

AGENDA – COMMITTEE OF THE WHOLE

(EDUCATION, POLICY AND OPERATIONS)

Wednesday, June 2, 2021

Limestone Education Centre
220 Portsmouth Avenue, Kingston, ON

Link: <http://bit.ly/LDSBBoardEPOCJune2>

Public Meeting – 5:00 PM

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

- 1. ADOPTION OF AGENDA**
- 2. DECLARATION OF CONFLICT OF INTEREST**

Section A – Matters Requiring Action at the Meeting

- 3. REPORTS FOR INFORMATION**
 - 3.1 Destreamed Grade 9 Math** – Superintendent Silver (Pages 4-6)
 - 3.2 Empower Literacy Program** – Associate Superintendent Sartor (Pages 7-9)
 - 3.3 School Safety and Human Rights Incident Reporting Tool** – Associate Superintendent Gillam (Pages 10-11)

3.4 Transition of Katarowki Learning Centre (KLC) to the Limestone Education Centre (LEC) – Superintendent McDonnell (Pages 12- 14)

4. REPORTS FOR ACTION

None at this time.

Section B – Information

5. INTERNAL REPORTS AND OTHER COMMUNICATIONS

None at this time.

6. EXTERNAL REPORTS AND OTHER COMMUNICATIONS

None at this time.

7. OTHER BUSINESS

None at this time.

8. NEXT MEETING DATE:

Regular Board Meeting – June 16, 2021

9. ADJOURNMENT

PRIVATE SESSION

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

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

10. MOTION TO MOVE INTO PRIVATE SESSION

11. DECLARATION OF CONFLICT OF INTEREST

12. ACTION ITEMS

None at this time.

13. INFORMATION ITEMS

13.1 SAFE SCHOOLS UPDATE

13.2 PROPERTY UPDATE

13.3 OPSBA UPDATE

13.4 LABOUR UPDATE

13.5 LEGAL MATTER

13.6 PERSONNEL MATTER

14. REPORT TO PUBLIC SESSION

At the Regular Board Meeting of June 16, 2021.

ADMINISTRATIVE REPORT: DE-STREAMED GRADE 9 MATH

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING

June 2, 2021

Purpose

To provide Trustees with an overview of the commitment by the Ministry of Education to address systemic discrimination and break down barriers by removing Academic and Applied courses (de-streaming) in Grade 9, beginning with Mathematics in September 2021.

Background

In June 2020, the Ministry of Education announced it would create a comprehensive plan to end early streaming in Grade 9. Data shows the students most likely to be streamed into Applied course types are students from some racialized groups, from low-income households, and/or students who have learning disabilities and other special education needs. Ontario's plan to de-stream Grade 9 is informed by research from around the world that shows that streaming in early secondary school has negative and long-term impacts on students who are streamed into "lower" streams, while having little to no benefit for "higher-achieving" students (Organization for Economic Cooperation and Development, 2012). The Provincial goals of de-streaming include cultural shifts in schools and boards, increased educator capacity, and increased student engagement, achievement and well-being.

Current Status:

The Ministry of Education released the Grade 9 math Course Code (MTH1W) and Course Description in late January, to be implemented beginning in September 2021. Grade 9 Mathematics, MTH1W replaces Principles of Mathematics, Grade 9 Academic (MPM1D) and Foundations of Mathematics, Grade 9 Applied (MFM1P). Locally Developed Compulsory Credits continue to be offered for

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students for whom that is an appropriate pathway.

The Course Description for MTH1W includes mathematics concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. It outlines the use of mathematical processes, mathematical modelling and coding to make sense of the mathematics students are learning, and to apply their understanding to culturally responsive and real-world situations. From the Course Description, it appears that the MTH1W course extends the learning from students from the revised Grade 1-8 curriculum, with similar strands and the addition of financial literacy and coding expectations. The Course Code and Description has been shared with math teachers and administrators for inclusion in their course calendars in future years. Given the information came so late into the semester, LDSB students had already started the process of course selection for 2021-2022, so the information was not included in the course calendar.

