



AGENDA - REGULAR BOARD MEETING

Wednesday, November 11, 2020 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

LINK: <https://bit.ly/BoardMtgNov112020>

PRIVATE SESSION - 5:30 PM

*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.

1. MOTION TO MOVE INTO PRIVATE SESSION

2. DECLARATION OF CONFLICT OF INTEREST

3. ACTION ITEMS

4. FOR INFORMATION

- 4.1 SAFE SCHOOLS UPDATE
- 4.2 PROPERTY UPDATE
- 4.3 OPSBA UPDATE

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- 4.4 LABOUR UPDATE
- 4.5 LEGAL MATTER
- 4.6 PERSONNEL

5. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 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**
- 3. PRIVATE SESSION REPORT**
- 4. CHAIR’S UPDATE**
- 5. DIRECTOR’S UPDATE**
- 6. PRESENTATION: INDIGENOUS EDUCATION PRESENTATION - SCOT GILLAM AND GILLIANNE MUNDELL**

SECTION A – Matters Requiring Action at the Meeting

7. Consent Agenda

- 7.1 Board Minutes:**
 - 7.1.1 Regular Board Meeting – October 14, 2020 (Pages 5-28)

7.2 Reports from All Committees:

- 7.2.1 Committee of the Whole (EPOC) – October 28, 2020 (Pages 29-37)
- 7.2.2 Special Education Advisory Committee – October 21, 2020 (Pages 38-44)
- 7.2.3 Environmental Sustainability Committee – October 13, 2020 (Pages 45-49)
- 7.2.4 Audit Committee – November 9, 2020 (under separate cover)

8. Routine Matters

- 8.1 **OPSBA Report** – Trustee French
- 8.2 **Report from Student Trustees** – Student Trustees Putnam, Quadir and Traviss

9. Reports for Information

- 9.1 **Virtual School Update** – Superintendents Babcock and Silver (Pages 50-51)
- 9.2 **Strategic Plan Priorities – 2019-2020** – Director Burra (Pages 52-86)

10. Reports Requiring Decision

- 10.1 **Equity Action Plan November 2020** – Superintendent Michele Babcock (Pages 87-97)

11. Notice of Motion

- 11.1 Moved by Trustee Brown, Seconded by Trustee French, that as part of the continued strategic plan progress aligned within the Wellness Pillar, section 2.2 Equity and Inclusion, the board requests LDSB staff undertake to engage the black community in Limestone DSB, be it in consultation or an ongoing caucus to be formed similar to the Indigenous Advisory Committee, to provide input and advice on actions to address racism in our schools, and barriers to equitable experience.
- 11.2 Moved by Judith Brown, Seconded by Laurie French, that following the planned survey, the board requests staff update Trustees on the plan for use of racialized achievement data for Limestone DSB students, with a focus on the

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results of black and indigenous students, to inform strategies to improve their experience and learning outcomes.

SECTION B – Information

12. Internal Reports and Other Communications

- 12.1** Correspondence dated October 19, 2020 from Ontario Principals' Council (Limestone) Co-Chairs, re: Local Government Week (Page 98)

13. External Reports and Other Communications

- 13.1** Correspondence dated October 20, 2020 from Mr. Mike Pritchard (Page 99)
- 13.2** Correspondence dated October 16, 2020 from the Town of Greater Napanee re: Resolution #496/20 (Page 100)

14. COMMUNICATION REFERRED TO COMMITTEE

None at this time.

15. REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

16. OTHER BUSINESS

None at this time.

17. OTHER SPECIAL MEETINGS/EVENTS

None at this time.

18. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – OCTOBER 14, 2020

PRIVATE SESSION

Roll Call:

Administrative Staff Present:

Trustees:	Staff:
J. Brown G. Elliott L. French (Vice-Chair) T. Gingrich B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	K. Burra, Director of Education A. Labrie, Superintendent of Education and Human Resources C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

1. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Gingrich and seconded by Trustee McGregor. Carried.

2. Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other

public boards. Trustee Elliott declared a conflict as his wife is a teacher with the LDSB and is an executive member of ETFO-Local. Trustee French stated that her partner recently accepted a short-term non-union position with Facility Services so she will recuse herself from any decision-making associated with that.

