



LIMESTONE DISTRICT SCHOOL BOARD

Agenda Regular Board Meeting Wednesday, October 9, 2019 Limestone Education Centre 220 Portsmouth Avenue, Kingston 5:30 p.m.

Private Session

* 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 employees of the board; or
- (e) Litigation affecting the board.

Motion to Move into Private Session

Declaration of Conflict of Interest

Chair's Update

Director's Update

Action Items

- (a) Board Minutes – September 11, 2019
- (b) Committee of the Whole (Education, Policy & Operations) – September 25, 2019

For Information

- (a) Personnel Update
- (b) Safe Schools Update
- (c) Property Update
- (d) OPSBA Update
- (e) Labour Update
- (f) Legal Matter

Report to Public Session

Public Meeting - 6 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."

Adoption of Agenda

Declaration of Conflict of Interest

Private Session Report

Chair's Update

Director's Update

Presentation: Summer Learning

Section A – Matters Requiring Action at the Meeting

1. Consent Agenda

- (a) Board Minutes – September 11, 2019 (Pages 5-15)
- (b) Reports from All Committees:
 - i) Committee of the Whole (Education, Policy & Operations) – September 25, 2019 (Pages 16-43)
 - ii) Special Education Advisory Committee – September 18, 2019 (Pages 44-48)

2. Routine Matters

- a) OPSBA Report – Trustee French (Page 49)
- b) Report from Student Trustees

3. Reports For Information

- a) Kingston Transit – Presentation
- b) Student Identity Data Collection – Superintendent Babcock (Pages 50-52)

4. Reports Requiring Decision

None at this time.

5. **Notice of Motion**

None at this time.

Section B – Information

1. **Internal Reports and Other Communications**

2. **External Reports and Other Communications**

3. **Communications Referred to Committee**

4. **Requests for Reports and/or Information**

5. **Other Business**

6. **Future Meetings**

Audit Committee

- November 11, 2019 5:30 p.m.
- May 4, 2020 5:30 p.m.

Board Meetings

- November 13, 2019 6:00 p.m.
- December 11, 2019 6:00 p.m.
- January 15, 2020 6:00 p.m.
- February 12, 2020 6:00 p.m.
- March 25, 2020 6:00 p.m.
- April 29, 2020 6:00 p.m.
- May 20, 2020 6:00 p.m.
- June 17, 2020 6:00 p.m.

Committee of the Whole (Education, Policy & Operations)

- October 30, 2019 5:00 p.m.
- January 29, 2020 5:00 p.m.
- March 4, 2020 5:00 p.m.
- April 15, 2020 5:00 p.m.
- May 13, 2020 5:00 p.m.

Special Education Advisory Committee

- November 20, 2019 6:00 p.m.
- December 10, 2019 6:00 p.m.
- January 22, 2020 6:00 p.m.
- February 19, 2020 6:00 p.m.

- March 11, 2020 6:00 p.m.
- April 22, 2020 6:00 p.m.
- May 27, 2020 6:00 p.m.
- June 10, 2020 6:00 p.m.

Environmental Sustainability Advisory Committee

- January 14, 2020 4:00 p.m.
- March 10, 2020 4:00 p.m.
- May 12, 2020 4:00 p.m.

Budget Committee

- April 22, 2020 4:30 p.m.
- May 13, 2020 4:00 p.m.
- June 10, 2020 4:30 p.m.
- June 15, 2020 4:30 p.m. (Tentative)

School Enrolment/School Capacity Committee

- March 18, 2020 5:00 p.m.

Parent Involvement Committee

- November 14, 2019 7:00 p.m.
- February 13, 2020 7:00 p.m.
- Spring 2020 7:00 p.m.
- May 7, 2020 7:00 p.m.

7. Other Special Meetings/Events

- OPSBA Public Education Symposium January 23-25, 2020
- OPSBA Education Labour Relations & HR April 23-24, 2020

8. Adjournment

A regular meeting (Business) of the Limestone District School Board was held in the Barry O'Connor Board Room at the Limestone Education Centre, 220 Portsmouth Avenue, Kingston, Ontario, on Wednesday, September 11, 2019, at 5:30 p.m.

Private Session

Present:

Trustees: J. Brown
G. Elliott
L. French (Vice-Chair)
T. Gingrich
B. Godkin
R. Hutcheon
K. McGregor
J. Morning
S. Ruttan (Chair)
J. Crook (Student Trustee)
A. Putnam (Student Trustee)

Staff: M. Babcock, Superintendent of Education
K. Burra, Superintendent of Education
S. Gillam, Associate Superintendent, Safe and Caring Schools
A. Labrie, Superintendent of Education and Human Resources
A. McDonnell, Associate Superintendent, Learning for All
D. Rantz, Director of Education
S. Sartor, Associate Superintendent, School Effectiveness and Assessment
J. Silver, Superintendent of Education
C. Young, Superintendent of Business Services

Recorder: L. Strange, Records Management Coordinator

MOTION: To move into Private Session.

MOVED BY: Trustee McGregor, seconded by Trustee Godkin. Carried.

Declaration of Conflict of Interest

Trustee Elliott declared his wife is a teacher with the LDSB.

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

Chair's Update

No update at this time.

Director's Update

No update at this time.

Action Items

- (a) Board Minutes – June 19, 2019

MOVED BY: Trustee Gingrich, seconded by Trustee McGregor, that the June 19, 2019 Board Meeting Minutes, Private Session, as distributed, be approved. Carried.

For Information

- (a) Personnel Update (Item (a) on Agenda)

Superintendent Labrie provided a Personnel update.

- (b) Safe Schools Update.

Associate Superintendent Gillam provided a Safe Schools update.

- (c) Property Update (Item (c) on Agenda)

Superintendent Young provided a Property update.

MOTION: That Trustees authorize the Superintendent of Business to negotiate and execute the sale of approximately 1 acre of vacant land, fronting Kildare Avenue on the site of Fairfield Elementary School, to The Corporation of the County of Lennox & Addington for \$243,000 / acre plus the costs of severance.

MOVED BY: Trustee Godkin, seconded by Trustee Morning. Carried.

- (d) OPSBA Update (Item (d) on Agenda)

Trustee French provided an OPSBA update.

- (e) Labour Update (Item (e) on Agenda)

Superintendent Labrie provided a labour update.

- (f) Legal Matter (Item (f) on Agenda)

Director Rantz provided a legal update.

Report to Public Session

Chair Ruttan called for a motion for the Board to rise and report.

MOTION: That the Board rise and report, and that the resolutions, as noted above, be made public.

MOVED BY: Trustee Brown, seconded by Trustee French. Carried.

The Board moved into Public Session at 6:15 p.m.

Public Meeting

Trustees: J. Brown
G. Elliott
L. French (Vice Chair)
T. Gingrich
B. Godkin
R. Hutcheon
K. McGregor
J. Morning
S. Ruttan (Chair)
J. Crook (Student Trustee)
A. Putnam (Student Trustee)

Officials: M. Babcock, Superintendent of Education
K. Burra, Superintendent of Education
J. Douglas, Communications Officer
S. Gillam, Associate Superintendent, Safe and Caring Schools
A. Labrie, Superintendent of Education and Human Resources
A. McDonnell, Associate Superintendent, Learning for All
D. Rantz, Director of Education
S. Sartor, Associate Superintendent, School Effectiveness and Assessment
J. Silver, Superintendent of Education
K. Smith, Communications Officer
C. Young, Superintendent of Business Services

Guests:

Recorder: L. Strange, Records Management Coordinator

Chair Ruttan stated:

“Good evening, and welcome to the Limestone District School Board.

Before we begin, I would like to acknowledge the members of CUPE Local 1480, who organized a rally outside the Board office earlier to protest the funding cuts to education as well as the central bargaining process with the Ontario Government.

We understand that these protests are not directed at the Limestone District School Board.

The Board values the work of all of its employees and their commitment to student learning. Over the bargaining period, student achievement and well-being remain our top priority.”

Chair Ruttan read the 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."

Adoption of Agenda

MOVED BY: Trustee McGregor, seconded by Trustee Morning, that the agenda, as amended, be approved. Carried.

Declaration of Conflict of Interest

Trustee Elliott declared a conflict as his wife is an employee of the Board.

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

Private Session Report

Trustee French reported that the Board had a personnel, OPSBA/Labour and Legal update.

A Property update had the following motion:

MOTION; That Trustees authorize the Superintendent of Business to negotiate and execute the sale of approximately 1 acre of vacant land, fronting Kildare Avenue on the site of Fairfield Elementary School, to The Corporation of the County of Lennox & Addington for \$243,000 / acre plus the costs of severance.

The motion carried.

Chair's Update

Chair Ruttan stated:

"Welcome back to a new school year everyone.

I would like to welcome Jessica Crook and Annika Putnam to their roles as Student Trustees. We look forward to hearing your voices in discussions around this horseshoe. The new school year is a time of celebration, and new beginnings.

On behalf of Trustees and senior staff, I would like to congratulate Trustee Laurie French on being acclaimed to her second term as President of the Canadian School Board's Association. Congratulations Trustee French. I am confident you will continue to build strong partnerships and unite our voices to ensure students achieve success.

Congratulations to all Limestone staff, students and families for a great first week! We have a wonderful year ahead of us, lots of rewarding work to do, as we continue to make Limestone a great place to learn, work and grow.

Staff were busy over the summer getting another new school year successfully underway. Limestone's Summer Institute brought educators together for a great day of learning. An opportunity to deepen their practice and prepare for another school year. Elementary and secondary school teachers, educational assistants and administrators participated in the one-day symposium.

Facility Services staff were also busy over the summer not only with the typical school repairs and renovations, but also with projects we received additional funding for this past spring. Manager Fowler will have an update for Trustees as part of tonight's meeting, but I would like to take this moment to extend sincere appreciation to Manager Fowler, Facility Services Staff here at the Board Office and of course at individual schools for the additional work performed over the summer. Thank you.

And that concludes my report."

Director's Update

Director Rantz stated:

"A new school year is always full of hope and promise, and it is a privilege to welcome new and returning students and staff to another school year! Each of you, in each of your roles, contributes to the success of our students.

I would like to thank Limestone staff for the care and professionalism you demonstrate every day in supporting our students, and for the hard work over the last few weeks to ensure our schools were ready to welcome students on September 3.

Although we often use the phrase 'Welcome Back,' our learning does not stop over the summer months. We have many summer learning opportunities for students. Limestone's Read-a-Lot summer literacy programs for students in grades 1 to 8 were held at Southview, Molly Brant and Centennial elementary schools. We are super proud of these students, tutors and teachers for the commitment they showed during the program. Huge gains were made in a short amount of time.

The other Limestone elementary summer program, Count-on-me, provides students entering grades 4 to 6 with an engaging environment to develop numeracy and coding skills. Teachers reported that 85% of students experienced significant growth in just three weeks. If you followed these programs on Twitter, you saw students engaged, confident, and succeeding: ready for a new school year.

Speaking of successes, the Ministry has just released the latest graduation rates by school board. We did pull together and released a statement today because, unbeknownst to us, the information was reported yesterday through the media and we were not aware that the Ministry had released the data. I am proud to say that students in the Limestone District School Board continue to successfully graduate in high numbers as a result of focused efforts by educators and engaging specialty programs aimed at helping students achieve success whatever their strengths, interests and career goals.

Limestone's current five-year graduation rate is 85.5 % - an increase of 6% over seven years. The provincial and Limestone goal is to reach a graduation rate of 85%. We are very pleased that Limestone continues to exceed the provincial goal of achieving an 85% graduation rate.

I'll conclude my report, with short video that captures the excitement of students, staff and families, felt around the district on #LDSBfirstday from Bayridge Public School.

And, that concludes my report."

Presentation: Kingston Secondary School Update

Superintendent Young shared a recent drone video of the KSS construction.

Weather delays and labour disputes have put a lag in the construction schedule. The building will be at a substantial completion level (97%) by late March or early April. Occupancy will occur in May. KCVI will remain open to the end of this school year, and the new school will open for the 2020-2021 school year.

Trustee Gingrich asked when Trustees will be able to walk through the building. Director Rantz will be in touch about a time to have a tour. At present it is an active construction site and requires steel toe boots and hard hats to enter.

Trustee Gingrich asked for an update on the condition of the Molly Brant yard. Manager Fowler answered that the large dirt pile has been removed. The yard has been graded. Sod will go in this fall, and students will be able to use the space in the spring.

Trustee Godkin asked how long before the library will be demolished. Manager Fowler answered it would be within the month, the work is waiting on permits. Currently the library is used as the site office.

Section A – Matters Requiring Action at the Meeting

1. Consent Agenda

(a) Board Minutes – June 19, 2019

(b) Reports from All Committees:

i) Committee of the Whole (Education, Policy & Operations) – August 28, 2019

MOTION: That the Consent Agenda of September 11, 2019, as presented, be approved.