A de-streaming lead and Grade 9 de-streamed math team has been identified, and the team has created a plan to support the implementation of the new MTH1W course beginning in September 2021. The implementation support plan remains flexible, but includes the following areas:

- Professional learning for secondary math teachers to build a shared understanding of the goals of de-streaming. The professional learning includes a focus on LDSB data, student voice, and the “why” and “how” of de-streaming. The professional learning has been offered each Octomester so teachers have flexibility for when they participate.
- Curriculum Review and Support for secondary math teachers to unpack the curriculum documents and collaborate in small groups to create shared understanding of the scope and expectations of MTH1W. To date, this professional learning has not occurred because the curriculum documents have not been released.
- Professional learning for intermediate teachers to build a shared understanding of the goals of de-streaming, with a focus on the why and how of de-streaming at secondary. This professional learning was put on hold due to an ongoing Occasional Teacher shortages.
- Professional learning for secondary Guidance Heads, Lead Success Teachers, and Learning Program Support Teachers to build a shared understanding of the de-streaming goals, and to problem solve additional support options for students beginning Sept 2021.
- Professional Learning for K-12 Administrators with a focus on the K-12 nature of the de-streaming work, and to build a shared understanding of the goals of de-streaming.
- The purchase of resources and manipulatives for elementary classes and grade 9 math

classes to support student learning using concrete materials.

- Summer Writing Teams for secondary math teachers to collaborate and create student and teacher resources by strand. This work will be dependent on the curriculum being released.
- Communication with families to share provincial direction and inform students and families of the change to Grade 9 math course, with an explanation of the new course code and curriculum expectations.

Next Steps:

Professional learning for educators will continue this spring, summer and throughout the 2021-2022 school year. Planning for continued supports and resources will begin as soon as the MTH1W Curriculum is released by the Ministry of Education.

Recommendations

That Trustees receive this report for information.

Prepared by: Jessica Silver, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: EMPOWER™ LITERACY PROGRAM

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING

June 2, 2021

Purpose

To provide trustees with an overview of the Empower™ Literacy program that is being piloted in 8 elementary schools during the 2020/2021 school year.

Background

For over 25 years, the Learning Disabilities Research Program (LDRP) at The Hospital for Sick Children (SickKids) has worked to better understand the core learning challenges associated with severe reading disabilities. The understanding is based on the experience of teaching and evaluating the progress of more than 3,000 struggling readers who have received focused, systematic, small group remediation in research and community classrooms. Based on intensive research and findings, they developed Empower™ Reading. While Empower™ Reading was developed for struggling readers in the LDRP's own laboratory classrooms, it is adaptable to the needs of all children struggling to learn to read. As such, the Empower™ program is now offered for use in school boards in Ontario.

Accurate, efficient decoding and word reading are the foundation upon which successful reading comprehension is built. Empower™ Reading is designed to teach the student word identification skills and decoding strategies, and to promote the effective use of these strategies. Using these strategies, students can develop the basic skills needed for independent reading for meaning, information, or pleasure.

During the 2019/2020 school year, educators from the Limestone DSB attended a presentation on Empower™ during a literacy conference. Following the conference, Superintendent McDonnell and Associate Superintendent Sartor reached out to 21 other school boards who had already implemented the program in their districts. Based on the information and feedback, a pilot implementation project was developed for Limestone DSB, which commenced in the 2020-2021 school year.

Empower™ groups are comprised of 6-8 students from grades 2 to 5 who display significant difficulty acquiring age-appropriate reading skills, particularly letter sound recognition, decoding, word identification, and spelling skills. Students are typically lagging by 2-3 grade levels in their reading skills.

It is important to note that the Empower Reading™ program is an intensive Tier 3 literacy intervention. The literacy instruction must occur 4-5 days per week, and each session is 50-60 minutes in length. Instruction can only be delivered by educators who are trained in the Empower™ Reading program. Students are withdrawn during class time to participate in this intensive, small group, literacy intervention program.

