

AGENDA - REGULAR BOARD MEETING

Wednesday, March 27, 2024 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGMar27>

PRIVATE SESSION – 5:30 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 their 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.

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes (Private) – February 28, 2024

4.2 Education, Policy & Operations Committee Minutes (Private) – March 6, 2024

5. FOR INFORMATION

5.1 SAFE SCHOOLS UPDATE

5.2 PROPERTY UPDATE

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

- 5.3 LABOUR UPDATE
- 5.4 LEGAL MATTER
- 5.5 PERSONNEL UPDATE
- 5.6 OPSBA UPDATE

6. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 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

9. DELEGATION/PRESENTATION

- 9.1 **Limestone Music Celebration** - Kristen Martin & Marcy Satnik

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1 Regular Board Meeting – February 28, 2024 (Pages 4-17)
- 11.2 Education, Policy & Operations Committee Meeting – March 6, 2024 (Pages 18-22)

12. REPORTS FROM OFFICERS

- 12.1 **Chair’s Report**
- 12.2 **Director’s Report**

13. REPORTS

- 13.1 **OPSBA Report** – Trustee McGregor
- 13.2 **Student Trustees’ Report**
- 13.3 **Reports For Action**

13.4 Reports for Information

13.4.1 Math Achievement Action Plan Update – Associate Superintendent Hedderson (Pages 23-25)

13.4.2 Virtual School Update – Associate Superintendent Sartor (Pages 26-30)

13.4.3 Student Achievement Plan – Program Leadership Team (Pages 31-32)

13.4.4 Solar Eclipse – April 8, 2024 – Superintendent Silver (Pages 33-34)

14. UNFINISHED BUSINESS

Revised motion for discussion from Trustee Neill *“Given the critical partnership between KFL&A Public Health and local school boards before the most recent pandemic and throughout the pandemic, a letter should be written to KFL&A Public Health exploring the opportunity for a school board seat on the local public health board. This letter should also be shared with our coterminous school boards.”*

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICES OF MOTION

None at this time.

18. ANNOUNCEMENTS**19. COMMITTEE MINUTES FOR INFORMATION**

19.1 Environmental Sustainability Advisory Committee – October 10, 2023 (Pages 35-39)

19.2 Indigenous Education Committee Meeting – January 30, 2024 (Pages 40-46)

19.3 Special Education Advisory Committee Meeting – February 14, 2024 (Pages 47-54)

9. FUTURE BOARD MEETING SCHEDULE

April 24, 2024

May 1, 2024 EPOC

May 15, 2024

June 5, 2024 EPOC

June 19, 2024

10. ADJOURNMENT

REGULAR BOARD MEETING MINUTES – FEBRUARY 28, 2024

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
<p>J. Brown (virtual) G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan (virtual) E. Eckloff (Student Trustee) (regrets) A.J. O’Keefe (Student Trustee) (regrets) A. Wang (Student Trustee) (regrets)</p>	<p>K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent (virtual) A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services</p>
Guests:	Recorder:
None at this time.	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE

MOTION: To move into Private Session.

MOVED BY: Trustee Lloyd and seconded by Trustee McGregor. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Godkin asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

4. ACTION ITEMS

- 4.1 Regular Board Meeting Minutes (private) – January 17, 2024
- 4.2 Education, Policy and Operations Committee Minutes (private) – February 7, 2024

MOTION MOVED BY: Trustee Lloyd and Trustee McGregor that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried.

5. FOR INFORMATION

- 5.1 Safe Schools Update – None at this time
- 5.2 Property Update – Superintendent Young provided a property update.
- 5.3 Personnel Update – None at this time.
- 5.4 Labour Update – Superintendent McWilliams provided a labour update.
- 5.5 Legal Update – None at this time.
- 5.6 OPSBA Update – None at this time.

6. REPORT TO PUBLIC SESSION

Vice-Chair Godkin called for a motion for the Board to rise and report.

MOTION: That the Board rise and report.

MOVED BY: Trustee Lloyd and seconded by Trustee McGregor. Carried.

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown (virtual) G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning J. Neill (regrets) S. Ruttan (virtual) E. Eckloff (Student Trustee) A.J. O’Keefe (Student Trustee) (regrets) A. Wang (Student Trustee) (regrets)	K. Burra, Director of Education M. Christopher, IT Programmer A. Grange, Communications Consultant J. Douglas, Communications Consultant S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
Paul Allison – Intermediate STEM Consultant Kayla Bertrand – Core French Educator (NAEC)	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Hutcheon welcomed everyone to the Regular Board Meeting and called the roll.

Chair Hutcheon called upon Trustee McGregor who provided the Acknowledgement of Territory and a personal reflection. “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

MOVED BY: Trustee Godkin and seconded by Trustee Elliott that the agenda, as presented, be approved. Carried.

8. DECLARATION OF CONFLICT OF INTEREST

Chair Hutcheon asked that if Trustees have a conflict of interest, could they please identify the agenda item number. There were no conflicts declared.

9. PRESENTATION

L’Innovation en action – using emerging technologies to promote authentic communication in the FSL Classroom

Associate Superintendent Hedderson who introduced intermediate STEM consultant Paul Allison and Elementary Core French teacher Kayla Bertrand. He stated that earlier this year, the Ontario Public School Board Association shared a French as a Second Language (FSL) experiential learning resource with Boards based on Ontario FSL curriculum expectations. He explained that funding was made available to school boards on a voluntary basis to support the implementation and purchase of Lego spike robotics kits.

Paul Allison highlighted the role of the STEM team which includes these key objectives:

- Intentional cross-curricular co-planning and co-teaching with educators.
- Rich learning experiences incorporating a variety of technologies including robotics, coding, augmented reality, and artificial intelligence.
- Provide a rich context to achieve curricular outcomes.
- Prepare student to transition to grade nine where a new mandatory technological education course will be introduced this fall.

He showed some examples of how STEM is integrated in FSL programming and shared some videos of student projects. Paul Allison concluded his portion of the presentation and shared some of the key themes that emerged from educator and student feedback. He then invited Kayla Bertrand to share perspectives from the Core French classroom. She highlighted that programs like this allow for opportunities to assess students’ technological abilities and ability to integrate more of these skills into future learning. She also noted that these types of exercises aid in fostering a dynamic learning environment.

Chair Hutcheon thanked Paul Allison and Kayla Bertrand and called upon Trustees for any comments or questions.

10. PRIVATE SESSION REPORT

Vice-Chair Godkin stated that earlier this evening during Private Session:

During private session of the Education, Policy, and Operations Committee Meeting on February 7, 2024

- Superintendent McWilliams gave a labour update.

And earlier this evening during Private Session:

- The private session minutes were approved from the Regular Board Meeting of January 17, 2024, and the Education, Policy and Operations Committee Meeting of February 7, 2024.
- Superintendent McWilliams gave a labour update.
- Superintendent Young gave a legal update.

There was no other business conducted, or motions passed in Private Session.

MOTION MOVED By Trustee Godkin and seconded by Trustee McGregor that the Private Session Report be received. Carried.

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – January 17, 2024

11.2 Education, Policy and Operations Committee – February 7, 2024

MOTION MOVED BY Trustee Lloyd and seconded by Trustee Elliott that the minutes, as presented, be approved. Carried.

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Hutcheon stated “Today is Pink Shirt Day. In 2007, in Nova Scotia, a student was bullied for wearing a pink shirt to school. An act of kindness by other students precipitated Pink Shirt Day, a national anti-bullying day held annually on the last Wednesday of February. While wearing a pink shirt is a small act, it serves as a reminder. A reminder to be kind and not judge. I read about the term “bullicide” today. The act of committing suicide due to being bullied. That such a word exists is a truly sobering thought. I was bullied in school and I have had my dark moments and though I am not a religious person, I pray that we can move beyond the need to belittle and berate and embrace life with our fellow humans with love and empathy, and eradicate the word bullicide from our lexicon.

February is Black History and Futures Month; a time dedicated to honouring the achievements of Black individuals, amplifying Black voices, celebrating Black culture, and recognizing racial inequality. Students and staff have participated in several diverse learning opportunities and activities over the last four weeks and I would like to extend my congratulations to, and express my admiration for, students and staff who organized these phenomenally successful events,

including the first opening ceremonies held at LCVI, celebrating Black Excellence.

A week ago, almost 500 students in grades 9 – 12 participated in the Limestone Music Celebration, working, and learning alongside LDSB music educators, community musicians and faculty members at the Dan School of Drama and Music at Queen’s University. This event was made possible in part due to trustees targeting half a million dollars in surplus spending to secondary music programs which enabled secondary schools to expand their music curriculum, invest in new instruments, and repair and replace supporting infrastructure. On behalf of Trustees, I would also like to express our appreciation to the Limestone Learning Foundation who provided a ten thousand dollar grant to support this day of musical workshops and a mass ensemble concert. This was truly an invaluable and inclusive musical experience, and a wonderful way for students to see the different pathways available beyond high school for them to continue to participate in music making and learning.