MOVED BY: Trustee Brown, seconded by Trustee Gingrich. Carried.

2. Routine Matters

(a) OPSBA Report – Trustee French

Trustee French stated the BOD meets on September 27, and the Work teams will meet next Friday.

(b) Report from Student Trustee(s)

Student Trustee Crook:

In the past month since our term has started we've been eagerly waiting for the upcoming 2019-2020 school year. The two of us have a lot planned for September, including the first Inter-School Council Meeting being held at KCVI. We are excited to meet all of the new Inner School members and hear all of their ideas for the year.

I will be attending the first ever conference for Working Group Co-chairs. It will take place in downtown Toronto on September 22nd. At the conference myself and the other Co-chairs will discuss the different innovations we'd like to put forward this year. I will be there representing the Student Advocacy Working group and I would like to focus on making IEP's more inclusive."

Student Trustee Putnam:

"Also, OSTA-AECO has just released the results of the e-Learning survey that was put out at the end of the last school year. Over 6000 students have completed the survey and provided their own experiences with e-Learning. I also hope to release a survey to the schools within my region about which issues are most important to them, possibly also making school visits to spread more awareness about the role of a Student Trustee."

3. Reports for Information

a) Facility Services Summer Update

Manager Fowler provided a presentation on the projects Facility Services worked on in the summer months. Facility services managed over \$13.2 million in school renewal projects, which does not include the Kingston S.S. project. The projects were at 80% of our schools, varying in scope and magnitude.

Schools received new roofs, boilers, mechanical upgrades, septic tanks, flooring, windows/doors, and improvements to school yards and drainage. Four schools received new generators to assist with power outage issues that may occur.

All schools had all spaces thoroughly cleaned.

Several portables were moved to new sites as enrolment conditions change. After the portable is moved Facility Services ensures the space is upgraded to make the learning space comfortable for student learning.

Trustee Morning asked what powers the generators. Manager Fowler answer that they would run on propane or diesel fuel.

Trustee Elliott asked how often septic tanks need to be replaced. Manager Fowler answered that the average lifespan is 20 years. The Board should not have to replace any more for about 15 years.

Trustee Godkin asked how long generators last and if the GREC is a designated emergency centre. Manager Fowler answer that the generators kick in within a minute of main power being lost, and can last for a substantial amount of time. The school is not currently an evacuation centre.

Student Trustee Putnam stated that she is a GREC student and she thanked the Board for the new generators. As the school is in a remote area it is not always easy or quick to get buses or parents back to the site in the event of a power outage.

Trustee French thanked Facility Services for the new accessible washrooms at the Board Office.

Trustee Morning asked if generators come on at intervals and what the life expectancy of the equipment is. Manager Fowler replied that they are tested annually and receive regular maintenance. The life expectancy is 20-30 years.

Director Rantz thanked Manager Fowler and his staff for the scope of work completed over the summer months.

b) Strategic Plan Areas of Focus

Director Rantz stated that Trustees received a mid-term report on last year's strategic plan at the end of May. An end-of-year report will come to the Board in November.

Senior Staff have tweaked the areas of focus, but the goals will remain the same.

Trustee French asked if there are any changes to the timelines for results due to changes to the areas of focus. There are no changes to timelines, items will progress through the five-year plan as originally designed. The tweaking of areas of focus is simply to align with the Ministry guidelines.

4. Reports Requiring Decision

a) Short-term Borrowing Resolution

Superintendent Young stated that the Education Act requires the Treasurer of the Board to furnish to the bank a copy of the resolution(s) authorizing the borrowing of funds.

Periodically the Board is required to borrow funds for current operating purposes to provide interim financing until revenues are received from Municipalities and the Province. The Board did not have any Operating borrowing requirements during 2018-2019, however the Board is subject to cash flow decisions from the Province and should have a borrowing resolution in place to provide interim financing if our cash flows should change.

The Board is also required to arrange short-term bridge financing during the construction of major capital projects, capital additions/retrofits and for School Condition Improvement projects. As a result, the Board may be required to arrange all or a portion of \$37,372,272 in short-term capital requirements in 2019-2020 until long-term financing arrangements are established by the Province or funds are provided.

MOTION: That the Board authorize the signing officers of the Board to enter into agreements with the Royal Bank of Canada for the following:

- 1. The borrowing of funds to meet operating requirements to a maximum of \$20 million for the 2019-2020 fiscal year.*

2. *Interim capital financing of up to \$37,372,272 to support capital projects planned and/or underway for the new Kingston Secondary School & School Condition Improvement.*

MOVED BY: Trustee French, seconded by Trustee McGregor.

Trustee Godkin asked if the term 'payment' refers to a short-term payment before Ministry funds arrive for project. Superintendent Young confirmed that was the case.

Trustee Elliott asked if there are any other fees associated with this borrowing. Superintendent Young answered that the Ministry would cover any fees or interest associated with this type of borrowing.

Trustee Ruttan called the question. *The motion Carried.*

5. Notice of Motion

None at this time.

Section B - Information

1. Internal Reports and Other Communications

None at this time.

2. External Reports and Other Communications

a) Letter to Minister Lecce from Waterloo DSB re proposed changes to classroom operations and funding – June 24, 2019

3. Communications Referred to Committee

None at this time.

4. Requests for Reports and/or Information

2019-2020 School Data – Trustee Morning

Trustee Ruttan asked Trustee Morning is she was still interested in requesting this report.

Trustee Morning answered that Superintendent Labrie had answered a number of her questions. She stated she is concerned about ways to lessen the impact of the Ministry mandates regarding class sizes.

Superintendent Labrie confirmed that all secondary schools have some classes with 20 or less students, though there has been a slight decrease in classes with less than 20. In the collective agreement there is a chart with class size specifications. Tech, literacy -based classes, language classes and others have a maximum class size of 20.

Trustee Morning asked if the Board was able to maintain arts programs. Superintendent Labrie answered that there has been no significant difference from last year.

Trustee Morning requested a report on Choices at Seven statistics. It was clarified that this item had already been requested in the spring and that it had been the will of the Board to receive a report. This report will come in October.

5. Other Business

Trustee Elliott asked Director Rantz to speak to the province's offer to school boards of an audit through their resources. Director Rantz replied that Limestone has produced a balanced budget, and already has a tremendous amount of auditing processes in place. The Board had an operational review a few years ago and many new auditing processes came out of that. She stated she did not feel this is a good use of taxpayers money, so would be declining the offer at this time. Auditing also takes a tremendous amount of staff time, and she does not want to repeat processes already in place and add more strain on staff's time.

Trustee Godkin asked for an update on the impact of math testing on teachers. Director Rantz will bring back more information when it is available.

Trustee French stated she was glad Limestone would not be adding to the burden on Board staff with additional auditing work.

6. Future Meetings

The next meeting of the Limestone District School Board of Trustees will take place on October 9, 2019 at 6 p.m.

7. Other Special Meetings/Events

See agenda listing.

8. Adjournment

Chair Ruttan called for a motion to adjourn the meeting.

MOVED BY: Trustee McGregor, seconded by Trustee Hutcheon, that the meeting adjourn.

The meeting adjourned at 7:25 p.m.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Trustees: J. Brown
G. Elliott - regrets
L. French (Vice-Chair)
T. Gingrich
B. Godkin
R. Hutcheon
K. McGregor
J. Morning
S. Ruttan (Chair)
J. Crook (Student Trustee)
A. Putnam (Student Trustee)

Officials: M. Babcock, Superintendent of Education
M. Baumann, Manager of Financial Services
K. Burra, Superintendent of Education
S. Gillam, Associate Superintendent, Safe and Caring Schools
A. Labrie, Superintendent of Education and Human Resources
A. McDonnell, Associate Superintendent, Learning for All
D. Rantz, Director of Education
S. Sartor, Associate Superintendent, School Effectiveness & Assessment
J. Silver, Superintendent of Education
C. Young, Superintendent of Business Services – regrets

Recorder: L. Strange, Records Management Coordinator

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

MOVED BY: Trustee Godkin, that the agenda, as presented, be approved. Carried.

Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Private Session

A labour issue was discussed.

MOVED BY: Trustee Gingrich, that the meeting move into Private Session.

Report to Public Session

MOVED BY: Trustee Godkin, that the Board rise and report.

Section A – Matters Requiring Action at the Meeting

1. Reports for Information

a) Summer Learning Report

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.

Superintendent Silver stated that 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.

Associate Superintendent Gillam stated that 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.

Associate Superintendent Sartor stated that 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 PS) 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.

Trustee Morning asked if the partnership with the Boys and Girls Club is due to a Ministry shortfall. Associate Superintendent Gillam answered that it is a community partnership that the Board has built with the Boys and Girls Club, with benefits to both organizations. It will continue as long as funding is available.

Trustee Ruttan asked what kind of credits students received in summer school. Superintendent Silver replied that about half of the credits earned were for co-op. Of the e-learning courses, half were Civics/Careers and the remainder were mostly English.

Trustee Morning asked if it was mostly strong students who took summer school. Superintendent Silver answered that about 95% of students in summer school are ‘reach ahead’ credits. These are students looking for space in their timetable to take other courses.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Less than 20 students in the whole board were taking summer school to make up for failed classes. Struggling students are helped in their home schools with credit recovery, etc.

Trustee Hutcheon asked why only Molly Brant ES had summer busing. Associate Superintendent Sartor stated that the team had considered bussing for all sites, and surveyed students that would be attending. Parents/guardians indicated they would provide their own transportation at the other two sites.

Trustee Hutcheon asked if the robotics program will continue, and how it ties into literacy. Associate Superintendent Sartor replied that last year it was a pilot, and it was discovered that it had a much more integral connection with the math program. It will continue to be used in both programs where appropriate.

b) Mental Health Update

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.

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 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.

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

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

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.

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 that 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.

Trustee Ruttan asked if students can self-refer for mental health services. Associate Superintendent McDonnell replied that past practice had been to apply, but that the Board is moving to a self-referral process as of Monday.

Trustee Godkin asked if the 4 social worker positions have multi-year funding. Associate Superintendent McDonnell replied that funding is provided on an annual basis.

Trustee Morning stated that the report states that funding was for 2.5 social workers, but the Board hired 4. She asked how the remaining 1.5 positions were funded. Associate Superintendent McDonnell replied that some special education money was used to make up the total of 4. Trustee Morning asked what SMHO resources are. Associate Superintendent McDonnell replied that they are used to provide PD for mental health leads, and training for regulated health professionals and guidance counselors.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

c) EQAO Report

Associate Superintendent Sartor stated that in Grade 3, 67% of students met the provincial reading standard, which is a three-percentage-point increase from the average of the previous three years, and 56% met the provincial writing standard, a six-percentage-point decrease from the average of the previous three years.

For the province, in Grade 3, 74% of students met the provincial reading standard, which is consistent with the average of the previous three years, and 69% met the provincial writing standard, a four-percentage-point decrease from the average of the previous three years.

In Grade 3, 45% met the provincial math standard, a three-percentage-point decrease from the average of the previous three years. For the province in Grade 3, 58% met the provincial math standard, a four-percentage-point decrease from the average of the previous three years.

In Grade 6, 72% of students met the provincial reading standard, which is a three-percentage-point decrease from the average of the previous three years, and 71% met the provincial writing standard, a two-percentage-point increase over the average of the previous three years.

For the province in Grade 6, 81% of students met the provincial reading standard, which is consistent with the average of the previous three years, and 82% met the provincial writing standard, a two-percentage-point increase over the average of the previous three years.

In Grade 6, 33% met the provincial math standard, a two-percentage-point decrease from the average of the previous three years. For the province in Grade 6, 48% met the provincial math standard, a one-percentage-point decrease from the average of the previous three years.

Superintendent Babcock stated that for the reading results in Grade 3 to 6 outcomes 55% met the provincial standard in Grade 3 and Grade 6, 17% did not meet the standard in Grade 3 but did meet it in Grade 6, 8% met the standard in Grade 3 but did not meet it in Grade 6, and 20% did not meet the standard in Grade 3 and Grade 6.

Superintendent Babcock stated that for the writing results in Grade 3 to 6 outcomes 53% met the standard in Grade 3 and Grade 6, 18% did not meet the standard in Grade 3 but met it in Grade 6, 12% met the standard in Grade 3 but not in Grade 6, and 17% did not meet the standard in Grade 3 and Grade 6.

Superintendent Babcock stated that for the mathematics results in Grade 3 to 6 outcomes 29% met the provincial standard in Grade 3 and Grade 6, 3% did not meet the standard in Grade 3 but met it in Grade 6, 22% met the standard in Grade 3 but did not meet it in Grade 6, and 45% did not meet the standard in Grade 3 and Grade 6.

Associate Superintendent Gillam stated that for the percentage of students at or above Provincial Standard by gender in Grade 3 reading there were 62% of males and 73% of females, for writing there were 48% males and 64% females and for math they were equal at

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

45%. At Grade 6 there were 66% of males and 77% of females, for writing there was 62% of males and 80% of females and for math there were 34% of males and 31% of females.

