

## EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – SEPTEMBER 7, 2022

### PUBLIC MEETING

#### Roll call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin R. Hutcheon T. Lloyd K. Maracle K. McGregor J. Morning J. Neill S. Ruttan M. Elshrief (Student Trustee) E. Jackson (Student Trustee) J. Kolosov (Student Trustee)	K. Burra, Director of Education M. Crothers, Communications Officer J. Douglas, Communications Officer 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 (Regrets) C. Young, Superintendent of Business Services
Guests:	Recorder:
Ellyn Clost-Lambert, Research & Data Analyst Melissa Baker-Cox, Secondary Curriculum Consultant	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Godkin welcomed everyone to the meeting. He began the meeting by calling upon Trustee Elliot to 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. Even though it is dark early on, the hope is that people have time to enjoy nice weather and take a moment to take in the sunsets and enjoy nature before it begins to snow and hopefully feel a connection with the 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, as presented, be approved. Carried.*

## 3. Declaration of Conflict of Interest

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

## 4. Delegation/Presentation

### 4.1 COVID, Influenza and Masks – Dr. Dick Zoutman, MD, FRCPC, CCPE, C. Dir

Chair Godkin welcomed Dr. Zoutman who joined the meeting virtually. Dr. Zoutman explained that he is a physician and Infectious Disease Specialist in the Kingston area with 40 years of experience. He indicated that we are currently in the midst of a drawn-out health care crisis with a specific concern in the area of pediatric care. He described that we are currently in the middle of a wave of Respiratory Viral Disease (RSV), Influenza and COVID in our community. Dr. Zoutman would like to emphasize the importance of available vaccines and asks the Board to advocate with Public Health to encourage a higher vaccination rate for the LDSB Community. He highlights that Covid is airborne making the quality of air within facilities of the LDSB very important. Dr. Zoutman's recommendation is that the LDSB consider a policy for mask implementation with N95 masks across the board in an effort to curtail the spread of RSV, Influenza and COVID.

Chair Godkin thanked Dr. Zoutman and asked Trustees for any questions of clarification.

Chair Godkin reminded Trustees that this item would be brought back for potential discussion at the January 18, 2023 Regular Board Meeting.

## 5. Private Session Report

Trustee McGregor stated that during the Private Session from the Special Meeting of the Board December 2, 2022:

- An OPSBA Update was provided and discussed.

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

*MOTION MOVED By Trustee McGregor that the Private Session Report be received. Carried.*

## 6. Reports for Information

### 6.1 School Visit Presentation

Student Trustee Kolosov stated: “During my first 3 months in the position of the Indigenous Student Trustee, I have visited all schools within LDSB and have had many opportunities to interact in one-on-one meetings and team settings with self-identified Indigenous students, Indigenous Student School Representatives and Staff Coordinators responsible for Indigenous Initiatives at their respective schools. I have been able to hear directly from the Indigenous students what their hopes are, what they would like to change, and see first-hand what opportunities and support they have and what challenges they face at each school. This experience has provided me with evidence of this team’s potential and deep interest in Indigenous culture and has helped me to identify a number of recommended strategies and actions that need to be considered at both the organizational and individual school levels. I believe the following key strategies, and themes are necessary and relevant for the work being done by LDSB Indigenous students, their representatives and school staff coordinators who support them at each respective school. Below I will provide a high-level overview of the recommended strategies and approaches that I believe will be critical in supporting the Indigenous students within the school board and help them reach their full potential.

- Throughout my visits it was obvious that there is a great diversity of different school environments within the school board, given the large geographical area that the board covers and how diverse the communities are as well as where the schools are located. Some school communities have strong Indigenous presence (e.g. NDSS) because of its proximity to the reserve. Others have smaller student bodies of Indigenous youth. Despite the obvious differences among different schools, it was clear to me that Indigenous students are well-supported by the school board’s staff (i.e. Indigenous student coordinators, principals and the head office).
- Indigenous culture is present in everyday life at our schools. There are Indigenous and Allies group meetings, quiet/mental-health rooms, and drumming and beading sessions present across the school

board. This helps support Indigenous youth and makes it easier to engage them in culture-specific activities that are based on our traditions, language, land and culture.