Tomorrow, February 29, hundreds of students will be attending Limestone’s 24th annual LDSB Skills Competition at St. Lawrence College as well as at Bayridge Secondary School and Napanee District Secondary School. Students in grades 4-12 will participate in challenges that demonstrate their talent and passion for skilled trades. Good luck to all, and a sincere thank you to staff advisors and industry coaches for their support of students in their pursuit of excellence.

In the coming weeks, as we enter budget season, trustees will be seeking feedback from students, families, staff, and community partners to identify priorities for the cost-effective, successful, and equitable use of LDSB’s finite financial resources. A brief survey will be available soon.

I will end my comments tonight with a reminder that next Friday, March 8, is International Women’s Day. Since I was twenty I have had a poster hanging in my kitchen, no matter where I’ve been living. It starts like this “Because women’s work is never done and is underpaid or unpaid or boring or repetitious and we’re the first to get fired and what we look like is more important than what we do and if we get...” And I’ll leave it there. I have no wish to offend. These are not absolute truisms anymore. I don’t think. I’m grateful to live in a time and a place where I have rarely felt the direct sting of patriarchy and I believe progress has been made. I still hang this poster on my kitchen wall as a reminder to be ever vigilant, as progress is so often tenuous and its sustainability rarely ensured. The gender wage gap still exists in Canada and mothers still teach their daughters to hold their keys between their fingers when they walk

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

home at night. There is hope though, and optimism, because that poster no longer resonates as it once did. We all play a role in creating inclusive communities and by recognizing the diverse experiences and voices of women from all walks of life, we continue to move forward and make progress. And that concludes my report.”

12.2 Director’s Update

Director Burra stated: “Good evening Trustees and the viewing public. It is hard to believe, but we are already a few weeks into the second half of the 2023-2024 school year. First term and first semester report cards have been sent home, secondary students are making course selections for next year, Choices at 9 programs have completed their processes, Choices at 7 programs will be making decisions soon, March Break is just around the corner, and planning is well underway for the 2024-2025 school year. Preparations for next year will continue to ramp up and we eagerly await the release of the budget for next school year that should be released by the province after the Easter break.

I have a number of highlights that I would like to share this evening. Winter KASSA seasons have either ended or will be ending prior to March Break. This is the second year we have had a full return to athletics and the ability to host fans and crowds for events for the entire school year. I would like to acknowledge the basketball and volleyball champions from a couple of weeks ago when LDSB schools swept the volleyball and basketball finals. For junior girls volleyball, NDSS won their second consecutive championship; the senior girls from KSS won the senior finals. For basketball, the KSS junior boys won the championship, while FSS took the senior final. While I did not attend the finals in the St. Lawrence gym, I had the pleasure of watching the online stream and the very impressive play-by-play and courtside commentary provided by a very talented group of BSS students. The energy at the St. Lawrence gym was electric both nights and great results for Limestone sweeping these four finals.

A second highlight was the Limestone Music Celebration that occurred at Grant Hall at Queen’s University last Wednesday. Well over 400 Limestone students participated and shared the joy of music for a packed audience of family and friends. It was a fantastic event that would not have been possible without the wonderful work of secondary Limestone music teachers. We have invited a handful of the organizing committee to attend the March 27 Board meeting to share more about the event and future plans, and at the conclusion of my update, we will share a news report about the evening.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

A third highlight is what we are hoping will be an outstanding Skills Competition at St. Lawrence College tomorrow for the day. Weather and buses permitting, well over 300 Limestone students will be participating across 27 secondary events and eight elementary events. The Skills Competition is yet another example of community partnership that showcases critical skills events and the local community college.

One final highlight that I will draw trustees' attention to is our continued emphasis on collecting voice from the communities we serve. Tonight, Associate Superintendent Gollogly will share an overview of the school year calendar feedback and Superintendent Gillam will share the conclusion and next steps from the Special Education Review. In the next week or so, we will be providing an opportunity for input on the 2024-2025 budget and gauge interest from families in virtual school programming for next year. Our schools are representative of the communities we serve, and we have a responsibility to be responsive to community voice and changing circumstances.

And finally, I do feel compelled to speak to some very unfortunate and nasty social media attention we received toward the end of the December/January break, and in the past couple of weeks with the publication of an inaccurate news story by an online 'news' provider. These recent discussions on social media regarding an alleged statement attributed to the LDSB are based on misinformation, highlighting the importance of critical thinking and discourse amongst different people.

As a society and nation, we have an obligation to younger generations to do what we can to improve the current situation and put rhetoric aside.

The statement in question was extracted from a member letter from the local OSSTF union in December 2023, and not issued by the LDSB. This letter, which does not reflect the policies and administrative procedures of the LDSB, inaccurately portrays scenarios that are not representative of our staff or student interactions. The vast majority of scenarios intimated in the OSSTF letter are not situations that have occurred in the LDSB. On rare occasions, we have had to follow up with staff regarding interactions with students. However, these scenarios occur rarely and the application of any discipline as a result is even less frequent. This can be highlighted by the fact that less than 0.5% of OSSTF staff in Limestone have been involved in situations that necessitated follow-up actions.

All of this said, the LDSB remains committed to fostering a safe and respectful environment, in line with the Ontario Human Rights Code. This is the law and as a publicly funded institution we

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

are obligated to follow the code.

We are all on a learning journey and missteps will occur en route, but the important focus needs to continue to be on learning in these situations, growing, and focusing on the needs of each student. This is what education is all about, and as a system we must live by, and model, these words and expect the same from all staff. This also includes the need for us to consistently be responsive and open to feedback. Given the continuing need for us to focus on equity, inclusion, Indigenous education, and ensuring the protection of all protected grounds under the Ontario Human Rights Code, this stance is critical. As trustees know, the two, equity census reports we have released in the last year highlight the work that lies in front of us in the areas of belonging and academic achievement. While some may not like components of the Ontario Human Rights Code, it is the law, and our data demands the need for continued focus in creating better futures for many students. This is our collective work and the road ahead. As another example of this work, we have released a document outlining our expectations regarding the 'n'-word in Limestone spaces. After you have a chance to see the news report focused on the Limestone Music Celebration, you will see the video we have to support our expectations regarding the 'n'-word, and I wanted to ensure trustees had an opportunity to see and hear it on the second last day of Black History and Futures Month.

Thank you, Chair Hutcheon, that concludes my report.”

13. REPORTS

13.1 OPSBA Report – Trustee McGregor

Trustee McGregor provided her update and indicated that her next meeting will take place on Friday March 1, 2024. She noted that Janet Edwards, Associate Director of Labour Relations is retiring. Trustee McGregor reminded Trustees that on April 6, 2024, the Eastern Regional OPSBA Committee meeting at Kingston Secondary School. She noted that the Education Labour Relations and Human Resources Symposium will take place on April 26, 2024, and that the Annual General Meeting will take place July 2, 2024 – July 5, 2024.

13.2 Student Trustees’ Report

Student Trustee Eckloff stated: “The elections for Student Trustees were held recently. We thank all individuals who applied and congratulate the following three students on their upcoming positions.

Rachel Kolosov from Kingston Secondary School was the successful applicant for the position of Indigenous Student Trustee. Siya Kumar from Kingston Secondary School was the successful applicant for the position of Urban Student Trustee, and Ayesha Burkari from Ernestown Secondary School was acclaimed as Rural Student Trustee.

The Indigenous Student Trustee election took place on February 13th at the LDSB Board Office, we had three candidates present and speak on their written essays and answer a few questions about their leadership roles, what they can bring to the role and their experience. After the presenters had a chance to speak, we spoke about our upcoming Soaring conference trip and looking to get an Indigenous guest speaker to meet with us for an upcoming meeting.

The Urban Student Trustee elections took place on February 20th where all Student Trustees heard seven candidates speak about their past leadership roles as well as some lighthearted personality-based questions. To get insight into their personalities, being approachable, well-spoken, and friendly is vital to this leadership position.

The Rural Student Trustee was an acclamation, as Ayesha Burkari was the only candidate that applied for the position. For future elections we need to rethink how the Rural Student Trustee role is advertised in rural schools to promote students to apply, as we have always had low numbers of applicants for this position.

After the elections, we Student Trustees took the rest of the time we had to meet with the ISC representatives and talk about the board-wide Valentine's Day spirit day. We also spoke about what our next upcoming spirit day should be. We decided on a beach day. We also discussed how we can share results on social media, in a way that pleases the overall student population, as we had lots of feedback from ISC representatives and students. We have decided on posting top three and two runners-up in no specific order, to satisfy all requests.”

13.3 Reports for Potential Action

13.3.1 Updates to Policy 1: District Focused Intention, Mission, Vision & Values

Director Burra introduced his report. He explained that the purpose of the report is to update Policy 1 to reflect the District Focused Intention, Mission, Vision, and Values of the Board. Trustees reviewed the feedback that was collected during the November 2023 public consultation at the Education, Policy and Operations committee meeting of December 6, 2023.

He put forward the following recommendation:

MOTION MOVED BY: Trustee McGregor and seconded by Trustee Godkin that Trustees approve the housekeeping updates to Policy 1 that reflect Board decisions made regarding the District's Focused Intention, Mission, Vision, and Values for the new strategic plan. Carried.