Associate Superintendent McDonnell stated that for special education students in Grade 3, 45% of students met the provincial reading standard, which is a percentage-point increase from the average of the previous three years, and 39% met the provincial writing standard, a percentage-point decrease from the average of the previous three years.

In Grade 6, 47% of students met the provincial reading standard, which is a percentage-point decrease from the average of the previous three years, and 45% met the provincial writing standard, a percentage-point increase over the average of the previous three years. For the province in Grade 6, 53% of students met the provincial reading standard, which is consistent with the average of the previous three years, and 54% met the provincial writing standard, a two-percentage-point increase over the average of the previous three years.

In Grade 6, 13% met the provincial math standard, a percentage-point decrease from the average of the previous three years. For the province in Grade 6, 17% met the provincial math standard, a one-percentage-point decrease from the average of the previous three years.

For the OSSLT first-time eligible students the Board had 69% of students that were successful, while the province had 74% successful. For the participation rate LDSB had 96% of students, while the provincial average was 93%. In LDSB, 41% of students with special education needs were successful on the OSSLT versus 83% of students without special education needs that were successful on the OSSLT.

Superintendent Silver stated that for the academic course in mathematics 48% met the provincial standard in Grade 6 and Grade 9; 34% did not meet the standard in Grade 6 but met it in Grade 9, 3% met the standard in Grade 6 but not in Grade 9 and 16% did not meet the standard in Grade 6 or Grade 9. For the applied course in mathematics 6% met the provincial standard in Grade 6 and Grade 9, 39% did not meet the standard in Grade 6 but met it in Grade 9, <1% met the standard in Grade 6 but did not meet it in Grade 9, and 54% did not meet the standard in Grade 6 and Grade 9.

The Board's 4-year graduation rate is 80.8%, and its 5 year graduation rate is 85.5%. The Province's 4 graduation rate year is 81.2% and its 5-year graduation rate is 87%.

Director Rantz reminded Trustees that the EQAO data is a snapshot in time, and only one piece of data, which is considered with a variety of other teacher-led assessments.

Trustee Ruttan asked for clarification on the provincial standard. It was clarified that a level 3 or 4 is the provincial standard. Students at a level 1 and 2 have a limited knowledge of provincial standard. The standards are directly connected to the curriculum expectations. At the school level administration can identify the individual students who are scoring below the standard.

Trustee Morning asked if many kids don't graduate because they don't pass the OSSLT. Superintendent Burra replied that students can write the test multiple times, and that usually after a second attempt they will take the literacy course.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Trustee Hutcheon asked if the Board looks at the correlation between academic progress and mental health issues. Superintendent Burra replied that the Board does not have the ability to connect these areas yet. Females are more likely to self report more mild or moderate levels of anxiety/depression, and yet still outperform males in test results.

Trustee Hutcheon asked if the Board sees more pressure on one gender than the other. Superintendent Burra stated that having high expectations is important for all students, but that it is a complex issue.

Trustee Morning asked if students with special needs write the same OSSLT. Associate Superintendent McDonnell answered that they do write the same test, with their individual accommodations per their IEP.

Trustee Godkin asked if the board has explored the way teaching occurs to understand the gender gaps. Superintendent Burra replied that the Board is always trying to make sure there is a responsive learning environment, and have tried to expand choices in learning areas, such as reading. There is a better chance that students will engage with more choices, which leads to better academic results.

Student Trustee Crook asked how the Board prepares Grade 3 students for math testing. The testing is based on the curriculum used in grades 1, 2 and 3. Students that may need extra support would have additional guided practice.

Trustee Morning asked if foreign students and ESL (English as a Second Language) students are part of the Grade 10 statistics. Superintendent Burra replied that students with ESL needs that plan to graduate from an Ontario secondary school must pass the OSSLT or the literacy course. He did note that there are more deferrals in this group.

Trustee McGregor stated that she finds it hard to discuss the issues without having seen the data before hand. She asked if the recent denominator changes will affect the number of IEPs in Limestone and if the Board is looking at methodologies of boards that score higher in the 3-6 math area.

Director Rantz answered that the EQAO data was under an embargo until September 25, and that was the reason the data wasn't shared earlier with Trustees.

The denominators will change for the next school year. An example of what this means would be a student who moves from out of province in Grade 10. EQAO is looking to make it fairer for students and boards.

Director Rantz stated that boards used to be able to compare to similar schools across the province. This can no longer be done because it was based on census data. When the census became voluntary the usefulness was lost.

LDSB does review best strategies and the work in other boards, noting that it is often times hard to replicate results. She reminded Trustees that 14 program staff have been sent back to the system due to cuts, which will not be good for student success in the long run. She also cautioned that staff need to be careful about quick fixes, and look for things that will be sustainable.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

2. Reports Requiring Decision

a) Indigenous Voice

Superintendent Burra spoke to the various 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. He noted that within the Limestone District School Board, there are a number of opportunities to gather Indigenous voice from students, parents, and the community.

Strengthening Indigenous voice at the Limestone District School Board could take a couple of different forms, but would require consultation with the IEAC at an upcoming meeting, and policy revisions at an upcoming EPOC meeting on October 30, 2019.

Trustee Ruttan asked for clarification that policy language would come forward to the October meeting for decision. This was confirmed.

Student Trustee Putnam stated that Student Trustees have an upcoming conference where they will have the opportunity to speak with Indigenous Student Trustees about their process.

Trustee Morning stated that she cannot understand why the Board doesn't just make a motion to add an Indigenous Student Trustee. She stated she is frustrated with how long it takes to do things in this Board.

Trustee French stated that the Board has policies that guide the work of the board, and to ensure consistency and transparency in all actions and decisions.

Director Rantz stated that it is important to ensure practice reflects policy. The Board needs to determine the process to elect an Indigenous Student Trustee.

Trustee Morning asked if the Indigenous language pilot was available for all students. Superintendent Burra stated that he could bring a presentation about the issue at a later date.

Trustee Hutcheon asked about the current process to select Student Trustees. It was clarified that there is an application process, after which students would make a speech to the Interschool council and then there would be a vote.

Trustee French stated there is also a Ministry policy for this area.

Trustee Hutcheon asked if there are Indigenous students on the Interschool council. The Student Trustees were not certain if there are or not given it is the beginning of the year and they don't know their peers yet.

Trustee Hutcheon stated that she wanted to be clear that there are other things happening in the board in the area of Indigenous Voice, over and above the items listed in the report. Superintendent Burra noted that the report is a highlight document. We have a multitude of initiatives.

Trustee Godkin stated that it is really important that any changes made are policy based.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

MOTION:

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.*

MOVED BY: Trustee Godkin.

Trustee Hutcheon stated that she wanted clarification that adding an Indigenous Trustee has not been completely eliminated as a possibility. Trustee French reminded Trustees that there is a different motion on the floor and, while anything is possible in the future, the Board has received the information on the process and the restrictions involved.

Trustee Ruttan stated that it is important to note that this will be this Board's legacy and it is important that we carefully consider the planning and implementation.

The Motion was called and carried.

Section B- Information Items

1. Internal Reports and Other Communication

None at this time.

2. External Reports and Other Information

None at this time.

Other Business

Trustee Hutcheon shared that there is a book that Trustees may wish to read called *Governance Core*. Director Rantz will arrange to get copies for Trustees.

Director Rantz advised Trustees to use email security protocol.

Director Rantz also asked that Trustees limit their 'reply all' email to only essential items.

Next Meeting Date

The next Committee of the Whole (Education, Policy & Operations) meeting is October 30, 2019.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Adjournment

Chair French called for a motion to adjourn the meeting.

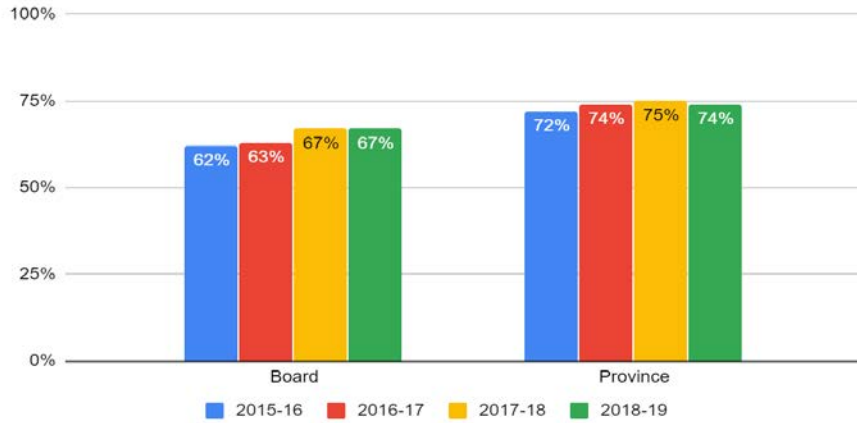
MOVED BY: Trustee Brown, that the meeting adjourn. Carried.

The meeting adjourned at 7:35 p.m.

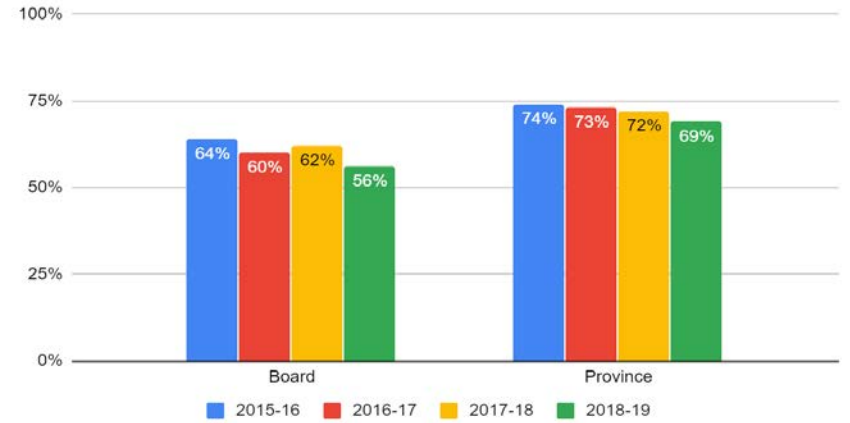
2019 EQAO Highlights

LDSB

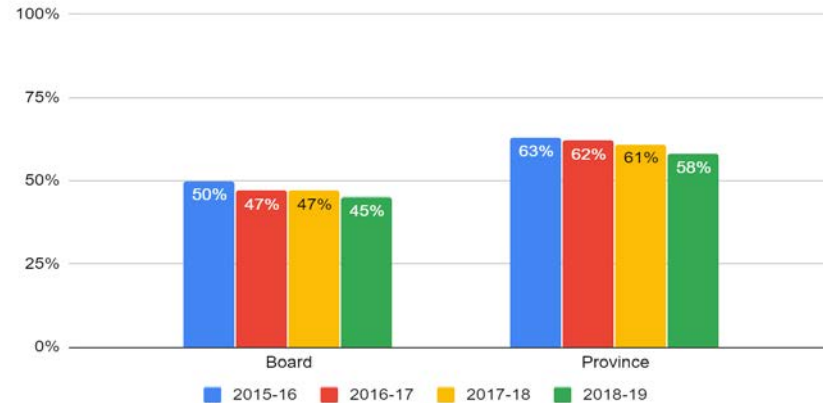
Primary Reading (Grade 3)



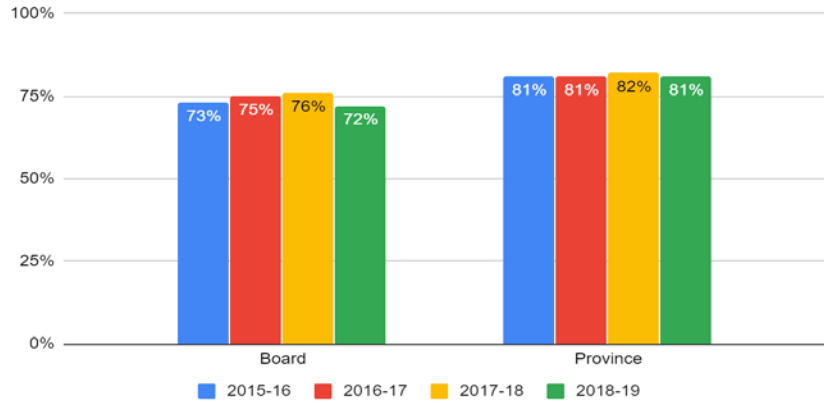
Primary Writing (Grade 3)



