

AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, September 6, 2023
Limestone Education Centre
220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBEPOCMTGSept6>

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 LDSB Student Human Rights Incidents & Complaints Form 2022-23 School Year – Superintendent A. McDonnell & Human Rights and Equity Advisor, Y. Abdulkareem (Pages 2-19)
 - 4.2 **Math Achievement Action Plan** – Superintendent J. Silver and Associate Superintendent S. Hedderson (Pages 20-21)
 - 4.3 **Board Values for the Strategic Plan** – Director K. Burra (Pages 22-28)
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 4, 2023
10. ADJOURNMENT



ADMINISTRATIVE REPORT: LDSB STUDENT HUMAN RIGHTS INCIDENTS AND COMPLAINTS FORM-2022-2023 SCHOOL YEAR EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING

September 6, 2023

Purpose

To provide Trustees with an update on the Limestone District School Board (LDSB) Student Human Rights Incidents and Complaints Form.

Background

The LDSB Student Human Rights Incidents and Complaints Form was created and released for use in October 2022. This form allows students, staff, families and community members to report human rights concerns that involve an LDSB student. All submitted complaints are reviewed by the Human Rights and Equity Advisor who then forwards the complaint for resolution to the appropriate school-based administrator or senior staff member.

Current Status

There have been 170 Human Rights Complaints submitted through this form between October 2022 and July 31, 2023. This data is being analyzed and used to determine where additional human rights and equity learning, and supports are required in LDSB schools.

A copy of the Student Human Rights Incidents and Complaints Form is appended to this report.

Next Steps

A presentation of the Human Rights and Complaints Form data will be shared with Trustees at the September 6, 2023 EPOC meeting.

Further, to create a deeper understanding of human rights and to highlight the Student Human

Rights Incidents and Complaints Form, we have created a video and posters that will be shared with all staff, students, and families during the last week of September and/or first week of October 2023.

Recommendations

That Trustees receive this report for information.

Prepared by: Superintendent Alison McDonnell, Human Rights and Equity Advisor, Yusuf Abdulkareem

Reviewed by: Director Krishna Burra

Attachments: Student Human Rights Incidents and Complaints Form

Student Human Rights Incidents and Complaints Form



English



Introduction

Use this form to make a complaint about discrimination, harassment, or bullying **that involves a Limestone student or students**. You can also use this form to make a complaint about hate activity in the school community.

This form is not a crisis response tool. If this is an emergency, please call 9-1-1.

If this is a mental health crisis, you can:

- call the [Addictions and Mental Health Crisis Line](#) at
 - 613.544.4229 or 1.866.616.6005 in Kingston & Frontenac
 - 613.354.7388 or 1.800.267.7877 in Napanee and Lennox & Addington
- call the [Sexual Assault Centre Kingston's Crisis Line](#) at 1.877.544.6424
- call [Kids Help Phone](#) at 1.800.668.6868 or text 686868.

- for Indigenous mental health supports, call [Hope for Wellness Helpline](#) 1.855.242.3310 (service available in English, French, Ojibway (Anishinaabemowin) and Inuktitut)

This form can be read to you using Google Read and Write, or another assistance app. If you need help completing the form, please ask a trusted adult.

If you want this form in an alternative format or if you want help to fill out this form please contact Yusuf Abdulkareem, Human Rights and Equity Officer at abdulkareemy@limestone.on.ca or by phone 613-544-6920 ext. 256.

Click Next to continue.

Below is information you need to know before you fill out this form. To view the full privacy statement, click [here](#).

What happens when I click "Submit?"

Your complaint will be sent by email to the Human Rights and Equity Officer, who sees all complaints; and the

principal and vice principal(s) of the school where the incident happened.

If your complaint is about a principal, it will be sent to the Superintendent who supervises their school. If your complaint is about a Superintendent, it will be sent to the Director of Education.

It will be their job to investigate your complaint and contact you about the next steps.

The next steps will be based on what the issue is about, what you would like to see happen, and other factors that are outlined in [Administrative Procedure 376: Student Human Rights Incidents and Complaints](#).

Click Next to continue.

What happens next?

You can expect someone to contact you within 2 business days, except on weekends or holidays.