3. Action Items

3.1 Board Minutes:

- 3.1.1 Regular Board Meeting – September 9, 2020
- 3.1.2 Committee of the Whole Audit Meeting – September 14, 2020
- 3.1.3 Committee of the Whole (EPOC) – September 23, 2020

MOVED BY: Trustee McGregor and seconded by Trustee Elliott, that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried

4. For Information

- 4.1 Safe Schools Update – None at this time.
- 4.2 Property Update – None at this time.
- 4.3 OPSBA Update – Trustee French provided an OPSBA update.
- 4.4 Labour Update – Superintendent Labrie provided a labour update.
- 4.5 Legal Matter – Superintendent Young provided a legal update.
- 4.6 Personnel Update – None at this time.

5. REPORT TO PUBLIC SESSION

Chair Ruttan called for a motion for the Board to rise and report.

MOTION: That the Board rise and report, and that the resolutions, as noted above be made public.

MOVED BY: Trustee Elliott and seconded by Trustee Gingrich. Carried.

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PUBLIC MEETING

Roll call:

Administrative Staff Present:

Trustees:	Staff:
J. Brown	M. Babcock, Superintendent of Education
G. Elliott	K. Burra, Director of Education
L. French (Vice-Chair)	J. Douglas, Communications Officer
T. Gingrich	S. Gillam, Associate Superintendent
B. Godkin	S. Hedderson, Associate Superintendent
R. Hutcheon	A. Labrie, Superintendent of Education
K. McGregor	A. McDonnell, Superintendent of Education
J. Morning	S. Sartor, Associate Superintendent
S. Ruttan (Chair)	J. Silver, Superintendent of Education
A. Putnam (Student Trustee)	K. Smith, Communications Officer
N. Quadir (Student Trustee)	C. Young, Superintendent of Business Services
Q. Traviss (Student Trustee)	E. Wyncoll, Literacy Consultant
Guests:	Recorder:
Candace Lloyd, Indigenous Knowledge Keeper.	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair Ruttan stated: “Good evening Trustees, Senior Staff and the viewing public. Welcome to the Regular Board Meeting of the Limestone District School Board of Trustees. My name is Suzanne Ruttan, and I am Chair of the Board and Trustee for South Frontenac.”

Chair Ruttan advised that this live event is being held in the Board Room at the Education Centre and that Trustees Brown and Morning have joined virtually. The remaining Trustees, as well as the Director of Education, and Senior Staff are present around the horseshoe.

Chair Ruttan read the Acknowledgement of Territory: “The Limestone District School Board is

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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

MOVED BY: Trustee Godkin and seconded by Trustee Elliott, that the agenda, as presented, be approved. Carried.

2. Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards. Trustee Elliott declared a conflict as his wife is a teacher with the LDSB and executive member of ETFO-Local. Trustee French stated that her partner recently accepted a short-term non-union position with Facility Services so she will recuse herself from any decision-making associated with that.

3. Private Session Report

Trustee French made the following statement: “In Private Session earlier this evening, the Private Session Minutes from the Regular Board Meeting of September 9, the Audit Committee Meeting of September 14, and the Committee of the Whole (EPOC) Meeting of September 23, 2020, were approved.”

Trustee French indicated that there was a personnel update and legal update. In Private Session, she also provided a brief OPSBA update.

A labour update resulted in the following motion being passed:

MOTION MOVED BY: Trustee McGregor and seconded by Trustee Gingrich that the Board ratify the tentative collective agreement as presented between the Board and the ETFO Occasional Teachers. Carried.

4. Chair’s Update

Chair Ruttan stated: “It is great to see Limestone students fully engaged in both face-to-face learning and virtually, despite the current situation. Orange Shirt Day, World Educators’ Day,

Islamic History Month, and adaptive models of learning outside are just some of the observances and innovative models undertaken by schools over the past several weeks.

Secondary students have just started Block 2 classes. On behalf of all Trustees, I would like to acknowledge the incredible efforts by staff as they continue to adapt and work tirelessly with students and each other, to put systems in place to support students moving to and from the Virtual School.

As we all know, this school board supports opportunities for students, staff, and families to take on leadership roles at the local, provincial, and national level, as such, Limestone Trustees embrace that same opportunity. I would like to acknowledge Limestone Trustees for putting their names forward for leadership positions at the Ontario Public School Board Association's Annual General Meeting. I would also like to congratulate Trustee Laurie French on her re-election as President of the Canadian School Boards' Association. Trustee French, your balanced perspective and experience is valued around this table, as it clearly is, at the national level as well. Congratulations.

