support schools have accessed professional learning.
- In Indigenous education there are revisions to the self-identification procedure, support for the use of land acknowledgements and increased student support through graduation coaches.

Trustees asked questions such as follow up with unsuccessful candidates, the possibility of keeping the quadmester versus semester, virtual school budget and EQAO. Superintendents responded to these questions.

Report C-1: Kindergarten Promotion Registration

System Lead Rob McFadden shared an overview of the Kindergarten promotion campaign to welcome families and children into the Hastings and Prince Edward District School Board (HPEDSB) family as new students to our system and to promote HPEDSB as the preferred educational system of choice in our communities. HPEDSB began promoting Kindergarten registration in February; promotion involved radio and online advertisements encouraging families to register their Kindergarten family with HPEDSB. The [Kindergarten registration page](#) on the HPEDSB website includes general information resources about kindergarten, links to school-specific promotional videos and virtual orientation meetings, and easy navigation to online registration. To review the report click [here](#) and go to page 11.

Report C-2: Anti-Sex Trafficking Protocol

Superintendent Dostaler noted that on July 6, 2021, the Ministry of Education issued PPM 166: "Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols." The PPM requires school boards to establish and follow a protocol that responds to suspected and disclosed sex trafficking occurrences. The PPM also outlines the need for ongoing training for educators and support staff as well as learning and awareness opportunities for students, parents, and guardians.

System Lead, Stephanie Taylor-Harvey noted that in the Fall of 2021, a team was established to create the HPEDSB Anti-Sex Trafficking Protocol. The draft protocol has been shared with community stakeholders as well as several committees including the Special Education Advisory Committee, Indigenous Advisory Committee, Safe Schools Advisory Committee, Equity and Inclusion Advisory Committee and Parent Involvement Committee. The feedback and suggestions from this group of stakeholders was taken into consideration by the team and revisions have been made to reflect their valuable input. Vice-Principal Therese McMahon and Principal Jennifer Slater, members of the team, shared with Trustees facts about human trafficking and the importance of our education staff being able to notice changes in behavior and patterns of these young people. PPM 166 was developed in recognition of the fact that being equipped with appropriate tools and skills, schools can play an integral role in combating human trafficking. PPM also outlines the need for ongoing training for educators and support staff as well as learning and awareness opportunities for students, parents, and guardians. As a team, discussion about a framework for the staff training and our final planning session is taking place towards the latter part of March in order to have everything ready for the training on the April 29th PA day. To review the report and protocol click [here](#) and go to page 13 - 30.

Trustees commended staff for the work that the team has been put into this protocol and asked questions such as training for bus drivers. System Lead Stephanie Taylor-Harvey responded to the questions.

Report from Trustees

Student Trustees Lawson Hung and Moira Gaddes provided a brief update:

- Student Voice meeting held on February 10, with 17 students participating online; break-out sessions where students discussed the question: *What are the most important things students are concerned about?* Some of the recurring themes were: classroom supplies; need for peer support groups for specific types of communities; lack of staff diversity; the concept of consent and how it applies to many topics; cyber-security; human trafficking; washroom safety; school climate; drug use and vaping; and inequities among students.
- Next meeting is scheduled for March 10th.
- Next steps involve asking school administrators to encourage at least three students from each secondary school to participate in these meetings.

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- Student trustee selection will get started; any students interested in becoming a student trustee would submit an application by April 11th and then the election would take place at the April 21st student voice meeting.

Report from Budget/Finance Committee

Trustee McConnell provided highlights from the February 22, 2022 meeting:

- Establish Budget Guidelines and Priorities in Alignment with the Strategic Plan and Needs,
- Review Budget Risks for 2022-2023,
- Review Budget Process, Information and Documents.

Report from Parent Involvement Committee

Trustee McConnell provided highlights from the February 22, 2022 meeting:

- Cyber safety and security presentation,
- Parents Reaching out Grants (PRO) are being provided to individual school councils,
- Reviewed the 2022-2023 school year calendar,
- Reviewed the anti-sex trafficking protocol.