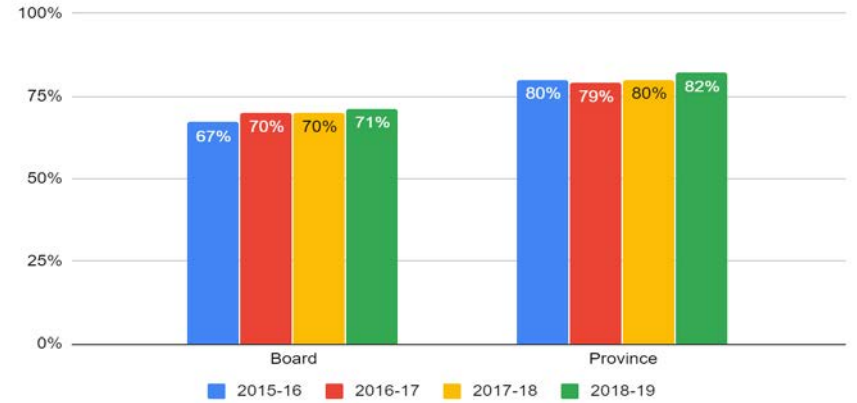
Primary Math (Grade 3)



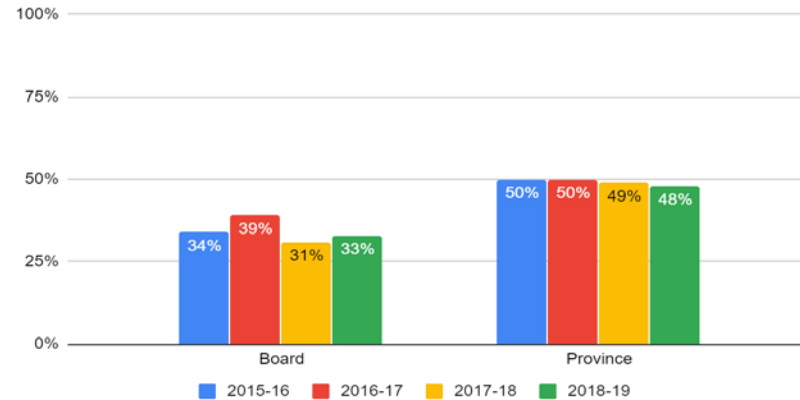
Junior Reading (Grade 6)



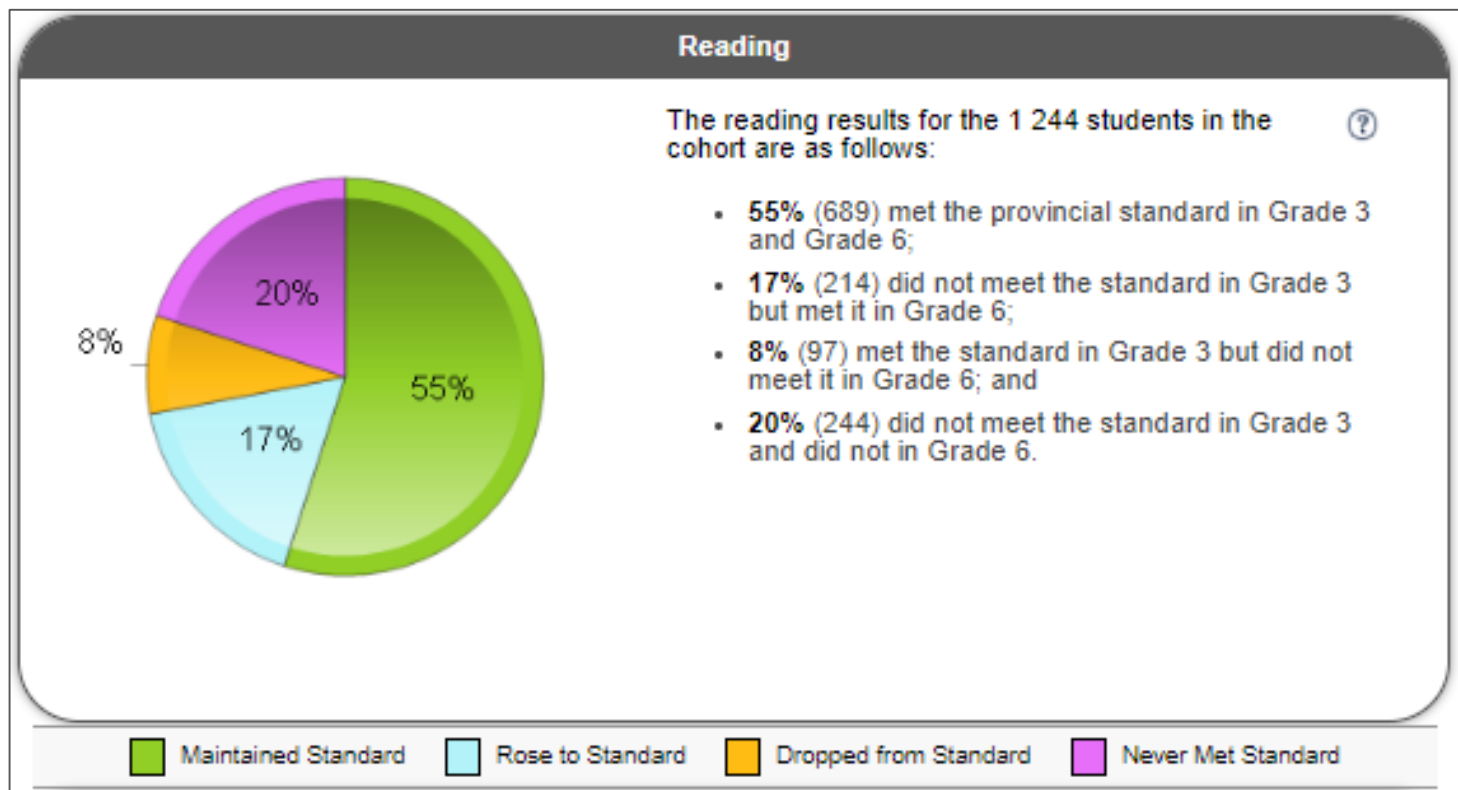
Junior Writing (Grade 6)



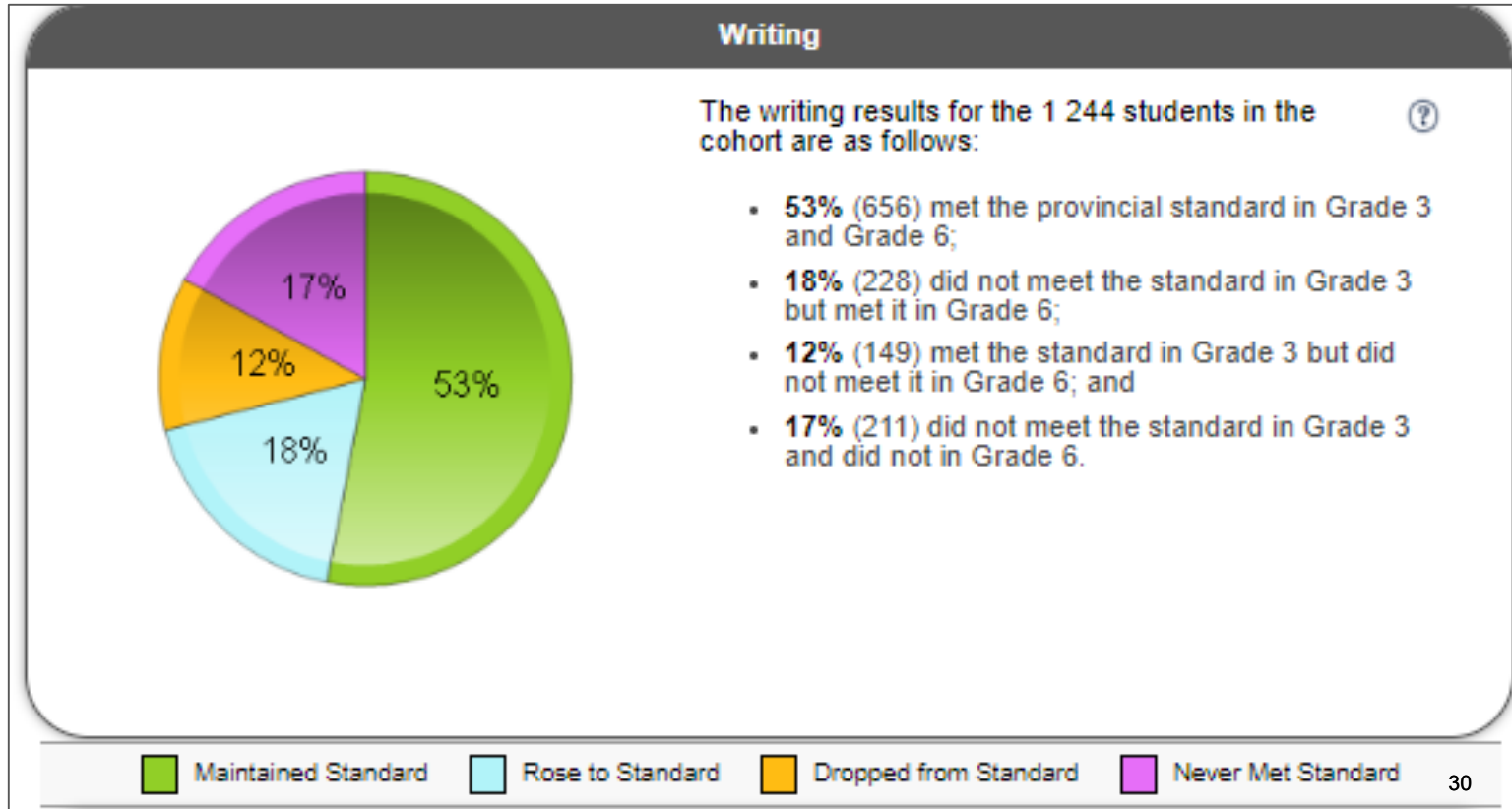
Junior Math (Grade 6)



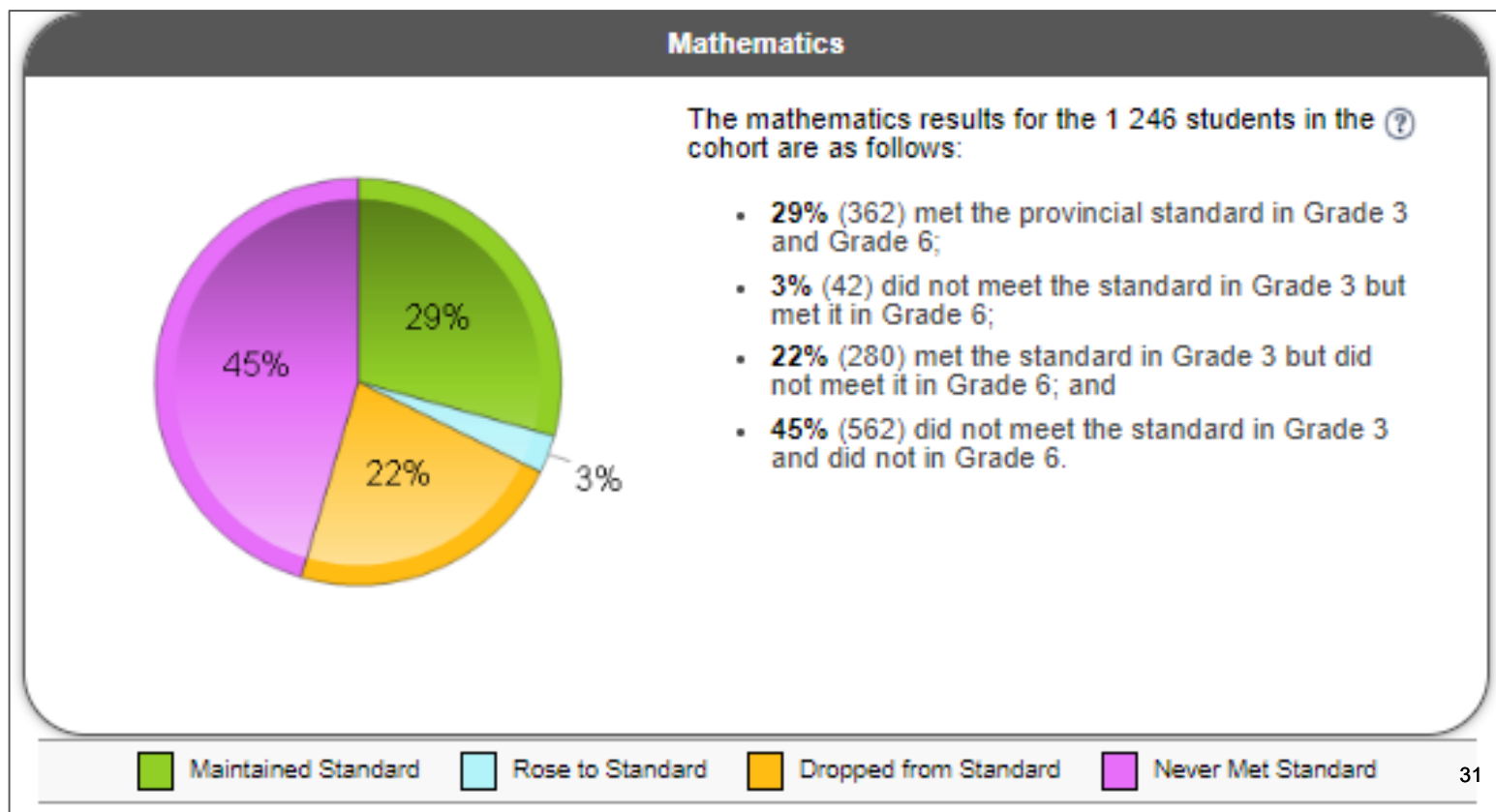
LDSB Grade 3 to 6 Outcomes (Reading)



