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LIMESTONE DISTRICT SCHOOL BOARD

Agenda

Committee of the Whole Board

(EDUCATION, POLICY & OPERATIONS)

MEETING

Wednesday, September 25, 2019

Limestone District School Board Education Centre

Barry C. O'Connor Boardroom

5:00 p.m.

Acknowledgement of Territory:

"The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land."

Approval of Agenda

Declaration of Conflict of Interest

Section A –Matters Requiring Action at the Meeting

1. Reports for Information

- a) Summer Learning Report (Strat. Plan Ref. I3.1) Pages 3-5
- b) Mental Health Update (Strat. Plan Ref. W1.2) Pages 6-8
- c) EQAO Report (Strat. Plan Ref. I1.1, I1,2) Verbal Update

2. Reports Requiring Decision

- a) Indigenous Voice (Strat. Plan Ref. W2.2, C2.1) Pages 9-10

Section B –Information Items

1. Internal Reports and Other Communication

2. External Reports and Other Communication

Other Business

Next Meeting Date

October 30, 2019 at 5:00 p.m.

Adjournment



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT: LDSB SUMMER PROGRAMMING UPDATE

SEPTEMBER 25, 2019

Purpose:

To provide trustees with an overview of the 2019 summer programming offered by the Limestone District School Board to elementary and secondary students.

Background:

The Limestone District School Board has traditionally offered optional programming for elementary and secondary students during the summer months. These programs have evolved to meet the needs of the students within the system, but the general structure has remained.

Credit Programs:

Summer Session has been offered successfully through the Limestone District School Board for many years, on the continuing education register. It offers students with the opportunity to reach ahead to take a new credit, or to improve a credit.

Non-Credit Programs:

Focus On Youth

The Focus on Youth (FOY) program supports positive child and youth development through an asset-based approach by funding school boards to provide opportunities for children and youth to be engaged in programming and employment in safe and supportive environments.

The program is holistic as it considers the role that schools, communities and caring adults play in the well-being of children and youth. The program contributes to their health and wellness through recreation/sports activities, and promotes positive peer relationships through social/camp activities as well as mentorship supports. It also helps them achieve academic success through tutoring and academic activities. The employment component for youth provides them with the opportunity to gain employment experience in supportive environments which enables them to gain self confidence and valuable life skills.

Summer Literacy Camps and Summer Math Camps

Summer Literacy Camps have been offered through the Limestone District School Board for the past nine years. The In-School Team (Educator, Administrator(s), School Support teacher) identifies students working at least a

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grade below their current grade level, in literacy or math. Grade 2-8 students attend the camp. Classrooms consist of one instructor and one tutor for 15 students. Historically, literacy camps have run for two sessions (3 weeks per session). Each school has a site manager and most sites also have a mentor instructor. A Coordinator oversees three sites per session.

Last year, we piloted a Summer Math Camp in 2 classrooms, for the first session, at Centennial Public School. We also introduced a robotics component into the math camp and the literacy camp, facilitated by Summer Robotics tutors.

Current Status:

Credit Programs:

Almost 550 credits were granted through Summer Session in July and August of this year. Classes for students taking e-learning courses ran from July 2 – 26, 2019, and students enrolled in co-operative education obtained credits in both July and August.

Non-Credit Programs:

Focus on Youth

The 2019 Summer Focus on Youth Program was supported by the Boys and Girls Club of Kingston. They hired a total of 19 “at-risk” youth to be Leaders and Recreational Assistants at a variety of camps offered by the Boys and Girls Club this summer. Some positions were full time and others were part-time to allow the youth to continue with other programming in addition to these summer positions. Training for these youth took place during the week of July 2nd – 5th. Training included among others, Health and Safety Training, Leadership, Life Skills and several other topics. During the following 7 weeks of summer, each youth worked 35 hours per week at a variety of camps. Leaders were paid \$14 per hour and Recreational Assistants were paid \$13.15 per hour. Camp locations included the west end location of the Boys and Girls Club, central Boys and Girls Club location, the Rideau Heights Community Centre, and Queen’s Law School. During this summer, the FOY program was visited by Ministry of Education personnel. Prior to October 14th, Associate Superintendent Scot Gillam and Boys and Girls Club Staff will perform an evaluation of the program and submit this to the Ministry of Education.

Summer Literacy Camps and Summer Math Camps

In the past, the School Board has received information related to Ministry funding for summer programming by March. Given that the announcement of funding did not arrive until the middle of June, a much smaller scaled program was run. The locations of the program were chosen based on student need and socioeconomic need. The purpose of the program was to provide intensive literacy and math instruction to students who had significant achievement gaps and who would not otherwise have the opportunity to attend a summer camp.