Not unexpectedly, Limestone has reported its first case of COVID-19 in a school. I remind Trustees, that a positive case at a school does not mean individuals were exposed to the virus at a school, nor does it require a school closing down. Director Burra will have more details in the Director's Report, but the herculean efforts by staff over the weekend when the case was announced, must be acknowledged. Certainly, there are steps that could be streamlined, and staff have de-briefed to continue to build capacity to communicate swiftly and with accurate information. I urge everyone to continue to be vigilant.

We all have a responsibility to complete the daily self-screening of COVID-19 symptoms, follow public health guidelines, and stay home when sick. It will take all of us working together, to keep community cases to a minimum, and keep schools open for the important role they provide to students and families.

In closing, I would like to take a few minutes to recognize the career of Superintendent Andre Labrie, upon the announcement of his retirement effective October 31, 2020.

Mr. Labrie has been involved with the Limestone District School Board, and former Frontenac County Board of Education, for a significant part of his life, first as a student, then in a variety of administrative and leadership capacities.

Mr. Labrie has been a tireless advocate for students and staff, always holding their best

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interests and well-being at the forefront.

Superintendent Labrie has served as the Board's Chief Negotiator and has a strong provincial profile as a member of various work teams with responsibilities for providing input to the Ministry of Education Labour tables.

Andre, you have always handled this complex landscape with integrity and calm. Your leadership, commitment, expertise, and great personal effort throughout your tenure at Limestone are greatly appreciated.

While we will miss Andre's unflappable character, and vital contributions to the district, I know all of Limestone, and the many labour leaders who have served over time, will join Trustees of the Limestone District School Board in wishing Andre all the best in his well-deserved retirement. Congratulations.

And that concludes my report."

5. Director's Update

Director Burra stated: "Good evening Trustees, and audience members joining us on our live feed. We are now part way through the seventh week of school, in what I am sure most people would agree has been a surreal start to the school year. In visiting almost 30 schools to date, I continue to be impressed with how staff and students have adapted to our new realities. This has not occurred by accident. It is a testament to the dedication and hard work of all staff across the system in making things work and doing their best.

Since our Education, Policy, and Operations Committee meeting two weeks ago, Limestone has had three positive COVID-19 cases identified in schools. All of these cases were tied to other positive cases from the community. To date, we have no cases tied to school-based contacts. We know that cases in schools are not unexpected and we have worked closely with KFL&A Public Health to prepare. The fact that we have not seen any school-based spread to date is a testament to the close working relationship we have with KFL&A Public Health; quick action to intercept cases, effective communication with all stakeholders, and the safety measures in schools. While we have identified areas for fine-tuning once a case has been identified, processes have worked very effectively. I would like to acknowledge the extraordinary work by central staff and school-based staff in effectively responding to these three cases and working with public health to further mitigate risk and communicate with

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different members of the school community. I would also like to acknowledge the resilience of staff and students in the three schools impacted thus far.

On a more personal note, I would highlight that my family is directly impacted in two of the three schools that have had positive cases identified in the school population. In having a front-row seat for these three situations, I am confident in the protocols and can attest to the effectiveness of public health measures to intercept and contain any positive cases.

Consequently, and given our family does not have any extenuating health concerns, I have full confidence in having my children continue to attend classes in school.

That being said, given the increase in cases across Ontario, as a district, we need to be ready to pivot toward online learning should a class/cohort/school experience an outbreak, or the province enacts more stringent emergency management measures such as a rolling back of reopening phases or another pandemic lockdown. I would note in each of the three schools impacted, pivoting occurred very quickly to maintain a focus on learning. As we have discussed on numerous occasions over the past few months, our system must remain agile and prepared to adapt to changing health circumstances.

As Dr. Kieran Moore has stated numerous times of late, and I quote, 'Stay local. Support local. Your fate is in your hands...wash them! And then put on a mask. Stay in your family unit and screen daily for symptoms.'

Families have a choice of selecting virtual schooling or conventional face-to-face classes in schools. Trustees are also aware that we have grappled with several tensions in trying to identify and communicate another transition point for families. This is an ongoing challenge but one of the reports tonight offers a potential path forward to ensure the short-term sustainability of both modes of learning.

