

Upper Grand District School Board

Program Committee

Minutes

Tuesday, May 3, 2022

The Program Committee of Upper Grand District School Board met on Tuesday, May 3, 2022, virtually and in the Board Room commencing at 7:00 p.m.

The Chairperson Trustee Lustgarten Evoy presided, and the following Trustees were present: Busuttil, Campbell, Edwards, Foley, MacNeil, and Topping, together with Student Trustees Emilie Hill and Vikasni Kuganesan. Also in attendance were Director of Education Sovran, Executive Superintendent of Education McDonald, Executive Superintendent of Business Operations and Support Services Regier, and Superintendents of Education Donaldson, Hamilton, Heaslip, McCutcheon, and Zen.

Agenda

Trustee Foley moved that the agenda be approved as printed.

The motion carried.

Declarations of Conflict of Interest

There were no conflicts of interest.

Approval of Minutes

Trustee Topping moved that the minutes of the meeting held on April 5, 2022 be approved as printed.

The motion carried.

Report from Student Trustees

Student Trustees Emilie Hill and Vikasni Kuganesan shared the April Student Senate meeting had 12 student senators representing 7 schools, and Centre Wellington DHS joined for the first time this year. During this meeting, the student trustees welcomed Mental Health and Addiction Lead Jenny Marino, who provided insight regarding the Upper Grand's Mental Health and Education Week. The students were encouraged to bring up the different themes of the days in schools, as well as provide some advice

around further supporting this important work and week of recognition. Also, at this meeting, Gerard Walker shared his pathway towards becoming a Principal of Equity. He gave an equity update regarding the Pride Flag being flown in Upper Grand DSB schools and shared how the board supports LGBTQ+ members.

Student trustee Emilie Hill was able to attend the Safe Equitable Inclusive School Steering Committee on April 20th where she had an opportunity to hear from various speakers including: Executive Superintendent of Education Brent McDonald, with an update on safe schools policy; Academic Achievement Data Analyst Blayne Primeau, regarding identity based data collection and the upcoming student census; Secondary Curriculum Lead Jessica Rowden, on the infrastructure of the Equity plan implementation; a mental health moment with Jenny Marino; and Principal of Equity Gerard Walker, with a presentation on Progressive Discipline data gathering on behalf of Adnan Shabaz.

The student trustees continue to work with Blayne Primeau and Communications Officer Heather Loney on sharing the Student Census and are finalizing some promotion ideas to be sent to the two for approval. The student trustees are also excited to work in conjunction with the Student Senate to make an introductory video regarding the Student Census to be displayed on the landing page of its website, and also look forward to being able to give input and provide feedback on the draft for the Multi-Year Plan.

For the May Student Senate meeting, Jenny Marino will attend to do a Mental Health Moment, and the trustee students are excited to invite back Gerard Walker to ask further questions regarding his last presentation, as well as hear about the gender affirming process at Upper Grand DSB.

Recommendation # 1

Trustee MacNeil moved that the verbal update from Student Trustees be received, with thanks.

The motion carried.

Mental Health Update

Mental Health and Addiction Lead Jenny Marino shared that Mental Health Week and Education Week is a collaboration happening this week at Upper Grand DSB. The logo "Moving Forward Together – Learning, Wellness and Connection" is the theme for this week and was designed by a student. Each day has a different theme and a chart of activities that was created for school teams such as: announcement ideas, school wide

activities that are aligned with different curriculums and grades, sections from Terry James and different books that can be easily used, a section from the Wellness department with opportunities for staff to engage in learning and wellness activities, alignment with relevant calendar events across multiple cultures and communities, and equity content.

Ms. Marino shared that the Mental Health and Well-Being Strategy at Upper Grand DSB is coming to an end at the end of this year (2019-2022) and that every school board has been granted an additional year due to COVID-19. The next strategy process was provided and included four key stages: Review and Data Scan; Gaps/Needs and Stakeholder Input; Strategy Planning and Review; and Finalization and Implementation. The goal is to have the final plan out by next spring 2023 and implement the new strategy in 2023 which aligns with the exciting changes and new visioning in the Upper Grand DSB.