Summer Literacy Camps and the Count-On-Me Math Camp ran during one 3 week session: August 6-23. Three schools (Centennial PS, Molly Brant ES and Southview ES) hosted 4-6 classrooms, depending on the site. The Count On Me Math Camp was held at Centennial PS. In total, 222 students attended the summer camps.

The Literacy Camps and Math Camps incorporated the use of robotics into the programming.

All students attending Molly Brant ES received free bussing to and from school (from scheduled pick ups throughout the neighbourhood).

Next Steps:

Summer session will continue to provide options for students through e-learning and co-operative education, with communication for students through their school student services department.

Pre and post assessment data was collected for both the Literacy and Math Camps. Progress Reports were also completed for each student, and forwarded to their home school, for review by the school team. A copy of the Progress report was then sent home to parents. A presentation to the Board of Trustees next month will highlight the results of some of this data.

Recommendation(s):

That this report be received for information purposes.

Report Prepared By: Scot Gillam, Associate Superintendent, Stephanie Sartor, Associate Superintendent, Jessica Silver, Superintendent

Reviewed By: Debra Rantz, Director of Education



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT: MINISTRY OF EDUCATION AND LIMESTONE DISTRICT SCHOOL BOARD KEY AREAS OF FOCUS IN MENTAL HEALTH AND WELL-BEING

SEPTEMBER 25, 2019

Purpose:

To provide Trustees with information related to the Ministry of Education's three key areas of focus in well-being and mental health, and the impact on Limestone District School Board (LDSB) students and staff.

Background:

In February 2018, the Ministry of Education announced key areas of focus in well-being and mental health. These key areas reflect the provincial commitment to a comprehensive mental health and addiction strategy. The key areas identified by the Ministry of Education include:

- a) mental health workers in secondary schools;
- b) educators understand how to access school and community-based mental health services for students and families; and
- c) suicide prevention

These areas of focus ensure that student mental health needs are identified early and students and their families are directed to programs and services faster; that students have timely access to school-based regulated mental health professionals; and that school boards have a step-by step response to be enacted when staff become aware of student suicidal ideation or behaviour.

LDSB, with guidance from School Mental Health Ontario (SMHO), has been working to address each of these areas in order to enhance students' development of a healthy sense of well-being and their ability to maximize their academic achievement.

Current Status:

Mental Health Workers in Secondary Schools: As of November 1, 2019 LDSB has employed four registered Social Workers, partially funded through the Ministry of Education. These Master's level clinicians are supervised by the Mental Health Lead and provide direct, one-to-one mental health support services to students using evidence-based tools such as Brief Intervention for School Clinicians (BRISC) and Cognitive Behavioural Therapy (CBT). The Mental Health Workers also provide advice and information to parents/families regarding school-based supports and referrals to community-based mental health and addiction treatment

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strategies for students. The Mental Health Workers provide service to 10 secondary sites and one alternative education site, with days of service allocated based on local needs and demand for service. During the 2018-2019 school year, 269 secondary students were referred to the Mental Health Workers for assessment, treatment and/or crisis support. The Workers made 119 contacts with parents/families regarding school-based supports and facilitated 140 referrals to community-based treatment providers.

Educators Understand How to Access School and Community-based Mental Health Services for Students and Families: LDSB has established strong connections with community partners to provide timely, relevant and accessible mental health services to students in our school communities. As a result of these collaborations, we have established clear pathways to service to meet students' varying needs. The Mental Health Lead provides consultation and assistance to coordinate referrals on behalf of educators, for students requiring Tier 2 and or Tier 3 mental health interventions. Student Support Counsellors, Adolescent Care Workers, Social Workers, Psychologists and Attendance Counselors are knowledgeable about how to help students and families access community-based treatment services and are available to provide consultation and support to educators in this area. Promotional materials for community-based child & youth mental health services are also available for educators to reference in all secondary schools. Professional learning targeted toward educators is provided through several means including school-wide presentations, after-school learning series, social media (i.e., Twitter) and one-to-one consultations.

With the implementation of Mental Health Workers in secondary schools, Social Workers have been providing in-services to school-based teams to increase understanding of their scope of practice, how they integrate into the LDSB pathways to care, and how educators may access their services for students. Well-established pathways currently exist to access Student Support Counsellors and Adolescent Care Workers in schools.

Suicide Prevention: In February 2019, the LDSB Mental Health Leadership Committee began a review of the existing Suicide Risk Assessment Protocol, originally created in 2013. A small working group comprised of members most knowledgeable about best practices related to youth suicide was established and designed clear protocols that can be quickly employed by schools for suicide risk management and postvention. The key elements of a suicide intervention protocol, as set out by SMHO, were integrated into the updated Suicide Response Protocol. Collaboration with community service providers occurred at multiple levels. An in-service of the protocol is being provided to school administrators and Educational Services support staff, with an expectation that the protocol is shared with all school staff, enabling every school to be prepared to support students who express suicidal ideation or behaviour.

In 2018-2019, evidence-based Living Works Applied Suicide Intervention Skills Training (ASIST) was facilitated once, and safeTALK was facilitated three times.

Next Steps:

LDSB will continue to implement the role of Social Workers within secondary schools:

- Mental Health Workers will engage in professional learning supported by SMHO in order to ensure the quality, evidence-based practices are being offered to students
- There will be an additional focus on evidence-based early intervention and treatment of cannabis misuse
- Data and information will be collected at the student level to ensure that student needs are met and data will be submitted to the Ministry of Education as per Ministry of Education reporting requirements

LDSB will focus on equipping and supporting educators in understanding how to access school and community-based mental health services for students and families:

- Support educators and guidance teachers to understand the roles of school-based supports and how to access these supports
- Promote and support the rollout of upcoming SMHO resources targeted to guidance teachers, administrators and educators
- Continued collaboration with community-based treatment providers to ensure enhanced access to mental health supports for students and families

LDSB will continue to focus on the area of suicide prevention:

- Annual reviews by school staff of the Suicide Response Protocol
- Annual Applied Intervention Skills Training and safeTALK training sessions offered to staff and community partners. Upcoming trainings for both ASIST and safeTALK will take place in October 2019.

Recommendation(s):

That this report be received for information purposes.

Report Prepared By: Alison McDonnell, Associate Superintendent of Education, Learning for All

Reviewed By: Debra Rantz, Director of Education

Attachments:

N/A



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ADMINISTRATIVE REPORT: INDIGENOUS VOICE AT THE BOARD LEVEL

SEPTEMBER 25, 2019

Purpose:

To provide Trustees with options for a strategy to strengthen Indigenous voice at the Limestone District School Board, including the possibility of adding an Indigenous Student Trustee to the Board.

Background:

Within the Limestone District School Board, there are a number of opportunities to gather Indigenous voice from students, parents, and the community. The following list is not exhaustive, but highlights examples of different structures or events in Limestone:

1. For the past two years, the Indigenous Family Network (IFN) provides an opportunity for all families with students who have self-identified in LDSB to participate in cultural activities and learning, and to network with other families. IFN events are advertised through a listserv for families that have agreed to receive information.
2. Limestone shares with Algonquin Lakeshore Catholic DSB a joint Indigenous Education Advisory Council (IEAC) that meets four times per year to review and plan events, activities, and initiatives focused on Indigenous Education in the area.
3. For the past two years, an Indigenous Student Leadership Gathering has been held in the spring to support cultural learning for self-identified secondary students, and to gather voice from the students.
4. In 2018-2019, a leadership gathering was held for students in Grades 5-8 for the same purpose.
5. At different times during the past few years, student voice sessions have been held with self-identified Indigenous students to gather voice and feedback related to Indigenous Education initiatives in LDSB, and their educational experience in general.
6. During larger consultation sessions, like the creation of the current strategic plan, members of the IEAC are invited to provide voice.
7. The IEAC is actively consulted about Indigenous Education initiatives in Limestone; for example: the Limestone Land Acknowledgement, Smudging Protocol, Elder/Knowledge Keeper protocol, the IFN, Indigenous Student Leadership Gatherings, Indigenous Language pilots, Graduating Indigenous Student Leadership Award, supporting a range of professional learning, and Limestone's move to the Understanding Contemporary Nations/Metis/Inuit Voices in all Grade 11 English courses across the district over the past two years, among others.

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Current Status and Next Steps:

All of the above initiatives and structures will continue in 2019-2020. Strengthening Indigenous voice at the Limestone District School Board could take a couple of different forms. Both suggestions for increasing voice at the Board would require consultation with the IEAC at an upcoming meeting, and policy revisions at an upcoming EPOC meeting on October 30, 2019. The first suggestion should also be discussed with Interschool Council (representation from all secondary schools) to ensure student voice on the topic.

1. Adding an Indigenous Student Trustee to the Board of Trustees. A process will have to be developed with the IEAC and Interschool Council to determine the selection of a student. This process may need to mirror our current process and timeline for selecting student Trustees. As noted, consultation with the IEAC will take place in the next few weeks, and further research will occur on how other boards select Indigenous Student Trustees.
2. Transitioning the IEAC from an advisory council to a formal committee of the Board. This would require policy changes at the October Policy Meeting, and the selection of a Trustee to sit on the IEAC at the caucus meeting later this fall.

Recommendation(s):

That this report be received for information purposes and consideration at the policy meeting on October 30, 2019.

Report Prepared By: Krishna Burra, Superintendent of Education
Reviewed By: Debra Rantz, Director of Education

Attachments:
N/A