While the LDRP has been engaging in research related to learning disabilities for the past 25 years, in the Fall of 2019, the Ontario Human Rights Commission (OHRC) launched a public inquiry into human rights issues that affect students with reading disabilities in Ontario's public education system. It is expected that a summary report will be released this coming Fall (2021) which will make recommendations related to evidence based approaches that best meet students' literacy needs.

Current Status

Literacy Team member	Runs an Empower group at:	Is partnered with and supports:
Richelle Bowen	Storrington Public School	Laura Lamarche, SST at Winston Churchill Public School
Jenny Caldwell	Southview Public School	Julie Leeder, SST at Amherstview Public School
Erika Chesnick	Ecole SJAM	Crystal Harris, SST at Rideau Heights Public School
Allison Gladu	Loughborough Public School	Zunaira Munir, SST at Prince Charles Public School

After consultation with other school boards, Limestone DSB decided to implement the Empower™ program using two different models. Four student support teachers were selected to administer the program at their home schools. Additionally, four elementary, itinerant, literacy teachers were hired to administer the program at 4 different schools within our district. This model allowed for the literacy teachers to not only provide support to their partner site, but also ensured available district-wide coverage when required.

Visible and significant literacy growth has been demonstrated by all Empower™ students this past year. Across all eight sites, students increased their reading scores by 6 to 9 reading levels. This equates to 2-3 grade levels of growth over one year of instruction. Prior to the Empower™ program,

the same students were achieving growth of less than ½ grade level over an entire year of literacy instruction in their classroom.

Other noticeable improvements have included increased student confidence, classroom participation, attendance, reading engagement, and improved self-regulation skills.

Next Steps

Given the student achievement and success from this past year, Limestone DSB is planning to offer training and implementation of the Empower™ program at up to 8 more sites during the 2021/2022 school year.

Recommendations

That this report be received for information purposes.

Prepared by: Stephanie Sartor, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: SCHOOL SAFETY AND HUMAN RIGHTS INCIDENT REPORTING TOOL

EDUCATION, POLICY AND OPERATIONS COMMITTEE

June 2, 2021

Purpose

To provide Trustees an update on the changes being made to the LDSB School Safety and Human Rights Reporting Tool.

Background

At the March 24, 2021 Board Meeting the following Motion was approved:

“That the Limestone District School Board conducts a review of the human rights incident reporting process, including the anonymous reporting process, to ensure a human rights and equity lens. The review includes the tracking and monitoring procedures to ensure accountability and transparency, as well as exploring ways to increase awareness for all board students and staff.”

Board staff, including Superintendent Babcock, Associate Superintendent Gillam, Equity Consultants Suche James and Rachael McDonald, Communications Officer Karen Smith, and staff from both Educational Services and Information Technology Services worked together to follow up on this motion.

Current Status

Limestone District School Board school and board websites have featured the “Report Bullying/Safety Issue” button for several years. While reviewing the current process, it appears awareness has waned regarding the presence of the reporting button or process to identify issues among students and staff. Furthermore, there is no indication to users that the tool can also be used to report human rights incidents of discrimination or harassment.

Next Steps

The reporting tool link will be refreshed and prominently displayed on both school websites as well as the LDSB web page. The link will clearly identify the process for reporting all incidents that infringe on human rights such as discrimination or bullying/cyberbullying or school safety. Reports will be processed depending on who is reporting the incident, as well as who the report identifies as a concern. All reports will be centrally collected and collated for follow up, tracking, and reporting purposes.

To help support greater education and awareness of the process to identify and report incidents of school safety, like bullying or discrimination and/or those incidents that infringe on human rights, and to increase the likelihood of timely reporting, an awareness and communications campaign will be initiated at the start of the 2021-2022 school year.

In addition to the placement of the refreshed button on school and board websites, the board will undertake a variety of communications tactics in September/October 2021 including, but not limited to, a standing item on the board website/board menu, notice on school and board website news areas (can be used in school newsletters or other school-specific communications), social media posts, posters for schools (including easily accessible QR codes), incorporation into professional learning and/or staff meetings, a presentation to Interschool Council, and a presentation for administrators to use with School Councils. Updates and/or reminders will be instituted on a semi-annual basis at the start of each semester (2nd half of the year) starting in February 2022.

