

# AGENDA

**Regular Public Board Meeting**

**Monday, January 23, 2023**

Item	Responsibility
1 Call to Order – 7:00 p.m.	S. Binder
2 Acknowledgement of Traditional Lands	K. Kramp
3 Presentation: Tweed Elementary School: School-based Math Programming	T. Elliott
4 Roll Call	S. Binder
5 Approval of Agenda	S. Binder
6 Declarations of Conflict of Interest	S. Binder
7 Consent Agenda Items	S. Binder
(a) Regular Public Board Meeting, December 12, 2022	
(b) Special Public Board Meeting, December 19, 2022	
8 Rise and Report from Committee of the Whole Closed Session	R. Prinzen
(a) Recommendation to approve Appointment of new Trustee	
9 Swearing in of new Trustee	K. MacIver
10 Report from Trustees appointed to External Organizations	A. Robertson
(a) Ontario Public School Board Association (OPSBA)	
11 Standing Committee Reports	
(a) Governance and Policy Committee	S. Binder
i. Recommendation to revoke Policy 3A and 3B	
(b) Physical Planning, Finance and Building Committee Meeting Jan. 9/23	K. Kramp
(c) Student Learning, Well-Being and Equity Committee Meeting Jan. 11/23	S. Lewis
12 Statutory Committee Reports	
(a) Audit Committee (nil)	
(b) Board Student Discipline Committee (nil)	
(c) Parent Involvement Committee (nil)	
(d) Special Education Advisory Committee December 15, 2022	S. Lewis
(e) Supervised Alternative Learning Committee (nil)	
13 Advisory Committee Reports	
(a) Accessibility Advisory Committee (nil)	
(b) Equity and Inclusivity Advisory Committee meeting December 14, 2022	E. Charlton
(c) Indigenous Education Advisory Committee meeting December 7, 2022	S. Maracle
(d) Student Voice Committee	Student Trustees
14 Ad Hoc Committee Report (nil)	
15 Chair's Report	S. Binder
16 Director's Report	K. MacIver
17 HPEDSB Staff Reports	
(a) Special Education update	K. Dostaler
(b) Kindergarten promotion	T. Elliott
(c) Mathematics update	T. Elliott
(d) School College Work Initiative (SCWI) update	K. Niemi

- 18 Calendar of Events February, 2023 S. Binder
- (a) Student Learning, Well-Being and Equity Committee Feb. 6, 2023
  - (b) Physical Planning, Finance and Building Committee Feb. 13, 2023
  - (c) Governance and Policy Committee Feb. 21, 2023
  - (d) Parent Involvement Committee Feb. 22, 2023
  - (e) Special Education Advisory Committee Meeting Feb. 23, 2023
  - (f) Regular Public Board Meeting Feb. 27, 2023
  - (g) PECL, February 7, 2023, French Immersion Parent Information Night
  - (h) Harry J. Clarke, February 8, 2023, French Immersion Information Night
  - (i) Bayside Secondary School, February 17<sup>th</sup>, Grade 9-122 Winterlude/Sens Game Ottawa
  - (j) Bayside Secondary School, February 23<sup>rd</sup>, Elementary Parent/Teacher Night
  - (k) Frankford Public School, January 25<sup>th</sup>, Public Speaking Event (gymnasium all day)
  - (l) Frankford Public School, February 28<sup>th</sup>, monthly Falcon Awards 10:00 a.m.
  - (m) Queen Elizabeth (Belleville), February 28<sup>th</sup>, Community Assembly 10:00 a.m.
  - (n) Central Hastings School, February 1<sup>st</sup>, French Immersion Parent Information Night 6:00 p.m.
  - (o) Central Hastings School, February 22<sup>nd</sup>, Waterloo Math Contest Grades 9-11.
- 19 Correspondence S. Binder
- 20 Unfinished Business S. Binder
- 21 Trustee Motions for Consideration (nil)
- 22 Trustee Notice of Motion (nil)
- 23 Adjournment S. Binder
- 24
- 25

**Members present:** E. Charlton, K. Hambly, K. Kramp, S. Lewis, S. Maracle, R. Prinzen,  
A. Robertson, R. Speck

**Student Trustees:** L. Hung, S. Spencer, J. Webster

**Absent:** S. Binder

**Resource:** K. Donnell, K. Dostaler, T. Elliott, K. MacIver, D. McFarlane, K. Niemi, N. Pfeiffer,

**Minutes:** D. Lucas, Executive Assistant

**1. Call to order**

Vice-chair Prinzen called the meeting to order at 7:00 p.m. and welcomed everyone to the Public Board meeting.

