

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – FEBRUARY 7, 2024

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown (virtual) G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle (regrets) K. McGregor (regrets) J. Morning J. Neill S. Ruttan (virtual) E. Eckloff (Student Trustee) (regrets) A. O'Keefe (Student Trustee) (regrets) A. Wang (Student Trustee) (regrets)	K. Burra, Director of Education J. Douglas, Communications Officer S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. McWilliams, Superintendent of Human Resources A. McDonnell, Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
Educational Services Principal, Michael Blackburn Assistant Manager of Facility Services, Charlyn Downie	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Godkin welcomed everyone to the meeting. He called upon Trustee Elliott 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. Hopefully everyone had a chance to see the beautiful sunrise this morning, as well as the last few sunsets this week. We are privileged to live where we are and should never take our region and everything it offers for granted. Although this acknowledgement is only a small piece of my reconciliation, I hope to continue to reflect on the privilege I have as a settler, and try to do better in both my thoughts and

actions.”

1. Call to Order

Chair Godkin called the meeting to order and called the roll. He called upon Trustee Brown who shared observations regarding Black History and Futures month. She shared a detailed historical account of challenges and accomplishments of Black individuals in the Greater Kingston Area.

2. Adoption of Agenda

MOVED BY: Trustee Neill that the agenda, as presented, be approved. Carried.

3. Declaration of Conflict of Interest

There were no conflicts declared.

4. Reports for Information

4.1 School Enrollment and Facility Capacity

Superintendent McDonnell welcomed Assistant Manager Charlyn Downie to present data and information that was reviewed by the elementary out of boundary registration committee. She explained that the Limestone District School Board utilizes Baragar System school board planning software to house enrolment and capacity data. This information is used for enrolment projections. Assistant Manager Downie acknowledged that there are many sources of data that contribute to the Baragar database and noted that local knowledge is critical when determining final enrolment projections. She reviewed the current statistics within the Limestone community. The data stated that the birthrate in LDSB has remained stable over the last five years after declining consistently since 2008. Additionally, municipalities are reporting that our community is experiencing population growth due to migration into the area.

Assistant Manager Downie reviewed the metrics that the out-of-boundary registration committed has been analyzing as key indicators which include:

- An estimate of the number of school aged children (4 to 13 years old) living in the catchment (population).
- Number of students from the catchment that choose to attend the school in the catchment (in-catchment).
- Number of students who attend another LDSB school (out-of-catchment).
- Number of students who attend elsewhere – exactly where can’t be determined (attending elsewhere).

- School capacity and utilization.

Based on these key indicators, patterns have been noted including:

- Higher participation rates at more remote school locations.
- Lower and inconsistent participation rates at urban schools.
- Out-of-catchment enrolment is sought after by more families and is evident at each school.
- Out-of-catchment attendance is more prevalent in areas of greater choice.
- Due to school size and capacity – out-of-catchment enrolment is inconsistently allowed and hides interest.

She concluded by presenting Trustees with the Baragar data district intelligence in a dashboard which displays individual school data. The Ministry of Education expects school building utilization to be at 100% across the district which is why we see overutilization at some school in order to meet this threshold. When ready, this information will be available on individual school websites.

Superintendent McDonnell highlighted that our hope is always to offer LDSB as a choice to our community. Our goal is to increase our capture rate, and reiterated that there is no change to catchment area boundaries. As a result, there are changes to the registration process which include:

- Revision to Procedure 305 – Student Registrations and Transfers.
- Revised Elementary out-of-boundary registration recommended guidelines for administrators.
- As per past practice, students outside of the school catchment area (out-of-boundary) shall be permitted to attend any school within the board provided space is available, upon submission and approval of the proper application.
- The Board is not responsible for providing transportation for out-of-boundary student – Board Policy 21: Student Transportation.
- A waiting list will be maintained at the school in the order that out-of-boundary registrations are received.
- The Principal shall inform out-of-boundary applicants who are on the waitlist of the status of their request as soon as possible.

This information and more details about registration is available on the LDSB website.

Chair Godkin thanked Superintendent McDonnell and Assistant Manager Downie and called upon Trustees for questions.

4.2 Elementary Special Education Support Model

Superintendent Gillam began by noting that in the spring of 2023 under the leadership of Principal Michael Blackburn, Vice Principal Nicola Dillard and the Educational Services leadership team, an extensive review of the special education services was completed. The results of the review identified that there is a need for ongoing capacity building, multi-tiered systems of support within schools, flexible and responsive learning environments, including a focus on purposeful, planned, and meaningful inclusion. He invited Principal Michael Blackburn to begin his presentation.