LDSB Grade 3 to 6 Outcomes (Writing)

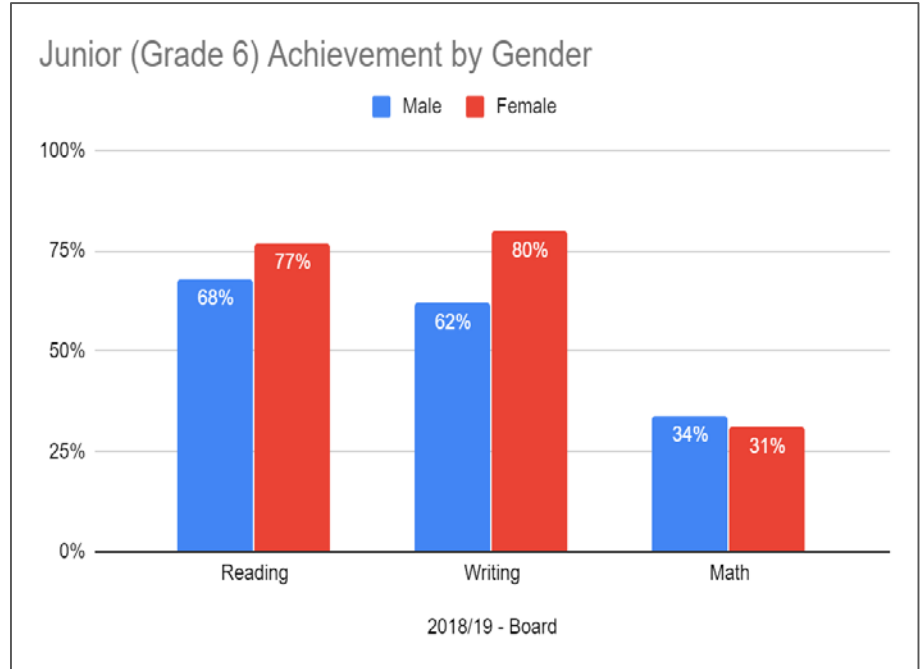
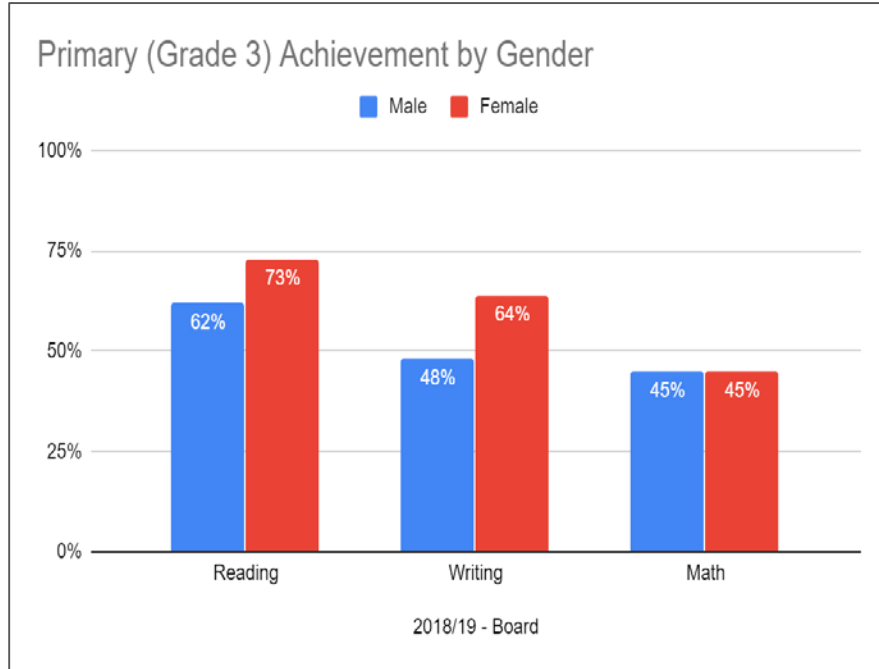


LDSB Grade 3 to 6 Outcomes (Math)

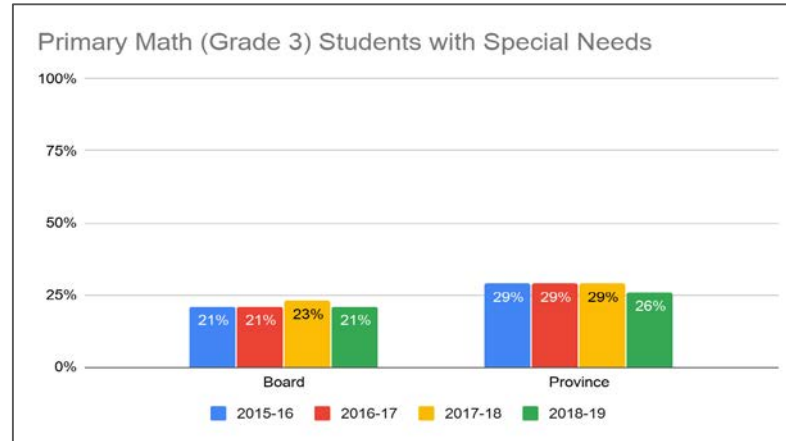
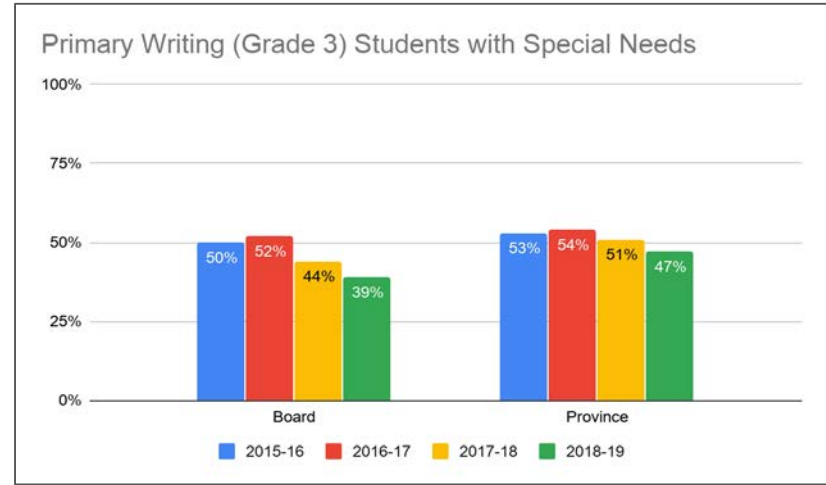
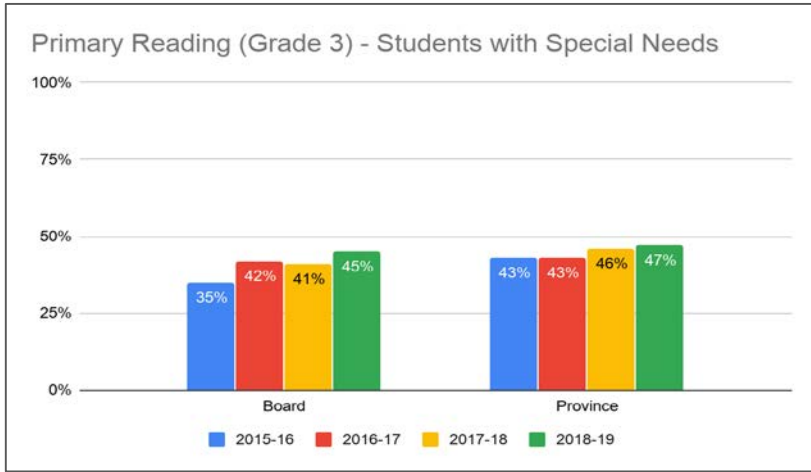


Achievement by Gender

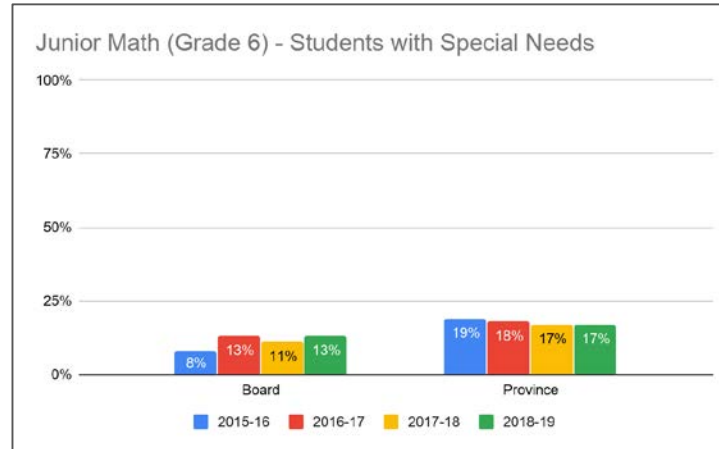
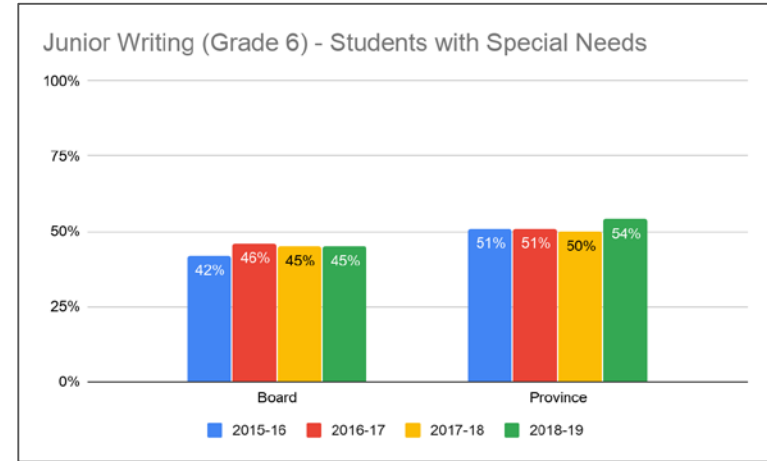
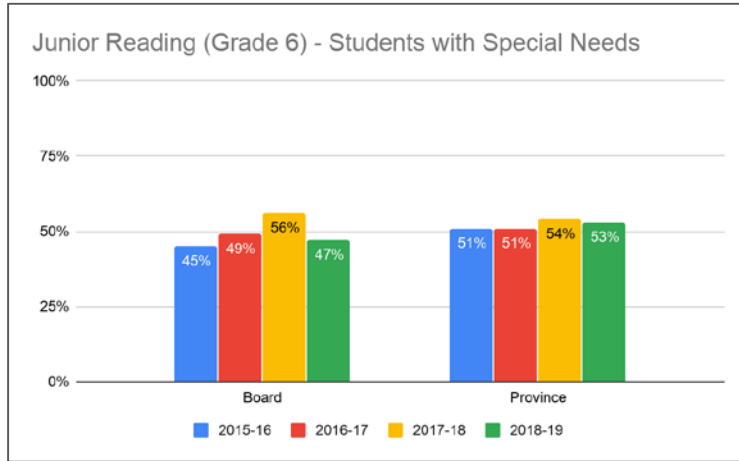
% of Students at or above Provincial Standard



