



## PROGRAM AND PLANNING COMMITTEE

**Tuesday, September 10, 2019**

**6:00 p.m.**

**Grimsby Lincoln Room**

### AGENDA

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1. Call to Order
2. Approval of the Agenda
3. Business arising from the Minutes
4. New Business
  - Landscape of Nations 360° Partnership..... JoAnna Roberto
  - DSBN Promoting Positive School Climate Education Report.....Wes Hahn
  - New Specialist High Skills Major programs.....Leanne Smith
  - New Curriculum updates
    - Exemptions from Instruction in Relation to the Human Development and Sexual Health Expectations in the Ontario Curriculum:  
Health and Physical Education Curriculum Grades 1-8, 2019..... JoAnna Roberto
    - Careers Studies..... Leanne Smith
5. Other Business
6. Adjournment
7. Next Meeting Tuesday, October 8, 2019 at 6:00 p.m.

## PROGRAM AND PLANNING COMMITTEE



Tuesday, June 4, 2019

6:00 p.m.

Grimsby Lincoln Room – Education Centre

### MINUTES

Present:

Trustee Committee Members: Dave Schaubel (Chair), Nancy Beamer, Jonathan Fast , Kevin Maves, Shannon Mitchell

Trustee Guests: Sue Barnett, Alex Bradnam, Kate Baggott

Administration: Warren Hoshizaki, Director of Education  
JoAnna Roberto, Area 1 Supt. of Curriculum and Student Achievement (K-8)  
Helen McGregor, Area 7A Supt. of Curriculum and Student Achievement (9-12)  
Michael St. John, Superintendent of Area 6 Schools

Guests: Jamie Groat, Indigenous Consultant K-8  
Paul Taylor, Student Achievement Leader 9-12

Recording Secretary: Tamara Lockhart, Administrative Assistant

### **CALL TO ORDER**

Chair Dave Schaubel called the meeting of the Program and Planning Committee to order at 6:00 p.m.

### **APPROVAL OF THE AGENDA**

***“That the agenda be approved as presented.”***

Moved by Nancy Beamer, seconded by Shannon Mitchell

**CARRIED**

### **BUSINESS ARISING FROM THE MINUTES**

There was no business arising from the minutes.

### **NEW BUSINESS**

#### **Indigenous Education Report 2019 Presentation**

Superintendents JoAnna Roberto and Helen McGregor presented the Indigenous Education Report 2019 together with Jamie Groat, Indigenous Consultant (K-8) and Paul Taylor, Student Achievement Leader (9-12).

DSBN has developed an Indigenous Education Report from December 2018 - June 2019 with sections focusing on student voice and educator professional development which are in alignment with the DSBN's Board Improvement Plan for Student Achievement (BIPSA) and highlights DSBN's work in engagement, awareness, supporting educators and student achievement.

**Educational Research Committee**

Superintendent Michael St. John updated the committee on four newly proposed research projects.

**Proposal #1:** *Teachers' Perceptions of Students' Postsecondary Aspirations*

**Proposal #2:** *Migration in Mathematics Classrooms: Promoting Intercultural Dialogue in School Mathematics*

**Proposal #3:** *The 2019 Principal School Mental Health Surveys (2019 SMHS)*

**Proposal #4:** *Integrated Transition Planning for Youth with an Intellectual/Developmental Disability: A Social Return on Investment Perspective*

Moved by Kevin Maves , seconded by Jonathan Fast

***"That the report of the Educational Research Committee of May 23, 2019 be received."***

**CARRIED**

**One School System**

Discussion took place regarding the One School System. The Program and Planning committee asked that Kate Baggott ( DSBN OPSBA delegate) would ensure that the Agenda Item: One School System be added to the OPSBA AGM agenda – Central West Regional meeting in Toronto this July 3-5, 2019.

**OTHER BUSINESS**

There was no other business.

**NEXT MEETING**

The next Program and Planning Committee meeting is scheduled for Tuesday, September 10 at 6:00 p.m. in the Grimsby Lincoln Room at the Education Centre.

**ADJOURNMENT**

Moved by Nancy Beamer, seconded by Shannon Mitchell

***"That the meeting of the Program and Planning Committee adjourn."***

**CARRIED**

The meeting adjourned at 7:33 p.m.