**2. Acknowledgement of Traditional Lands**

Trustee Lewis offered the Land Acknowledgement

**3. Centennial Secondary School Choir**

Students shared the gift of music through their dynamic vocal performance. They performed the following pieces:

- “The Wellerman”, a traditional sea shanty
- “Memories” by Maroon 5/Pachelbel
- “Pie Jesu”, from Requiem by Andrew Lloyd Webber

Soloists: Olivia Dafoe and Natalie Samfiru, with Teacher Peter Hercus on guitar. Thank you to the Senior Vocal Class and Junior Advanced Placement students.

**4. Roll Call**

Vi-chair Prinzen requested a roll call of Trustees and Student Trustees.

**5. Approval of the agenda**

**Mover:** S. Maracle

**Second:** K. Kramp

That the agenda for the December 12, 2022 Regular Public Board Meeting be approved.

**Carried**

**6. Conflict of Interest – None declared.**

**7. Consent Agenda Items**

**Mover:** S. Lewis

**Second:** K. Hambly

**Consent agenda items approved.**

**Carried**

**8. Report from External Organizations:** Trustee Robertson shared the following highlights from the recent OPSBA Board of Directors meeting held in November:

- A presentation of the study on “The Powers and Duties of School Boards -- Health and Well-Being of Students and Employees” by Anthony F. Brown LLB, LLM, M.Ed.
- OPSBA Advocacy Day was held on November 28, 2022.

To review the entire report submitted [click here](#) and go to page 8.

**9. Standing Committee Reports:**

(a) Governance and Policy Committee Recommendations

(i) Trustee Vacancy Ad Hoc Committee and Governance Directive.

**Recommendation**

**Moved: K. Hambly**

**Seconded: S. Lewis**

**That the Hastings and Prince Edward District School Board approve the Governance Directives for the Trustee Vacancy Ad Hoc Committee as required by HPEDSB Board By-Laws and Policy 3-H: Filling Vacancies on the Board.**

**Carried**

Director MacIver shared the Governance Directive for the Trustee Vacancy Ad Hoc Committee as required by HPEDSB Board By-Laws and Policy 3-H: Filling Vacancies on the Board. Director MacIver asked for a show of hands from trustees who were interested in participating on the Trustee Vacancy Ad Hoc Committee; Trustees Binder, Hambly, Kramp, Lewis, Maracle, Prinzen and Robertson, all expressed interest. The first meeting of the Trustee Vacancy Ad Hoc Committee is scheduled for Monday December 19<sup>th</sup> at 3:00 p.m.

(ii) Governance Directive – 7.3 Public Participation and Delegations

**Recommendation**

**Moved: A. Robertson**

**Seconded: K. Kramp**

**That the Hastings and Prince Edward District School Board approve the Governance Directive – 7.3 Public Participation and Delegation.**

**Carried**

Director MacIver noted as outlined in the HPEDSB By-Laws, Section 7: Governance Directives are required for Public Participation and Delegations. Through the approval of this Directive, Board Policy 3A: Delegations and Presentations will be revoked.

(b) Physical Planning, Finance and Building Committee - nil.

(c) Student Learning, Well-Being and Equity Committee - nil

**10. Statutory Committee Reports:**

(a) Audit Committee - nil

(b) Board Student Discipline Committee - nil

(c) Parent Involvement Committee -Trustee Speck provided the following highlights from the November 23, 2022 meeting:

- Dr. Toumishey, Medical Officer of Health for Hastings and Prince Edward Health Unit joined the meeting with parents and staff,
- a update on PRO Grant Funding Applications was provided, and
- Director MacIver shared the Governance Directive – Parent Involvement Committee with the committee.

(d) Special Education Advisory Committee - Trustee Lewis provided the following highlights from the December 1, 2022 meeting:

- Andrea Brennan was acclaimed Chair of Special Education Advisory Committee
- Lisa Rashotte was acclaimed Vice-chair of Special Education Advisory Committee
- Individual Education Plans – System Lead Taylor-Harvey/Geoff Courneya
- Contingency Planning update – Superintendent Dostaler

(e) Supervised Alternative Learning Committee – nil.

**11. Advisory Committee Reports:**

- (a) Accessibility Advisory Committee - nil
- (b) Equity and Inclusivity Advisory Committee – nil
- (c) Indigenous Education Advisory Committee – nil
- (d) Student Voice Committee – Student Trustee Hung noted the following highlights:
  - Student Voice Survey released on December 2, 2022 with 203 responses; and
  - a meeting with Bayside Secondary School was held regarding the progress made there.

**12. Ad Hoc Committee Report:** nil

**13. Chair Report:** nil

**14. Director's Report:** Director MacIver provided the following highlights:

- CUPE has ratified and other parties are expected to report on final word of ratification by December 19; negotiations are continuing with other labour groups at the provincial and local levels;
- staff absences due to illness remain a concern and we continue to advise staff to stay home when ill; we have paused professional learning and meetings that would take staff out of schools; a next step would have been to pause extracurricular activities that require supply coverage, although we do not need to take that step at this time;
- Eastside Secondary School received a CNC milling machine valued at \$50,000 from the Canadian Tooling & Machining Association (CTMA) and Ontario Council for Technology Education (OCTE); a manual engine lathe valued at \$25,000 and hand tools valued at \$5,000 will be delivered in the coming weeks; and
- our schools are alive with the sounds of holiday activities.