This complaint can be anonymous, but we cannot follow up if you do not share your contact information.


You can have someone with you to support you during the complaint and investigation process. This can be a trusted adult, family member, friend or other support person that you would like to bring.

You will get copy of your complaint if you enter your email address. If you do not enter your email address, you will still have a chance to download your answers at the end.

If we need to speak to other people to help resolve the issue, we will ask you before sharing your information.

If your complaint involves a crime, child abuse or neglect, or harm to yourself and others, the law says we need to tell the authorities.

Click Next to continue.


As you go through the form, you can hover your mouse on this icon  to see a definition of a term. If you are on a phone or tablet, you can [click on the blue underlined words](#) to go to a definition page.

If you want to make any changes as you fill out the form, click the "Go back" button.

Click Next to begin.

Complainant intro

I'm filling out this form...

- For myself
- On behalf of a student
- As a witness to an incident of [hate activity](#) in the school community that does not involve a specific person 

Is the student aware you are filing this complaint?

- Yes
- No

We strongly encourage you to discuss this form with the student(s) involved before you submit it. The student may remain anonymous in this complaint if that is their wish. If

there is a reason you can't discuss it with the student(s), please explain below:

If you want us to contact you, please enter your information here. **This is optional.**

Your Name

Your pronouns (e.g. he, she, they)

Name of the student

Student's pronouns (e.g. he, she, they)

Your relationship to the student

Your phone number

Your email address

Do you use the same pronouns at home and at school?
(Pronouns are what we call each other when we are not using our names, like "he," "she" or "they.")

- Yes
- No

Does the student use the same pronouns at home and at school?

- Yes
- No
- I don't know

SOGEGI Safety

Sometimes human rights complaints raise important issues about safety. If a student's safety is at risk we may need to contact parents, guardians or caregivers.

Can we tell your parent(s), guardian(s), or caregiver(s) about this complaint?

- Yes
- No
- Not applicable

Sometimes human rights complaints raise important issues about safety. If a student's safety is at risk we may need to contact parents, guardians or caregivers.

Will the student agree to our contacting parent(s), guardian(s), or caregiver(s) about this complaint?

- Yes
- No
- Not applicable
- I don't know

Please tell us which name and pronouns you use with your parent(s), guardian(s) or caregiver(s).

Name

Pronouns

Please tell us which name and pronouns the student uses with their parent(s), guardian(s) or caregiver(s).

Name

Pronouns

Is there anything we should know in case we need to contact a parent, guardian or caregiver?

Is there anything you would like us to know about you to help us support you during the investigation?

Is there anything we should know to best support this student during our investigation?

School

At what school did this happen?

▼

Please describe:

Grade

What grade are you in?

What grade is the student in?

Who about (drive tickets)

Is your complaint about a principal or vice principal?

- Yes
- No

Is your complaint about a superintendent?

- Yes
- No

Is your complaint about a member of school staff?

- Yes
- No

*If you are a member of the Ontario College of Teachers and your complaint involves another member, you are reminded of your obligations under Section 18 (1)(b) of the Regulation under the Teaching Profession Act to notify the other member in writing within three days of filing this report. **Click Next to continue.***

Date

Is your complaint about an ongoing problem? "Ongoing" means it has happened more than once and has been happening for a while.

- Yes
- No
- I'm not sure

Please type in the date of the incident, if you know it.

Month

Day

Year

Please type in the date when the problem started happening, if you know it.

Month

Day

Year

Description of incident

This part of the form asks you to describe your complaint. **If you are responding to this form in a language other than English, we will need to translate your responses.**

This means another person may see your answers.

Please describe the incident(s) or issue(s). Please give as many details as possible like: Where did it happen? Who was there? What did they do? How did you feel when it happened?

You can enter this information in point form if you want.

If you have any evidence that you want us to consider, you can upload it here.

You can only upload one file, which can be a photo, a **short** video, or a document. **You can't delete a file once you upload it, but you can replace it with a new one.**

Previous Complaints

Have you made a complaint about the incident(s) before?

Yes

No















What happened after you made a complaint?

OHRC Grounds

Human rights complaints should include reasons or "grounds" that describe the type of incident. Below is a list of Ontario Human Rights Code grounds: hover over the information icon to see their definitions. (If you are on a phone or tablet, please click [here](#) for definitions.)

