

AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, September 7, 2022
Limestone Education Centre
220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBEOCSept7>

Public Meeting – 5:30 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. CALL TO ORDER
2. ADOPTION OF AGENDA
3. DECLARATION OF CONFLICT OF INTEREST
4. REPORTS FOR INFORMATION
 - 4.1 Tutoring Programs Update – Superintendent Silver & Associate Superintendent Sartor (Pages 2-3)
 - 4.2 De-streaming Report – Superintendent Silver (Pages 4-5)
 - 4.3 EA Allocation around Special Education – Superintendent Gillam (Pages 6-11)
5. REPORTS FOR ACTION
None at this time.
6. UNFINISHED BUSINESS
7. NEW BUSINESS
None at this time.
8. CORRESPONDENCE
None at this time.
9. NEXT MEETING – October 5, 2022
10. ADJOURNMENT

ADMINISTRATIVE REPORT: TUTORING

September 7, 2022

Purpose

To provide the Board of Trustees with information on the support offered to students through the “Supporting Student Potential” funding.

Background

In February 2022, the Ministry of Education provided school boards with funding to support the implementation of Tutoring Support Programs. Funding began on April 1, 2022, and will extend through December 31, 2022, with half the funding allocated for April – August, and the second half allocated for September – December. The purpose of the funding is to offer programs that support learning recovery and renewal in response to the COVID-19 pandemic. Further, the support is to focus on students at risk who have been impacted by learning disruptions caused by the COVID-19 pandemic, with a minimum of 15% of the funding allocated to existing community partners to deliver programming.

Current Status

Limestone District School Board implemented many programs and opportunities for students through tutoring funding. During May and June, elementary students identified as benefiting from additional support worked both individually and in small groups with primary literacy and intermediate math tutors both in the classroom, and in small groups outside the classroom. Thirty-four primary literacy tutors, and 27 intermediate math tutors worked with students in over 40 elementary schools. Primary literacy tutors worked with students to improve early literacy skills (phonemic awareness and phonics), while intermediate math tutors focused on closing gaps, providing strategies, and building student confidence prior to students entering a destreamed Grade 9 program.

Tutoring funding allowed LDSB to work closely with our existing community partners to offer tutoring supports for students from April through August 2022. Tutoring was provided to elementary and secondary students both in schools and virtually with support of our existing community partners. Examples of this include daytime, lunch hour, and after school tutoring sessions offered during the school year by Pathways to Education, the Boys and Girls Club (BGC) of Kingston, and KEYS. Programs were offered this summer by the Boys and Girls Club, and KEYS. In both cases, students requiring additional support in literacy were recommended for the programs.

Secondary tutoring supports were provided virtually in July to students attending LDSB Summer

Session, and in-school supports were provided near the end of August during “student success” days held at secondary schools. In addition, a one-week math program was offered to students with ESL needs, to promote basic numeracy and fluency.

Tutors also supported the LDSB summer literacy program, Camp Read-A-Lot, at three elementary school sites within the district, for 250 students. Funding also provided for the purchase of literacy and numeracy resources that will support student achievement throughout the 2022-2023 school year.

Supporting Student Potential funding has provided multiple tutoring opportunities for students, with almost 1500 elementary and secondary students accessing programming from April to June 2022, and over 500 elementary and secondary students accessing programming throughout the summer. Data collected through tutoring programming shows student achievement gains, and improved student confidence. The successful strategies and student voice collected through the tutoring programs will be shared through system professional learning. LDSB will build on the successes of programming from April – August to continue program offering from September to December 2022.

Recommendations

That this report be received for information

Prepared by: Jessica Silver, Superintendent and Stephanie Sartor, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: DE-STREAMING GRADE 9 EDUCATION, POLICY AND OPERATIONS COMMITTEE

September 7, 2022

Purpose

To update Trustees regarding the Grade 9 De-streamed program which further expands for the 2022-2023 school year.

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, and that these students are much less likely to attend post-secondary programming following graduation from secondary school. On November 10, 2021, the Ministry announced that beginning in September 2022, all Grade 9 subjects will be offered in one stream. The Provincial vision for de-streaming is to address policies and practices that negatively impact students so that all students are supported to be prepared for the senior program in secondary school, have equity of access to pursue any postsecondary pathway they choose, and to be successful in their future careers. The Provincial goals of de-streaming remain consistent, and include cultural shifts in schools and boards, increased educator capacity, and increased student engagement, achievement, and well-being.