13.3.2 Strategic Plan Reporting Template

Director Burra introduced his report. At the February 7, 2024, Education, Policy and Operations Committee meeting, Trustees reviewed and provided feedback on the draft strategic plan reporting template. In addition to the edits and suggestions made by Trustees, Director Burra noted that additional minor edits have been made to ensure inclusive language is reflected in the template. He stated that despite the new condensed format, Trustees will still receive highlights of the operational plan. He proposed the following recommendation:

MOTION MOVED BY: Trustee Lloyd and seconded by Trustee McGregor that Trustees approve the Strategic Plan Framework for the Multi-Year Strategic Plan (2024-2028). Carried.

13.3.3 School Year Calendar 2024-2025

Chair Hutcheon introduced Associate Superintendent Gollogly to present her report. She indicated that there was an increase in participation of the survey which closed on February 12, 2024. Associate Superintendent Gollogly shared the survey results with Trustees and made the recommendation for Trustees to approve the School Year Calendar to present to the Ministry by March 1, 2024.

MOTION MOVED by Trustee Morning and seconded by Trustee Lloyd that Trustees approve Calendar Option 1 for the 2024-2025 school year. Carried.

13.4 Reports for Information

13.4.1 Elementary Special Education Support Model

Chair Hutcheon invited Superintendent Gillam to present an update on the Special Education Support Model. He indicated that the initial question has changed from 'what might we do?' to 'what are we going to do?'. He reiterated the four key areas on how to support the increasingly complex needs of learners within Limestone and reviewed the realignment of resources with Trustees. This includes:

- District Resources > School Based Resources

- 33 Program and Itinerant Teachers > 26 ISTs, 3 SSTs, + Literacy Intervention, Mental Health and Safe Schools.
- 17 Program EAs and IAs > 17 School Based EAs.
- SCS, BAT and Autism Team > Intensive Support Team and Safe Schools Team.
- District Team PSSP support > Increased school-based PSSP Support (3 SSCs, 1 SLPs, .20 Clinical) Addition of BCBA.
- Special Education Coordinators – FOS support.

Superintendent Gillam reviewed the increase in school supports at the school level which includes:

- 17 Additional Education Assistants
- 3 Student Support Counselors
- 1.0 Speech Language Pathologist
- 0.2 Clinical Consultant support
- Additional Board Certified Behavioural Analyst (BCBA)

Consultation with the Special Education Advisory Committee (SEAC) took place on Wednesday February 21, 2024. SEAC supported the increase in supports in schools. Superintendent Gillam acknowledged the purposeful work completed with the communication of this change. Communication has taken place with staff that work directly in this program and communication to families has been sent. He reminded Trustees that students currently in programs are temporary, however, the transition process will be carefully managed. The availability FAQ's and a more fulsome report will be available in the coming weeks as well as a message to families from the Director.

Chair Hutcheon thanked Superintendent Gillam and asked trustees for questions.

13.4.2 Virtual School Update

Associate Superintendent Sartor introduced her report. She began by defining some virtual learning terms:

Synchronous learning:

- Learning happens in real-time with a set schedule.
- Students are required to log in and participate in class at specific times of the day.
- Instructor is present during the learning.

Asynchronous learning:

- Learning that is not delivered in real-time.
- Students may watch recorded video lesson, complete assigned tasks and contribute to discussion boards and emails.

Ontario E-Learning Consortium (OeLC):

- Originated in 2006.
- A consortium comprised of 21 publicly funded school boards across Ontario.
- Allows student access to e-learning courses offered outside of their school or board, or at a time that fits their schedule.

She noted that in order to make an informed decision ahead of the next school year, data will be collected gathering student and caregiver voice through a survey which will be released February 29, 2024. The next step will be to review data including:

- Student enrollment.
- Student attendance.
- Student achievement.

In addition to data collection and review, meetings with partner boards and examining the organizational options within existing budget allocations will also take place. She concluded her report by noting that an updated decision on the future of Elementary and Secondary virtual school will be shared at the March 27, 2024 Board meeting.

Chair Hutcheon thanks Associate Superintendents Sartor for her report and called upon trustees for questions.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

None at this time.

18. ANNOUNCEMENTS

Trustee Brown congratulated Director Burra and the groups who provided input contributing to the prohibition of the N word. She stated that this a significant, positive step forward for the black community and offered her thanks again.

19. COMMITTEE MINUTES FOR INFORMATION

- 19.1 Indigenous Education Committee Meeting – September 26, 2023
- 19.2 Parent Involvement Committee Meeting – November 16, 2023
- 19.3 Indigenous Education Committee Meeting – November 30, 2023
- 19.4 Special Education Advisory Committee Meeting – December 13, 2023
- 19.5 Special Education Advisory Committee Meeting – January 24, 2024

20. FUTURE BOARD MEETING SCHEDULE

March 7, 2024 EPOC
March 27, 2024
April 24, 2024
May 3, 2023 EPOC
May 15, 2024
June 7, 2023 EPOC
June 19, 20234

21. ADJOURNMENT

MOTION MOVED BY: Trustee McGregor and seconded by Trustee Lloyd that the meeting adjourn. Carried.

The meeting adjourned at 7:48 p.m.

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – MARCH 6, 2024

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle (regrets) K. McGregor J. Morning J. Neill (regrets) S. Ruttan (virtual) E. Eckloff (Student Trustee) (regrets) A. O'Keefe (Student Trustee) A. Wang (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent J. Douglas, Communications Officer S. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Godkin welcomed everyone to the meeting. He 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."

1. Call to Order

Chair Godkin called the meeting to order and called the roll.

2. Adoption of Agenda

MOVED BY: Trustee McGregor that the agenda be approved. Carried.

3. Declaration of Conflict of Interest

There were no conflicts declared.

4. Reports for Information

4.1 2024-2025 Budget Development Schedule

Superintendent Young introduced the report and reviewed the various dates and times of the Committee of the Whole, budget meetings for the 2024-2025 budget with Trustees. He noted that at this time, the Ministry has not announced the Grants for Student Needs for this year. The Minister has indicated that we can expect traditional timing for the release likely in April. Superintendent Young stated that June 28, 2024 is the deadline for submitting the budget to the Ministry.

An opportunity to provide feedback and input is available through the budget survey which will be released tomorrow and close on March 25, 2024. The survey results will provide Trustees with feedback and information that will assist throughout the budgeting process to identify priorities that ensure students' needs are best served in 2024-2025. Information collected will be summarized and reviewed at the Budget Committee Meeting on April 17, 2024. The Finance team will make themselves available if there are questions related to the budget.

Chair Godkin thanked Superintendent Young for his report and called on Trustees for questions.

4.2 Limestone District School Board Graduation Rate

Superintendent Silver introduced her report on graduation rate. She explained that the graduation rate has been calculated by the Ministry of Education for many years and is based on each cohort when they enter. Superintendent Silver noted that we have seen an increase in the graduation rate in Limestone in the past few years and acknowledged the work of educators and administrators. Thanks to this hard work, Limestone District School Board is making headway on the minimum of a 90% grad rate goal. She reviewed a data breakdown of graduation rates across different groups of students within Limestone.

Superintendent Silver identified the overwhelming amount of work that the Student Success Teams complete in our schools to track and support credit accumulation working towards graduation. She reminded Trustees that graduation rate is one of the priority areas for the Student Achievement Plan and shared that this data will be available on the Board website publicly in April.

Chair Godkin thanked Superintendent Silver for his report and called on Trustees for questions.

4.3 Staff/Student Absences

Superintendent McWilliams introduced her report and reviewed the typical trends in classroom educator absences. She explained that there is an increase in staff and student absences seasonally due to peak illness time periods. She noted that with the return of student activities and opportunities for staff professional development, more absences are being recorded. Despite this increase, she acknowledged the value of these activities which ultimately attribute to enhancing student achievement and wellbeing.

Superintendent McWilliams explained that the Board has a responsibility to fill these absences and the challenges associated with filling these positions. We have had much higher fill rates than previous years and an increase in sick leave requests. Superintendent McWilliams highlighted some of the trends across the different educator groups with Trustees. In order to support this work, the Board has hired an additional health and wellness staff member to assist with the increase in sick leave. Moving forward, a Provincial Working Group will be established to review sick leave with the goal of reducing where appropriate. Superintendent McWilliams also noted that efforts to supplement occasional and casual lists will continue.

Superintendent Gillam reviewed the student absences across Limestone. He emphasized that attendance is part of the Better Schools and Student Outcomes Act and is now included in the Student Achievement Plan. The trends in student absences observed remain similar to data from the 2022-2023 school year. He indicated the targeted goal is to have absences less than nineteen days per year. Monitoring of student absences continues, and reports are submitted for students who are missing a significant number of school days.

Individual schools will be working on strategies to support student attendance. Various systems of support and messages will be shared with administrators, staff and the community this spring. Superintendent Gillam noted that support and information will continue to be provided to families to assist in the continuity of learning, with a focus on Math and Literacy.

Chair Godkin thanked Superintendent McWilliams and Superintendent Gillam for their report and called on Trustees for questions.