- Perhaps because of the strong support and presence of the Indigenous culture in every school, Indigenous students at almost every school voiced that they would enjoy even more frequent visits from Elders to their classes to talk about teachings and organize hands-on experiences where students can learn to bead, drum, or make commitment strings. There is an opportunity to increase our culture's presence and appreciation through several specific initiatives, such as inviting our elders and knowledge speakers into our classrooms to teach and provide their perspectives when we learn about our people in history and other classes.
- It will be important to continue filling all Indigenous school representative positions at each school with interested, well-supported student leaders and help develop their skills for those key positions. This will help us with communication, engagement and participation of the Indigenous students in different initiatives and building the environment within the schools that supports Indigenous youth, the environment where they are heard and valued, and have more Indigenous role models. For succession-planning purposes it will be critical to have a focus on developing Indigenous student leaders from younger grades by encouraging their participation as back-up school representatives to ensure that we have a strong sense of community and continuity beyond any given school year so that they could hit the ground running right from the start of each new school year.
- It is crucial to include non-Indigenous student allies in Indigenous events and activities at each school in order to share the knowledge, traditions and appreciation of our culture with others. We are in the process of connecting the schools, which have Indigenous and allies' groups, with the schools that are in the process of setting up those groups. Building an understanding and mutual respect between Indigenous and non-Indigenous students within the school board will make a positive change for all students. Given that the school environments are different at each school, the approach will need to be tailored to meet the needs of each location. For example, this winter Ms. Michie and I are planning a drumming circle to be held at GREC with catered Indigenous cuisine to connect Indigenous students and their allies together through a cultural experience/activity. The Indigenous students from North Addington have volunteered to join us for this event to provide additional support and participation in the inter-school activities. “

Chair Godkin thanked Student Trustee Kolosov for the report and called upon Trustees for questions.

## **6.2 School Climate Survey**

Associate Superintendent Gollogly explained that a School Climate Survey is a requirement of the Ministry of Education Policy/Program Memorandum 145. The survey is designed to provide feedback to each school about how students feel their school supports learning and positive behavior, perceptions of safety and bullying, and how effectively the school promotes a safe and inclusive environment. Superintendent Gollogly invited the data team, Ellyn Clost-Lambert and Melissa Baker-Cox to present the November 2021 School Climate Survey for students in Grades 4-12.

Melissa Baker-Cox took Trustees through the School Climate dashboard and explained some of the resource guides and tools which can be used at the school level. Ellyn Clost-Lambert highlighted demographics of the survey stating that 9,855 students took the survey. The survey questions were specially designed to gather key information while ensuring anonymity for students taking the survey. The data team provided examples of how the survey data within the dashboard can be viewed with the ability to drill down to specific details.

Chair Godkin thanked Associate Superintendent Gollogly and the Data team for their presentation and called upon Trustees for questions.

## **6.3 2021-2022 EQAO Results**

Associate Superintendent Sartor indicated that the Education Quality and Accountability office has released EQAO results for the 2021-2022 school year. She explained that the delivery and format of the EQAO testing has significantly changed since previous years offering an entirely online digital platform for students to complete the testing. Given the significant changes and to provide a better representation of data, an average over a 4-year period which includes pre-pandemic data from 2016-2019 will be presented. Both Primary and Secondary data were presented to Trustees by Associate Superintendent Sartor and Associate Superintendent Hedderson.

Chair Godkin thanked Associate Superintendent Sartor and Hedderson for their report and called upon Trustees for questions.

## **6.4 Director's Annual Report**

Director Burra stated that the Director's Annual Report is a legislated regulatory, annual requirement. The Annual Report is a summary of the previous 2021-2022 School Year. Director Burra explained that this is a legal requirement to publicly share information about LDSB including budget information, EQAO, as well as an opportunity to highlight and celebrate different Board initiatives. The report has been posted to the website on the "See Yourself in Limestone" page and will be submitted to the Ministry of Education in compliance with the January 31, 2022 deadline.

Chair Godkin thanked Director Burra and called upon Trustees for questions.

**5. Reports for Action**

None at this time.

**6. Unfinished Business**

None at this time.

**7. New Business**

Trustee Elliott made a request for information surrounding illness and absences from Health partners to come forward at a future meeting.

**8. Correspondence**

None at this time.

**9. Next Meeting Date**

February 8, 2023

**10. Adjournment**

*Moved by Trustee Neill that the meeting adjourn. Carried.*

The meeting adjourned at 7:28 p.m.