Current Status

De-streamed Mathematics (MTH1W) replaced Academic and Applied Mathematics in September 2021, and LDSB offered professional learning sessions and instructional coaching to mathematics educators throughout the 2021-2022 school year. In spring 2022, the Ministry released a new de-streamed Science curriculum (SNC1W) which replaced Academic and Applied Science in September 2022. The majority of students entering Grade 9 in September 2022 will be enrolled in a single stream of compulsory courses. These include de-streamed Mathematics (MTH1W), de-streamed Science (SNC1W), Academic English (ENG1D), Academic Geography (CGC1D), Academic French (FSF1D), and Physical and Health Education (PPL10). Students will choose two elective courses for a total of 8 credits in Grade 9. The Locally Developed Compulsory Credit course policy remains unchanged at this time.

Supports have been put into place for Grade 9 Educators this school year. Summer writing teams were formed to collaborate and create new resources for single stream classes which were shared with secondary educators prior to the beginning of the school year in the areas of Science, English and Geography. Secondary Instructional Coaches are in place in most secondary schools to support Grade 9 classrooms, and the central program team is providing professional learning and instructional coaching in schools. Student success teams will also be engaging in learning together this year with a focus on supporting all students to be successful.

Recommendations

That this report be received for information

Prepared by: Jessica Silver, Superintendent

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: EDUCATIONAL ASSISTANT ALLOCATION PROCESS

EDUCATION, POLICY, AND OPERATIONS COMMITTEE

September 7, 2022

Purpose

To provide Trustees with an update related to the Educational Assistant Allocation Process as well as provide data related to the number of Educational Assistants provided to the system over the past six years.

Background

Funding for the provision of Educational Assistants comes from the Ministry of Education's Special Education Grant within the Grants for Student Needs or GSNs. Funding for Special Education services in LDSB also includes additional support staff, teaching staff, mental health professionals, administrative staff, and general expenses like mileage, photocopying, and teaching and office supplies. In addition to these expenses, additional Educational Assistants are provided to the system regularly to support situations that require mitigation, such as new students moving to LDSB that require support as well as situations that are deemed safety concerns for a variety of reasons. These positions are known as Short Term Education Assistants or (STEA) support. Funding for these positions is above and beyond the regular budgetary process. As was reported at the June 8, 2022, Budget Committee Meeting, special education expenses are typically overspent by several million dollars each year. For the 2021/22 year, the total overfunding was more than seven million as detailed in Appendix C from that meeting (See Appendix A attached).

The number of Educational Assistants (EAs) in LDSB has steadily increased over the past few years. Recently, COVID has played a role in the increased number of EAs for a variety of reasons, including the inability to cohort students who require support, as well as a surge in mental health needs as a result of the pandemic. However, it is important to note that despite relatively static enrolment, the number of students who enter LDSB with significant needs has continued to increase the past six years. Regardless of the reasons, the number of EAs provided to the system since 2017-18 are listed below:

Year	Number of Full Time Equivalent (FTE) Educational Assistants
2017-2018	301.50
2018-19	306.75
2019-20	308
2020-21	312.50
2021-2022	317.50

In addition to the EAs provided to schools, the number of STEA positions has also been tracked carefully. During the past five years, the average number of STEAs provided to the system was twenty-eight (28) additional FTE positions. During the 2021-22 school year, a total of thirty-eight (38) FTE STEA were provided to the system. The increase can be attributed to the pandemic as well as an increased number of students presenting with significant needs. These 38 additional staff resulted in the STEA budget being over by approximately 510, 000.

Current Status

Educational Assistants are provided to schools to meet the significant medical and safety needs of students with special education needs. Principals and their teams review the needs of their school carefully and create plans to best support the needs of students at their sites. Various methods have been used over the past years to determine school need. This year, Educational Services provided an updated High Needs Template (HNT) that supported schools in reviewing the needs at their specific sites. The HNT is designed to support schools in reviewing a student’s most pressing needs:

Medical/physical which includes mobility, personal care, and medical care

Safety which can include aggression, self-injury or being unaware of dangers

Adaptive which includes communication challenges as well as sensory or self-regulation concerns

Schools are also able to complete a whole school profile. See Appendix B. This profile provides the school and Educational Services with a comprehensive summary of the needs presented at each individual site. Once these documents are completed, the Principal and Vice Principal of Educational Services, along with all the Special Education Coordinators, review each school and provide the level of support required based on the documentation provided, as well as knowledge gathered by the various Educational Services teams and support personnel who work at the schools and work with the students who have been identified through the process.

As previously mentioned, to provide some flexibility of support for students new to the board, or for safety situations that have been identified, we provide STEA. Schools can work through the Principal

of Educational Services on the identification of needs, the provision of STEA, and a plan to reduce/remove the STEA when appropriate.

Once the school allocation has been provided to a school principal, the principal creates positions and support plans for the students who were listed in the HNT. This process requires Administrators to plan purposefully and to use these invaluable resources as efficiently as possible. Once finalized, these positions are then shared with Educational Services, CUPE, and Educational Assistants across the Board so that the staffing process can take place. The staffing process is predicated on seniority and follows the current CUPE collective agreement.