4.4 Use of Mobile Technology and Screens in Limestone Classrooms/Schools

Chair Godkin welcomed Director Burra to present his report. He explained that this report emerged from parent concerns at multiple sites, other technology related issues occurring at Boards across the province, and the parent letter that was received by the Board in January 2024. Director Burra acknowledged that cell phones and mobile technology are ubiquitous and prevalent in school settings. For almost two decades, the Limestone District School Board has had policy in place restricting cellphone use which aligned with the Provincial ban on cellphones during instructional time emerging in 2019.

Director Burra stated that the world has changed as it relates to the access of information and there is a rising concern about device addiction and addiction to certain platforms such as social media and gaming. There is evidence to suggest that access to technology and technology platforms has increased mental health concerns, especially for girls. The Limestone District School Board's stance on cellphones has not changed much over the years. The board has a healthy device ratio for students which should eliminate the reliance on use of personal devices including cell phones.

Some of the benefits of technology include tools for personalized learning for students to access classroom resources and materials at their own pace. Educators have the ability to share feedback through the Learning Management Systems which reduces the stress in the classroom as you can review information at the appropriate time for the student.

Director Burra highlighted that understanding how to use technology is an essential skill. As new technological tools emerge, it is important to take steps to educate students and staff on how to appropriately use these tools. With the benefits of these tools, exploration on how curriculum can adjust to ensure effective and safe use.

Director Burra reviewed some recreational uses of technology and some of the consequences of poor habit development with overuse. Studies show that poor eating habits develop when in front of a screen and create a negative association. Director Burra concluded his report with some next steps which include:

- Creation of a supervision working group for Elementary lunch and breaktimes.
- Director communication to families emphasizing the importance of instructional time and cellphone expectations.
- Guidelines and expectations related to use of AI in schools.
- Incorporation of overuse of cellphones/social media into the Student Mental Health Strategy.

- Classroom resources emphasizing the importance of instructional time and cellphone expectations.

Chair Godkin thanked Director Burra for his report and called on Trustees for questions.

5. Reports for Action

None at this time.

6. Unfinished Business

None at this time.

7. New Business

None at this time.

8. Correspondence

Chair Godkin referenced the letter in the agenda package from January 2024 to LDSB Re: Screen Time During meals. Director Burra proposed that in collaboration with Chair Hutcheon, a response will be crafted to the letter received on behalf of the Board.

9. Next Meeting Date

May 1, 2024

June 5, 2024

10. Adjournment and Move into Private Session

Moved by Trustee Lloyd that the meeting adjourn. Carried.

The meeting adjourned at 7:04 p.m.

ADMINISTRATIVE REPORT: MATH ACHIEVEMENT ACTION PLAN UPDATE

REGULAR BOARD MEETING

March 27, 2024

Purpose and Link to the Strategic Plan/Goal: Student Learning, Achievement, & Well-Being

This report updates Trustees on the progress of Phase I of Limestone's Math Achievement Action Plan and provides an overview of Phase II. The plan is aligned with the LDSB Strategic Plan goal of improving math learning and achievement for every student.

Background

A Math Achievement Action Plan (working version) was developed in Fall 2023, based on requirements provided by the Ministry, and was endorsed by the Director of Education and the Board of Trustees in November 2023. The blueprint outlined the board's concrete, visible, and measurable strategies as well as key performance indicators (KPIs) under the following areas of focus:

- Fidelity of the Math Curriculum
- Ongoing learning of Math Content Knowledge for Teaching
- Knowing the Math Learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive
- Measurable Results: Improvements in Math Achievement

At the last update to Trustees, the rationale for the LDSB Math Achievement Action Plan was shared, along with a vision for equity and excellence in all mathematics classrooms and expectations for high levels of learning and achievement for every student, in every classroom, in every school.

Phase I of the LDSB Math Achievement Action Plan had two key areas of focus: (1) ensuring all math educators were using a long-range plan that aligned with the most recent curriculum as the basis for

ensuring fidelity to the curriculum; and (2) gathering diagnostic assessment data and using developmental continua as guidance to plan the first 15-minutes of the daily math block focused on students' development of mathematical reasoning, beginning with the intentional focus on computational fluency to support the development of math content knowledge and knowing our math learners.

Current Status

The following key performance indicators (KPIs) have been monitored by school leadership teams, school administrators, and school supervisors across schools during implementation of Phase I of the Math Achievement Action Plan:

- % of educators following a long-range plan aligned to the Ontario Mathematics curriculum (2020, 2021)
- % of educators gathering diagnostic data and using information plotting students on continua to use for intentional planning
- % of educators planning and implementing the first 15 minutes of instruction in Mathematics classes with a focus on fluency

The LDSB Math Team has been engaged with the Provincial Math Team and has been developing resources and facilitating professional learning sessions for educators and administrators.

School Math Facilitators continue to work alongside Grades 3, 6, and 9 math educators in 26 priority schools to support students' math learning, confidence and achievement.

Next Steps and Communication Plan

Phase II of the Math Achievement Action Plan will be launched in April and is intended to reinforce and help refine the implementation of Phase I and introduce a series of next steps to improve math outcomes for all students.

Phase II is focused on implementing short collaborative math learning and planning cycles in elementary schools where small groups of educators work alongside administrators to engage in data analysis, math content knowledge building, a review of LDSB-endorsed math resources, the implementation of [high-impact instructional practices](#), and collaborative monitoring of the impact of responsive instruction.

Similarly, Phase II will also see Grade 9 math educators across priority schools engaged in a collaborative inquiry related to the implementation of [high-impact instructional practices](#) and monitoring student progress through analysis of math achievement data.

A new digital math tool will be introduced across the system for math educators to consider using to support student learning and practice in the classroom, and that will also be available for students to use for practice at home.

Planning is underway for targeted math tutoring support for elementary students in Grades 3, 6, 7 and 8 who are currently achieving below provincial standard. Tutoring is scheduled to begin in late April once post-secondary students have finished their term.

Communication about improvement efforts, support, and how families can assist with math learning at home will be shared with families.

Recommendations

That this report be received for information and endorsement.

Prepared by: Steve Hedderson, Associate Superintendent of Curriculum & Program Services

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: VIRTUAL SCHOOL UPDATE

REGULAR BOARD MEETING

March 27, 2024

Purpose and Link to the Strategic Plan/Goal: Student Learning, Achievement, & Well-Being

To provide trustees with an update on the results of the Virtual School survey and to provide an update on the status of Elementary Virtual School and Secondary Virtual School for the 2024/2025 school year.

By gathering community voice, and reviewing student achievement and attendance data to determine future instructional planning and next steps, we are focusing on all of the Strategic Plan Goals which are as follows:

- 1) Improving student well-being/sense of belonging, participation/engagement in class time and time focused on learning
- 2) Improving literacy learning and achievement for every student
- 3) Improving math learning and achievement for every student
- 4) Improving graduation rates and preparedness for future success for all groups of students
- 5) Improving responsiveness and service to families, staff, and community partners

Background

On February 28, 2024, an Administrative Report and presentation was shared with trustees providing an update on the current status of Elementary Virtual School and Secondary Virtual School. On February 29, 2024, a survey was shared with LDSB Virtual School Families and KPRDSB Virtual School families to determine their desire to proceed with virtual learning. Community survey responses were a driving factor in whether virtual school would remain a viable option to be offered during the 2024/2025 school year. In addition, the survey was shared with the broader Limestone community to gauge additional interest in registering in Virtual School. When the survey closed on Monday, March 18, 2024, the Virtual School Administrative team phoned existing virtual school families who had not

yet responded to the survey.

Current Status

As of March 19, 2024, a total of 104 K-12 students from Limestone DSB and Kawartha Pine Ridge DSB expressed interest in continuing in virtual school (*Existing Enrolment*), registering in virtual school (*New Enrolment*), or registering/returning to a physical school site (*Registering at Home School*). As of March 20, 2024, we did not yet have the projected enrolment data for Renfrew County DSB because they conducted their own survey. This information will be shared with LDSB by April 1, 2024.

Grade	Existing Enrolment (Continuing)	New Enrolment	Registering at Home School	Total
<i>JK</i>	0	3		3
<i>SK</i>	0	4		4
<i>Gr 1</i>	3	4	1	7
<i>Gr 2</i>	5	3		8
<i>Gr 3</i>	5	0		5
<i>Gr 4</i>	2	1	1	3
<i>Gr 5</i>	10	5	1	15
<i>Gr 6</i>	9	3		12
<i>Gr 7</i>	11	3		14
<i>Gr 8</i>	6	3	4	9
<i>Gr 9</i>	8	4	1	12
<i>Gr 10</i>	5	4		9
<i>Gr 11</i>	0	2		2
<i>Gr 12</i>	0	1		1
Elementary	51	29	7	80
Secondary	13	11	1	24
Virtual School Total	64	40	8	104

At the LDSB Board Meeting on February 28, 2024, there was a commitment to share student achievement data in virtual school as compared to the Board average. The following table represents the percentage of students attaining or exceeding the provincial standard (Level 3 or Level 4) in language and math based on the Term 1 report card:

Current Enrollment (EVS)	% Students at Provincial Standard (Language)	% Students at Provincial Standard (Math)
Primary (Gr 1, 2, 3)	42%	50%
Junior (Gr 4, 5, 6)	86%	86%
Intermediate (Gr 7, 8)	60%	50%
Current Enrollment (Board)	% Students at Provincial Standard (Language)	% Students at Provincial Standard (Math)
Primary (Gr 1, 2, 3)	58%	73%
Junior (Gr 4, 5, 6)	70%	73%
Intermediate (Gr 7, 8)	77%	74%

The following table represents the percentage of students on track for credit accumulation in Grades 9, 10 and 11 in Virtual School as compared to the Board average:

Credit Accumulation (% of students on track as of Semester 1, 2024)		
Grade	Virtual School	Board
Grade 9	78%	89%
Grade 10	30%	77%
Grade 11	50%	76%

Finally, there was a commitment to share data on student attendance. The following tables represent the proportion of students with a 90% or greater attendance rate. The first table displays elementary data, and the second table displays secondary data:

Proportion of Students Attending at 90%		
Division	Virtual School	Board
Primary	53%	63%
Junior	31%	58%

Intermediate	42%	45%
All Elementary	43%	56%

Proportion of Students Attending at 90%		
Course Attendance Rate	Virtual School	Board
Secondary (Grade 9 and 10)	11%	11%

Next Steps and Communication Plan (if applicable)

Based on the survey data, the Limestone DSB community continues to express an interest in accessing virtual learning for students.