Please choose the grounds that are part of this complaint (select all that apply).

[Age](#) 

- [Citizenship](#) 
- [Creed \(religion or faith\)](#) 
- [Disability or perceived disability](#) 
- [Ethnic origin](#) 
- [Failure to accommodate](#) 
- [Family Status](#) 
- [Gender Expression](#) 
- [Gender Identity](#) 
- [Marital status](#) 
- [Place of origin](#) 
- [Race or race-related grounds.](#) 
- [Reprisal](#) 
- [Sex](#) 
- [Sexual orientation](#) 
- I am not sure
- Other

This is the end of the form. Click "Submit" to review your responses.

ADMINISTRATIVE REPORT: MATH ACHIEVEMENT ACTION PLAN

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING

September 6, 2023

Purpose

To update Trustees on key details regarding Ontario's new Math Achievement Action Plan for the 2023 – 2024 school year.

Background

In June 2023, the Ministry of Education provided details regarding the Math Achievement Action Plan, which included ensuring a dedicated Board Math Lead who will inform, monitor, and report progress towards math achievement and improvement targets, as well as lead board-wide actions to meet these targets.

A Math Achievement Action Plan will be developed, based on requirements provided by the ministry, for endorsement by the Director of Education and trustees of the board. The plan will outline the board's concrete, visible, and measurable strategies as well as key performance indicators at the board, school, and classroom level under the following areas of focus:

- Curriculum Fidelity
- Math Content Knowledge for Teaching
- Knowing your Student
- Measurable Results: Improvements in Math Achievement.

Components of the Math Achievement Action Plan will include:

- A plan for developing and monitoring school improvement goals and actions for all LDSB schools, aligned with the Math Achievement Action Plan.

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- A plan for supporting LDSB Priority Schools as identified by the Ministry of Education.
- Intentional actions leading to improvement in student achievement in math, including classroom support through math facilitators.
- Math curriculum implementation and the use of instructional and assessment practices with a proven track record of enhancing student academic achievement.
- A communication plan for the board and school to share the Math Achievement Action Plan and results in math with caregivers.
- Professional learning opportunities for teachers, principals and school math facilitators that support student academic achievement.
- Ongoing communication and participation with the Ministry Math Action Team.

Current Status

Final details of the Math Achievement Action Plan and funding have just been received from the Ministry of Education. These details will support the creation of the LDSB Math Achievement Action plan for endorsement by the Director of Education. The Math Achievement Action Plan will then be shared with the Board of Trustees for endorsement prior to sharing with the Ministry Math Action Team. Communication will occur with all LDSB schools, LDSB priority schools, and families regarding the LDSB Math Achievement Action Plan, with ongoing monitoring and reporting throughout the school year.

Recommendations

That this report be received for information.

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

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: BOARD VALUES FOR THE STRATEGIC PLAN

EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

September 6, 2023

Purpose

To provide Trustees with an opportunity to review, add, delete, or edit the Board Values represented in the 2017-2022 Strategic Plan for the updated Multi-Year Strategic Plan currently under development.

Background

For the current, expiring strategic plan, the Board Values represented were the following:

- Accountability
- Collaboration
- Fairness
- Inclusion
- Optimism
- Perseverance
- Respect

Please refer to Appendix A for two visual representations of the values tied to the 2017-2022 LDSB Strategic Plan.

For reference, OPSBA operates by the following guiding principles or values:

- Equity, Diversity, and Inclusion
- Truth and Reconciliation
- Valuing Student Voice
- Quality and Innovation
- Environmental Stewardship, Good Governance, Accountability, Collaboration, and Integrity

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Current Status

As outlined at the August 23 Board Meeting, we continue to develop the 2023-2028 LDSB Strategic Plan. The plan will be based on feedback collected during the first stage of consultation, a second opportunity for input based on a draft mission and vision for the board, and the Provincial Priorities outlined in The Better Schools and Outcomes Act, 2023.

The current draft mission statement shared at the August 23, 2023 Board Meeting is as follows:

Our mission is to make a positive difference in the lives of the students we serve by empowering every student with the essential skills to shape their future, and contribute meaningfully to an interconnected, inclusive, and evolving world.