Processes will be reviewed and amended as necessary throughout the school year. Tracking and reporting will be included in updates tied to school climate data starting in the 2021-2022 school year.

Recommendations

That Trustees receive this report for information.

Prepared by: Scot Gillam, Associate Superintendent

Reviewed by: Krishna Burra, Director

ADMINISTRATIVE REPORT: TRANSITION OF KATAROKWI LEARNING CENTRE (KLC) TO THE LIMESTONE EDUCATION CENTRE (LEC)

EDUCATION, POLICY AND OPERATIONS COMMITTEE

June 2, 2021

Purpose

To provide Trustees with an update on the planned transition of the Katarokwi Learning Centre (KLC) to the Limestone Education Centre (LEC), or the former Calvin Park Public School building, and the movement of other programs/services resulting from this move.

Background

Frontenac Public School was closed in June 2016 as part of the North Kingston PARC that combined the student populations of First Avenue Public School and Frontenac Public School with the building of Molly Brant Elementary School that opened in the fall of 2016. During the 2016-2017 school year, two alternative education sites, Second Chance and Streetsmart, were amalgamated into the Katarokwi Learning Centre in the former Frontenac Public School. At that time, given the PARC decision in February 2013 to close and eventually dispose of the Frontenac PS building, KLC staff were made aware that this would not be a permanent location for the amalgamated centre. Moving out of the Streetsmart and Second Chance locations allowed Limestone to utilize a board facility, and vacate the two rental sites.

In the fall of 2019, as the completion of KSS was within sight, Senior Staff began conversations regarding the move of the KLC to a permanent location. The bottom floor of LEC was identified as an appropriate location due to its central location in Kingston, proximity to public transportation and the Kingston Centre hub, and the general condition and accessibility features of the building. In the winter of 2019-2020, an architect was commissioned to consider plans for both the upper and lower floors of LEC. In March 2020, the pandemic occurred, and schools were closed. All planning and discussion were paused during this time.

For over ten years, International Education administrative offices have been located on a small portion of the main floor of its current location in the LEC building.

Educational Services has been located on the main floor of its current location in the LEC building since September 2012.

Current Status

A Transitions Committee was struck in March 2021 to re-initiate transition planning for KLC to LEC. This committee included Superintendent Alison McDonnell (Chair and supervisor of Educational Services), Manager Dave Fowler and Charlyn Downie (Facility Services), Superintendent Craig Young (Finance), Principal Mike Blackburn (Educational Services) and Principal Brent Pickering (KLC/Alternative Education).

In May 2021 the Transitions Committee recommended Educational Services move to the upper floor of LEC. Other locations were considered however the location and space of LEC remained ideal in contrast to other options. In addition, it was determined that existing continuing education programs would remain at LEC and International Education would move to LCVI when KLC transitions to the LEC building.

Planning continues to prepare the LEC site for the relocation of programs from the Katarokwi Learning Centre.

International Education administrative offices are planned to be relocated across the street to LCVI to make room for students attending alternative programs through the Katarokwi Learning Centre.

Educational Services will be moved from the main floor of its current location in the LEC building to the second floor with a variety of administrative and meeting spaces.

Next Steps

Educational Services will move to the second floor of LEC for September 2021. Renovations to the second floor have begun and will be completed in the summer. Educational Services will have a reduced footprint (approximately 75% of their current space) and will move to a shared/hybrid work-space model.

Katarokwi Learning Centre will continue to operate programming out of the former Frontenac Public School building until necessary renovations are completed in the LEC building. A move-in date for the KLC will be determined in the 2021-2022 school year.

International Education will move into one classroom at LCVI for administrative office space during the latter half of the 2021-2022 school year.

The disposition process for the former Frontenac Public School building will start in the fall of 2021.

Recommendations

That Trustees receive this report for information.

Prepared by: Alison McDonnell, Superintendent of Education
Jessica Silver, Superintendent of Education
Steve Hedderson, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education