As you are aware, our important work this fall includes a focus on ensuring safe, equitable and inclusive teaching, learning, and working environment for all students and staff. At the end of September, we recognized Orange Shirt Day across the district to create awareness and honour the individual, family, and community intergenerational impacts of Residential Schools in Canada. This annual event is an important part of our collective journey to support reconciliation by recognizing this painful part of Canadian history, and what we can do to move forward.

As a Board, we have also begun the necessary and critical work of confronting anti-Black racism. We know there is a lot of work to do in our system, and in our communities. As you

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have seen in the Board meeting package, the Student Trustees have added additional items to the list of requests for information that Trustees requested in June. This is essential work for all of us moving forward. Trustees will receive a draft Limestone District School Board Equity Action Plan later this fall that outlines our actions and outcomes for the next few years. Schools must be places where everyone values diversity, respects each other, and see themselves reflected in their learning and school/classroom environment. In an era of polarization within society and eroding decency in some quarters, schools must be bastions of hope and create positive futures for all students. Our goal remains for everyone to see themselves in Limestone. We look forward to sharing more about this action plan soon and responding to the Trustee requests for information.

In mentioning requests for information, I would be remiss if I did not acknowledge the leadership of the Trustees in the past few months in requesting information and passing several motions. At all times, but particularly in crises, we must be responsive to the needs of the communities we serve. Leadership also makes a difference. Whether we are at this table as a Trustee or staff member, we are all here because we want to make a difference and support the success and well-being of all students.

In thinking about the students and families we serve, I think it is important to remind ourselves that the pandemic continues to have a significant impact on everyone. The pandemic has exacerbated needs in our community, and the most vulnerable members of our community are arguably more at risk than at any other point in recent memory. COVID-19 has created significant social and economic impacts and had a disproportionate impact on some members of our community. Consequently, next week Limestone will be launching its 2020 campaign in support of the United Way. The needs in the community are real. We can see them in schools. The United Way provides many essential supports for the most vulnerable students and families and my hope is we all will contribute what we can to support fellow community members in need.

To conclude, I would like to share a few images from schools this fall to emphasize the importance of keeping the focus on students, and the incredible work of all Limestone staff in supporting teaching and learning in the system. Thank you.”

6. Presentation

Associate Superintendent Stephanie Sartor introduced Central Curriculum Program Teacher Erica Wyncoll and Métis Knowledge Keeper Candace Lloyd. Central Curriculum Program Teacher Wyncoll advised that 90 students from Grades 1-8 attended the Read-A-Lot@Home three-week program, which ran in August 2020. LDSB received \$75,000 in funding from the Council of Ontario Directors of Education. Ninety students were supported by 18 instructors and five tutors. She stated that there was very little time to pivot to online learning, and so with that, they started with the mission statement and designed the program from there. She outlined what was the same, and what was different. Staff assembled literacy kits that were picked up by families or delivered and included paper resources for writing, whiteboards, books to read, digital resources that included hot spots for Wi-Fi devices for families without Internet. Because it was online, they were able to use technology in a very simple and targeted way. Wyncoll noted that usually they make elaborate goals in the beginning of the program. They can however lose track on how to monitor those, but online, individuals went through the goals much faster and they were much more targeted.

Staff conducted a week of training before the program started and included diagnostics on the students and meeting in small teams to plan the goals. There were three Student Support Teachers and one Speech Language Practitioner as part of the team during training. Being online, staff were able to quickly visit all 18 classrooms in a morning. This provided more opportunities for feedback.

The other commitment to ongoing learning was Indigenizing online learning, and with this in mind, the program was planned to incorporate three main ideas from a Queen's University document shared by Kelly Maracle, LDSB Indigenous Re-engagement Teacher. Learning should be relationship-based; land-based; and have opportunities to listen to knowledge keepers. Ms. Wyncoll stated that they reached out to Candace Lloyd, Knowledge Keeper, to work with students and staff this summer.

Ms. Lloyd indicated that she was honoured to be part of the program. She noted that Indigenous story telling is a way that they pass on traditional knowledge to our youth and to those who are unaware, to the values and ways of life and traditions that we interact everyday as told by their Elders. Their stories are how they learn what becomes important to them. Ms. Lloyd advised that storytelling is a way to pass on values and way of life to others - to engage everyone.