The current draft vision statement shared at the August 23, 2023 Board Meeting is as follows:

To belong within a K-12 education system that understands and supports learners' strengths, needs, and preferences; inspires their hearts and minds; and nurtures hope for the future success of every student, in every classroom, and every school.

Potential Board Pillars or Priorities were shared at the August 23, 2023 Board Meeting: (a) Student Learning, Achievement, and Future Success; (b) Positive Culture, Engagement, and Well-Being; and (c) Resources and Partnerships.

In addition, the Better Schools and Student Outcomes Act (2023) has set three Provincial Student Achievement Priorities: (a) Achievement of Learning Outcomes in Core Academic Skills; (b) Preparation of Students for Future Success; and (c) Student Engagement & Well-Being. For reference, the Provincial Priorities and Student Action Plan are included as Appendix B.

Next Step(s)

The road map for the strategic plan was reviewed at the August 23, 2023 Board Meeting. Consultation on the draft mission and vision will occur in September/October. The plan will continue to be developed over the course of the fall. At the September 6 Education, Policy, and Operations Meeting, the Board of Trustees will have an opportunity to engage in a collaborative exercise to discuss and frame the values they believe should anchor the LDSB Multi-Year Strategic Plan currently under development. A list of other potential words to represent LDSB values is included as Appendix C. This Appendix is not intended to be an exhaustive list of potential words and trustees will have the opportunity to propose other words for consideration.

Recommendation(s)

Trustees receive this report for information and consider what values or principles they would like to help anchor the LDSB Multi-Year Strategic Plan currently being developed.

Prepared and Reviewed by: Krishna Burra, Director of Education

Attachments: (a) 2017-2022, LDSB Strategic Plan Mission/Vision/Values- Two representations.

(b) Provincial Student Achievement Plan and Priorities (2023)

(c) List of other potential words to represent LDSB values



Mission

We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

Vision

Together we embrace and foster engaging and innovative learning where everyone achieves success and well-being.

Values

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

- ◉ **Accountability**
- ◉ **Collaboration**
- ◉ **Fairness**
- ◉ **Inclusion**
- ◉ **Optimism**
- ◉ **Perseverance**
- ◉ **Respect**

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Our Values, Pillars & Vision



Student Achievement Plan

PURPOSE:

Levelling up achievement outcomes and experiences for every student.

For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.



PRIORITY:
Achievement of Learning Outcomes in Core Academic Skills



PRIORITY:
Preparation of Students for Future Success



PRIORITY:
Student Engagement & Well-being

Goal: Improve students' literacy learning and achievement.

Indicators:

1. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Reading
 - Grade 3 EQAO Writing
 - Grade 6 EQAO Reading
 - Grade 6 EQAO Writing
2. % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

Goal: Improve students' math learning and achievement.

Indicators:

3. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Math
 - Grade 6 EQAO Math
 - Grade 9 EQAO Math

Goal: Improve students' graduation rates and preparedness for future success.

Indicators:

4. % of students who earn 16 or more credits by the end of Grade 10
5. % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
6. % of students graduating with an OSSD within five years of starting Grade 9
7. % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
8. % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Goal: Improve students' participation in class time and learning.

Indicators:

9. % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent
10. % of students in Grades 4-12 who were suspended at least once

Goal: Improve student well-being.

Indicators:

11. % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

Appendix C: List of Potential Words to represent LDSB Values for the Strategic Plan

Note: This is not an exhaustive list of potential words, Trustees are welcome to recommend and choose other words.

Existing Values:

- Accountability
- Collaboration
- Fairness
- Inclusion
- Optimism
- Perseverance
- Respect

Other Possibilities: (Again, not an exhaustive list of potential words)

- Acceptance
- Adaptability
- Bravery
- Character
- Civility
- Citizenship
- Community
- Compassion
- Courage
- Creativity
- Empathy
- Engagement
- Equity
- Excellence
- Flexibility
- Grit
- Honesty
- Hope
- Improvement
- Initiative
- Innovation
- Integrity
- Justice
- Lifelong Learning
- Reconciliation
- Resilience
- Responsibility
- Service
- Stewardship
- Sustainability
- Transparency
- Truth