Ms. Marino provided an update on the work being done for parents at the board and shared details regarding various parent webinars that are and will be available. A Wellness Works update was provided, and Ms. Marino noted that the Umbrella Project license expires at the end of June. The Wellness Works Committee will have a planning session at the end of May for the 2022-2023 school year and a Summary and Celebration Report is currently being created as well as possibly establishing a summer working group again to build content and ensure alignment. Ms. Marino ended her presentation by providing a Safe and Mentally Healthy Schools update on Violent Threat Risk Assessment (VTRA) and Suicide Prevention and Training.

Recommendation # 2

Trustee Busuttill moved that the verbal update on Mental Health be received, with thanks.

The motion carried.

Student Achievement Data Update

Academic Achievement Data Analyst Blayne Primeau provided an update around student achievement and data focusing on Grade 9 mathematic courses. Prior to this year, Grade 9 students could choose to enroll in academic, applied or locally developed math courses. This year only two courses are being offered, destreamed and locally developed math. Locally developed courses are courses that can be developed by school boards in cases where students educational and/or career preparation needs

cannot be met by courses authorized by the provincial curriculum. The goal of destreaming as outlined in the introduction of the Grade 9 mathematics curriculum: systemic barriers such as racism, implicit bias, and other forms of discrimination can result in inequitable academic and life outcomes, such as low confidence and one's ability to learn mathematics, reduced rates of credit completion, and leaving the secondary school system prior to earning a diploma. Achieving equitable outcomes in mathematics for all students requires educators to be aware of and identified these barriers, as well as the ways in which they can overlap and intersect which can compound their effect on student well-being, student success, and student experience in the classroom and in the school. Educators must not only know about these barriers, but they must work actively and with urgency to address and remove them.

Mr. Primeau provided the general enrollment statistics for the first semester of this school year in Grade 9 mathematics classes. There were 1229 students who enrolled in destreamed math, and 116 students who enrolled in locally developed math. A distribution of grades for all students who have taken the destreamed math course was provided, and the average grade in destreamed math during the first semester was 73.3%. In the destreamed course, 94.1% of the students passed while 73 students (5.9%) did not achieve the credit in the first semester. Students who were unsuccessful either have a plan to complete credit recovery this semester or in credit recovery at summer school, or in consultation with guidance counselors and families some students will choose to upgrade skills in the full summer school course or take the course again next year.

Superintendent of Education Hamilton provided a brief context for the comparing of enrollment between the destreamed and locally developed courses. The importance around examining the enrollment of Upper Grand DSB's locally developed courses, is to monitor and guard against intended or unintended attempts to stream the Grade 9 students by enrolling them in locally developed courses instead of the destreaming course. For this reason, it is important to monitor and keep data on the enrollment in these locally developed courses.

Mr. Primeau highlighted a graph which compared the percentage of students enrolled in Grade 9 math courses during the three years covered in the analysis (2018-2019, 2020-2021, and 2021-2022). Also presented, was the achievement in the destreamed math program during the first semester, specifically between genders, special education status, and mode of program delivery.

Trustees asked questions of clarification and expressed thanks to the entire team.

Recommendation # 3

Trustee Busuttill moved that the verbal report for Student Achievement Data Update be received.

The motion carried.

FSL 3 Year Plan

Superintendent of Education Heaslip, Elementary Principal of Program Jonathan Walker, Elementary French Curriculum Lead Chantal Hearn, and Secondary French Curriculum Lead Amy Turner collectively presented the Upper Grand DSB French as a Second Language 3 Year Plan. It was noted that to establish the plan, the team used student survey data as well as teacher feedback from PD sessions that were provided, and that the FSL plan was guided and based on the three goals set by the Ministry of Education.

Highlights of the three Ministry Goals were shared:

Increase Student Confidence, Proficiency, and Achievement in FSL

- Continue to support educators with implementing effective practices in planning, teaching, and assessment into their classroom.
- Expanding student learning opportunities and heightening engagement.