A review of the Elementary Virtual School achievement data (Term 1 report cards) suggests that a lower proportion of primary and intermediate students are achieving, or exceeding, the provincial standard as compared to the Board average, whereas a higher proportion of junior students are achieving, or exceeding, the provincial standard as compared to the Board average. It should be noted that given the smaller number of students enrolled in virtual school relative to Board enrolment, the achievement data for students in the virtual school can be impacted by very small numbers of students.

Secondary credit accumulation is also lower in Grade 9, 10 and 11, as compared to the Board average.

Finally, elementary student attendance is lower in all divisions, as compared to the Board average.

Limestone DSB plans to continue offering Elementary Virtual School for the 2024/2025 school year, in partnership with KPRDSB. RCDSB will share their intentions by April 1, 2024. Limestone will also continue to work with other public school boards in the region if students/families are interested in continuing to pursue virtual learning options.

Students entering Grades 9 and 10 will continue to be offered three asynchronous classes through the OeLC (Ontario e-Learning Consortium) and one synchronous class through LDSB per semester. However, students will be registered at their home school for Grades 9 and 10 and will continue to be supported through support services offered at their home school, as opposed to Secondary Virtual School. Current Grade 10 and 11 Virtual School students will receive the same programming options through OeLC that have been offered to Grade 11 and 12 Virtual School students. Again, these



students will be supported by their home school.

Students enrolled in the School to Community (SCS) program will continue to receive the same scheduling and support.

In collaboration with partner boards, student support plans will be discussed moving forward to determine how to improve student achievement and attendance in virtual school.

Recommendations

That this report be received for information purposes.

Prepared by: Stephanie Sartor, Associate Superintendent Curriculum and Program Services

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: STUDENT ACHIEVEMENT PLAN

REGULAR BOARD MEETING

March 27, 2024

Purpose and Link to the Strategic Plan/Goal: Student Learning, Achievement, & Well-Being

To update Trustees on the Student Achievement Plan and share connections to the LDSB Strategic Plan Goals.

Background

As part of a July 2023 memorandum, the ministry released a Student Achievement Plan Framework, which aligns with the regulated provincial priorities (O. Reg. 224/23). The framework sets out goals and performance indicators for school boards to monitor student achievement, develop action plans, and measure their progress in improving student outcomes. Throughout the Fall, Trustees have been creating the LDSB Multi-Year Strategic Plan (2024-2028), with consideration given to the regulated priorities shared by the Ministry of Education, and the considerable family and community feedback received since consultation began in the spring of 2023.

At the end of January 2024, the ministry provided pre-populated materials to support the development and reporting of board Student Achievement Plans. The materials included a Student Achievement Plan Tool, and the Student Achievement Plan Public Reporting Template. The goal of the template is to provide consistency within the province for communicating boards' data, action plans, and progress on indicators to their communities. Under the Act, school boards are required to publicly report on progress toward the provincial priorities and meet with parents in the first two months and last two months of each school year to discuss the priorities and progress towards them. School boards are expected to complete the Student Achievement Plan Public Reporting Template and share it on board websites by April 2, 2024.

On February 28, 2024, the LDSB Board of Trustees unanimously approved the Strategic Plan Framework for the Multi-Year Strategic Plan (2024-2028). The LDSB Strategic Plan framework aligns with Bill 98 Provincial priorities and reporting requirements.

Current Status

LDSB Senior staff are participating in Ministry webinars supporting implementation of the Student Achievement Plan Public Reporting Tool, to understand the data collection processes used by the Ministry, and for clarity of provincial expectations. Operational plans are being finalized by departments, to ensure coherence and regular communication between departments. Ongoing communication with Trustees will occur on a regular cycle through Board and Committee meetings.

Next Steps and Communication Plan

The completed Student Achievement Plan Public Reporting Template will be posted on the LDSB website by April 2, 2024. The completed template will include a macro-level overview of actions the board is taking to support the goals of both the Student Achievement Plan, and the Board's Multi-Year Strategic Plan.

Recommendations

That this report be received for information.

Prepared by: Scot Gillam, Superintendent of Curriculum & Program Services: Student Support Services and Indigenous Education
Alison McDonnell, Superintendent of Curriculum and Program Services: Early Years and Equity and Inclusion
Patty Gollogly, Associate Superintendent of Curriculum & Program Services: School Climate & Community Engagement
Steve Hedderson, Associate Superintendent of Curriculum & Program Services: Math Focus and ITS
Talya McKenna, Associate Superintendent Human Resources
Stephanie Sartor, Associate Superintendent of Curriculum and Program Services: Literacy Focus
Jessica Silver, Superintendent of K-12 Curriculum & Program Services

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: SOLAR ECLIPSE - APRIL 8, 2024

REGULAR BOARD MEETING

March 27, 2024

Purpose and Link to the Strategic Plan/Goal: Student Learning, Achievement, & Well-Being

To share information with Trustees about how LDSB has prepared for the April 8th Eclipse, and to highlight the partnership with the Queen's Department of Physics, Engineering Physics & Astronomy, and the City of Kingston staff.

Background

On April 8, 2024, residents and visitors to Kingston will witness a total solar eclipse. The 2024 eclipse will be visible from other areas of Ontario and Canada, but Kingston is in the path of totality, where the Sun will be completely blocked out by the moon. The last total solar eclipse was almost 700 years ago in 1349, and the next one won't be for another 375 years in 2399. As a result, the City of Kingston is planning for thousands of visitors to arrive in the City to view the Eclipse, weather permitting.

LDSB and the Queen's University Department of Physics, Engineering & Astronomy began discussing the April 8th 2024 Total Solar Eclipse in the Spring of 2023. The timing of the eclipse was shared, as well as information related to the securing of certified eclipse glasses, learning opportunities for students, and the potential implications for the City with the expectations of thousands of visitors coming to the City to view the eclipse.

As Trustees are aware, the total eclipse will occur at approximately 3:20 PM on April 8. On a normal school day all secondary students, and many elementary students will already be finished school, and the balance of elementary students would be preparing for dismissal. Consequently, after investigating potential options to adjust the school day to accommodate all students at school at that time, the three Tri-Board partner boards (ALCDSB, HPEDSB, & LDSB) requested a calendar change in the fall of 2023 adjusting the date of the April PA Day (from April 12 to April 8), which was subsequently approved by the Ministry of Education.

Current Status

LDSB staff has been meeting and communicating regularly with both the Queen's Department of Physics, Engineering Physics & Astronomy, and City of Kingston. Queen's has secured thousands of certified eclipse glasses for LDSB staff and students, and the greater Kingston community. They have also shared a mapping of eclipse content to the Ontario Science Curriculum, while also offering learning workshops for classrooms and schools which include hands on activities for students. There are currently almost 70 LDSB educators signed up for Queen's workshops in their classrooms (in person or virtual).

Queen's Department of Physics, Engineering Physics & Astronomy has trained approximately 40 volunteers (faculty, graduate students and undergrads) to act as "Eclipse Ambassadors". They have been trained to explain eclipses in a classroom, offer hands on experiences for students, and share how to safely watch the eclipse from their home or at a community viewing location. Many LDSB students have participated in these workshops, and all students will be receiving eclipse glasses during the first week of April, thanks to the partnership with Queen's University. Queen's has also provided safety information for watching the eclipse, and this has been shared with schools so educators can share with students prior to the April 8 PA Day.

On April 8th, there will be multiple viewing locations within the City of Kingston. The City and Queen's have requested additional viewing locations at Ecole Maple, LaSalle Intermediate-Secondary, Bayridge SS and Frontenac SS. These locations will allow for visitors to spread out throughout the City, allowing for better traffic flow following the eclipse. Queen's has committed to sending Eclipse Ambassadors to each of these school sites to support those in attendance on how to safely view the eclipse, as well as answering any questions people may have about the eclipse.