Report from Special Education Advisory Committee

Trustee Chatten provided highlights from the January 27 meeting:

- Educational assistant staff process presentation by Gillian McCurdy, Resource and Safe Workplace Officer, Student Services,
- Psychological Services process presentation by Dr. Deanna Mayfield, Board Lead Psychologist, Student Services,
- Special Education Plan (Part 1) review and feedback,
- Draft Anti-Sex Trafficking Protocol review and feedback,
- PAAC on SEAC – SEAC Resource Guide on Special Education Funding 2021 review,
- Draft Policy/Program Memorandum No. 81: Provision of Health Support Services in School Settings review and feedback,
- Review of correspondence received from Halton District School Board and Waterloo Region District School Board.

OPSBA Information Exchange

Trustee Chatten provided highlights:

- The Public Education Symposium was held on January 28, 2022; Minister Stephen Lecce was opening keynote speaker,
- another keynote discussion regarding the pandemic from Yale University Professor, Nicholas Chrisakis,
- one of the workshops addressed Indigenous Language recovery,
- regional meeting was held directly after the Public Education Symposium.

Questions, reports and proposals from Trustees

- nil

Correspondence:

- nil

Full discussions can be reviewed at [HPEDSB Board Meetings](#)

Meeting adjourned at 8:49 p.m.

Chair

Secretary

DRAFT

Decision X Information

To: Hastings and Prince Edward District School Board

From: Committee of the Whole

Re: Rise and Report – Committee of the Whole Recommendation:

Purpose

On March 21, 2022 the following recommendation was approved at the public Committee of the Whole meeting to come forward to Board for final approval.

Recommendation

Moved:

Seconded:

That the Hastings and Prince Edward District School Board designate, in accordance with Ontario Regulation 412/00, the following municipalities as low population municipalities for the purposes of distribution of trustees for Hastings and Prince Edward District School Board as contained in Board Report B-1 dated March 28, 2022.

- 1) Corporation of the County of Prince Edward**
- 2) Centre Hastings (consisting of Centre Hastings, Marmora and Lake, Madoc Township and Stirling-Rawdon)**
- 3) North Hastings (consisting of Town of Bancroft, Hastings Highlands, Carlow/Mayo, Faraday, Wollaston, Limerick and Tudor Cashel)**
- 4) South East Hastings (consisting of Tweed, Town of Deseronto and Tyendinaga)**

Moved:

Seconded:

That the Hastings and Prince Edward District School Board elect nine trustees in accordance with Regulation 412/00 and that one trustee be redistributed to the low population areas as outlined in the Trustee Distribution Appendix, as contained in Board Report B-1 dated March 28, 2022.

Decision X Information

To: Hastings and Prince Edward District School Board

From: Budget and Finance Committee

Re: Rise and Report – Budget and Finance Committee Recommendations

Purpose

On March 21, 2022 there were three recommendations approved at the public Budget and Finance Committee meeting to come forward to Board for final approval.

Recommendation #1: RFQ 2122-007: Eastside Secondary School, Interior Renovations Phase 2

Moved:

Seconded:

That the Hastings and Prince Edward District School Board approve RFQ 2122-007 to: David J. Cupido Construction for Phase 2 of interior renovations at Eastside Secondary School in the amount of \$2,162,000 as contained in the Public Board Report No. B-2, dated March 28, 2022.

Recommendation #2: RFQ 2122-009 NHHS Mechanical Renewal and Window Replacements

Moved:

Seconded:

That the Hastings and Prince Edward District School Board approve RFQ 2122-009 to Beacon Construction (Ontario) Ltd. for the mechanical renewal work and replacement of windows at North Hastings High School, in the amount of \$2,266,487.80 as contained in the Public Board Report No. B-2, dated March 28, 2022.

Recommendation #3: RFQ 2122-006 Roofing Replacements – various locations

Moved:

Seconded:

That the Hastings and Prince Edward District School Board approve RFQ 2122-006 to:

Amherst Roofing and Sheet Metal for roof replacement and associated work at:

- Madoc Township Public School in the amount of \$111,980.00

Dafoe Roofing Ltd. for roof replacement and associated work at:

- Bird's Creek Public School in the amount of \$326,394.00
- Sophiasburgh Central School in the amount of \$372,331.00
- York River Public School in the amount of \$250,713.00

Nortex Roofing Ltd. for roof replacement and associated work at:

- Centennial Secondary School in the amount of \$342,750.00

Triumph Roofing Inc. for roof replacement and associated work at:

- Eastside Secondary School in the amount of \$67,290.00
- North Hastings High School in the amount of \$351,405.00

as contained in the Public Board Report No. B-2, dated March 28, 2022.