Increase the Percentage of Students Studying FSL until Graduation

- To heighten the awareness of FSL programs and benefits
- To provide FSL support in all board initiatives (collaboration across panels, portfolios, and departments to include opportunities for students in social justice projects, environmental education, equity and inclusion projects, and student voice projects) to engage students studying French.
- Expanding student learning opportunities by investigating more virtual options for students
- Equity in FSL to support all students and to provide inclusive spaces

Increase Student, Educator, Parent and Community Involvement

- Improving access to FSL resources for educators, administrators, and parents
- Upper Grand DSB FSL Website, FSL presence in board initiatives

- Accessibility and visibility of FSL

Trustees shared comments regarding the FSL Plan and asked questions of clarification.

Recommendation # 4

Trustee Topping moved that the verbal report for FSL 3 Year Plan be received.

The motion carried.

De-streaming in Ontario and Upper Grand DSB

Superintendents of Education Heaslip and Hamilton, together with Elementary Principals of Program Carrie Conrad and Jonathan Walker, and Secondary Principal of Program Wendy McIntosh-Clodd presented updates to the work that has been completed or is in progress as Upper Grand DSB moves towards destreaming in a variety of areas, particularly relating to courses for Grade 9 students.

One year ago, the Ministry of Education announced that destreaming of Grade 9 courses would take place in Ontario schools, and given the number of years that courses have been divided into applied, academic, or locally developed, this meant a significant amount of work with schools, families, and stakeholders would need to take place in order to do this successfully and in the best interests of students.

An overview was provided in 3 key areas: an explanation of what destreaming is and the purpose and goals of destreaming, connections between destreaming work happening across grade levels from Kindergarten to Grade 12+, and a description of the work that continues to take place in Upper Grand DSB to prevent the streaming of students throughout elementary and secondary grades, in order to provide greater opportunities and supports for students to reach their full potential and provide future pathway choices in life.

De-streaming

De-streaming is intended to:

- Dismantle systemic discrimination associated with ‘streaming students’, that has contributed to marginalization for some students, including Black, Indigenous, and racialized students, students from low-income households, and students with disabilities as well as other students’ abilities and barriers.
- Remove assumptions about students’ abilities and barriers.

- Increase student agency in education and support more students to graduate from secondary school and pursue pathways of choice.

Kindergarten to Grade 12+

Streaming can happen in:

- Primary grades when students are not provided with differentiated or targeted instruction based on their needs and learning styles.
- Grade 7/8 when students, teachers and parents choose a pathway without full knowledge, exposure or understanding of the possibilities.
- Secondary when students become “locked” into a pathway.
- Streaming also occurs when students do not see themselves reflected in careers and post-secondary options.

Upper Grand DSB believes that all students can succeed, that success comes in many forms and there are many pathways to success. Destreaming is a first, small step in anti-racism, anti-oppression, and anti-colonialism work and offers an opportunity to put core beliefs of Student Success and Upper Grand’s anti-racism statement into action.

What Does De-streaming Look Like in Upper Grand DSB

- a) Early Years and the Ontario Human Rights Commission “Right to Read” Report
- Recently, the Ontario Human Rights Commission released the right to read report, and this is an important step towards disrupting instructional and assessment practices in reading that can begin a pathway towards streaming for students.
 - Marginalized students are at an increased risk of reading difficulties. Identify at risk-students and provide timely, effective evidence-based interventions.
 - Evidence-based early reading skills work best for all students and are essential for many students.
 - Upper Grand DSB Early Reading Teacher Program launched in the spring of 2022 to explicitly address the recommendations outlined in the Right to Read Report.
 - Build educator capacity in the Science of Reading and explicit systematic instruction.
 - Provide training in culturally responsive pedagogy that includes strength based language to identify and provide responsive supports for students.