Next Steps and Communication Plan

LDSB staff will continue to collaborate with Queen's and the City of Kingston leading up to the April 8th eclipse. Certified eclipse glasses have been delivered to schools, along with the safety information provided by Queen's University. Glasses will be distributed to students during the first week of April, prior to the PD Day and eclipse. Information will also be shared with families at the end of March or early April to ensure families have eclipse related information for safe viewing.

Recommendations

That this report be received for Information.

Prepared by: Jessica Silver, Superintendent of K-12 Curriculum & Program Services

Reviewed by: Krishna Burra, Director of Education

ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – October 10, 2023

Roll Call:

Members:	Staff:
<p>R. Healey, Kingston Coalition for Active Transportation</p> <p>S. Luxford-Oddie, Cataraqui Conservation</p> <p>J. Salter-Keane, City of Kingston</p> <p>G. Hendry, Sustainable Kingston</p> <p>H. McGregor, Queen’s University</p> <p>S. Morency, Student</p> <p>C. Fox, Student</p>	<p>A. McDonnell, Superintendent of Education</p> <p>D. Hendry, Sustainable Initiatives Co-Ordinator</p> <p>D. Fowler, Manager of Facility Services</p> <p>Regrets:</p> <p>P. Bearse, KFL&A Public Health (Co-Chair)</p> <p>J. Hook, St. Lawrence College</p> <p>P. Szlachta, St. Lawrence College</p> <p>L. MacDonald, Loyalist Township</p> <p>C. Bevens-Leblanc, PIC Representative</p> <p>E. MacEachren, Queen’s University Faculty of Education</p> <p>K. Maracle, Trustee</p>
Trustees:	
J. Morning (Co-Chair)	
Guests:	Recorder:
<p>J. Jerreat, Youth Imagine the Future Festival</p> <p>A. Miolée, Student</p>	J. Dooley, Administrative Assistant

1. Call to Order

Peter Bearse, Community Co-chair was not able to attend this meeting. Trustee Morning is acting chair and called the meeting to order.

2. Adoption of Agenda

Adoption of minutes moved by Stana Luxford-Oddie that the minutes as presented, be approved. Carried.

3. Declaration of Conflict of Interest

No conflict of interest declared.

4. Approval of Minutes

Adoption of agenda moved by Stana Luxford-Oddie that the agenda as presented, be approved. Carried.

5. Welcome And Introductions

Trustee Morning, Co-Chair, welcomed everyone to the meeting with a special welcome to our new members.

Each member introduced themselves and stated which organization they belonged to.

6. Election of Co-Chair

Trustee Morning put a call out for nominations for the Community Co-Chair position. Stana Luxford-Oddie volunteered for the position. No further nominations were provided. All were in favour of Stana assuming the role.

7. Community Presentation – Jerri Jerreat - Youth Imagine the Future Festival

Jerri Jerreat is the director of a program called, “Youth Imagine the Future,” and is trying to include all schools. Youth in Canada are suffering from climate anxiety according to Simon Fraser U and Lakehead U and this was before this summer of extreme heat, wildfires and wildfire smoke, flooding and tornados. More than half of youth surveyed between the ages of 16 and 25 say climate change leaves them feeling sad, anxious, powerless and afraid, and nearly 40 per cent say it's affecting their daily functioning. Youth Imagine the Future is trying to turn students focus away from climate anxiety and toward solutions for the future. The group provides a free 1-hour workshop in which they explore exciting techie solutions to lower carbon emissions and restoring nature solutions. Their workshops bring them a more hopeful vision of the future if they choose to write a story or create a piece of art.

8. Reports For Information (Community Organizations’ Updates)

- Student Guest – A. Miolée
Abbie shared that in Earth Club, they have been talking about the idea of having compost set up at La Salle SS to raise awareness and reduce food waste.
- Student Representative – C. Fox
Cassie belongs to both Student Council and the Outdoors Club and they have been discussing changing the plastic wrappings in the vending machine to paper or something more environmentally friendly than plastics. She also shared that they have Fix It Fridays. The people in the fashion course will take old clothing that no one wants and make it into something people will want to wear.
- Limestone District School Board – J. Dooley
Nothing to report.
- Sustainable Kingston – G. Hendry
On October 30th to November 4th, Sustainable Kingston will be doing a fall pitch in community clean up. They would love to have as much participation from the community and from schools as possible. The Kingston Climate Change Symposium will be in person this year on January 29th at the Kingston Grand. There will be an opportunity for community groups to have some representation in the lobby.
- Queen’s University -H. McGregor
Heather is the Co-Chair of a new standing committee at Queen’s on Environmental Sustainability. One of the first initiatives is to make sure that all the courses are transparent to our teacher candidates and graduate students how the environment is being addressed in that course.

- Limestone District School Board – D. Hendry
Dan just finished up the school transit programming. He went into all the high schools in the City of Kingston along with Loyalist Township and brought a bus and buss passes and got them into the hands of students. Next steps will be to provide our schools, including elementary schools, with field trip passes. Dan wants to communicate a clear message on how more people could potentially get involved in accessing Kingston Transit for field trips.
- Limestone District School Board – A. McDonnell
Nothing to report but wanted to say how pleased she is to have three students joining ESAC this year.
- Limestone District School Board – Trustee J. Morning
Trustee Morning let the Committee know that she has Portsmouth as a new ward and is trying to get familiar with the school and communities.
- Kingston Coalition for Active Transportation - R. Healey
Kington Coalition for Active Transportation has been working with the School Streets program for the last two years. After two years, they handed it over to the schools and City to run. There have been some new plans for a new bridge that would connect Rideau Heights with Kingscourt. This pedestrian bridge would help access by walking or cycling into that neighbourhood. The City is also working on some active transportation infrastructure on Bayridge Drive.
- City of Kingston - J. Salter-Keane
The City is pursuing various initiatives. One of these initiatives is the climate leadership working group. The four pillars of this group are energy, transportation, food and forestry, and adaptation resilience. The other initiative that was launched was looking for individuals or organizations to implement little actions within their communities to reduce greenhouse emissions. Some of the projects that they implemented were eligible for \$2000 in funding to participate.
- Limestone District School Board – D. Fowler
Dave provided an update on the projects that were completed over the summer. There were \$21,308,744 in school condition and renewal funding for 290 projects. Capital work was completed at 55 schools and 5 new portable were added. Some of the projects completed were upkeep of gym floors, terrazzo flooring and LED upgrades. Other projects involve the building envelope which insures our buildings are weather tight. This includes roofing, windows and door replacements, masonry, and recladding. There were a multitude of mechanical projects and outdoor space upgrades. Ventilation and air conditioning continue to be a focus. Many schools had accessible washrooms added where they were missing.

9. Unfinished Business

No unfinished business reported.

10. Next Meeting

Tuesday, March 5, 2024 (MS Teams)

11. Adjournment

Stana Luxford-Oddie adjourned the meeting.

The meeting adjourned at 5:30 p.m.

INDIGENOUS EDUCATION COMMITTEE MEETING MINUTES

January 30, 2024

PUBLIC MEETING

Roll Call:

Trustees:	Members:
<p>K. Maracle B. Godkin</p>	<p>Present:</p> <p>Mandy Smart (LDSB Cultural Advisor) Crystal Loft (LDSB Cultural Advisor) Deb St. Amant (Queen’s University & Grandmother’s Council) Jonnathan Marconi (Highland Waters Métis Council) Cristina Warner (HomeBase Housing) Taylor Day (Four Directions Indigenous Student Centre) Jessi DiRocco (LDSB – Elementary Indigenous Reengagement Teacher) Liv Rondeau (LDSB – Vice Principal of Indigenous Education) Tasha Wallace (Parent/Caregiver Representative) Deb St. Amant (LDSB Cultural Advisor) Alice Johnston (LDSB – Elementary Indigenous Reengagement Teacher) Taylor Tye (KNCLN – River Program) Constance Carrierre-Prill (Kingston Native Centre and Languages Nest) Christina Michie (LDSB – Secondary Indigenous Reengagement Teacher) Garnet Armand Ruffo (Parent/Caregiver Representative) Shannon Tyner (LDSB – Principal – Ernestown Secondary School) Scot Gillam (LDSB – Superintendent) Christina Michie (LDSB – Secondary Indigenous Reengagement Teacher) Zackary-Georges Gagne Liz Coates (Kingston Frontenac Public Library)</p>

Regrets:

Lindsay Rogers (Highland Waters Métis Council)
Sandy Maracle (Mohawks of the Bay of Quinte)
Pat Brinklow (Mohawks of the Bay of Quinte)
Lindsay Morcom (Queen's & Ardoch First Nation)
Kristen Lemay (Kingston Public Library)
Danka Brewer (Shabot Obaadjiwan Omaamiwininii Community)
Alison Billings (Parent/Caregiver Representative)
Lorrie Larock (HomeBase Housing)
Jayme Blondin (Sexual Assault Centre – Kingston)
Kristen Lemay (Kingston Frontenac Public Library)
Kaycie Brant (Parent/Caregiver Representative)
Mel Urquhart (Parent/Caregiver Representative)
Mary-Jane Vincent (LDSB – Indigenous Support Worker)
Nathan Cheechoo (Parent/Caregiver Representative)
Linda Cory (Kagita Mikam)
Lindsay Rogers (Highlands Water Métis Council)
Martha Duncan (LDSB – Elementary Principal)
Lauren Smart (ITEP – Queen's University)
Bond Strand (LDSB – Elementary Teacher – Bridge Program)
Martina Kataquapit (Parent/Caregiver Representative)
Romaine Mitchell (Ministry of Ontario)
Emily Eckloff (Indigenous Student Trustee)
Michelle Nyamekye (LDSB – River Teacher)
Mary-Ann Lyons (St. Lawrence College)
Willow Prue (LDSB – Indigenous Student Support Counselor)

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

1. WELCOME

Deb St. Amant opened meeting.