Decision _____ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education, Curriculum Services

Re: Virtual School Update

Purpose

To share an update on the HPEDSB 2021-2022 Virtual School successes, challenges, and plans for the 2022-2023 Virtual School.

Background

During the COVID 19 pandemic, the Ministry of Education (MOE) mandated that school boards provide a variety of remote learning options for students and families who may not be comfortable with in-person learning in schools. The HPEDSB designed a Virtual School in 2019-2020 in response to identified stakeholder requests and MOE direction and continues to offer a Virtual School (VS) experience where the student enrollment numbers support such a platform. The Virtual School responds to the needs of families in an equitable manner while promoting practices that support increased student learning, success and achievement as outlined in the 2019-2022 Board Improvement Plan.

Current Situation

The Virtual School was designed with “students first” in mind, offering remote learning instruction for K-10 students from across the district in 2021-2022. The Virtual School currently serves approximately 500 students from across all schools in our district. A combination of scheduled synchronous and asynchronous instruction is the foundation of programming.

Benefits of the Virtual School:

- Many students who struggle with social anxieties and self-regulation in person, and for whom that behaviour interferes with their learning, are thriving in the Virtual School setting; VS has been a stepping stone for students working through re-engagement processes (e.g., a few Gr. 11 and 12 students with few credits now being successful).
- Provides an alternative solution for students needing Safe Schools placements as an alternative to expulsion or home instruction.
- Builds learning skills such as organization (time management), responsibility (managing own behaviour and meeting timelines), collaboration (communicating in a virtual environment) and independent work (individually monitor and assess progress to reach goals) in a manner that requires heightened self-regulation.
- Staff and students are utilizing and developing great proficiency in online technology skills that will help them be successful in any 21st century learning and work environment.
- Many parents are fully engaged as partners in their child’s learning during learning periods.
- Maximizes all instructional days as possible (i.e., no disruptions due to inclement weather).

Challenges within the Virtual School:

- Currently limited ability to meet the needs of special education students due to availability of specialized support staff.
- Families and students who have chronic attendance or engagement issues continue to avoid school.
- Schools unable to have daily contact with at-risk students to provide safety, security and nutritional support.

- Social interactions and connections occur only via electronic means and the value of in person- in person interactions is unattainable.

Ways in which the Virtual School has and continues to support HPEDSB stakeholders:

- Supportive of in-person administrators and staff during Remote Learning periods by sharing resources, best practices, training sessions, etc.
- Increased parent/guardian awareness of curriculum and how they can best support learning at home (e.g., at home experiences, classroom volunteering).
- Increased parent/guardian awareness of 21st century skills and learning as it relates to student achievement and well-being, and building family technology skills (e.g., school-wide focus on Cyber Safety).
- System has learned about needs for increased security on Board wide platforms and possible online resources to improve student achievement across the system (e.g., Edwin).
- Development of a highly effective working relationship between VS and ITS and a better understanding of how the technology supports the pedagogy.

2021-2022 Virtual School Data Story

Staffing Contextual Data:

- 19 elementary staff - some staff are placed by medical accommodations and others by choice/application
 - .8 Learning Support Teacher
 - .5 elementary CYC on medical accommodation
- 8 secondary staff - all by choice or application
 - 2 Instructional Lead Teachers
 - .33 Special Education Teacher, .33 Student Success Teacher, .33 Guidance Teacher

Special Education Student Data:

- 117 of 389 elementary students are identified with Special Education needs (31%)
 - 108 (92%) of these students are in grades 4-8
 - 77 nxIEP and 40 formal IEP (formal identifications include: Autism, LD, IDD, IMD, Behaviour, Physical)
- 53 of 111 secondary students are identified with Special Education needs (48%)
 - 31 nxIEP and 22 formal IEP

Elementary Achievement Data (based on data available as of Feb. 5/22):

WRITING Level of Achievement By Grade								
Grade	4	3	2	1	R	I	Blank	Count
1	13%	33%	27%	17%	3%	7%	0%	30
2	11%	28%	44%	6%	11%	0%	0%	18
3	11%	39%	33%	0%	0%	17%	0%	36
4	10%	43%	37%	8%	0%	2%	0%	49
5	0%	45%	36%	9%	0%	9%	0%	22
6	3%	21%	26%	24%	0%	26%	0%	34
7	22%	0%	20%	50%	0%	7%	0%	54
8	30%	0%	19%	30%	0%	22%	0%	64

Primary: 45% at or above Level 3

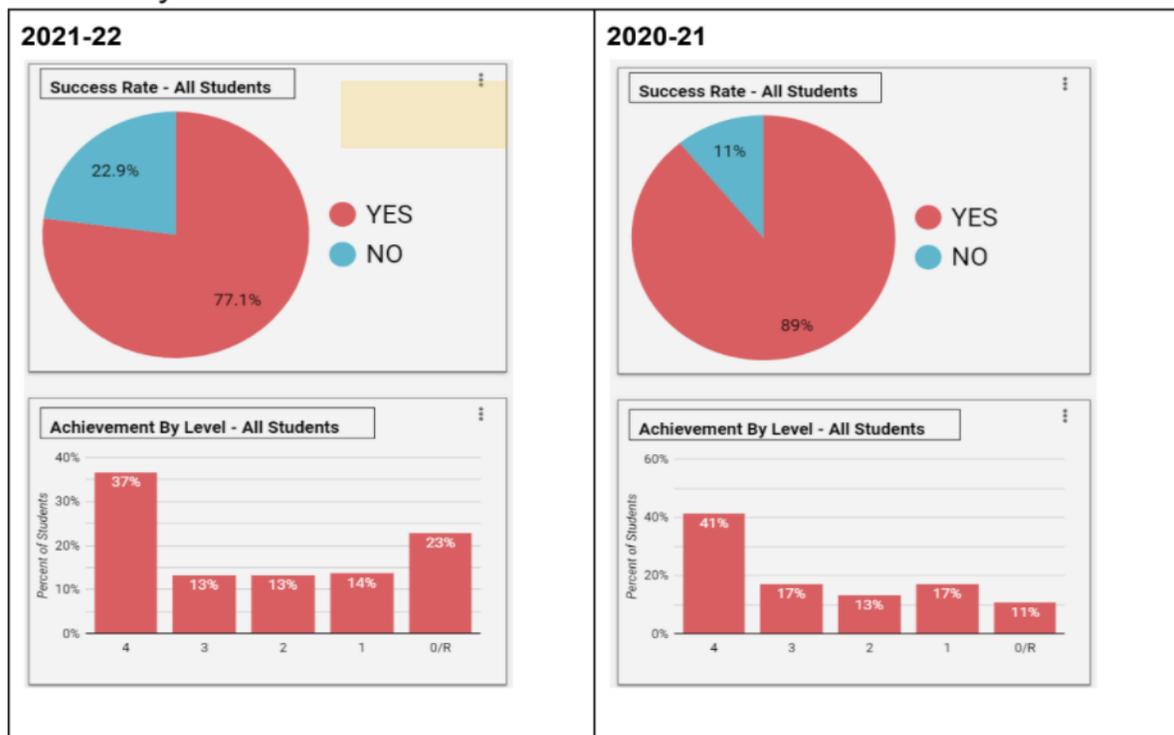
Junior: 42% at or above Level 3

Intermediate: 26% at or above Level 3

READING Level of Achievement By Grade						
Grade	4	3	2	1	R	I
1	20%	27%	27%	7%	13%	7%
2	6%	33%	44%	6%	11%	0%
3	8%	50%	28%	6%	3%	6%
4	8%	48%	31%	10%	0%	2%
5	5%	36%	36%	14%	0%	9%
6	3%	24%	29%	29%	6%	9%
7	20%	0%	24%	48%	0%	7%
8	21%	0%	21%	41%	0%	17%

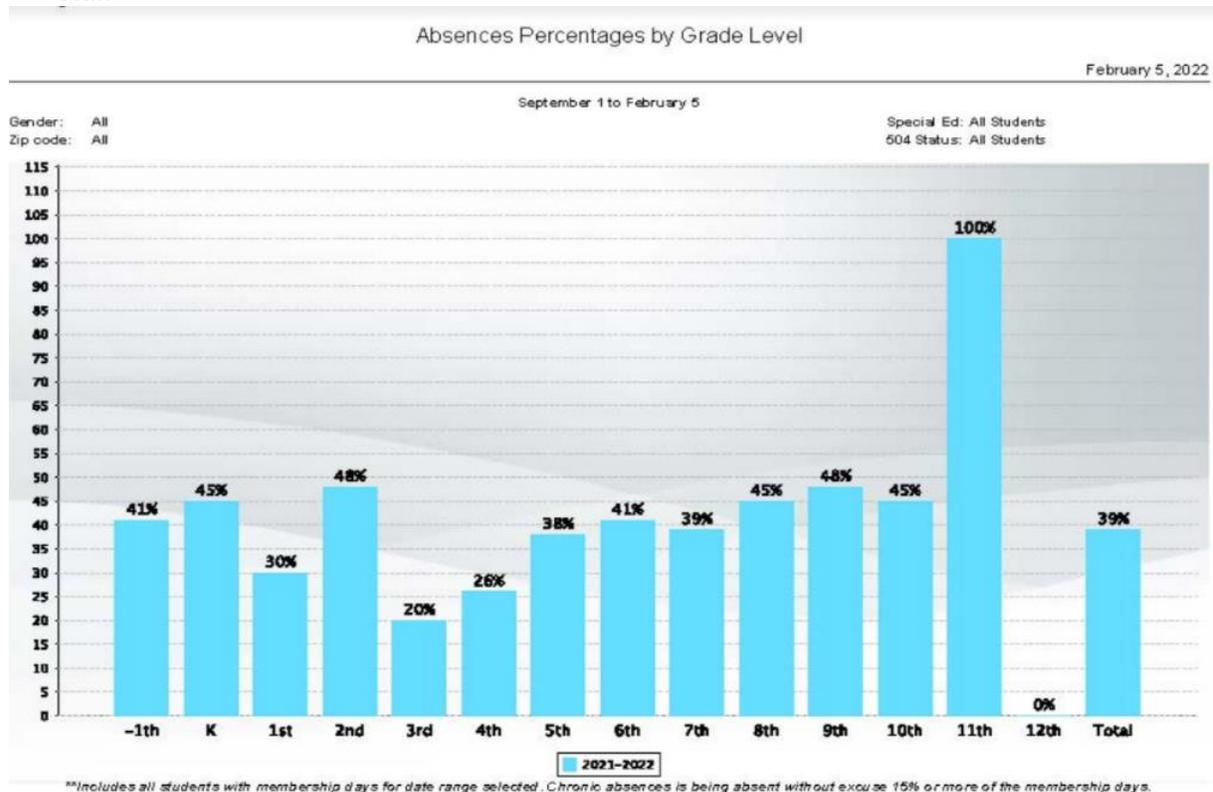
Primary: 48% at or above Level 3
 Junior: 41% at or above Level 3
 Intermediate: 20% at or above Level 3

Secondary Achievement Data (based on data available as of Feb. 5/22):



Attendance Data:

- Daily attendance continues to be a concern across all grades and a workload issue for school staff



Important Components of the Virtual School for Future Planning with staffing and budget implications:

- Continue to staff and structure the Virtual School as a stand alone school with full ownership of students to allow for greater operational efficiency.
- Continue to promote full-year commitment by students and families to sustain continuity of learning and mitigate disruptions to learning for students, both at the Virtual School and at home-schools, and to maintain reasonable staff-student ratios.
- Continue to follow Procedure 340 for students and families requesting a transfer to the Virtual School, while maintaining a waitlist.
- Staff Virtual School similarly to all schools with special education support staff, including Educational Assistant support, regional programming, whereby the student population meets the criteria for such support.
- Continue with dedicated staff: ITS Computer Systems & Network Technologist; Learning Support Coordinator; Child Youth Worker; and, a Social Worker.
- Allocate budget for licensing for high yield Digital Resources (e.g., Edwin; FlyLeaf; etc.).

Next Steps

1. Planning for the 2022-2023 HPEDSB Virtual School is underway, with a [letter](#) sent to all families describing the process by which they may request a placement in the Virtual School.
2. The structure of the 2022-2023 HPEDSB Virtual School will be established based on the results of registrations by grade, aligning with staffing and budget parameters and processes. Continue to collaborate closely with all stakeholders to monitor the success and challenges of the Virtual School, communicating the importance of regular attendance and the learning skills and work habits that contribute to greater student success within

Decision ___ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education
Bessie Stelatos, System Lead, Curriculum Services

Re: English Language Learning Program Update

Purpose

To share an overview of K-8 English Language Learners (ELLs) programs and support in HPEDSB.

Background

English language learners are students whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario's schools, and who may require focussed educational support to assist them in attaining proficiency in English. These students may be Canadian-born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.

Creating a welcoming and inclusive school environment for ELL students is a whole-school responsibility requiring the commitment of administrators, teachers, support staff, and other leaders within the school community. The outcome of this committed effort is a dynamic and inclusive school environment that celebrates linguistic and cultural diversity as an asset, and enriches the learning experience of all students.

Current situation

Within the Hastings and Edward District School Board, we serve an English language learner population from a rich array of cultural and linguistic backgrounds, throughout the school board. These students are learning the language of instruction at the same time as they are learning the curriculum and developing a full range of literacy skills. All students, including ELLs, are expected to meet the rigorous challenges of the Ontario curriculum and must be instructed in an explicit and systematic manner to achieve equity of outcomes. Effective language and literacy instruction begins with the needs of the learner clearly in mind, and all teachers – across all content areas – are teachers of both language and literacy. Supporting the success of the [English language learner](#) is a shared responsibility.

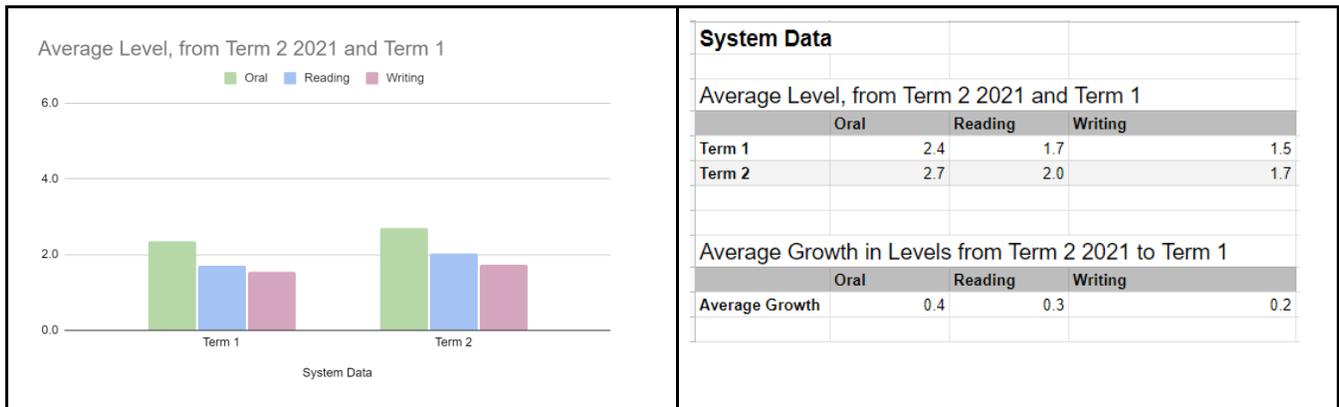
During the 2021-2022 school year, the HPEDSB ELL delivery model was enhanced to include intentional support for both teachers and students within the classroom whenever possible. Schedules of the itinerant teachers reflected a change to longer periods of time in schools rather than in transit which allowed deeper learning and integration of supportive strategies in the classroom. As students see their language skills acknowledged by their classroom teachers and parents feel more confident, they begin to take the risks involved in learning a new language. They are able to view English as an addition to their first language, rather than as a substitution for it.