For the 2022/23 school year, 325 FTE Education Assistant positions were provided to the system. We are also anticipating the allocation of 43 STEA to begin the school year.

Recommendations

That this report be received for information purposes.

Prepared by: Scot Gillam, Superintendent

Reviewed by: Krishna Burra, Director of Education

Attachments:

Appendix A: Special Education and Mental Health Appendix C

Appendix B: School Profile: Special Education 2022-23

**Limestone District School Board
2022 - 2023
Special Education and Mental Health
Appendix C**

Description	2021-2022 Estimates	2021-2022 Revised Estimates	2022-2023 Estimates
Revenue			
Special Education	\$ (29,913,371)	\$ (30,295,282)	\$ (30,843,928)
Special Education Equipment	(929,205)	(929,419)	(932,775)
ABA Training	(57,656)	(58,782)	(58,771)
After-School Skills Development (ASSD)	(73,224)	(73,689)	(74,326)
Special Education COVID	(94,504)	(189,008)	-
Mental Health Workers	(346,725)	(346,725)	(348,992)
Supporting Student Mental Health	(126,366)	(126,366)	(431,214)
Mental Health COVID	(155,658)	(311,315)	-
Total Revenue	<u>\$ (31,696,709)</u>	<u>\$ (32,330,586)</u>	<u>\$ (32,690,006)</u>
Expenses			
Special Education	\$ 34,613,549	\$ 34,662,016	\$ 35,349,255
Special Education Equipment	926,205	929,419	932,775
ABA Training	57,656	58,782	58,771
After-School Skills Development (ASSD)	73,224	73,689	74,326
Special Education COVID	94,504	189,008	-
Mental Health Workers	346,725	346,725	348,992
Supporting Student Mental Health	126,366	126,366	431,214
Mental Health COVID	155,658	311,315	-
Total Expenses	<u>\$ 36,393,887</u>	<u>\$ 36,697,320</u>	<u>\$ 37,195,333</u>
Expenses Exceeding Revenue	<u>\$ 4,697,178</u>	<u>\$ 4,366,734</u>	<u>\$ 4,505,327</u>
Pupil Foundation Funded Expenses	255,434	255,434	257,589
Rural & Northern Education Funded Expenses	567,861	573,230	590,397
Learning Opportunities Grant Funded Expenses	827,187	836,742	858,975
Managing Information for Student Achievement (MISA) Funded Expenses	34,135	36,781	36,781
Support for Students Fund Funded Expenses	174,327	169,946	125,284
Program Leadership Funded Expenses	137,347	136,947	138,662
Education Worker Protection Fund	453,002	466,463	-
COVID-19 Learning Recovery Fund	-	-	805,620
CUPE Investment in System Priorities Funded Expenses	758,837	758,837	510,950
Total Other Special Education and Mental Health Supports	<u>3,208,130</u>	<u>3,234,380</u>	<u>3,324,258</u>
Total Expenses Exceeding Special Education and Mental Health Allocations	<u>\$ 7,905,308</u>	<u>\$ 7,601,114</u>	<u>\$ 7,829,585</u>



**School Profile: Special Education
2022-23**

School Name:

Staffing, Programming and Support Information (2021-22)

EA Allocation 2021-22	STEA 2021-22	SST Allocation (Elementary) LPS Allocation (Secondary)	Student Success Sections (Secondary)	LDCC Sections (Eng/Math) Secondary	SCS Support (Elementary) SCS Classrooms (Secondary)	SSC (Elementary) ACW (Secondary)	Social Worker

School Information:

Number of Individual Education Plans	Number of students identified through IPRC process	Number of Student Safety and Medical Plans
Modified/Alternative:	Comm: LD Communication: LI Comm: ASD Behaviour Mild Intellectual Disability Intellectual/Developmental Disability Physical Multiple	Student Safety Plan: Medical Plan:
Accommodated:		

Student Information: (please refer to the Student Profile rubric when determining intensive vs shared)

Students currently accessing intensive support for Behaviour/Safety or Medical Needs (limited independence)	Number of students with special education needs currently accessing shared EA support (considerable independence)	Transition to Kindergarten (Intensive support required)	Students requiring intensive support transitioning out of school (8-9, 6-7, new school, District program)	Students requiring intensive support returning/new to school (not including T2K)	Students: Y Designation	Students: X Designation
Behaviour/Safety: Medical:						

For School Use: After submission and EA allocation

Students requiring intensive EA support	Students recommended for shared EA support	Students recommended for other school supports: SST/LPS, SSC/ACW, SCS, SW, Itinerant Staff	External Supports and Next Steps (OT, PT, Team referral, Community Service, Medical etc.)

Additional Information: