



AGENDA – COMMITTEE OF THE WHOLE

(EDUCATION, POLICY AND OPERATIONS)

Wednesday, September 23, 2020 - 5:00 PM
Limestone Education Centre
220 Portsmouth Avenue, Kingston, ON

Link: <http://bit.ly/EPOCMtgSept23>

1. PRIVATE SESSION – 4:30 PM

*In accordance with the Education Act, Section 207(2) a meeting of a committee of a board including a committee of the whole board, may be closed to the public when the subject under consideration involves,

- a) The security of the property of the board;
- b) The disclosure of intimate, personal or financial information in respect of a meeting of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employee of the board; or
- e) Litigation affecting the board.

2. MOTION TO MOVE INTO PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

5. INFORMATION ITEMS

5.1 SAFE SCHOOLS UPDATE

5.2 PROPERTY UPDATE

5.3 OPSBA UPDATE

- 5.4 LABOUR UPDATE**
- 5.5 LEGAL MATTER**
- 5.6 PERSONNEL**

6. REPORT TO PUBLIC SESSION

Public Meeting – 5:00 PM

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.”

7. ADOPTION OF AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

Section A – Matters Requiring Action at the Meeting

9. REPORTS FOR INFORMATION

- 9.1 LDSB Spring Tutoring and Summer Programming Update** – Associate Superintendents Gillam and Sartor; and Superintendents McDonnell and Silver (Pages 4-9)
- 9.2 Financial Update** – Superintendent Young (Pages 10-12)
- 9.3 Clear Barriers** – Superintendent Young (Pages 13-15)

10. REPORTS FOR ACTION

- 10.1 Appointment of Special Education Advisory Committee (SEAC) Member-at-Large** – Superintendent McDonnell (Pages 16-17)
- 10.2 OPSBA AGM** – Trustee French

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

SEE YOURSELF IN LIMESTONE

Section B – Information

- 11. INTERNAL REPORTS AND OTHER COMMUNICATIONS**
- 12. EXTERNAL REPORTS AND OTHER COMMUNICATIONS**
- 13. OTHER BUSINESS**
- 14. NEXT MEETING DATE:** Regular Board Meeting – October 14, 2020
- 15. ADJOURNMENT**

Limestone District School Board

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ADMINISTRATIVE REPORT: LDSB SPRING TUTORING AND SUMMER PROGRAMMING UPDATE

EDUCATION, POLICY & OPERATIONS COMMITTEE MEETING

September 23, 2020

Purpose

To provide trustees with an overview of the 2020 spring tutoring and summer programming offered by the Limestone District School Board to elementary and secondary students.

Background

The Limestone District School Board has traditionally offered spring tutoring programs for elementary and secondary students, through May and June, focusing on closing gaps in literacy instruction. Instruction happens in schools during the school day. University students or recent graduates of the Faculty of Education are hired to work in the program.

Further, 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.

Spring Tutoring

Prior to 2020, university students and graduates were trained to provide withdrawal support to small groups of students in Grades 7-9 to support gap closing in literacy. Students in Grades 7 and 8 received instruction in decoding and fluency. Students in Grade 9 received literacy support and strategies to prepare for the Ontario Secondary School Literacy Test delivered in Grade 10.

Summer 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 through e-learning courses and cooperative education.

Summer 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 10 years. The In-School Team (Educator, Administrator(s), Student Support Teacher) identifies students working at least a 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, for the second year, we offered a Math Camp for students in Grades 4-6 who were identified by their school teams as having significant learning gaps in the area of number sense.

Current Status

Spring Tutoring

Given the identified literacy gaps determined in some of Limestone DSB's primary grades, a change in focus for the spring tutoring program was developed. Literacy data across the system was analyzed and it was determined that the spring tutoring program would focus on closing early literacy gaps in Grades 2 and 3. We predicted that a focus in developing phonemic awareness proficiency and phonics skills with these students would lead to an

improvement in student achievement in early literacy. The program was developed, students were hired, and the program was scheduled to commence May 1st, 2020. However, following school closures and the commencement of Emergency Remote Learning, we were required to pivot the scheduled in-school literacy instruction to an online environment. The focus of the program shifted to promoting student engagement in online learning, and specifically supporting their engagement in literacy. Over 100 students from 7 different schools (Granite Ridge Education Centre, North Addington Education Centre, JG Simcoe Public School, Molly Brant Elementary School, Polson Park Public School, Prince Charles Public School and The Prince Charles School) participated. At the beginning of the program, every student received a literacy kit that included books that met their interest and reading level, along with writing supplies, a journal, outdoor toys (skipping rope, balls) and art supplies. While the program officially ended at the end of June, three tutors and 38 students opted to continue to engage in learning throughout the summer months. Communication happened through virtual meetings, over the phone, and through written letters.

Credit Programs

Almost 500 credits were granted through Summer Session e-learning in July and over 150 credits were granted through cooperative education in July and August 2020. Classes for students taking e-learning courses ran from June 29 – July 27, 2020 and students enrolled in co-operative education obtained credits in both July and August. As a result of additional funding, we were also able to hire a student success teacher to support students with special education needs throughout Summer Session.

Non-Credit Programs

Focus on Youth

The 2020 Summer Focus on Youth Program was once again supported by the Boys and Girls Club of Kingston. The Boys and Girls Club hired several “at-risk” youths, as defined by the Focus on Youth guide, 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 6, 2020. Training included COVID-19 Public Health Protocols, Health and Safety Training, Leadership, Life Skills, and several other topics. Camps ran from July 13 to August 28, except for the LaSalle camp which ended on August 14, to ensure the school was ready for the August 31 start up. Leaders were paid \$14 per hour and Recreational Assistants were paid \$13.15 per hour. Camp locations included LaSalle Secondary School, the west end and central Boys and Girls Club locations, the Rideau Heights Community Centre, and the Invista Centre. Prior to October 20, 2020, 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

In the past, the Limestone District 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 2020, the program needed to pivot from an in-class model to remote delivery. An online synchronous literacy program was developed for 90 students. Students in Grades 2 to 8 participated in the program. Students received a total of 2 hours of online instruction every day, and were guaranteed 30 minutes of individual, targeted direct literacy instruction every day.

The literacy camp ran for one 3 week session: August 4-21. The program welcomed the participation of an Indigenous Knowledge Keeper, Candace Lloyd, and the instructors received training on Indigenizing Online Learning. Information from the training was drawn from the recently published document of the same name, created by Queen's University.

The benefit of offering an online program was that students from across the district could participate. Geography and access were no longer a barrier. All but 3 students attended the entire program. Data related to student engagement and parent satisfaction was tracked and the results were overwhelmingly positive. This was measured based on student attendance, and surveys completed with both students and parents during and after the program. Moreover, parent engagement throughout the program remained high, as they directly participated in many aspects of the students learning. In addition to parent engagement, parents also commented that they learned a lot about the science of reading.

As a result of additional funding, we were also able to hire one of Limestone DSB's Speech Language Pathologists to support the development of individual and targeted planning and instruction for each student in the program.

Significant achievement gains were realized, as were measures of student confidence following the completion of the program.

Summer Learning Supports for Students with Special Education Needs and Mental Health Needs

For the first time, the Ministry of Education has offered a Summer Program Transfer Payment Agreement to provide summer learning opportunities for students with special education needs and mental health needs. These supports were made available during July and August 2020.

Mental Health Counselling (virtual) by Social Workers for students on 2019-2020 caseloads to ensure continuity of service during July and August:

- 27 elementary students received support (all from the three north end schools) and;
- 25 secondary students received support over the summer.

Mental Health Summer Support Line staffed by Social Workers and Clinical staff for all students in LDSB to provide consultation support and support in navigation to community mental health supports during July and August:

- 21 calls were made for support.

Parent/Caregiver Modules focused on preparing for successful entry to school and live on Board YouTube site and via Twitter. Modules include:

- Resilience;
- Sleep Hygiene;
- Return to In-class learning;
- Anxiety Part 1 (general information about stress vs anxiety); and,
- Anxiety Part 2 (strategies & resources).

Summer ABA Transition Program for students in District Autism Centres to support a successful transition back to school during the week of August 24-28:

- 23 students were provided half time programming at the Lancaster, Welbourne, Holsgrove, and Cataraqui Woods District Autism Centres.

Transitional Supports for students provided by Ed Services Staff and school-based staff to ensure successful transition back to school including transitional meetings and opportunities to re-establish familiarity with the school environment and school routines during the week of August 24-28:

- 186 students served by 21 PSSP staff
- 80.5 days of additional EA support requested and 29 days of additional ECE support requested .

Next Steps

Spring tutoring programming and delivery models will be reviewed with the literacy team in the spring, following student achievement data collection.

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 were collected for the Summer Literacy Camp. Progress

Reports were also completed for each student, and sent to their home school for review by the school team. A copy of the Progress Report was also sent home to parents. A forthcoming presentation to the Board of Trustees will highlight the results of some of this data.

Recommendations

That this report be received for information purposes.

Prepared by: Scot Gillam, Associate Superintendent, Stephanie Sartor, Associate Superintendent, ` Alison McDonnell, Superintendent, and Jessica Silver, Superintendent

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: FINANCIAL UPDATE EDUCATION POLICY & OPERATIONS COMMITTEE

September 23, 2020

Purpose

To provide Trustees with a financial update on the COVID-19 funding and utilization of the accumulated surplus that was approved for use.

Background

At the Board meeting on August 20, 2020, Trustees approved the use of \$2,465,397 of LDSB's accumulated surplus. This, combined with additional Ministry funding for COVID-19 has equaled to \$7,319,754 of new funding for the 2020/2021 school year.

As requested by the Board of Trustees, staff have assembled a budgetary template of expected expenses that will be incurred in the current school year. These expenses will address the COVID-19 pandemic responses, as well as meeting the expectations of our various collective agreements.

Due to the pandemic, LDSB is forecasting a reduction in the estimated enrolment of approximately 170 students at both the elementary and secondary level. Included in the template are the adjustments for the reduced GSN funding as a result of the decreased enrolment. The reduction in revenue is currently forecasted to be approximately \$2 million.

When the reduction in revenue due the decreased enrolment is factored into the budget, the accumulated surplus (approved by Trustees) will be required to balance the budget.

Limestone DSB		
Covid-19 Funding		
Total New Funding	\$4,854,367	
Total Approved Accumulated Surplus	<u>\$2,465,397</u>	
Total Available funds		\$7,319,764
Detailed expenses	\$4,894,367	
Additional elementary staffing	\$444,000	
Elementary GSN shortfall	\$1,135,000	
Secondary GSN shortfall	<u>\$849,000</u>	<u>\$7,322,367</u>
Total		-\$2,603
	Funding	total
Custodial & Supplies		
Additional Staffing Support (Custodians) - additional cleaning time provided to schools	\$470,370	
Cleaning Supplies	<u>\$38,582</u>	
		\$508,952
Training		
Health & Safety Training for Occasional Teachers and Casual EWs	\$94,726	\$94,726
Transportation		
Student Transportation Funding Support for Enhanced Cleaning and PPE for Drivers	\$314,731	
Transportation	<u>\$401,282</u>	
		\$716,013
Special Education & Mental Health		
Additional Special Education Support - school to community virtual teacher	\$113,141	
Additional Mental Health support - additional support worker and professional learning	\$125,608	
Additional Mental Health and Spec Ed - 0.5 LD teacher + 1.0 LTO for increased enrolment at LD centre	\$149,136	
Allocation for Mental Health Support - additional Social Worker support	<u>\$125,608</u>	
		\$513,493
HVAC		
Air Quality - filters, capital improvements	\$568,100	\$568,100
Remote Learning		
Remote Learning - 1 secondary VP, 1 Elementary VP for virtual	\$199,525	
Remote Learning - 1 office administrator, internet access	<u>\$207,511</u>	
		\$407,036
Staffing and other		
Additional Funding for Teacher Staffing - 2 additional elementary teachers	\$182,961	
Additional Teaching Staff - Guidance staff for Virtual school, Secondary Prep coverage	\$741,367	
School Reopening Emerging Issues - Supervision, technology, Internet, PPE	<u>\$1,024,848</u>	
		\$1,949,176
Technology		
Allocation for Technology Related Costs - devices	\$136,871	<u>\$136,871</u>
Total		\$4,894,367

Recommendations

That this report be received for information.

Prepared by: Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: CLEAR BARRIERS

EDUCATION POLICY & OPERATIONS COMMITTEE

September 23, 2020

Purpose

To investigate the potential of installing clear rigid barrier shields on student work tables and desks within Limestone District School Board's classrooms.

Background

The Limestone District School Board has developed its COVID-19 School Reopening Plan, and communicated it to school communities and the general public. This plan has been developed with the health, safety and well-being of our students and staff at its core. Consultation with staff and stakeholders, namely KFL&A Public Health and the Government of Ontario, as well as the Government of Canada, through the Ministry of Education, was paramount in developing a variety of health and safety measures. Limestone's School Reopening Plan has been endorsed by the Medical Officer of Health for Kingston, Frontenac, Lennox and Addington.

The Government of Ontario's COVID-19 Guidance for Schools Kindergarten to Grade 12, clearly details a risk-based approach to address the COVID-19 decision making in schools. Mitigation of the risks and maximizing safety requires a multi-pronged approach comprised of personal protective equipment (PPE) for the individual, modifications to the physical environment, adaptations to human behaviours, cohorting students to minimize contacts, as well as the numerous community-based measures that are implemented by public health and different municipal governments.

Mitigation practices beyond PPE that were included in LDSB's School Reopening Family Reference Guide include active screening, increased hand hygiene, use of hand sanitizer, signage, physical distancing where possible, modified behaviours, and ventilation. While all mitigation practices include a "layering on" of controls, it is important to note that LDSB's plan was endorsed by public health without the inclusion of physical barriers on students' desks or tables.

Current Status

Benefits to barrier shields:

- can block respiratory droplets when in close contact with others
- provide physical separation when masking is not practical
- may reduce disruption to work practices
- nonporous and may be disinfected
- provide a sense of safety

Limitations to barrier shields:

- they do not provide a zero-risk solution for all modes of transmission
- do not eliminate the need to practice public health guidelines such as hand hygiene, self-assessments, staying home when ill
- physical environment may prevent proper installation and/or utilization of barriers
- may obstruct or restrict visibility and ventilation system air flow
- potential for breakage, creating a safety hazard

LDSB staff were tasked with determining the costs of providing rigid barriers for all student desks and tables in the board. The costs are as follows:

- Approximately 695 JK & K tables in LDSB;
- Table dividers range from \$130-\$230 / unit + shipping depending on material;
- Cost for tables = \$90,000 - \$160,000;
- Approximately 16,725 desks in LDSB;
- Desk dividers range from \$60-\$120 / unit + shipping depending on material;
- Cost for desk dividers = \$1,025,000 – \$2,050,000.

The materials used in the construction of dividers by the various manufacturers varies between polycarbonate on the less expensive end to Plexiglas, acrylic, lexan, or PVC at the higher end.

Polycarbonate is a material that is commonly used for exterior signage. The longevity of this type of material used as dividers in a school setting is unknown.

All manufacturers recommend that their material be cleaned with mild soap and water. It is currently unknown how the various materials will perform with the rigors of daily cleaning with the anti-viral cleaning products that are currently in use today to disinfect and protect against COVID-19 spread.

To clean and maintain the proper visibility through the dividers, they will require cleaning on a daily basis by custodial staff. This cleaning, based upon 20 seconds per desk divider and 80 seconds per

table divider, would require an additional 15.5 custodians, at an annual cost of \$975,000.

Recommendations

That this report be received for information.

Prepared by: Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education

References:

Operational guidance: COVID-19 management in schools. (2020, August 26). Retrieved September 14, 2020, from <https://www.ontario.ca/page/operational-guidance-covid-19-management-schools>

Canada, Public Health Agency of. *Government of Canada*. 10 Aug. 2020, Retrieved September 14, 2020, www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/measures-reduce-community.html.

"Guidance for Plexiglass Barriers in the Workplace (Updated July 9, 2020)." *EHS*, 9 July 2020, Retrieved September 14, 2020, www.ehs.washington.edu/resource/guidance-plexiglass-barriers-workplace-updated-july-9-2020-984.

School Reopening. (2020, August 28). Retrieved September 14, 2020, from https://www.limestone.on.ca/UserFiles/Servers/Server_352698/File/Board/School%20Reopening%202020/Reopening%20Family%20Reference%20Guide%20FINAL%20Aug%2028%202020.pdf



ADMINISTRATIVE REPORT: APPOINTMENT OF SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBER-AT-LARGE

EDUCATION, POLICY & OPERATIONS COMMITTEE MEETING

September 23, 2020

Purpose

To inform trustee decision-making regarding their appointment of a member-at-large on SEAC due to a vacancy.

Background

Statutory Membership Requirements:

Ontario Regulation 464/97 (8) (1) states that, "if a seat or position on a special education advisory committee becomes vacant, the board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of person whose seat or position has become vacant."

Current Status

There is an immediate vacancy on SEAC for a member-at-large.

Recommendation(s)

That the Board appoint a member-at-large.

That the Board ensure an overall balanced membership by including community partners, educators with expertise, and parent voice within a wide community network, by appointing the following nominee as a member-at-large to SEAC:

Constance Carriere-Prill (*Parent*) - New Nomination

And that a motion naming the new SEAC member be made public.

Prepared by: Superintendent Alison McDonnell

Reviewed by: Krishna Burra, Director of Education