**15. HPEDSB Staff Reports:**

**(a) 2022 Director's Annual Report**

Director MacIver noted that the [2022 Director's Annual Report](#) is a collaborative effort among department and school staff to feature aspects of HPEDSB. It presents a cross-section of stories and information that make us *Proud to be HPEDSB!* Director MacIver thanked Kerry Donnell, Communications and FOI Manager as well as Karen La Rose, Communication Officer for the dedicated effort put into this annual report.

**(b) Reading/Literacy Update:** Superintendent Elliott shared an overview of foundational literacy practices within Hastings and Prince Edward District School Board (HPEDSB) at the early elementary level. Part of the Strategic Plan priority is to improve student success and achievement. The Strategic Plan identifies a system action of annual increase in students (Kindergarten to Grade 3) reaching at benchmark by establishing a comprehensive early literacy strategy, with an emphasis on speech and oral language development and phonemic and phonetic competence levels. To review the entire report submitted, [click here](#) and go to page 52.

**(c) EQAO Report:** Superintendent Elliott shared a report providing an overview of the achievement of Hastings and Prince Edward District School Board students, as measured by the Education and Quality Accountability Office (EQAO) for 2021-2022. The Hastings and Prince Edward District School Board (HPEDSB) Strategic Plan identifies a system action of annual increase in the percentage of students meeting the provincial standards in Grade 3, 6, 9, and 10 assessments. This is part of the Strategic Plan priority to improve student success and achievement. To review the entire report submitted, [click here](#) and go to page 54.

- (d) **Staffing and Recruitment Update:** Superintendent McFarlane provided an update related to staffing and recruitment strategies implemented to address the shortage of staff across the district to fill both vacant positions and daily absences. One of HPEDSB's strategic plan goals is to create environments where students and staff feel safe and are supported to learn, work and thrive. For the system to function optimally, commitment is made to continuously monitor and replenish casual lists of people available to fill positions. This requires the Human Resources team to analyze data, look beyond traditional methodologies and seek out better ways to meet staffing needs. To review the entire report submitted, [click here](#) and go to page 56.
- (e) **2022-2023 Revised Estimates:** Superintendent Pfeiffer shared a report Revised Estimates for the 2022-2023 fiscal year. The 2020-2025 Strategic plan includes an action to improve public relations by providing information that is timely, transparent and accessible for all. The *Education Act* has specific requirements for school boards regarding the preparation and adoption of financial estimates (budgets) and revised estimates. Budgets are submitted to the Ministry of Education by June 30 of each year for the following school year, which runs from September 1 to August 31. Revised estimates are budgets that are updated for changes in enrolment, staffing, revenues, and expenses; these are submitted to the Ministry by December 15 of each year. Revised estimates are more accurate than budgets as the information and assumptions that they contain are more certain than those of the previous spring when the budgets were developed. To review the entire report submitted, [click here](#) and go to page 58.
- (f) **Tender RFQ 2223-001: Gym/Auditorium Lighting and Heating Ventilation and Air Conditioning (HVAC) Renovations at Trenton High School:**  
Chair Binder asked for a mover and seconder for a Tender recommendation in order bring this item to the floor for discussion.

**Recommendation:**

**Moved:** S. Maracle

**Seconded:** E. Charlton

**That Hastings and Prince Edward District School Board approve RFQ 2223-001 to Jean Daoust Construction Inc. for Phase 2: Gym/Auditorium HVAC and Auditorium Lighting at Trenton High School in the amount of \$1,958,800.00.**

**Carried**

Superintendent Pfeiffer and Senior Facility Manager, Kim Horrigan noted that the recommendation comes forward for approval of a tender for Trenton High School. The 2020-2025 Strategic Plan includes an action to improve public relations by providing information that is timely, transparent and accessible for all. To review the entire report submitted [click here](#) and go to page 72. Trustees asked questions regarding the tender process; Senior Facility Manager, Kim Horrigan and Superintendent Pfeiffer responded to their questions.

**16. Calendar of Events and meetings scheduled for January, 2023:**

- Physical Planning, Finance and Building Committee Jan. 9, 2023,
- Student Learning, Well-Being and Equity Committee Jan. 11, 2023,
- Governance and Policy Committee Jan. 16, 2023,
- Regular Public Board Meeting Jan. 23, 2023,
- Special Education Advisory Committee Meeting Jan. 26, 2023,
- Bayside Secondary School "The Arts Coffee House" 2:30-7:30 p.m.,

- Central Hastings School: January 11, 2023 Grade 8 Shadow Day and January 19, 2023 Grade 8-9 transitions Parent Info Night 6:00-8:00 p.m.

**17. Correspondence**

- Nil

**18. Unfinished Business**

- Nil

**19. Trustee Motions for Consideration**

- Nil

**20. Trustee Notice of Motions:**

- Nil

**21. Meeting adjourned at 8:57 p.m.**

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***Chair***

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***Secretary***

**Members present:** S. Binder, E. Charlton, K. Hambly, S. Lewis, S. Maracle, R. Prinzen,  
A. Robertson

**Student Trustees:**

**Absent:** K. Kramp, R. Speck

**Resource:** B. Chapman, K. Donnell, T. Elliott, K. MacIver, D. McFarlane, N. Pfeiffer,

**Minutes:** D. Lucas, Executive Assistant

**1. Call to order**

Chair Binder called the meeting to order at 4:30 p.m. and welcomed everyone to the Public Board meeting.

**2. Motion to convene into Special Closed Committee of the Whole Meeting**

**Recommendation**

**Moved:** R. Prinzen

**Seconded:** A. Robertson

**Motion to convene into the Special Committee of the Whole Closed (Private) Session  
at 4:31 p.m.**

**Carried**

**3. Reconvene** - Chair Binder reconvened the public session back to order at 4:47 p.m.

**4. Land Acknowledgement** - Trustee Robertson offered the Land Acknowledgement.

**5. Roll Call** - Chair Binder requested a roll call of Trustees.

**6. Approval of the agenda**

**Mover:** A. Robertson

**Seconder:** R. Prinzen

That the agenda for the December 19, 2022 Special Public Board Meeting be approved.

**Carried**

**7. Conflict of Interest** – Trustee Hambly declared a conflict of interest and left the meeting.

**8. Rise and Report from the Closed Committee of the Whole**

Chair Binder noted that there is one recommendation from the Special Closed Committee of the Whole and asked for a mover and a seconder to bring the recommendation to the floor for discussion.

**Recommendation:**

**Moved:** A. Robertson

**Seconded:** S. Maracle

**That Hastings and Prince Edward District School Board approve the terms of the local Collective Agreement between Hastings and Prince Edward District School Board and Canadian Union of Public Employees (CUPE), Local 1022 for the period of September 1, 2022 to August 31, 2026.**



**Carried**

Vice-chair Prinzen noted that this recommendation comes forward from the Special Closed Committee of the Whole session recommending HPEDSB to approve the tentative CUPE Collective Agreement.

**9. Meeting Adjourned – 4:52 p.m.**

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**Chair**

\_\_\_\_\_  
**Secretary**

Decision   X   Information   

**To:** Hastings and Prince Edward District School Board

**From:** Shannon Binder, Chair of the Governance and Policy Committee

**Re:** Revocation of Policies 3A and 3B

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**Purpose**

This recommendation comes forward to Hastings and Prince Edward District School Board from the Governance and Policy Committee to approve the revocation of Board Policies No. 3-A: Delegations and Presentations and Board Policy No. 3-B: Electronic Meetings.

**Link to Strategic Plan**

1.7 Advocate for public education and demonstrate sound decision making through good governance.

**Background**

On September 26, 2022, the Board of Trustees approved the HPEDSB Bylaws. These bylaws included section 5.12 Electronic Participation.

On December 12, 2022, the Board of Trustees approved the Governance Directive 7.3: Public Participation and Delegations.

These approvals were a part of the ongoing review and updating of Board policies and bylaws.

**Current situation**

The adoption of the Bylaws and the Governance Directives nullifies two sections of Board Policy 3: Board Operations, namely Policy 3A and 3B. In order to remove these sections, a recommendation to board is necessary.

**Recommendation**

**Moved**

**Seconded**

**That HPEDSB Board of Trustees revoke sections 3A and 3B of Board Policy 3: Board Operations.**

Decision \_\_\_\_ Information X

**To:** Hastings and Prince Edward District School Board

**From:** Ken Dostaler, Superintendent of Education, Student Services

**Re:** Special Education update

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### **Purpose**

To present a Special Education update to Hastings and Prince Edward District School Board (HPEDSB) trustees and stakeholders.

### **Background**

The [2020-2025 Strategic Plan](#) priorities align with the belief that “All students can succeed” from the Ministry of Education document *Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* and the goal of ensuring equity and focus on providing the best possible learning opportunities and supports for students from the *Special Education in Ontario, 2017 Policy and Resource Guide*.

HPEDSB believes that all students have the ability to learn and the right to the best possible education to meet their learning abilities and styles. Every student can benefit from and contribute to the school community. Students should be educated in the most enabling and least restrictive setting that best meets their needs.

To address the broad range of educational needs within the student population, HPEDSB uses differentiated programming approaches, placements, and supports. The special needs of exceptional learners are met through differentiation of programming in a regular classroom. It is believed that instructional strategies implemented are *good for all but necessary for some*. Continuous assessment, early intervention, proactive program planning, and ongoing support are essential to maximize student achievement. A wide variety of interventions must be put in place prior to seeking placements outside the regular classroom.