- Provide schools with diverse resources and materials that students can connect with and learn from.
- Provide Educator training in reading instruction and assessment.
- Provide reading support in the early years through classroom instruction, early reading intervention, and special education supports.

b) Transition Years - Grade 8 to 9

A learning community was created for educators and the goal of this community was to build learning and capacity, to create a sustained shift in practice. This community includes elementary administrators, ESL teachers, Grade 7-8 guidance counselors, special education consultants, secondary and elementary program leaders, intermediate classroom teachers, intermediate special education teachers, as well as members of the equity department within the board. This community has met for 6 learning sessions with three more sessions planned before the end of the school year. Learning as included foundational understandings, examining what destreaming looks like in elementary schools, understanding biases, learning about culturally relevant and responsive pedagogy and practices, unpacking how to be a culturally relevant and responsive educator, and how those understandings link to evidence based best practices and high yield strategies. To strengthen the learning discussion, the community offered presentations by expert guest speakers as well as key readings for the group to discuss. The next steps for the elementary team include expanding to primary and junior grades and the hope is that this learning community model can be extended to a whole school approach and system understanding of identifying the streaming practices in the Upper Grand.

c) Secondary Years

- Initial De-streaming
 - Originally streaming was supposed to equally benefit “higher or lower” achieving students, however data shows that low achievers benefit more from an enriched curriculum than from a remedial program.
 - Students chances and choices for higher education, job training and well paid employment are decided in large part by their grade 9 placement.
 - Administration, Student Success, Guidance, Spec Education, and Math teachers were all trained on the WHY we need to destream.
- Current Work
 - September- Introduction to the WHY of Destreaming and CRRP for all

- Secondary Teachers.
 - De-streamed Math curriculum – Schools, Curriculum Leads and Special Education Consultants respond to real time needs of teachers.
 - Weekly check-ins and resource sharing with Math teachers.
 - Quantitative and Qualitative diagnostics and surveys of all MTH1W students.
 - CRRP training through Equity Department.
 - Sharing of learning between schools through videos and webinars.
 - Principals provided with PD resources for staff meetings on De-streaming
 - Work with individual schools and departments in 2022-2023.
- Looking Ahead
 - Summer learning and sharing opportunities for Secondary Teachers of Science, English, French, Geography and Math.
 - Teachers of Academic Courses – deeper de-streaming, asset based language and CRRP training in 2022/23.
 - Teachers of Open level courses will begin course revisions in 2022/23.
 - Had Initial meeting of system Principals and Superintendents to talk about a system plan to continue next year.
 - Look at alternative evidence of learning.
 - Locally developed courses are still being offered at this point.
 - No word from the Ministry yet on Grade 10.
 - Continued work on all Pathways

Trustees asked questions of clarification and expressed thanks for the report.

Recommendation # 5

Trustee Campbell moved that the verbal report for De-streaming be received.

The motion carried.

OPSBA Report

Trustee MacNeil provided the following OPSBA report:

Human Resources and Labour Relations Symposium April 28th, 2022

Public Education panel discussion about managing and reconciling the roles of Trustee/School Board Associations that act as advocates for public education, while

also being responsible for collective bargaining. Collective Bargaining for Trustees workshop about the School Board Collective Bargaining Act. Discussion of what has been learnt since the introduction of the SBCBA in 2014 and what is new for the upcoming 2022 round of collective bargaining. Trustee Role and Responsibilities in Labour Relations workshop that explored the fundamentals of school board governance and the role and responsibilities of trustees in a labour relations context. The afternoon sessions were more specifically directed towards HR staff vs. trustees. Trustee MacNeil attended two sessions focused on addressing racism and oppression in the workplace and more detailed notes from the sessions will be shared with trustees by email.

Board of Directors Meeting April 29th-30th, 2022

Presentation on Friday evening from Patricia DeGuire, Chief Commissioner of the Ontario Human Rights Commission (OHRC). The presentation included discussion of the recent Right to Read inquiry and details will be provided when notes arrive from OPSBA, and will be shared at Business Operations, including some In Camera items. OPSBA will be engaging in a social media campaign to create awareness regarding the upcoming municipal and school board trustee election. It will be on pause once the writ drops for the provincial election and will resume after Election Day. Resources for trustee candidates have been created by the Ontario Education Services Corporation and were shared with trustees last month. Trustees are encouraged to participate in OPSBA's "I Heart Public Education" campaign. This is an effort to showcase the diversity of voices in public schools across the province and to encourage more diverse participation. More information will be on the OPSBA website shortly. OPSBA will be promoting and supporting Education Day 2022 on May 18th. Trustees will have received an email about this from Shane earlier today. Boards are encouraged to participate in several activities, including all-candidates meetings for local candidates from the provincial parties. More information can be found on the OPSBA website. Policy resolutions from member boards were presented to the Board of Directors for discussion. When the AGM handbook is published and the resolutions are finalized, they will be brought to trustees for discussion and guidance on UGDSB's voting at the AGM. The Board of Directors discussed and endorsed recommendations regarding the Indigenous Trustees' Council and the establishment of a Black Trustees' Caucus. Updates were provided on labour relations and will be shared in private session next week at Business Operations. Updates were provided from various committees and working groups and details will be found in the summary from OPSBA that will be shared with trustees.