Principal Blackburn reminded Trustees of the results that had been previously shared from the recent Special Education Review. What was heard from students and families with special education needs in the Limestone community was the following:

- Equity of access to supports and services in a student's home school.
- Flexible and responsive support, programming and access to resource spaces that adapt and respond to a student's unique learning profile.
- Purposeful and planned inclusion supported by caring and knowledgeable staff.
- Increased and equitable access to supports/services through a reduction of siloed and identification specific service delivery.

Following the review, a key question emerged: what might we do differently to support the increasingly complex needs of learners within Limestone? This prompted the next step on how can this be actioned in a plan to actualize the following:

- Putting supports where they are needed most – in schools.
- Creating structures that are flexible and responsive – siloed resources are less efficient.
- Multi-tiered systems of support.
- Capacity building – Special Education teams.

Principal Blackburn reviewed more data with Trustees including referrals vs spaces, service/support statistics, enhanced criteria, exceptionality data and the student sense of belonging results. Based on the review and assessment of the services provided by Educational Services, a proposed change to the current service delivery model was presented. The proposed changes would include a realignment of resources which would move district resources, services, staff and supports to a school based model. Principal Blackburn reviewed the multi-tiered systems of support currently offered which can be leveraged throughout this proposed change and highlighted some examples of

what this may look like for students and families.

Principal Blackburn stated that this information has already been communicated with union partners, impacted staff, and Administrators. The next step is to share this information for input and consultation with the Special Education Advisory Committee at the February 14, 2024 meeting.

Chair Godkin thanked Superintendent Gillam and Principal Blackburn for his report and called on Trustees for questions.

4.3 Draft Strategic Plan Reporting Template

Director Burra introduced his report. He reminded Trustees of the key inquiry questions that remain the focus and commitment of the team that in all areas the work to be done and changes that may occur:

- For whom is the current education system not working and why?
- How do I/we know?
- What can I/we do differently?

Director Burra presented Trustees with an updated graphic of the organizational chart and roadmap which reflects information from Phase II of the consultation process. He reminded Trustees of Bill 98: the Better Schools and Student Outcomes Act, 2023 and how the strategic plan at the provincial level must directly correspond to the Three Provincial Priorities: (a) Achievement of Learning Outcomes in Core Academic Skills; (b) Preparation of Student for Future Success; and (c) Student Engagement and Well-Being.

Director Burra stated the five goals to support the provincial Student Achievement Plan which are:

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

Director Burra invited Trustees to do a cross-analysis of what has been done previously as it relates to status reporting, the Provincial Student Achievement plan and priorities, the strategic plan 4-year framework and the report template. He highlighted that the proposed changes would bring together an alignment with Bill 98, elevate student learning, achievement, and well-being as our

core governance “business” as outlined in legislation, allows a focus on equity across demographic groups, avoids reporting duplications, includes an additional layer of reporting on highlights from Board Departmental/Operational Plans, and finally provides an opportunity to supplement further with the evolution of the provincial framework.

Trustee Godkin thanked Director Burra for his presentation and called upon Trustees for questions.

4.4 School Year Calendar

Associate Superintendent Gollogly presented to Trustees the three calendar options for the 2024-2025 school year. Consultation through a survey has been sent out to Limestone District School Board (LDSB) students, staff and caregivers. She reminded Trustees that three school boards in the Tri-Board Consortium, LDSB, Hastings Prince Edward County District School Board and Algonquin Lakeshore Catholic District School Board, traditionally collaborate to create a common calendar.

Associate Superintendent Gollogly noted that an approved school year calendar will need to be submitted to the Ministry of Education prior to the March 1, 2024, deadline. She will present the survey results to Trustees at the February 28, 2024 Board meeting with a calendar option for approval.

Chair Godkin thanked Associate Superintendent Gollogly for her 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

7.1 OPSBA Public Education Symposium – Roundtable Discussion

Chair Godkin opened the floor for reflection on the recently attended Ontario Public School Board Association’s Public Education Symposium. The conference was held in Toronto from January 25-27, 2024. Trustees who attended the conference shared experiences and highlights from the various workshops, keynote speaker sessions, and networking opportunities.

8. **Correspondence**

None at this time.

9. **Next Meeting Date**

March 6, 2024

May 1, 2024

June 5, 2024

10. **Adjournment**

Moved by Trustee that the meeting adjourn. Carried.

The meeting adjourned at 7:50 p.m.