Ms. Wyncoll spoke to the student achievement data that focused on three skills: phonemic awareness, phonics, and writing. Diagnostics showed great improvement for student participants.

The phonemic awareness, or oral skill, is the foundational skill for reading and writing and can be remediated at any age. She noted that once you have this skill you have it and you do not need to keep working on it. She noted they had 18 per cent average growth over the three weeks.

Phonics, which is matching the letters to the sounds, is another foundational skill for reading and writing. Consultant Wyncoll indicated that after three weeks they saw 18 per cent growth, in students, ranging from Grades 1-8.

Fifteen students, in Grades 7 and 8, focused on their writing skills. These students were marked on a pre- and post-writing sample. She noted there are six stages that they hope writers progress through by the end of Grade 8. Staff were very happy that they rose half a stage. They found that the daily time to write and confer with the students individually and in small groups made the difference.

The student and parent feedback showed that the program exceeded expectations - even though some were hesitant about the program moving online. Both educators and students were all surprised to see solid growth for three weeks. The students knew how much they had learned and were happy to celebrate the growth.

7. Consent Agenda

7.1 Board Minutes

7.1.1 Regular Board Meeting – September 9, 2020

7.2 Reports from all Committees

7.2.1 Committee of the Whole (Audit) – September 14, 2020

7.2.2 Committee of the Whole (SEAC) September 16, 2020

7.2.3 Committee of the Whole (EPOC) – September 23, 2020

Trustee Morning asked for a clarification question from the SEAC Minutes (pages 25-27) and Superintendent McDonnell confirmed that in Section 8.1.1 reference made to home sites, referred to home school and not to the student's residence.

MOVED BY: Trustee Hutcheon and seconded by Trustee Hutcheon that the Consent Agenda, as presented, be approved. Carried.

8. Routine Matters

8.1 OPSBA Report

Trustee French stated that Trustees had received the more detailed update on the OPSBA Board of Directors Meeting held on September 25 and 26, 2020 but wanted to highlight a few items.

Trustee Lucille Kyle, OPSBA's Alternate First Nations Director, gave an acknowledgement at the virtual meeting was being held on the traditional territory of the Indigenous peoples of Ontario.

Ontario's Chief Coroner and the Coordinator of the Provincial Pandemic Response, Dr. Dirk Huyer, presented virtually, and he was joined by Dr. Jessica Hopkins, from Public Health Ontario. They took a number of questions with respect to COVID-19 planning and COVID-19 outbreak management. The province is now posting information on COVID-19 outbreaks online and this was introduced in September.

There were a number of education policy and program issues that were discussed in public session at the meeting.

Trustee French stated that regarding OPSBA and government and public affairs, there have been a number of significant government announcements and advocacy efforts were focused largely on school reopening plans and funding implementation.

OPSBA has had a significant increase with both social media and traditional media, compared to usual, allowing them to share significant information publicly to ensure facts are getting out to the public.

For the Legislative Update, Trustee French highlighted Bill 197, COVID-19 Economic Recovery Act, 2020, a bill which includes changes to the *Education Act*, in a number of areas for schools.

Policy/Program 164 was introduced in mid-August and we know that includes requirements for remote learning and the online learning for school boards that have now come into play.

With respect to Indigenous Education, OPSBA's Indigenous Trustees' Council (ITC) met and Chief Elaine Johnston was re-elected Chair for that group. Some of their discussion focused on the impact of the pandemic in Indigenous communities and that some of the differences with respect to resources and ongoing importance of engagement of school boards with First Nations partners.

Trustee French indicated there was significant discussion with respect to education funding

and lots of concerns, as has been discussed at this table, and continuing debate with respect to necessary funding for education during COVID-19 in all the areas that have been impacted. Out of that came a motion that directed OPSBA to advocate to the Minister of Education to create an immediate mechanism to address the deficiencies and inequities in funding across school boards to fund safe school reopening, and that was carried. Trustee French said this has been very helpful as opposed to individual board motions to have that solidarity at the provincial level and that continued advocacy.

Trustee French noted that the report she shared with Trustees also had links to a number of SB Memos, which are mechanisms by which the Ministry sends a funding announcement in detail to school boards. Trustees can find them all in that link.