2. INTRODUCTIONS

Introductions were made around the circle.

3. ADOPTION OF THE AGENDA

MOVED BY: Deb St. Amant that the agenda be approved. Carried.

4. APPROVAL OF MINUTES

4.1. IEC Minutes – September 26, 2023

MOVED BY: Deb St. Amant that the September 26, 2023, SEAC Minutes be approved. Carried.

4.2. IEC Minutes – November 30, 2023

MOVED BY: Deb St. Amant that the November 30, 2023, SEAC Minutes be approved. Carried.

5. TEAM UPDATES

Vice Principal Liv Rondeau shared a PowerPoint with updates from the Indigenous Team. Updates included information on the following topics:

- Lake Ontario Days with Christina Michie, Mandy Wilson, Mandy Smart, and Crystal Loft.
- Allyship Café – monthly meetings for non-Indigenous educators to learn about Indigenous Education.
- We are All Learning Together – Indigenous Education Course monthly meetings to learn about Indigenous-informed pedagogies.
- NAC 10 PD – the LDSB Indigenous Team met with NAC 10 art teachers to support learning of Indigenous art and artists. Authors Gail Brant-Terry and Dianne Sedore supported the learning.
- Language Leads PD included Indigenous pedagogies and how to use Indigenous resources to support holistic teaching methods.
- The annual hide scraping and preparation day was held in partnership with the Kingston Native Centre and Languages Nest – lots of student and community participation.
- Indigenous Student Leadership Circle has been busy and is steadily growing.
- Métis Workshops with Alyssa Delbaere Sawchuck at several LDSB schools.

6. BOARD ACTION PLAN

Superintendent Gillam shared the information gathered from IEC Members at the November IEC Meeting. The information was sorted, and ideas were put under headings that align with the work being completed in the system by the Indigenous Education Team. Please see the information gathered below:

Community Member Supports

- Community liaison for all people to access.
- More mental health supports.
- Helping Indigenous families apply for status cards or Métis cards while their children are young.
- One Roof offers Indigenous programming every Thursday from 5-7 pm.
- Bring in more Indigenous youth ages 12-24 from the schools.

Family Support and Engagement

- School-based feasts for Indigenous students and families.
- Teaching parents how to support children at home.
- Bring back Indigenous Family Nights.
- Plan activities for Indigenous families to learn together and other Indigenous families.
- Full day social with parents/caregivers and community members invited.
- Glaude Report Educators.

Land-Base Initiatives

- Gould Lake on the Land Learning for all students.
- Wildlife conservation and assisting species at risk through land-based learning.
- Encourage classes to go outside – model things they can do in their own spaces.
- Hold tree planting events.
- Create shoreline clean-up events with the youth.
- Kayak/canoe tours of local water and ecosystems.
- Summer camping with Elders and teachers.
- Week-long culture camp.
- Community gardens supporting class visits and working groups.

Teacher Professional Development

- Two Spirit/Gender Diverse education and deeper understanding.
- Indigenous programs support for teachers.
- Anti-racism workshops.
- Culture days to fill Indigenous teachers' cups.
- Indigenous PD for all subject areas and grade levels.
- Indigenous PD for teachers who are teaching N courses.
- Indigenous cultural diversity teachings.
- Continue sending monthly teacher ideas to staff to keep learning ongoing.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

Student Voice

- Indigenous Leadership and Indigenous Student Council.
- Advocacy groups for secondary students.
- Events where Indigenous students meet others from within the area, and a day of Indigenous activities at a local park--Gould Lake or Elbow Lake
- Anonymous online drop box or Padlet.
- More elementary “get together” opportunities to link kids from different schools.

Summer Programming

- Trips to powwows.
- Summer day camps to offer more spaces, expanded programs.
- Language camp.
- Creative song, writing, storytelling workshops.
- Partnering with Turtles Kingston to help protect the turtles.
- Expand summer camp – days, different grades, etc.
- Culture camp.
- Canoe build and student portage trip.
- Workshops learning traditional skills (breeding/hide work).

Alternative Education

- Land-based learning (hunting, cooking, ceremony, foraging).
- More land-based learning and have alternative classrooms for Intermediate Grades.
- On the land overnight camps.

Integrating Indigenous Knowledge into the Curriculum

- Gardens with medicines and foods that students care for and learn from.
- Hunting, fishing, survival for a GLE credit.
- Indigenous ways of knowing in all grades, in all subjects.
- Indigenous language programming.
- Tipi, Wigwam, longhouse construction.
- Indigenous music classes, singing, instruments.
- Indigenous art classes, Indigenous inspired crafts (painting).

Language programming

- Holiday plays and skits in Mohawk/Nish/Michif.
- Take home resources for elementary and secondary families to learn language.
- Continue offering language programming.
- More language visible in schools – posters, materials.
- Learning language on the land.
- Offer Mohawk and Ojibwe classes as a subject with credits.
- Offer Indigenous language as a second language for elementary and secondary students.

Student Leadership Initiatives

- Choices at 7 for Indigenous students.
- Encouraging Indigenous students to train with Elders to lead cultural activities.
- Hunting camp, field trips, traditional cooking.
- Provide opportunities for Indigenous students to see themselves in leadership roles, mentoring, shadowing, etc.

Superintendent Gillam reviewed the process for the Indigenous Education Board Action Plan (BAP). He reviewed the new priorities for the use of funds and discussed the timelines. The BAP is due later in February 2024, but with technical difficulties, it is unlikely to be completed in its final version until after the March 19, 2024, IEC Meeting.

New this year is the requirement that two IEC members, who are not Board staff, also sign off on the plan. The plan will be shared with IEC prior to submission and the approval of two IEC members. The priorities discussed by Superintendent Gillam included the following:

- Student Achievement and Preparing Students for the Future.
- Indigenous Language Revitalization.
- Land-Based Learning.
- Engagement and Collaboration with local Indigenous partners, communities, and organizations.
- Culturally responsive, well-being supports.

7. PROTOCOLS FOR SHARING

Superintendent Gillam shared that IEC Members will be receiving protocols to review prior to the next IEC Meeting in March. The protocols will be emailed later in February 2024, for IEC Members to review and provide feedback prior to the posting of the IEC Agenda and Minutes on March 12, 2024. At this time, the feedback will be shared and final decisions on the protocols will be finalized. The protocols that will be shared are as follows:

- Indigenous Education Tobacco Protocol 2023-24
- Smudging Ceremonies 2023-24
- Indigenous Community Member Protocol 2023-24
- Indigenous Education Referral Form 2023-24

8. TERMS OF REFERENCE

Superintendent Gillam shared that the Terms of Reference (TOR) annual review is slated for the March 19, 2024, IEC Meeting. A copy of the TOR will be provided to IEC members so that any suggested changes can be brought to the March 19th meeting for possible edits or amendments. IEC members can provide feedback at anytime to the Indigenous team or Superintendent Gillam.

9. MEMBER UPDATES

Several members of IEC provided community and organizational updates. Updates will be posted in the Minutes as provided to the Indigenous team prior to, and after IEC meetings.

10. REVIEW OF CORRESPONDENCE

Superintendent Gillam reviewed correspondence that was forwarded from the Chair of the Board. The correspondence was responded to by members of the Parent/Caregiver selection process along with Jonathan Marconi. Superintendent Gillam also provided a summary of the proceedings since the September 2023 IEC meeting with respect to the current membership contingent.

11. CLOSING

Deb St. Amant closed meeting.

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

February 14, 2024

PUBLIC MEETING

Roll Call:

Trustees:	Members:
T. Lloyd	<p>Present:</p> <p>H. Clark, Autism Ontario E. Clow, Member-at-Large K. Hill, Member-at-Large A. Martin, Member-at-Large (Queen's University) S. Patay, Lennox & Addington Resources for Children L. Clouthier, Easter Seals Ontario H. Simson, Learning Disabilities Association of Kingston</p> <p>Regrets:</p> <p>Trustee K. McGregor M. Covey, Community Living Kingston</p>
	Staff:
	<p>Present:</p> <p>M. Blackburn, Principal of Educational Services S. Gillam, Superintendent, Learning for All N. Dillard, Vice-Principal of Educational Services C. Snider, Special Education Program Coordinator T. Vail, Special Education Program Coordinator A. Ward, Special Education Program Coordinator L. Conboy, Mental Health Lead W. Fisher, Educational Services and Safe Schools Coordinator J. Lalonde, Special Education Program Coordinator</p>
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

1. WELCOME

Superintendent Scot Gillam called the meeting to order and welcomed everyone to the meeting.

Principal Mike Blackburn 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.”