DISTRICT SCHOOL BOARD OF NIAGARA  
REPORT TO PROGRAM AND PLANNING COMMITTEE  
September 10, 2019

# LANDSCAPE OF NATIONS 360°

## A NATIONAL EDUCATION INITIATIVE

### Indigenous Education Initiative for the Niagara Region

#### **Background:**

The District School Board of Niagara is the founding partner of the Landscape of Nations 360° initiative in collaboration with the Woodland Culture Centre on the development of the document “Ten Essential Understandings About Indigenous Peoples” of the Niagara Region and a pilot teacher training institute and its rollout.

The document includes the following components:

1. Indigenous Peoples Cultures
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Nature, Science, Technology, and Society
9. Global Connection
10. Civic Ideals and Practices

#### **Information:**

The *LON 360° Pilot Teacher Training Institute* will explore, design, and provide educators with curriculum enhancements for classrooms that will support the perspectives of Indigenous Peoples’ history based on the framework listed above and provide educators with:

- relevant Indigenous subject matter with the Niagara Region;
- contextual lessons involving master lecturers;
- cultural competency instruction for Indigenous subject matter within the Ontario provincial curriculum;
- visits to the *Landscape of Nations Memorial*, the *First Nations Peace Monument*, and important sites in the region;
- interactive workshops;
- curated educational film screenings on Indigenous teachings;
- accurate materials and resources.

Respectfully submitted,

JoAnna Roberto, Superintendent of Curriculum and Student Achievement  
Date: September 10, 2019

***For further information, please contact JoAnna Roberto***

# **DISTRICT SCHOOL BOARD OF NIAGARA**

## **REPORT TO PROGRAM AND PLANNING COMMITTEE**

September 2019

### ***DSBN Promoting Positive School Climate Education Report***

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#### **Background**

To reach their full potential, children and youth must feel safe, included, and engaged in school. A whole school approach in a safe, inclusive and accepting learning environment that promotes healthy relationships and behaviours is essential for student success and well-being.

A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.

#### **Characteristics of a Positive School Climate**

The following are some of the characteristics associated with a positive school climate:

- Students, staff members and parents feel – and are – safe, included and accepted.
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community; for example, by speaking up about issues such as bullying.
- Students, principals, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged.
- Principles of equity and inclusive education are embedded across the curriculum. Strategies for bullying prevention and intervention and awareness-raising are reinforced for students and staff.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.

#### **DSBN School Climate Survey**

As mandated by the Ministry of Education, the DSBN has administered a School Climate Survey every two years since 2012.

The 2018/19 School Climate Surveys were divided into three categories: well-being, equity and inclusive education and bullying. They consisted of a grade 4 – 8 student survey, a grade 9 – 12 student survey, a staff survey and a parent survey. All administrators were provided with instructions and information to assist in administering surveys, a parent letter and parent script

to communicate the survey process, and a student slideshow to prepare students for the survey. A School Messenger message was delivered to all parents. The school surveys took place from Feb 1 – March 29, 2019.

### **2018/19 DSBN Results**

The board-wide analysis provides a general idea of emerging themes. In the 2018/19 school year, the themes that emerged were: communication, education and relationships.

#### *Key Findings: Grade 4 to 8*

- 83% of students feel welcome and accepted at school.
- When a student is having a bad day, they seek out mostly people who are trustworthy, non-judgmental, good listeners, caring, and who understand them.
- 87% of students feel accepted by adults in their school and students reported that they primarily talked to their teacher when they are having a bad day. However, 'no one' was the second most prevalent response when asked about being able to identify a caring adult at the school.
- 81% of students reported that they can get extra help when they need it.
- 22% of students reported feeling excluded at school. Of that 22%, appearance was the most common reason for exclusion.
- Students identified school attendance, teacher relationships and family relationships as the key stresses in their life.
- 30% of students reported being bullied. Of the students who reported being bullied, most reported that it was because of their body (tall, short, glasses, weight).
- The most common forms of bullying are verbal bullying and social bullying.
- Bullying occurs mostly on the playground, online, and in classrooms.
- 5% of students reported bullying others. Of the students who reported bullying others, the main reasons were retaliation and peer imitation.

#### *Key Findings: Grades 9 to 12*

- 75% of students feel welcome and accepted at school.
- When a student is having a bad day, they seek out mostly people who are trustworthy, non-judgmental, good listeners, caring, and who understand them.
- 87% of students feel accepted by adults in their school and students reported that they primarily talked to their teacher when they are having a bad day. However, 'no one' was the second most prevalent response when asked about being able to identify a caring adult at the school.
- 82% of students reported that they can get extra help when they need it.
- Connections with staff was identified as a strategy to promote student mental health and well-being.
- Students reported a need to upscale bullying prevention education for the whole community.
- Students identified their future, grades and homework as the key stresses in their life.
- The highest indicator of students' feeling excluded is because of their appearance.
- 16% of the students who reported being bullied, most reported that it was because of

their body (tall, short, glasses, weight).

- The most common forms of bullying are verbal bullying and social bullying.
- Bullying occurs mostly online, in the hallways, and, in lunchroom or eating area.
- 11% of students reported bullying others. Of the students who reported bullying others, the main reasons were retaliation and peer imitation.

### **Next Steps**

The survey data is being used to assess perceptions of safety and make informed decisions about programs and strategies to help prevent bullying and build and sustain a positive school climate. Our results provide an excellent starting point from which to set goals and develop plans for new initiatives in our schools.

#### *New initiatives:*

- **Body-Based Bullying Presentation** - In response to recent School Climate Survey data indicating exclusion based on appearance, a presentation supporting educators in preventing body-based bullying has been vetted and is ready for school use.
- **School Climate Survey Companion Guide** - The Mental Health and Well-being team is developing a companion guide to assist schools in continuing to enhance positive school climate and prevent bullying.
- **DSBN Flag Design Contest** - To continue to support positive school climate across the system, a flag contest has been launched to all DSBN. The guidelines for the contest include flags that evoke kindness, inclusion of all, and upstandership. The flag will be used to promote a positive school climate. The flag will represent our values of celebrating student voice and leadership, acceptance, diversity, bias-free environments, respect, community partnerships and positive engagement.

These new initiatives support and enhance the ongoing work that we already have in place in our schools to support positive school climate across the system.

#### *Ongoing Initiatives:*

- **Pink Shirt Day and Bullying Awareness and Prevention** – DSBN demonstrates its commitment to positive school climate and bullying prevention and intervention by launching the Pink Shirt (Every) Day campaign during Bullying Awareness and Prevention Week which occurs the week of the third Sunday each November. Also, Pink Shirt Day is widely celebrated across the system on the last Wednesday, each February.
- **Student Voice** - Many schools provide students with opportunities to share their concerns and be part of the solution by polling students on what makes them feel safe and supported at school beyond the School Climate Survey.
- **Digital Citizenship** - DSBN has provided specific strategies to address digital citizenship by equipping students with the tools to be responsible and respectful to others when online. DSBN schools have implemented My Life Online workshops, Everfi: Digital Citizenship computer simulation, and guest speakers.

- **School Clubs and Events** - Schools promote inclusion by establishing a variety of positive school climate clubs, for example, Culture Clubs, Safe Schools Clubs, and Gay-Straight Alliances (GSAs). The Well-being department has developed a resource for students and staff called Starting a Positive School Club which provides guidance and strategies.
- **Bullying and Conflict Education and Support** – The consultant delivers professional development workshops throughout the year to teachers, central support and administrators. Specifically, in the Creating Safe Spaces workshop, participants develop an understanding of the differences between normal conflict and bullying, strategies to support victims of bullying, DSBN policies related to bullying, and resources in Medianet/School Learning Commons.
- **School Libraries** - School libraries are a learning hub for many students. The well-being department intentionally vets, purchases and distributes books to enhance library collections around the themes of kindness, inclusion, conflict resolution and bullying prevention.
- **Social Emotional Learning** - One component of bullying prevention is teaching social emotional skills. In the 2018/19 school year, youth counsellors in the elementary panel have delivered over 800 programs to students such as Friends for Life, Passports Skills for Life Suite, Roots of Empathy and Bounce Back.
- **Caring Relationships** - Our school social workers work intentionally with school staff on the importance of a caring relationship with students. Schools work with their social worker and youth counsellor to identify priorities for student well-being (e.g. identifying a caring adult).
- **School Climate Survey** - Schools review School Climate Survey data to work with staff and the school community to enhance student support, acceptance, inclusion and safety. Schools use their data to understand and work toward improving their unique school culture.

## Conclusion

The DSBN is dedicated to supporting a positive school climate across the system with intentional purpose. We recognize that the work must be ongoing to ensure that our schools continue to provide caring, inclusive, safe, and accepting environments that support the achievement and well-being of every student, staff and community member. As such, we will continue to listen to the voices of students, staff and community to further enhance our culture of positivity.

## Respectfully Submitted by:

W. Hahn





**DISTRICT SCHOOL BOARD OF NIAGARA**  
**REPORT TO PROGRAM & PLANNING COMMITTEE**  
**September 2019**

**New Specialist High Skills Majors (SHSM)**

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**Background:**

DSBN received approval of nine new Specialist High Skills Majors (SHSM) from the Ministry of Education in July 2019. These programs are in the following sectors:

- Manufacturing (Advanced Manufacturing Design, Engineering and Robotics)
- Agriculture
- Food Processing
- Sports
- Transportation
- Integrated Communication and Technology

This brings our total number of SHSM programs to 63.

Gaining approval for new programs involves an extensive application process where the school must demonstrate that they are equipped to offer all components of the program. These components include:

- Program offered in all 4 pathways (College, University, Apprenticeship, Work)
- Required bundle of credits including cooperative learning
- Industry certifications and accreditations
- Qualified teacher
- Adequate student interest

DSBN has approximately 1400 students enrolled in a SHSM program for 2019-2020.

Respectfully submitted,

Leanne Smith,  
Superintendent of Secondary Education

**DISTRICT SCHOOL BOARD OF NIAGARA**  
**REPORT TO PROGRAM AND PLANNING COMMITTEE**

**September 10, 2019**

**Exemptions from Instruction in Relation to the Human Development and Sexual Health Expectations  
in the Ontario Curriculum: Grades 1-8, 2019**

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**Background:**

The Ministry of Education has issued a Policy/Program Memorandum which requires boards to develop a policy and administrative procedure that allows parents to exempt their child from instruction of the Human Development and Sexual Health component of the elementary Health and Physical Education curriculum. Board policies and procedures must be in place by November 30, 2019.

**Next Steps:**

**1. Notice of Communication:**

- Develop a newly created policy that will be vetted by the Policy committee and staff will develop an administrative procedure to support parents/guardians, educators, students and administrator(s).

**2. Develop standard letters that school can issue to inform parents of:**

- the Human Development and Sexual Health expectations by grade;
- the choice to have their child(ren) exempt;
- the option to exempt their child(ren) annually using a standard exemption form developed by the DSBN and provide timelines for parent(s)/ guardian(s) with respect to the submission of the exemption letter(s);
- if there is a request for **exemption made** in writing by parent(s)/ guardian(s), there are no **academic penalty** and **no assessment** for their child(ren) and;
- a process to confirm receipt of the exemption request made by parent(s)/ guardian(s) that will be issued by the principal and this will be a standard notice developed centrally.

**3. Supervision:**

- alternative supervision will be arranged at the school level or students may be released into the care of the parents/guardians, if issued in writing, if a student is exempt from the Human Development and Sexual Health expectations.

Respectfully submitted,

JoAnna Roberto, Superintendent of Curriculum and Student Achievement

Date: September 10, 2019.

***For further information, please contact JoAnna Roberto***



## DISTRICT SCHOOL BOARD OF NIAGARA

### REPORT TO PROGRAM & PLANNING COMMITTEE

September 2019

### Career Studies

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#### **Background:**

The Ministry of Education released the new Career Studies curriculum on July 2, 2019.

#### **Rationale:**

The vision of the revised Career Studies Course is to better prepare students for their future. It is necessary to empower students to take an active role in finding their path in the world of work and the community. With the rapid pace of technological, social, and cultural change in today's global economy and with new understandings of what a career looks like in this context, it is more important than ever that students be supported in their transition from secondary school to their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace.

This revised course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. There are three strands to the half-credit course and the biggest change is *Strand C: Planning and Financial Management to Help Meet Postsecondary Goals*. They will set goals and create a plan for their first postsecondary year.

As part of their preparation for the future, students will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

#### **Timeline:**

Professional learning for Guidance Program Leaders and Career Studies teacher will occur in October and November to support the new curriculum implementation.

Respectfully submitted,

Leanne Smith  
Superintendent of Secondary Education