English Language Learners Elementary			
Direct Support - 57 students across 20 schools		Indirect Support - 44 students across 23 schools	
English as A Second Language (ESL) program	English Literacy Development (ELD) program	English as A Second Language (ESL) program	English Literacy Development (ELD) program
48	9	38	6

Having an awareness of a student's home country and first language helps to inform culturally responsive programming in the classroom.

Country of Origin	Languages
20 Countries	24 Languages
Afghanistan, Albania, Brazil, Canada, China, Egypt, France, Germany, India, Italy, Japan, Lebanon, Mexico, Nicaragua, Pakistan, Philippines, Saudi Arabia, Syria, Turkey, and Ukraine	Albanian, Arabic, Bisaya, Cantonese, Dari, Farsi, French, German, Gujarati, Hindi, Italian, Japanese, Korean, Kurdish, Malayalam, Mandarin, Portuguese, Russian, Spanish, Tagalog, Tamil, Turkish, Ukrainian, Urdu, Vietnamese, and Visayan

The Steps Towards English Proficiency (STEP) Assessment is a ministry approved ELL proficiency test used to evaluate a student's proficiency in the English language. Below, the charts indicate a positive impact in oral, reading and writing components of [\(STEP\) assessment](#).



Currently, six students are awaiting an initial STEP assessment. On the indirect support list are twelve students in first year kindergarten and eleven students in second year kindergarten who may need to be added to the caseload in the fall, following initial STEP assessments. There were six ELL students that transitioned from active direct support to indirect support at the start of Term 2 as a result of their improvements. Additionally, nine students will be discharged in June at the end of Grade 8.

Next steps

- ELL itinerant teachers will continue to support ELL students in the classroom environment whenever possible rather than the traditional withdrawal model.
- ELL itinerant teachers will continue to model effective teaching strategies to enhance instructional practices and engage ELL students.
- ELL itinerant teachers will continue to collect pre and post data using the Steps Towards English Proficiency (STEP) assessment to measure English acquisition and proficiency.

Decision _____ Information X

To: Hastings and Prince Edward District School Board

From: Tina Elliott, Superintendent of Education
Bessie Stelatos, System Lead, Curriculum Services

Re: Math Fundamentals Teaching and Learning Practices

Purpose

To share an update on teaching and learning practices that support educator capacity in addressing fundamental math concepts and skills in service of increasing student achievement, as per the Hastings and Prince Edward District School Board (HPEDSB) 2020-2025 Strategic Plan.

Background

Prior to the COVID 19 pandemic, the K-8 student achievement data for mathematics reflected a trend of declining student performance at provincial standard, based on EQAO assessment of mathematics. The declining achievement created a sense of urgency requiring an intentional interruption to this trend.

Provincially, the Ontario government released the [2020 Mathematics Curriculum](#), to better prepare students to work in a rapidly changing environment, strengthen math competence, and reverse a decade of declining math scores by focusing upon the fundamentals of math. Ensuring that all students have a strong understanding of the [fundamentals of math](#) is one of the best ways to prepare them for success, now and in the future. Understanding how numbers work is foundational to all aspects of mathematics. Key concepts include addition, subtraction, division, and multiplication, which help to set the stage for more advanced skills, including algebra, and working with integers and decimals, among others. If students develop these foundational skills in number, understanding can be scaffolded across mathematics curriculum strands that reflect increasing complexity.

Current situation

Locally, this has led to a continued priority on mathematics, involving a thorough review of past practices, alignment to reflect the direction set by the new Mathematics curriculum and fundamentals of mathematics, and to guide changes in:

- system level support to shift program design;
- instruction and assessment practices;
- deployment of new resources to educators and schools; and,
- delivery of increased frequency and intentionality of support to EDU identified intensive support schools.

In order to support explicit instruction of the fundamentals of math, as outlined in the Ontario Mathematics Curriculum, 2020, and increase achievement for all students in HPEDSB, Curriculum Services K-8 has the following supports in place:

- collaborative collection and analysis of data using HPEDSB numeracy assessment tools to know where our students are at;
- co-planning and co-teaching with educators to target specific math skills and concepts to strengthen math understanding and learning; and,
- collectively measure impact using the iterative process to inform instructional next steps in support of personalized and precise student learning and achievement needs.