2. ADOPTION OF THE AGENDA

MOVED BY: Member-at-Large Erin Clow that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes January 24, 2024

MOVED BY: Member-at-Large Katrina Hill that the January 24, 2024, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Mental Health Literacy Modules for Grades 7 and 8 – Laura Conboy, Mental Health Lead and Wendy Fisher, Educational Services and Safe Schools Lead shared an in-depth report on Mental Health Literacy Modules for Grades 7 and 8.

The modules will become mandatory in January 2024, and offer educators support to deliver the existing Health and Physical Education curriculum.

What are the Mental Health Literacy Modules?

- Three 40-minute modules per grade are provided by the Ministry of Education to support the delivery of existing mental health literacy expectations within Strad D of Grad 7 and 8 Health and Physical Education curriculum.
- The format is a three-part lesson plan:
 - Minds On
 - Action Tasks
 - Consolidation

The modules enhance Mental Health Literacy in Grades 7 and 8 and can help to equip students with culturally responsive, evidence-based knowledge, skills, and strategies to support their mental health and well-being. The modules are easy to use, and additional supports are available in English and French.

There are important reasons to prioritize mental health and learning:

- Students want to learn about mental health in the classroom.
- It helps students develop skills that support positive mental health.
- Supports learning in other areas.
- Encourages conversations and helps students in need access support.
- As caring adults in the lives of students, we want them to be well.

PPM 169 – Mandatory Mental Health Literacy Learning for Students:

- School boards will implement ministry-approved, teacher-led, and culturally responsive mental health literacy learning modules for students in Grades 7 and 8.
- Modules will be aligned with the existing curriculum expectations in the Grades 7 and 8 Health and Physical Education curriculum.
- Students will learn about mental health and mental illness and build awareness of the impact of stigma associated with mental illness.
- In preparation for the transitions that come with adolescence, students will continue building strategies for supporting their mental health, including self-care strategies to maintain good mental health and to know where and when to seek help.

PPM 169 comes into effect January 1, 2024. The purpose of the PPM is to outline requirements for school boards to provide culturally responsive, evidence-informed student mental health promotion, prevention, and early intervention services, and to provide clear pathways to and from more intensive community and hospital-based mental health services, when needed.

Implementation Plan:

- October regional implementation session.
- Consultation with Senior Leadership.
- December presentation to KFL&A Family Advisory Committee
- February education information sessions – virtual and in-person sessions.
- Focused implementation support for specific sites where Grades 7 and 8 classes are concentrated.
- February presentation to Parent Involvement Committee and SEAC.
- Ongoing reporting to Ministry of Education/PPM 169.

Co-Chair Martin called on SEAC Members for questions.

6.2 Presentation: Mental Health and Substance Use Strategy Overview – Laura Conboy, Mental Health Lead shared an overview of the 2021-2024 Mental Health and Substance Use Strategy to refresh existing SEAC Members and to offer a bit of insight for new SEAC Members.

2021-2024 Mental Health and Substance Use Strategy Overview:

- A variety of stakeholders were engaged including students, caregivers, and staff.
- Acknowledgement of the intersection of Mental Health and equity and the impact of COVID.
- Framework focused on a tiered model of intervention and four foundational principles to guide our collective work.

The results of combined analysis of student, caregiver, and staff surveys are six areas of focus that have informed school mental health and substance use work in the board over the last 2.5 years:

- Mental Health and Substance Use Knowledge
- Student Mental Health and Substance Use Support
- Culturally Responsive Mental Health Promotion, Prevention, and Intervention
- Pathways To/Through/From Care
- Equip and Support Staff
- A Relationship-Based Approach to Student Well-Being and Achievement

Next Steps:

- Gathering input from MHSU Committee Members and Educational Services Staff.
- Developing summary infographic for 2021-2024.
- We want your input!
- Opportunity to share your thoughts at March 20, 2024, SEAC Meeting.
- Are there areas of focus that are missing, that we should be focusing on over the next three years?

Mental Health Lead Laura Conboy ended the presentation by asking SEAC Members to focus on any areas that might be missing from our current strategy and if there are any areas of focus that we should be adding over the next three years. Please bring your thoughts and input back to the March 20, 2024, SEAC Meeting, or you can email your input to Jill Senior before the meeting.

Co-Chair Martin called on SEAC Members for questions.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

8.1 Helen Simson, Learning Disabilities Association of Kingston (LDAK) – Helen spoke to the Writing and Self-Confidence Event being sponsored by LDAK on February 27, 2024.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam shared the following:

A. Ministry Updates:

None at this time.

B. Educational Services Update:

February 2, 2024 – Professional Activity (PA) Day

A large contingent of Education Assistants participated in a day of learning and collegiality at Educational Services during the February 2, 2024, Professional Activity Day. Educational Services staff, including Principal Michael Blackburn, Vice Principal Nicola Dillard, Special Education Coordinators Ash Ward, Jessi Lalonde, Tiiu Vail, and Cheryl Snider, and our Mental Health Lead Laura Conboy provided multiple sessions on topics like supporting diverse learners, relationship-based approaches to supporting students, and bringing the joy. A huge thanks to everyone who made this day such a success.

Special Education Service Delivery Model

As previously reported to SEAC, a Special Education Review was completed in the Spring of 2023 to gather feedback from students and families related to key supports and services that directly impact student success.

Findings from the review identified the need for ongoing capacity building for educators and support staff, multi-tiered systems of support within schools, and flexible and responsive learning environments with a focus on purposeful, planned, and meaningful inclusion.

Achievement and success of students with special education needs continues to be an area of concern within LDSB and alternative approaches to supporting students in the margins should be explored.

Schools and families continue to advocate for school-based supports for complex learners to safely and supportively engage in inclusive learning environments.

Students shared that they need flexible and responsive spaces within the school setting to regulate, access support, and connect to caring and knowledgeable adults.

LDSB currently has four District Autism Classrooms (DAC), five District Learning Centres (DLC), and 2.5 Learning Disability Programs (LD). In addition, there are currently 19 itinerant and site-based School to Community teachers, and a 1.0 Itinerant Behaviour teacher. School to Community teachers primarily serve students who have an identification of Developmental Disability through the Identification, Placement and Review Committee (IPRC) process. Similarly, the Itinerant Behaviour teacher provides service to a small number of students with behaviour/safety concerns.

At the system level, we currently have three District Teams: The Behaviour Action Team, the School to Community Team, and the Autism Team. These teams are deemed to be Tier 3 Interventions and as such, are only available through a referral process. These teams contain the following staff: 1.8 Speech Language Pathologist, 0.5 Clinical Consultant, 8 Student Support Counselors, 1 Board Certified Behaviour Analyst, and 3 Intervention Assistants.

Finally, Educational Services is supported by four Special Education Coordinators, two of whom primarily support students with Autism and Intellectual Disabilities, and two who support other services such as Individual Education (IEP) development and Transition to Kindergarten.

Based on the Special Education Review and an assessment of services provided by Educational Services, we will be proposing some changes to the current service deliver model based on the following considerations:

- Equity of access to supports and services in a students' home school.
- Flexible and responsive support, programming, and access to spaces that adapt and respond to a student's unique learning profile.
- Fully inclusive learning environments supported by caring and knowledgeable staff.
- Increased access to supports/services through a reduction of independent and identification specific service delivery.

A detailed description of these changes will be shared by Principal Blackburn.

9.2 Presentation: Special Education Support Model – Elementary – Principal Mike Blackburn shared an in-depth presentation on the new Special Education Support Model for Elementary which is based on our response to the Special Education Review conducted in the spring of 2023.

As a result of these changes, all elementary LDSB Special Education Classrooms will be dissolved, and all staff will be reallocated into schools. This includes the District Autism Classrooms (DACs), the District Learning Centres (DLCs), and the Learning Disabilities Programs. In addition, all Itinerant and school-based School to Community teachers will also be reallocated into schools. This adjustment will allow us to increase supports in elementary schools as follows:

- The addition of at least twenty-six (26) Intensive Support Teachers
- The addition of three (3) Student Support Teachers
- Increased support for Literacy Intervention
- Seventeen (17) Educational Assistants

In addition to this reallocation of resources, we will also be adding a Board-Certified Behaviour Analyst (BCBA) and an additional Educational Services Coordinator, which is a teaching position. Further changes include the dissolution of the Autism Team, the School to Community Team, and the Behaviour Action Team. Two new teams will be created to support the system. The first team, the Intensive Support Team will provide Tier 3 interventions to schools/students as needed. The second team will be a Safe Schools Team and support situations that require specific interventions related to the Violence Threat Risk Assessment process and/or suspension/expulsion procedures. This change will provide additional supports to elementary schools in the following areas:

- Three (3) additional Student Support Counselors
- One (1) Speech Language Pathologist
- 0.2 Clinical

Information gathered from SEAC will be shared in a final presentation to Trustees at the February 28th, 2024, Board Meeting.

Co-Chair Martin called on SEAC Members for questions/comments.

10. NEXT MEETING DATE

Wednesday, March 20, 2024

11. ADJOURNMENT

MOVED BY: Member-at-Large Erin Clow, that the meeting adjourn. Carried.

The meeting was adjourned at 7:12 pm.