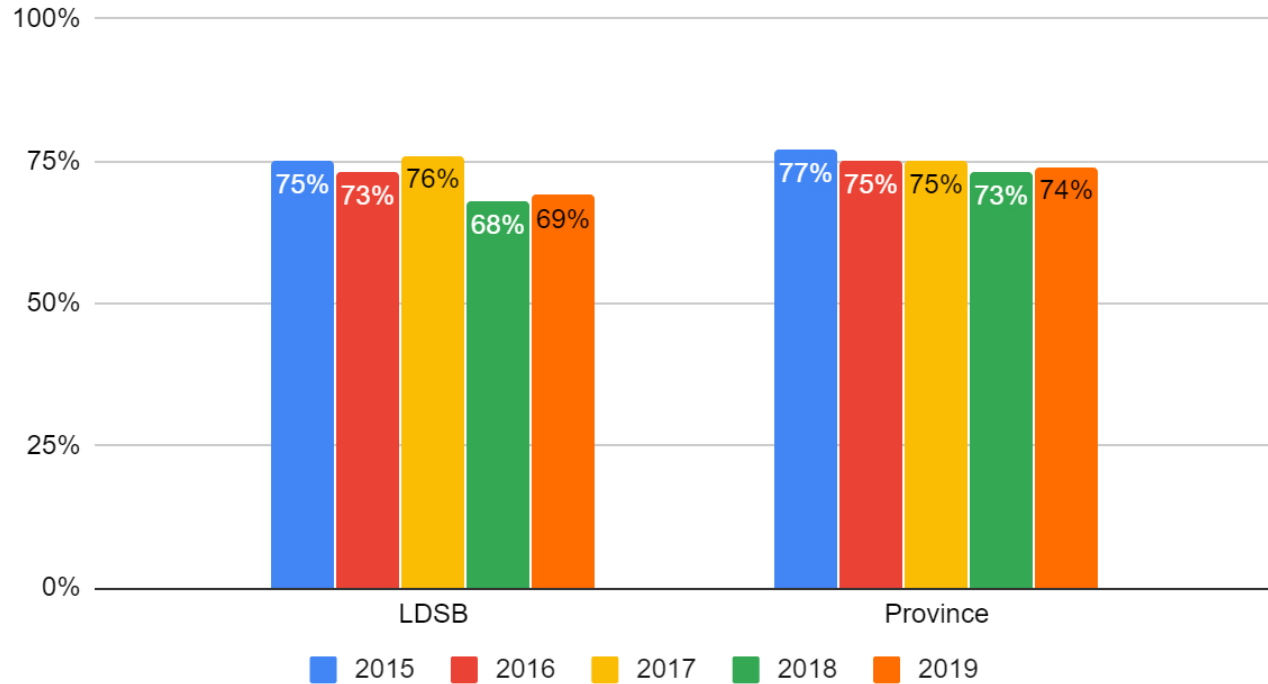
Primary (Grade 3) Students with Special Needs



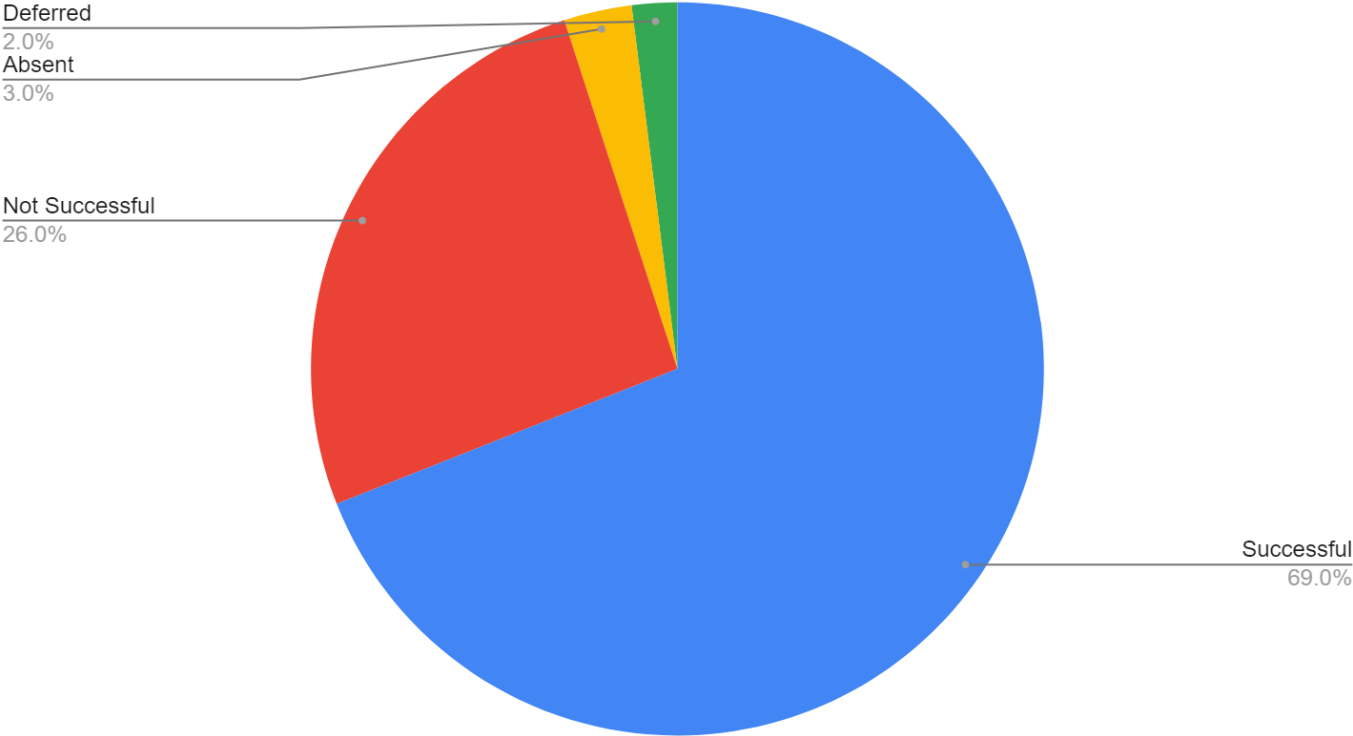
Junior (Grade 6) Students with Special Needs



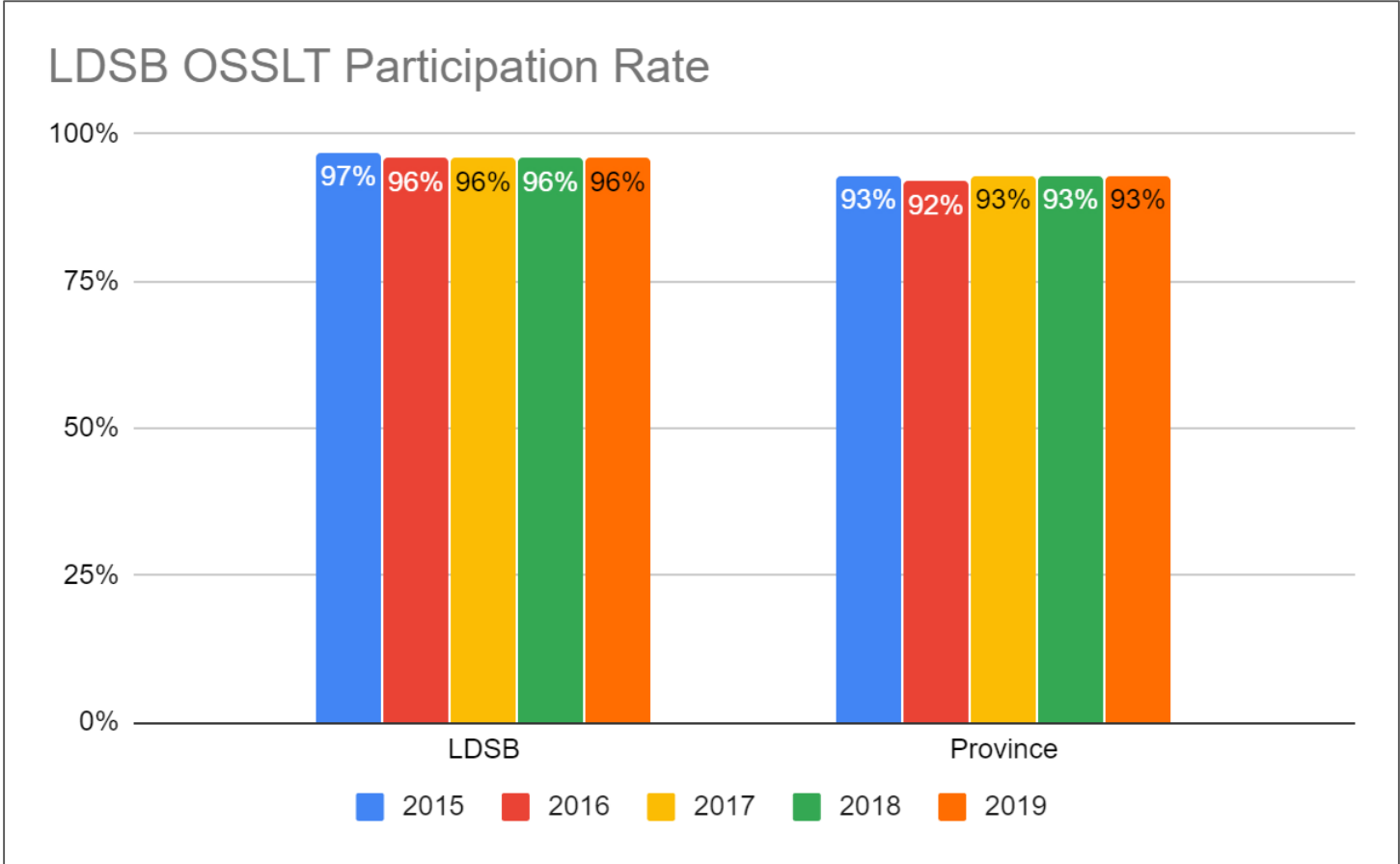
OSSLT (All First-time eligible) - Proportion Successful



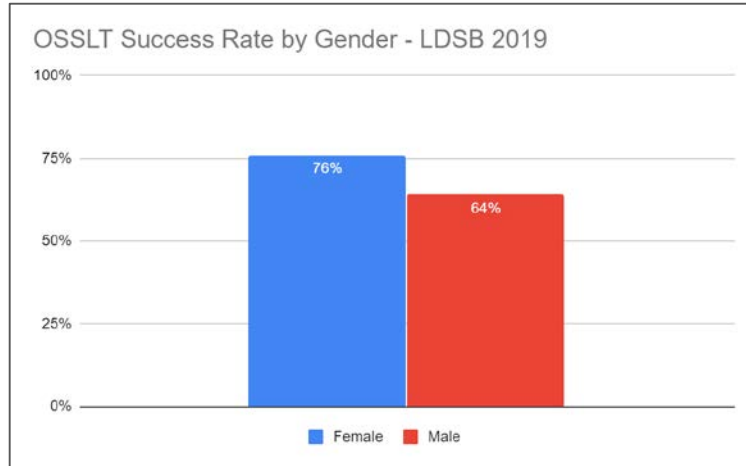
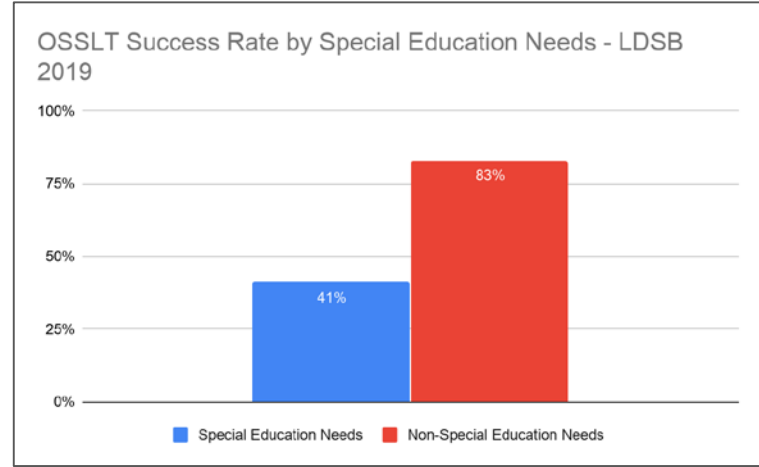
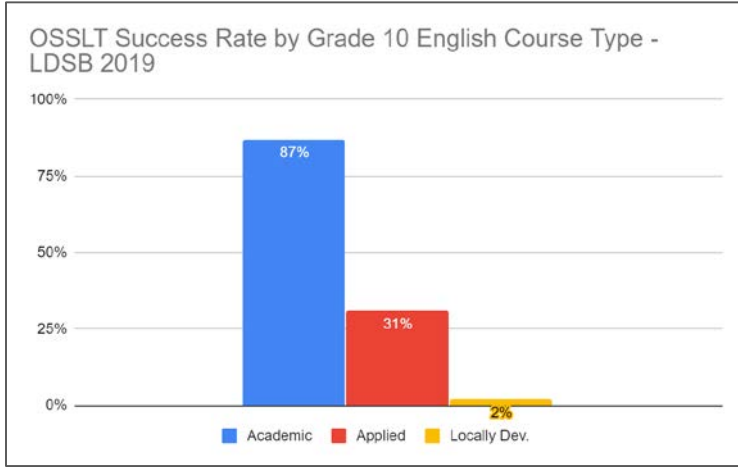
LDSB OSSLT Results (all 1325 students) for 2018-2019