It is recognized that some exceptional learners may require a degree of differentiated programming that cannot be provided effectively through the structure of the regular program. A range of placements, to which a referral can be considered based on specific criteria, are available to meet the programming needs of some exceptional learners. Such placements will be selected based on the range of options available at the board and school level and will have the support and participation of the parents/guardians as required by legislation. Programs for students with special education needs are based on the strengths and needs as outlined during the Identification, Placement and Review Committee (IPRC) process, and the collaborative planning outlined in the Individual Education Plan (IEP).

### **Student Services Department - Individual Education Plan (IEP) re-culturing**

- During the 2021-2022 school year, the Student Services team completed an IEP review.
- The team engaged in analysis of IEP data and reviewed two IEPs per school with a constructively critical lens, with the following being noted:
  - Over 60% of students with IEPs had “no exceptionality”.
  - The majority of the top 15 accommodations that appear on IEPs are reflective of good first teaching, Universal Design for Learning (UDL) strategies, and/or are technology-related.

- While more than half of the students with an IEP have modified Language goals (this ratio stays consistent when looking at students with no exceptionality vs. exceptional students), *The Right to Read* recommendations state “Modifications to lower grade-level expectations must be used very cautiously, and only as a last resort after all possible interventions and accommodations have been tried.”
- Through exploration of the data and questions, it led us to discuss recommendations and key messages that were identified to help our system re-culture the approach to IEPs (see appendix A).

### Speech and Language Services (SLS)

- SLS team provides consultation, formal and informal assessment, and collaborates with school teams to support students’ strengths and needs, and their educational program.
- SLS team provides universal design for learning opportunities and supports, based on student’s learning profile.
- SLS team utilizes various evidence-based resources (e.g., Flyleaf, Oral Language at Your Fingertips, Kid Lips, Story Champs) to provide Tier 1, 2, and 3 levels of service based on student or whole classroom needs.
- New procedure implemented (Procedure 377: Speech and Language Services Delivery Model).
- SLS team provides resources for oral language screenings for students beginning in Senior Kindergarten (allows for early identification for those at risk of oral language and literacy difficulties).
- SLS team provides consultation with school teams for students in Grades 3 and up who continue to present with speech or oral language needs and provide strategies to support functional goals to enhance communication skills.
- Speech (articulation) screening - focus on Kindergarten to Grade 1 (older students could be flagged if not already known to the SLS team) who schools identified as being difficult to understand. Of the **223** students screened, **89** students referred to School-Based Rehabilitation Services (SBRS) moderate/severe articulation; **104** students identified as mild speech delay; and **30** students received a “PASS”.
- Support complex needs students (students who have multiple needs and often require some form of augmentative or alternative communication (AAC) - currently supporting **40** students.
- Comprehensive oral language assessments to support referrals to Sagonaska Demonstration School - **15** students referred to the SLS team for assessment.

### Psychological Services

- Psychological Services complete formal psychological assessments to:
  - identify student strengths and needs;
  - provide intervention strategies to support educational programming;
  - support IEP development;
  - diagnosis learning, behaviour, social/emotional, and mental health disorders; and
  - support pathway to care.
- **38** comprehensive psychological assessments completed (September 2022 to January 2023) by HPEDSB; and **19** psychological assessments through external contract (September 2022 to January 2023) through professional assessment funding.

- Psychological Services complete third party consultations to help school teams determine whether the clinical information supports consideration of a Ministry of Education exceptionality – **144** completed between September 2022 and December 2022.
- Psychological Services complete Secondary Ontario Student Record (OSR) reviews with school teams to support transitions – **107** completed between September 2022 and December 2022.
- To support diagnosis of autism spectrum disorder (ASD), **2** psycho-educational assistants were trained in the administration of the ADOS-2 (Autism Diagnostic Observation Schedule).

### **Behaviour Support Services**

- Behaviour Support Services assist students with complex behaviour needs to re-engage in their educational program, as well as support school teams to better understand student's strengths and needs, including students with ASD – BSS received **145** referrals between September and December 2022; **80** behaviour consultations; and **10** evidence-based social skills groups (PEERS – Program for the Educational and Enrichment of Relational Skills).
- Behaviour Support Services provide training opportunities to learn about the principles of Applied Behaviour Analysis (ABA) and autism (Sonderly Training – live sessions and practical learning for educators – focus on teachers, designated early childhood educators, and educational assistants working with students in regional programs and/or those supporting JK/SK students). Between September 2022 and March 2023 – approximately **25** school staff will have received the training.