Trustee French stated Phase III of the French as a Second Language (FSL) Labour Market Partnership Project has continued and all partners are engaged in virtual meetings to support and facilitate action plans related to the recommendations and next steps from the Phase II report. The full report will be available by March 2021. She pointed out three initiatives in particular: (1) Development of an FSL Teacher Recruitment Guide for English Language School Boards; (2) French Language Assessment Resources; and (3) Supporting Principals to Address Challenges in Hiring and Retaining Qualified FSL Teachers.

Trustee French indicated that OPSBA staff collaborated with graduate students from Wilfrid Laurier University to conduct research into the actions taken by school boards in response to the COVID-19 pandemic. This research sought to understand and document boards' successes and challenges in the deployment of remote learning.

Trustee French stated that Canadian School Boards' Association (CSBA) elections took place, and she is pleased to be joined by Carolyn Broady, from B.C., as Vice-President for CSBA. Some of the main work at our table was with respect to sharing the work of the Ontario Student Trustees' Association (OSTA-AECO) and the presentation of student voice across Canada and the paper initiated last year. We continue with that work in the provinces and territories across Canada spreading the great model that we have in Ontario with other provinces that are not supported in their education system to have student voice embedded quite so strenuously.

Trustee French noted that they promoted the Indigenous Trustee panel, and she knows some Trustees round this table were able to join that remotely. They were very pleased that they had close to 100 participants nationally, which is pretty exciting, considering it was a virtual meeting, but there was some very positive feedback and hopefully some valuable learning that will come out of that.

Lastly, with respect to the OPSBA election, the results were as follows: Cathy Abraham – President; Michael Barrett – First Vice-President and Kathleen Woodcock - Second Vice-President. She wanted to acknowledge Trustee Hutcheon who was re-elected for the Policy Development Work group, Trustee McGregor for the Education Program Work Groups and

Trustee Gingrich as the alternate, so Limestone is very well represented at those educational work team tables. Trustee French wished to acknowledge Trustee Hutcheon's candidacy for President.

With respect to the policy resolutions she reported as follows:

School Trip guidelines – defeated; Anti-racism Advocacy Plan – approved; Additional Trustee Code of Conduct Consequences – defeated; and Student Trustee – referred to Student Trustee Liaison Committee for recommendations.

8.2 Report from Student Trustees

Trustee Quadir stated: "Good evening everyone! As Student Trustees, we would like to extend a hearty congratulations to the high school students who just last week completed their first ever octomester and additionally to those not in the octomester format, but still attending school and continuing to do their best to support themselves and one another in these exceptional circumstances. We are happy to report that the students we have spoken with are generally expressing that they are feeling more comfortable and content as time passes, with their COVID-adjusted school day schedules, despite the occasional cases we have seen in our Board. We would also like to sincerely thank all staff and parents across the Limestone District School Board for going out of your way to support our students; we truly appreciate it. I will turn it over to Student Trustee Putnam to continue."

Trustee Putnam stated: "Good evening, I hope everyone is doing well and enjoying the always fluctuating fall weather. Yesterday, we held the first virtual LDSB InterSchool Council meeting of the 2020-2021 school year. Trustee Quadir, Trustee Traviss and I want to say a huge thank you to all the students who attended to represent their schools, we had great attendance considering the short notice and odd year. We also had representatives from North Addington Education Centre which we have not had in the last few years. We would also like to extend our gratitude to Director Burra for dropping by to introduce himself to the new members, it was great to have you there. The energy of the meeting was fantastic with school spirit ideas and inspiration flying everywhere. We are all so excited for the year to come! I will turn it over to Student Trustee Traviss to finish up our report."

Trustee Traviss stated: "Much like the InterSchool Council, the Indigenous Student Advisory Council (ISAC) had their first meeting yesterday evening, and although the turnout was small, the invitation was sent out on short notice. The opportunity for Indigenous students from different schools to come together and share ideas is a blessing in itself, and I am excited to

see where things go!”

9. Reports for Information

9.1 Class Size Fall 2020

Superintendent Labrie stated that Trustees had received the report, but wanted to highlight a few items. The LDSB Virtual School has approximately 10 percent of Limestone students from Kindergarten to Grade 12. The dynamics continue to morph in terms of requests, both ways, but probably slightly trending toward more wanting virtual school as time goes on.