OSSLT Participation Rate

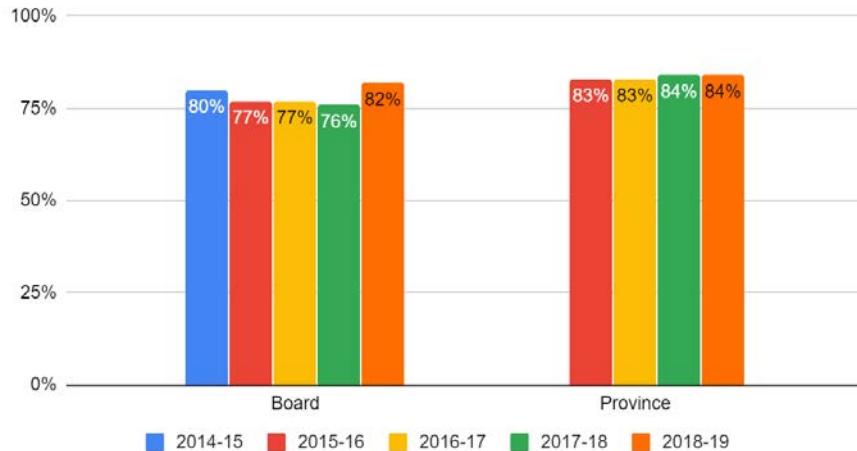


Digging Deeper

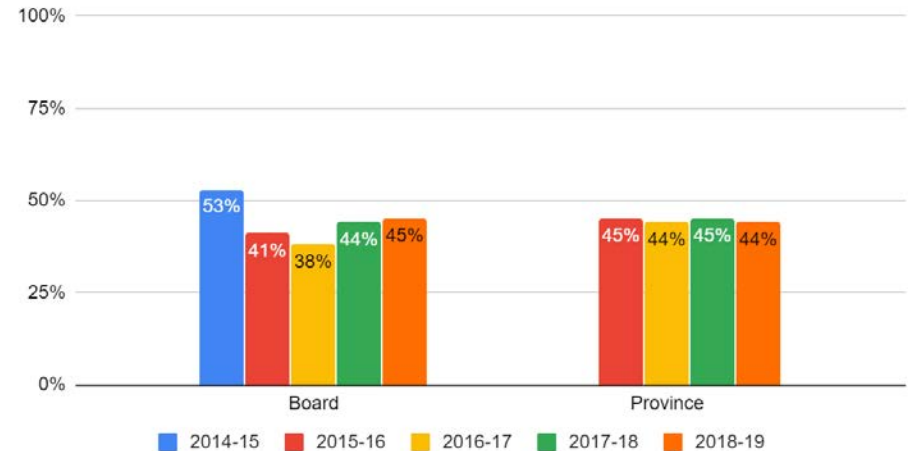


Grade 9 Math

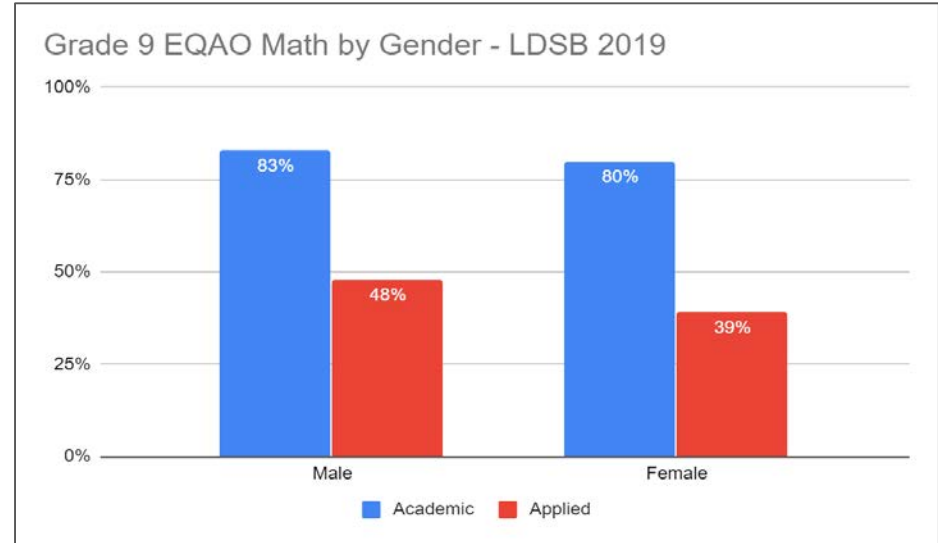
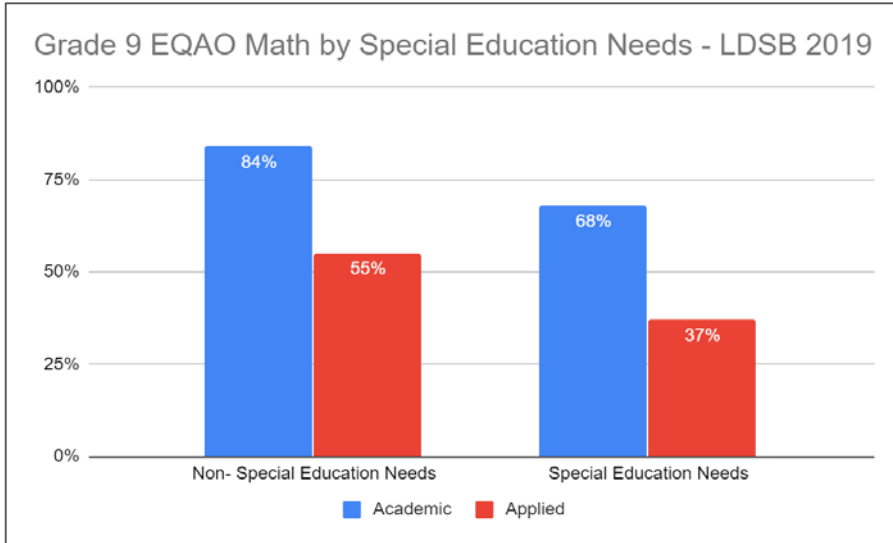
Grade 9 Academic Math LDSB 2019 - % of students achieving Provincial Standard



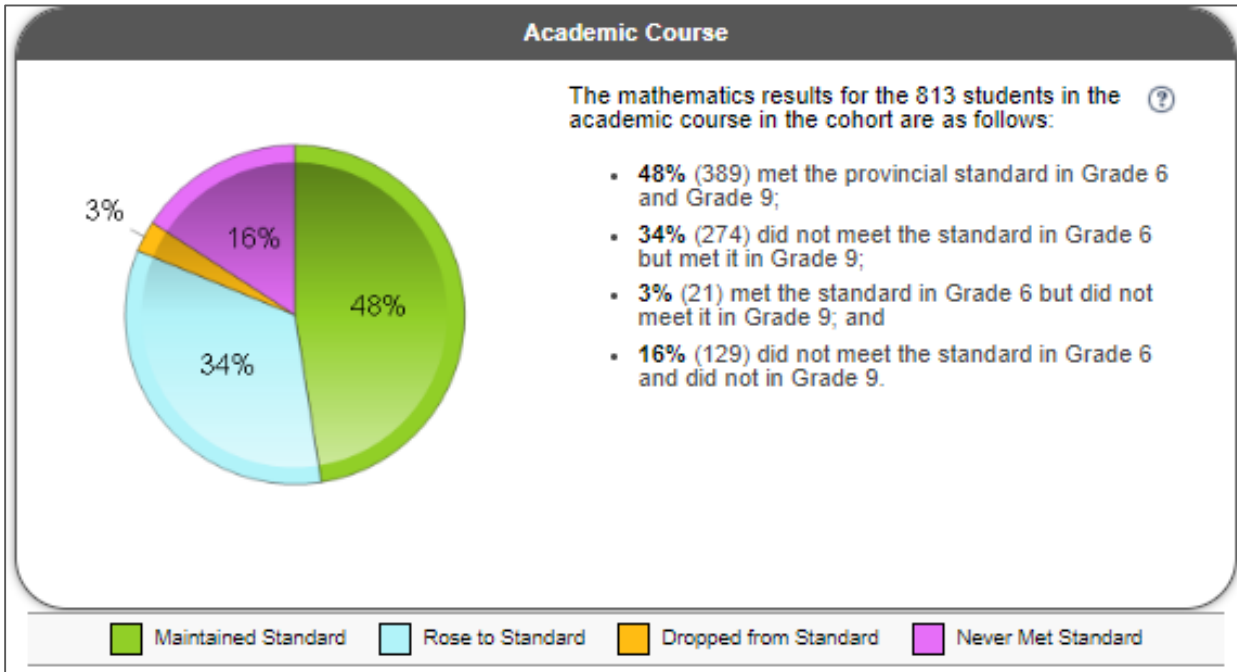
Grade 9 Applied Math LDSB 2019 - % of students achieving Provincial Standard



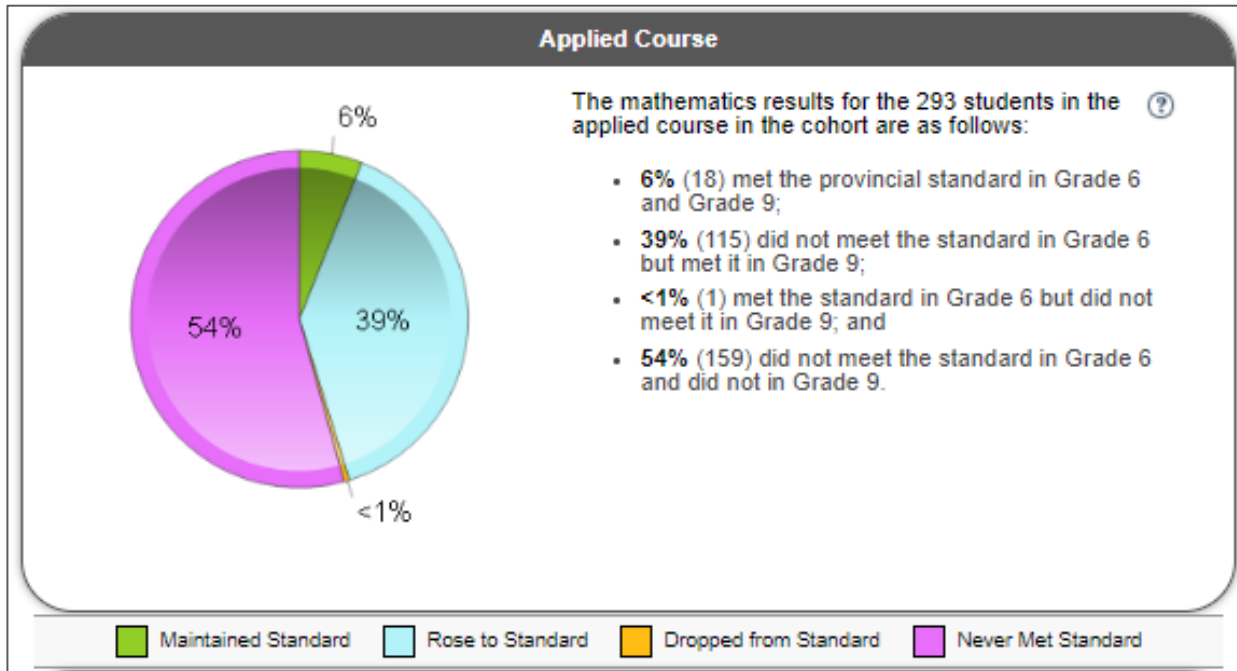
Grade 9 Math EQAO Digging Deeper LDSB 2019



EQAO Math Outcomes: Grade 6 to 9 (Academic)



EQAO Math Outcomes: Grade 6 to 9 (Applied)



LDSB Graduation Rate

$$\text{Board Graduation Rate (4 Year)} = \frac{\text{Graduates Within 4 Years, Stayed in Same Board (1a/4Yr)} + \text{Graduates Within 4 Years, Moved to Another Board (2a/4Yr)}}{\text{Cohort Stayed in Same Board (1)} + \text{Cohort Moved to Another Board (2)} - \text{Students Deceased or Left Ontario}^a} = 80.8\%$$

$$\text{Board Graduation Rate (5 Year)} = \frac{\text{Graduates Within 5 Years, Stayed in Same Board (1a/5Yr)} + \text{Graduates Within 5 Years, Moved to Another Board (2a/5Yr)}}{\text{Cohort Stayed in Same Board (1)} + \text{Cohort Moved to Another Board (2)} - \text{Students Deceased or Left Ontario}^a} = 85.5\%$$

**Special Education Advisory Committee
Meeting Minutes
Limestone District School Board**

September 18, 2019

A meeting of the Special Education Advisory Committee was held in Barry C. O'Connor Board Room at the Limestone Education Centre, 220 Portsmouth Avenue, Kingston, Ontario, on Wednesday, September 18, 2019 at 6:00 p.m.