### **Next steps**

- The Student Services team is currently in the process of sharing the learning from the IEP review with various stakeholders. Senior administration, school administrators, coordinators and learning partners in Curriculum Services and Innovation and Inclusion Services have participated in learning sessions where they interacted with the data, asked questions, and identified how they might support IEP re-culturing.
- The Special Education Advisory Committee (SEAC) has had an opportunity to consider the recommendations, ask questions, and provide input.
- Share the recommendations and key messages with learning support teachers (LSTs), who support IEP development in schools.
- Update to the IEP Resource Guide to reflect the recommendations and key messaging for re-culturing IEPs.
- Monitor progress over time (we anticipate fewer non-exceptional IEPs, a reduction in the use of modifications on IEPs, and an increase in students exiting IEPs when gaps have been closed).

## Appendix A

Recommendations and key messages that were identified to help our system re-culture the approach to Individual Education Plans (IEPs)

Recommendation	Key Messaging
Provide training and support for the implementation of Universal Design for Learning (UDL)	<p><b>Programming from a UDL Lens</b></p> <ul style="list-style-type: none"> <li>● identify the barrier(s) to learning.</li> <li>● plan and implement programming, interventions, and supports to remove the barrier(s) to learning.</li> <li>● evaluate the results.</li> <li>● repeat.</li> </ul>
Provide system guidance on when to initiate an IEP	<p><b>Interventions Are Good Teaching</b></p> <ul style="list-style-type: none"> <li>● All appropriate programming, UDL strategies, and interventions should be tried prior to a student being considered for an IEP.</li> <li>● When a student requires continued support in the form of accommodations and/or modifications, an IEP can be initiated. Consultation with the School Team/learning support coordinator (LSC) is required.</li> </ul>
Provide system guidance on accommodations	<p><b>Accommodations Support Students to Access the Curriculum</b></p> <ul style="list-style-type: none"> <li>● When a student <b>requires</b> an accommodation <b>consistently</b> in order to access the curriculum and/or demonstrate their learning, the accommodation should be recorded on an IEP.</li> <li>● Accommodations for individual students can and should be expected to change year over year as they grow.</li> </ul>
Provide system guidance on modifications	<p><b>Modifications Change Curriculum Outcomes</b></p> <ul style="list-style-type: none"> <li>● “Modifications to lower grade-level expectations must be used very cautiously, and only as a last resort after all possible interventions and accommodations have been tried” (<i>Right to Read</i>).</li> <li>● Modifications should only be used in situations where a student could not be reasonably expected to access all overall curriculum expectations with accommodations in a school year. Consultation with school team and/or LSC is required.</li> </ul>
Provide system guidance on when to discontinue an IEP	<p><b>An IEP Is No Longer Required If Gaps Have Closed</b></p> <ul style="list-style-type: none"> <li>● When a student is able to access all overall expectations with accommodations, a modified goal is no longer required on an IEP.</li> <li>● When a student no longer consistently requires an accommodation to access curriculum and/or demonstrate their learning, it is no longer required on an IEP.</li> </ul>



Decision \_\_\_\_ Information X

**To:** Hastings and Prince Edward District School Board

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

**Re: 2023-2024 Kindergarten Promotion**

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### **Purpose**

To share an overview of the Kindergarten promotion campaign that welcomes families and children into the Hastings and Prince Edward District School Board (HPEDSB) family as new students to our system.

### **Link to Strategic Plan**

*Ensure Responsible Communications:* Promote HPEDSB as the system of choice through the sharing of compelling student, staff, and school experiences specific to the Kindergarten program.

### **Background**

HPEDSB promotes Kindergarten registration annually in February which involves radio and online advertisements encouraging families to register their Kindergarten students. The [Kindergarten registration page on the website](#) includes general information resources about Kindergarten, a central promotional video, links to individual HPEDSB school websites and easy navigation to online registration.

### **Current Situation**

Welcoming Kindergarten students and families into HPEDSB schools is one of the first steps in developing long term partnership with parents, guardians and students while fostering a sense of belonging. Our goals for the promotion plan include providing:

- the details families need to understand how they register their child for school and what school and learning looks like in kindergarten, and;
- reassurance that we are also prepared to meet the needs of all families and children joining HPEDSB so that their transition to school is smooth and seamless.

Our 2023-2024 Kindergarten promotion is intentionally focused on making our families feel excited and valued as a new member of HPEDSB. In support of this we are continually modifying and monitoring the impact of promotion.

This Spring families will be welcomed to our schools to experience Kindergarten Orientation in person. These orientation sessions provide an opportunity for families to visit the school, interact with educators and other school team members, become familiar with the school community and learn about the Kindergarten Program.

To support families feeling connected and in alignment with our Board's emphasis on "Learning Together", each registering family will receive a copy of the picture book [All Are Welcome](#). This is a warm, welcoming picture book that celebrates diversity and gives encouragement and support to all kids... **All Are Welcome** lets young children know "that no matter what, they have a place, they have a space, they are welcome in their school."



**Appendix A**

**Kindergarten Enrolment Over Time**

Year	JK	SK	Total
2018	868	1,027	1,895
2019	1,035	913	1,948
2020	814	940	1,754
2021	963	1,013	1,976
2022	997	1,043	2,040

- Data extracted from Student Information System on Friday, January 13, 2023.

**New Enrolment by Grade by Year Over Time**

Year	JK	SK	Total
2018	868	41	1,895
2019	1,035	45	1,948
2020	814	(95)	1,754
2021	963	199	1,976
2022	997	80	2,040

- Data extracted from Student Information System on Friday, January 13, 2023.

Decision \_\_\_\_ Information X

**To:** Hastings and Prince Edward District School Board

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

**Re: Math Fundamentals Teaching and Learning Practices**

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### **Purpose**

To share an update on teaching and learning practices in mathematics that support educator capacity skills in service of increasing student achievement.

### **Link to Strategic Plan**

*Improve Student Success and Achievement:* Annual increase in the percentage of students meeting the provincial standards in Grades 3, 6, 9, and 10.

### **Background**

A significant percentage of students have not been achieving provincial standard in mathematics, as illustrated in achievement data and EQAO reports over time. Understanding how numbers work is foundational to all aspects of mathematics to prepare students for success. Key concepts include addition, subtraction, division, and multiplication, which will help to set the stage for more advanced skills (e.g., algebra, working with integers and decimals).

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. In HPEDSB, this involved a thorough review of past practices to reflect the direction set by the Ministry of Education to guide changes in:

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

### **Current situation**

In order to support explicit instruction of the fundamentals of math and increase achievement for all students in HPEDSB, Curriculum Services K-12 has the following supports in place:

- collaborative collection and analysis of student performance data (Appendix A);
- teacher capacity building through co-planning and co-teaching with educators to target specific math skills and concepts through the implementation of [High-Impact Practices in Mathematics](#) to strengthen math understanding and learning (Appendix B); and,
- provision of additional qualification courses (ABQ) in mathematics subsidized by Ministry of Education funding (Appendix C).

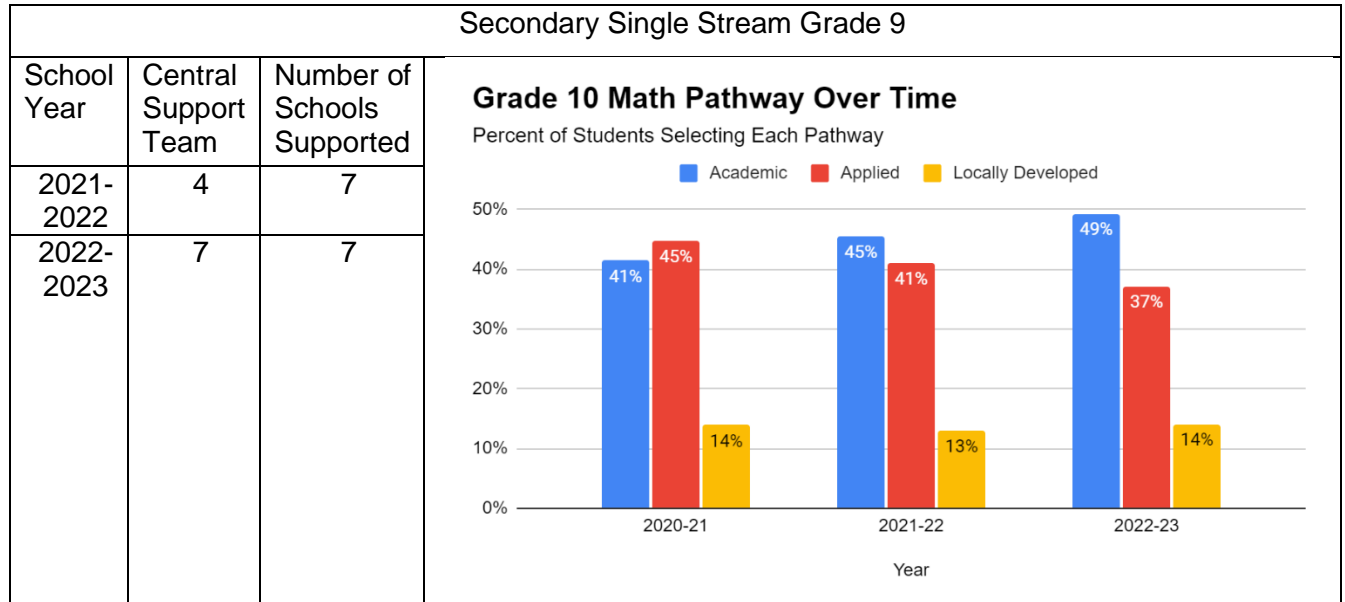
## Appendix A – Student Performance Data

Elementary Student Assessment Data	Secondary Student Assessment Data
<div data-bbox="196 352 821 791"> <p><b>Pre and Post Test Comparison</b></p> <p>Legend Definitions:</p> <ul style="list-style-type: none"> <li>• C - Challenge;</li> <li>• W - Wondering;</li> <li>• A - Asset</li> </ul> </div> <ul style="list-style-type: none"> <li>• Data represents the collection of student assessment data, grades K-8, collected from the administration of the HPEDSB Mathematical Assessment Tool.</li> <li>• Data represents student performance as of January 13, 2023.</li> <li>• Represents pre and post assessment data for 6 556 students.</li> </ul>	<div data-bbox="927 359 1409 934"> </div> <ul style="list-style-type: none"> <li>• Data extracted from the student information system for all students taking grade nine single stream Mathematics at mid-term (November 2022).</li> </ul>

## Appendix B – Measures of Teacher Capacity Building (Elementary)

Elementary K-8				
School Year	Central Support Team	Number of Schools Supported	Number of Teachers Supported	Number of Students Impacted
2020-2021	5	15	62	800
2021-2022	5	17	233	2373
2022-2023 as of Jan 13	11	39	297	6556
The increase of 5-11 central staff reflects an amalgamation of support responsibilities between Learning Partners and Math Coaches, versus additional hiring, to include a shared focus on literacy and numeracy.				

## Appendix B – Measures of Teacher Capacity Building (Secondary)



## Appendix C – Number of Teachers Completing Ministry Subsidized Additional Math Qualifications

2019-2020		2020-2021		2021-2022	
Primary/Junior	Int/Sr/Specialist	Primary/Junior	Int/Sr/Specialist	Primary/Junior	Int/Sr/Specialist
17	9	24	11	21	16
26		35		37	



Decision \_\_\_\_ Information X

**To:** Board of Trustees

**From:** Kristen Niemi, Superintendent of Education  
Tina Jones, System Lead

**Re:** **School-College-Work Initiative (SCWI)**

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### **Purpose**

To provide the Board of Trustees with an overview of the School-College-Work Initiative (SCWI) and the impact on student achievement, learning and engagement. This initiative supports the Strategic Plan as it is a specific engagement strategy aimed at supporting students towards graduation with their Ontario Secondary School Diploma (OSSD)

### **Background**

Dual credit programs are programs approved by the Ministry of Education that allow students enrolled in secondary school to take college courses, or apprenticeship courses delivered by a college, and to have those courses count towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree, or Certificate of Apprenticeship.

The Primary Target Group includes:

- students who are facing challenges completing secondary school but who have the potential to succeed in college or an apprenticeship
- Students enrolled in Specialist High Skills Majors (SHSM) programs or the Ontario Youth Apprenticeship Program (OYAP) within the skilled trades

### **Current situation**

Our partnership with Loyalist College is currently supporting over three hundred and fifty students in Dual credit courses. There are eighteen college offerings taught in both the congregated and team taught settings. For students in HPEDSB, there is a Dual Credit SCWI Coordinator who supports students as they work towards their credits which count once towards postsecondary accreditation and once towards a secondary school diploma. There are two models:

#### **Congregated Courses (taught at Loyalist College)**

- College-delivered courses: College courses or Level 1 apprenticeship programs delivered by a college professor or instructor.

#### **Team-Taught (taught at high school)**

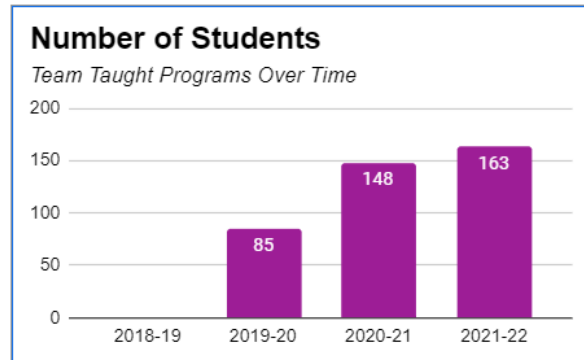
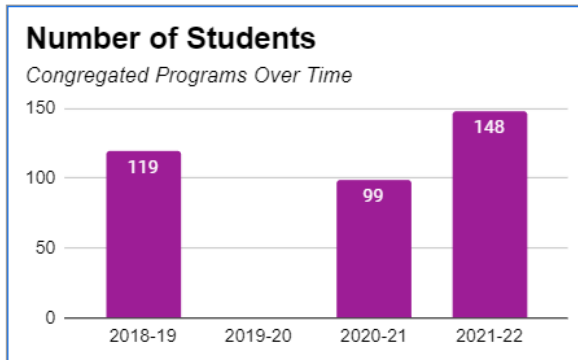
- A high school teacher and college professor team-teach.

### **Appendices**

Appendix 1: Dual Credit Data Over Time

## Appendix 1: Dual Credit Data Over Time

### Enrolment over Time



### Completion Rates over Time