Superintendent Labrie stated that the main purpose of this particular report is to give Trustees some idea of class size. He noted that the Board has approved the use of reserve funds to help maintain staffing levels in the system, despite the fact that enrolment is below projection this year. Superintendent Labrie indicated they believe this is largely due to individuals choosing to home school. He reported that class sizes are in rather good shape, noting that the chart is sorted by school as to how many students associated with that school have elected to go virtual as well as the number that are still in face-to-face, with the total number included.

Superintendent Labrie noted that with respect to secondary enrolment in virtual school, we have just begun the second octomester, and the number of students attending virtual school for the first octomester was 549, and in the second block, it is at 600.

Superintendent Labrie noted the Elementary Virtual School is at its maximum, in terms of class sizes, and there are approximately 120 students on a wait list.

9.2 Strategic Plan Priorities – Areas of Focus 2020 – 2021

Director Burra noted that Senior Staff have prepared, and this is similar to what has happened over the last couple of years, a list of areas of focus. Trustees will not see significant changes as these are the larger aspirational goals for any given year and most areas of focus are drawn from these goals. Next month, Senior Staff will bring a report to summarize the 2019-2020 strategic plan outcomes. Two very significant factors derailed much of the work planned for last year: labour action and the pandemic lockdown. Consequently some of those priorities will roll over into this year, which is why Trustees will not see those areas of focus significantly change. Director Burra did highlight a few areas of focus that Senior Staff have started to bring to Trustee’s attention. For example, tonight’s Read-A-Lot presentation falls

into the category of the literacy work that we are doing in the system. Likewise, Director Burra advised that over the course of the last few weeks Senior Staff have brought Trustees numerous updates as it relates to COVID-19, which would fall under healthy schools (Including COVID Response). These are just a few highlights of the work that is under way and we are already touching on different areas of the strategic plan and more will be coming through the agenda setting committee as well as Senior Staff trying to accommodate different requests from Trustees.

Another piece Director Burra highlighted is that the idea of a boundary review has been removed due to physical pressures in buildings being lessened because of the virtual school. LDSB would have to hold a number of different public meetings, and as a result, in terms of space limitations on public gatherings, etc., it is not the time to undertake a public engagement. The Director did point out however, that this could be a good opportunity for the Board to step back and complete an enrolment analysis instead as market share is an area of interest to boards. Where are we seeing growth in populations of student in the city versus where do we have schools? This is an opportunity to present data to Trustees regarding pressure points. Director Burra did state that he wanted to be clear that while there is a moratorium on any kind of accommodation review that is actually not what we are talking about. LDSB is experiencing pressures that we potentially could address by adjusting boundaries once we are safely back to normal operations. That would help alleviate some of those operational kinds of pressures that we are feeling. This pause is an opportunity to look at the data and be better prepared to make some potential decisions. This will also allow the Board to engage the public at that point in time to make sure that we are getting feedback as well.

Director Burra advised that another aspect that will be included under I3.2 Technologically Enhanced Education is the LDSB Virtual School.

Director Burra stated that he did want to bring this to Trustees for information but also to get their input if there are particular areas that they may want to see highlighted.

10. Reports Requiring Decision

10.1 Closing of School or Class by Board

Director Burra advised that he was bringing this report forward for Trustees to

consider a motion for approval, as a proactive measure at this point in time. He noted that other school boards, are in more challenging circumstances in terms of trying to find occasional staff to fill vacancies. The report outlined the potential need to close a school, or schools, in the event of staff absences due to illness, quarantine, and/or other absences. Director Burra explained if a school board/schools have exhausted their formal and emergency occasional teachers, closing a school or schools may be necessary for safety reasons. He added staff were bringing this report forward as a proactive measure in the event it is needed, and that this action would only be taken in exigent circumstances as a last resort. Historically, the Board has passed similar motions due to other extreme circumstances.

MOTION: That for school operations and the safety of students in the 2020-2021 school year if at such time as the safety and security of students becomes compromised as a result of insufficient staffing at a school, or schools, due to staff illness, quarantine, or cumulative other causes, the Director of Education be authorized to close one or more schools, per Section 19(1) of the Education Act.