Important Dates

Central West Regional Meeting June 11th In person/Virtual at AGM

AGM June 9-11 Ottawa/Virtual Registration is now open

Elections for Executive and Regional OPSBA Roles

Ontario Public School Boards' Association elections will be held as part of the Annual General Meeting (AGM) on June 9 to 11, 2022 in Ottawa. Information about elected positions and the nomination process is summarized below. More details are available in the OPSBA Roles and Responsibilities Guide and Candidates' Election Guide. All trustees, candidates and (Voting) Delegates are encouraged to familiarize themselves with these documents prior to submitting nominations and/or voting at the AGM. The Nomination Deadline is Tuesday, May 10, 2022 @ 4:30 p.m. A list of nominees and their biographies will be published in the OPSBA Election Guide and distributed to member boards and (Voting) Delegates. It will also be posted on the OPSBA AGM page.

Elections For 2022-2023

Elections for three executive positions will occur at the 2022 AGM for a two-year term beginning immediately following the election and ending upon election of a successor at the 2024 AGM.

1. President
2. First Vice-President
3. Second Vice-President

Elections for the following positions for each of the five Regional Councils (Central East, Central West, Eastern, Western and Northern) will occur at each Regional meeting at this year's AGM.

1. Regional Chair*
2. Regional Vice-Chair
3. Two regional representatives and one alternate on the Policy Development Work Group
4. Two regional representatives and one alternate on the Education Program Work Group

* The five Regional Chairs are members of Executive Council and the Board of Directors along with the President, First Vice-President, Second Vice-Presidents, and Vice-Presidents of Enrolment.

Important Information For Candidates

President, First Vice-President, Second Vice-President, or Regional Chair Positions

- Any trustee currently serving on a member board is eligible to run for these positions.
- The nomination deadline is 30 days prior to the AGM. Nomination forms and biographies must be received by 4:30 p.m. on Tuesday, May 10, 2022. Details about the nomination process are outlined below and in the Candidates' Election Guide.
- Nominations will ONLY be accepted from the floor at the AGM and/or Regional Council meetings if no nominations have been received in advance. If only one nomination is received by the nomination deadline for these positions, that person shall be declared acclaimed and noted in the AGM Handbook.
- Candidates who are interested in standing for more than one position are encouraged to declare their interest in each position by the nomination deadline. This will help member boards and voting delegates in their deliberations in advance of the AGM and Regional elections.

Regional Vice-Chair and Regional Representatives on Core Issue Work Groups

- To be eligible to run for the position of Regional Vice-Chair, candidates must be appointed to the OPSBA Board of Directors by their member board and confirmed at the Regional meeting. More information about the confirmation and nomination processes is outlined below and in the Candidates' Election Guide.
- Any trustee currently serving on a member board is eligible to be a member of a Core Issue Work Group.
- Advance nominations are encouraged; however, the nomination and election process, for the position of Regional Vice-Chair (alternate to the Regional Chair) and regional representatives on the Education Program and Policy Development Work Groups, permits nominations to be taken from the floor at the Regional meeting.
- During Regional meetings at the AGM, elections to select regional members and alternate members to serve on the Education Program and Policy Development

Work Groups will be held. Nominees are asked to submit their nomination form and a one-page biography by 4:30 p.m. on Tuesday, May 10, 2022.

Recommendation # 6

Trustee MacNeil moved that the verbal OPSBA report be received.

The motion carried.

Other Business-nil report

Adjournment

Trustee MacNeil moved that this Committee adjourn at 9:12 p.m. to report to the Board.

The motion carried.

This document is available in alternate formats upon request.