Present:

Trustees: K. McGregor, Chair
B. Godkin, Trustee

Members: P. Dendy, Member-at-Large
S. Henderson-Todd, Lennox and Addington Resources for Children
D. Jalovcic, Learning Disabilities Association of Kingston
A. Martin, Member-at-Large (Queen's University)
E. Sheldon, Community Living Kingston
C. Whalen, Family & Children's Services, Frontenac, Lennox & Addington

Staff: H. Box, Special Education Program Coordinator
S. Burnett, Special Education Program Coordinator
L. Conboy, Mental Health Lead
K. Leggett, Vice-Principal of Educational Services
A. McDonnell, Associate Superintendent, Learning for All
J. Murphy, Special Education Program Coordinator
L. Rousseau, Educational Services and Safe Schools Coordinator
D. Scarlett, Principal of Educational Services

Regrets: N. Carson, Epilepsy South Eastern Ontario
L. Sansom, Association for Bright Children of Ontario
C. Tooley, Down Syndrome Association Kingston
N. Nicholson, Autism Ontario-Kingston Chapter

Guests:

Recorder: Liz Strange, Records Management Coordinator

1. Welcome

Trustee McGregor called the meeting to order, welcoming all those in attendance to the meeting.

Trustee McGregor read the Indigenous Acknowledgement:

"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."

2. Approval of Agenda

*MOVED BY: Trustee Godkin, that the agenda, as presented, be approved.
Carried.*

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

4. Business Arising From the Minutes

None at this time.

5. Presentation: Reporting Progress: Building our Vision for the Future, Special Education Services in the District

The Educational Services Leadership team highlighted sections of the September 2019 document, 'Enhancing Special Education Services in Our District':

D. Scarlett highlighted upcoming work in the area of building capacity with all school staff to support the development and implementation of exemplary Individualized Education Plans. Student Support and Learning Support teachers recently had two days of training focused on IEP development.

K. Leggett spoke to restructuring some Educational Services teams to increase consistency of in-school supports, build school capacity to meet needs of students and effectively allocate resources. Board Speech and Language Pathologists and Communication Disorder Assistants have been working with groups at the Kindergarten and Grade 1 level to help students with gaps in early literacy skills.

L. Conboy spoke to collaborating with our community partners to promote social inclusion and student learning and well-being. Educational Services is collaborating with Queen's psychology program and Maple Family Health Team to develop tier one sessions called "I Got Your Back". This will include youth engagement and student voice, with pilots running in targeted secondary schools.

L. Rousseau highlighted the implementation of school engagement interventions in collaboration with Maltby Centre and School Attendance Counsellors to support students with mental health concerns and persistent school absences. The focus will be on Grade 6, 7 and 8 students. The pilot will run at Southview and Calvin Park.

H. Box spoke to supporting the implementation of Applied Behavioural Analysis (ABA). The Board has received additional funding to support students with autism. The Autism Team will facilitate half-day professional learning in the area of autism/ABA for school teams. These sessions will include practical discussions and will be site-based.

S. Burnett highlighted the implementation of recommendations from the internal review committee of the current service delivery model for secondary school to community services. Educational Services requested feedback in the areas of student programming, IEPs, and professional collaboration, and has developed recommendations that will be implemented with staff this year.

J. Murphy spoke to supporting District Learning Centre (Behaviour) staff with targeted academic programming to meet the needs of all learners. Educational Services will be working with teachers through a UDL lens around individualized programming. J. Murphy also shared that LDSB has been asked to present at the Council for Exceptional Learners annual conference regarding their work in UDL.

P. Dendy asked about the effects of funding on special education class sizes in secondary schools (i.e., School to Community classes). Associate Superintendent McDonnell replied that secondary School to Community classes have not been impacted due to increases in secondary school class size.

Associate Superintendent McDonnell stated that starting in October only staff that who are presenting will attend SEAC meetings.

Principal Scarlett provided an Educational Services update:

- Building Educator Capacity: Responsive to our schools across the district with professional development in after school learning series, courses, workshops and presentations throughout the school year
- Assistive Technology support to our classrooms and teachers across the district
- Autism Team will complete ABA training at specific school sites
- SST/LPS teachers Sept. 13 & 16 on IPRCs, IEPs, and SEA information
- Successful Interventions for EAs working with Complex Behaviours: A Skill Based Approach (Y- training) and Behaviour Management Systems (BMS) training sessions for 3 days the last week of August for Teachers, Administrators, Educational Assistants additional BMS training will occur on the Sept. 27 P.A. day
- Deaf Awareness Week September 22 – 28, 2019. International Week of the Deaf is celebrated annually the last full week of September. The purpose of Deaf Awareness Week is to increase public awareness of deaf issues, people, and culture.

6. Correspondence

- Greater Essex County District School Board-Bill 64
- Greater Essex County District School Board-Special Incidence Portion
- Greater Essex County District School Board-E-Learning and Class Size
- Greater Essex County District School Board-Bill 44

7. Association Updates

As circulated with the meeting package.

8. Other Business

- i) Ministry Updates – Associate Superintendent Alison McDonnell
 - Priorities and Partnership Funding (PPF) 2019-2020
- a) Wellbeing and Mental Health Bundle – Funding has been reduced by approximately half the amount received last year. This funding envelope is dedicated to professional learning and building capacity of educators to support student wellness and mental health.
- b) After School Skills Development Programs (for students with autism) – This funding has been in place for 2 years for select Boards, including LDSB. Beginning this year all school boards will receive funding. LDSB's funding has been reduced by approximately half the amount received last year. Staff will be re evaluating the current structure of the program based on funding allocation.
- c) Mental Health Workers in Secondary Schools – Funding has been received allowing the same level of support as last year.
- d) Transition Pilot for Students with Developmental Disabilities – Funding has been received by those school boards participating in the pilot. LDSB is in year 3 of a 3 year pilot.

The Ministry has also added funding to hire additional staff to support students with Autism. LDSB has posted an advertisement for a Board Certified Behaviour Analyst (BCBA).

- PPM 163: School Board Policies on Service Animals

LDSB has had a procedure for many years and will review to make sure it aligns with current Ministry directives.

- ii) Special Education Advisory Committee Handbook-Chair Karen McGregor

Members were reminded to review the handbook and share with their alternates.

- iii) Member At Large Vacancy-Associate Superintendent Alison McDonnell

Members were advised that the vacancy is still open, and that no applications have been received. Members were asked to share the advertisement through their contacts.

- iv) SEAC Goal Setting for 2019-2020-Chair Karen McGregor

For the October meeting members were asked to bring back some ideas for goal setting for this year.

SEAC will also revisit the 2014-15 goals to review their current status.

10. Next Meeting Date

October 23, 2019 at 6 p.m.

11. Adjournment

MOVED BY: P. Dendy, that the meeting adjourn.

The meeting adjourned at 7:00 p.m.

OPSBA Education Program Work Team Meeting

Friday, September 20, 2019, OPSBA Board Room, Toronto

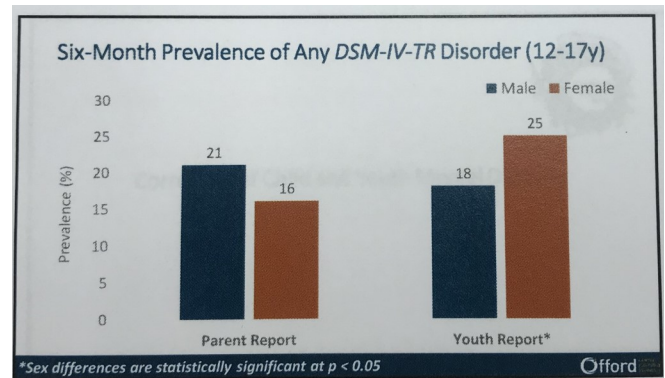
Summary report- Karen McGregor

1. Purpose & responsibilities of the Education Program Work Team

2. Election of Chair (Jan Johnstone-Bluewater) and Vice Chair (George Saarinen– Lakehead)

3. Presentation: Child & Youth Mental Health Disorders: Evidence from the Ontario Child Health Study and Future Directions by Kathy Georgiades, PhD (Slide deck to follow with minutes)

4. Guest: Sam Oosterhoff, MPP (Niagara West), Parliamentary Assistant to the Minister of Education. Questions asked: a) E-learning exceptions b) Timelines for Accommodation Review c) Driver Retention Program will continue d) Needs-based Autism Supports. Offer to answer other questions if emailed.



Lunch Break

5. Presentation: Cameron Montgomery, EQAO Chair and Norah Marsh, EQAO CEO

a) 13,325 fewer IEPs

b) Changes to OSSL Students "hated to write a news article"

6. Exemplary Practice Survey

Survey results posted on OPSBA website



A screenshot of the OPSBA website. The page title is "Exemplary Practices". The main content area features a section titled "Skilled Trades and Apprenticeships (2019)" with a list of bullet points and a small image of a person working. Below this is a section titled "Alternative Education (2018)". The website header includes navigation links like "HOME", "WHO WE ARE", "WHAT WE DO", "ADVOCACY AND ACTION", "EVENTS AND PUBLICATIONS", "MEDIA AND RESOURCES", and "CONTACT". The OPSBA logo is in the top left corner.



Board Meeting

ADMINISTRATIVE REPORT: IDENTITY-BASED STUDENT DATA COLLECTION

OCTOBER 9, 2019

Purpose:

To provide an overview of the Identity-based Student Data Collection planned for Spring 2020.

Background:

In 2017, the Ministry released the *Ontario Education Equity Action Plan* which outlines the provincial framework for identifying and eliminating discriminatory practices and systemic barriers and bias from Ontario schools and classrooms. There are four components of the plan:

- School and Classroom Practices
- Leadership, Governance and Human Resource Practices
- Data Collection, Integration and Reporting
- Organizational Culture Change

The Limestone District School Board has a strong commitment to improving equity of access and opportunity for all students. Work is ongoing in all of these areas. The focus of this report is on Data Collection, Integration and Reporting, specifically Action Item One from the *Equity Action Plan*: Developing a consistent approach to the collection and application of voluntarily provided student identity data.

In recent years, the Ministry has provided project funding opportunities to support boards in learning about and understanding student identity. In May 2018, Limestone used Ministry funding to organize a Student Voice day bringing together student focus groups of marginalized/ racialized/ Indigenous youth and their allies to share with us their educational journey. These students told us their stories and provided several recommendations to the Board. In these recommendations, youth asked for ongoing opportunities to share their voice. May 2019 Equity Consultant, Suchetan James, organized another Student Voice day focused on identity with guest speaker, Dr. Lee Airton of Queen's University. Additional examples of identity-based projects include Allyship work and the Culturally Relevant and Responsive Pedagogy project. This work has been powerful and impactful as staff develop deeper understanding of their students in these communities.

Understanding student identity, lived experience, and ability continue to be important in our efforts as educators to improve student achievement and well-being. A critical step to ensuring equity is to gain a clearer understanding of who our students are and of their school experiences. Collecting and analyzing voluntarily provided identity-based data will help the Limestone D.S.B. identify where systemic barriers exist, and will help determine how to eliminate discriminatory biases in order to improve student achievement and well-being through evidence-informed decision making.

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

With the introduction of the *Ontario Education Equity Action Plan* and the subsequent enactment of the *Ontario Anti-Racism Act (2017)*, a framework for school districts to move forward with an identity-based student data collection is now in place. The *Act*, which applies to all publicly funded institutions, specifically acknowledges four groups that are most adversely impacted by racism, including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia. Data Standards for the collection of identity-based data by public sector institutions in Ontario have also been established and will guide our work.

Current Status:

The Limestone District School Board is planning to conduct an Identity-based Student Data Collection in the Spring of 2020. The Ministry is providing some funding through an application process to support this project. Proposed key timelines and actions are provided below.

Time Period	Key Tasks
September – December 2019	<ul style="list-style-type: none"> • Request for Proposal – secure data collection tool • Trustee Information Sharing • Community Partner Meetings • Community Group Meetings • Student Focus Groups • Advisory Committee Meetings
January – March 2020	<ul style="list-style-type: none"> • IT preparation for survey collection • Training re: collection tool • Analysis of Data from Public Meetings and Focus Groups • Survey Development • Survey Awareness Communication • Pilot administration with small sample • Trustee Update
Spring 2020	<ul style="list-style-type: none"> • Survey Administration
Summer 2020	<ul style="list-style-type: none"> • Data analysis • Report(s) drafted
Fall 2020	<ul style="list-style-type: none"> • Sharing of initial findings with key stakeholders • Action Items

We know that collecting data and sensitive information can raise concerns about privacy and stigmatization, particularly among people who experience discrimination. For First Nation peoples, in particular, we recognize the importance of principles of Ownership, Control, Access and Possession (OCAP). Additionally, we will strive to use data collected about First Nation, Métis and Inuit students in ways that support the Calls to Action in the Truth and Reconciliation Commission’s report.

“See yourself in Limestone” continues to be our goal for every student. Knowing our students better will help us to create learning environments that are more responsive to the identity, lived experience, and ability of our students. This responsiveness will support improved student achievement and well-being.

Recommendation(s):

That this report be received for information purposes.

Report Prepared By: Michele Babcock, Superintendent of Education
Reviewed By: Debra Rantz, Director of Education

Attachments:

N/A