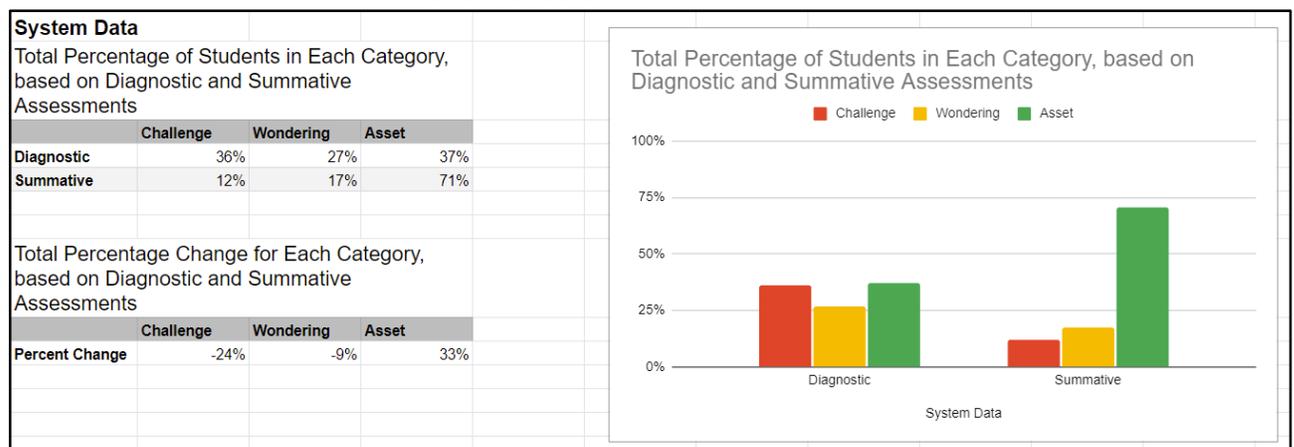
Additionally, the Curriculum Services K-8 departmental priority on mathematics has incorporated an intentional focus on facilitating ongoing capacity building for system staff, administration and

educators. The current learning and actions are documented below:

- Supporting educators with understanding and implementing the 2020 Math Curriculum (e.g., Ontario Association of Mathematics Education Conference, Dr. Chris Suurtamm Leadership in Mathematics sessions, virtual presentations that highlight math resources that have been purchased for schools, sharing resources with New Teacher Induction Program participants, and compiling pertinent resources pertaining to math for educators on the Curriculum website);
- Highlighting the importance of knowing our learners to inform instruction, through the use of the HPEDSB Numeracy assessment tool and teacher support documents, with the Student Services department (e.g., coordinators, system principals, classroom teachers) to guide effective practices in the development of student Individualized Education Plan (IEP) goals and accommodations, in alignment with the 2020 Math Curriculum;
- Building teacher confidence and capacity in the classroom by promoting additional qualification courses (ABQ) in mathematics, fully subsidized funding from the Ministry of Education, in order to support improved student learning and achievement in mathematics.

To date, HPEDSB [data](#) shows an overall increase in students' understanding of targeted skills, emphasizing the importance of explicit instruction in the fundamentals of mathematics.

2021-2022 School Year



Next steps

1. “Stay the course” in the direction of teaching and learning practices that support educator capacity in addressing fundamental math concepts and skills system priorities. Cycle back to Ministry identified HPEDSB intensive support schools: *Central Hastings School, Coe Hill School, Frankford Public School, Hermon Public School, Maynooth Public School, Prince Charles School, Prince of Wales Public School, Queen Elizabeth School, Queen Victoria School, Sophiasburgh Central School and York River Public School* to address student needs through co-planning and co-teaching.
2. Continue to coordinate additional professional learning opportunities for educators (e.g., MathUP resource support, virtual professional development opportunities, staff meetings, PA days, webinars, virtual conferences, Curriculum Services website, etc.).
3. Incorporate HPEDSB social media platforms to increase parental engagement, providing families with resources to support student math learning and confidence.