MOVED BY: Trustee French and seconded by Trustee Gingrich

Trustee Godkin requested a friendly amendment be added at the end of the motion:

That the following words be added at the end of the motion: "For a period not to exceed 10 consecutive days without being brought before the Board of Trustees."

MOVED BY: Trustee Godkin and seconded by Trustee Hutcheon

After discussion, Chair Ruttan called for a vote as she no longer felt this was a friendly amendment.

The non-binding recorded vote was as follows:

YEAS: Trustee Godkin, Trustee Hutcheon (2)

NAYS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Ruttan, Trustee Traviss (10)

The binding recorded vote was as follows:

YEAS: Trustee Godkin, Trustee Hutcheon (2)

NAYS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee McGregor, Trustee Morning, Trustee Ruttan (7)

Chair Ruttan called the question for the original motion:

MOTION MOVED BY: Trustee French and seconded by Trustee Gingrich that for school operations and the safety of students in the 2020-2021 school year if at such time as the safety and security of students becomes compromised as a result of insufficient staffing at a school, or schools, due to staff illness, quarantine, or cumulative other causes, the Director of Education be authorized to close one or more schools, per Section 19(1) of the Education Act. Carried.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee McGregor, Trustee Putnam, Trustee Quadir, Trustee Ruttan, Trustee Traviss (9)

NAYS: Trustee Godkin, Trustee Hutcheon, Trustee Morning (3)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee McGregor, Trustee Ruttan (6)

NAYS: Trustee Godkin, Trustee Hutcheon, Trustee Morning (3)

10.2 Learning Model Update

Director Burra stated he wanted to provide Trustees with an update regarding the sustainability and potential implications of maintaining two viable models of learning: conventional face-to-face and virtual.

Policy/Program Memorandum (PPM) 164 was released in the middle of August 2020 and outlined the Ministry of Education's expectations regarding school boards providing virtual synchronous and asynchronous learning for students/families choosing to not attend school. As of September 22-23, 2020, Limestone had 1,302 virtual elementary students and 549 virtual secondary students. As of October 8, 2020, we have almost 200 additional elementary students and 50 additional secondary students wanting to access the LDSB Virtual School. There are a small number of virtual elementary and secondary students wanting to move back to face-to-face classes. Numbers may change further depending on how the pandemic evolves in the area.

From an educational perspective, being unable to quickly honour family requests for a change

of model is extremely problematic. At the same time, the ramifications for the system in honouring multiple entry/exit points are also unignorable.

Director Burra stated that based on the collective bargaining agreement with ETFO, Limestone reorganized schools toward the end of September to serve virtual elementary learners. The first date for transition was established in September to align with the agreement, and to maximize family choice until that date. Based on the financial update provided at the September 2020 Education, Policy and Operations Committee meeting, Trustees are aware that we are utilizing the additional provincial funding and the 1 per cent of reserves approved by Trustees to maintain current staffing levels in the system, even though overall enrolment is down approximately 200 students. To date, we have not provided another specific date for elementary families to move from one model of learning to the other. The ETFO Collective Bargaining Agreement only considers the September reorganization and no further guidance has been provided by the Ministry of Education. Secondary families have the ability to move between the models from one octomester block to another. However, virtual secondary classes are now full, and additional requests may not be possible moving into Block 2 or subsequent blocks without an equivalent number of students moving in the opposite direction.

Based on class sizes in the elementary virtual school, we cannot accommodate the current number of students wanting to move to that model of learning without conducting another elementary school reorganization. Increased numbers at another time during the school year might require further reorganizations to provide families with choice at different intervals. Given the mental health and well-being toll of school reorganizations on students, families, and staff; and the fact we are in the midst of a global pandemic, we do not view another, or repeated, reorganization(s) as a viable solution. The Ministry of Education stated in August that families would have opportunities to move between models of learning without any dates being provided. As indicated, thus far, no further Ministry direction has been provided to school boards on this issue.

To accommodate the movement of additional elementary students to virtual learning, only two solutions exist: (a) classroom teachers in schools continue to support students wanting to move to virtual learning in a synchronous and/or asynchronous fashion, or (b) more elementary staffing is provided through additional use of currently allocated reserves. Short of a reorganization, depending on the number of students wanting to pursue virtual learning, Limestone may face a situation where both (a) and (b) above must be utilized at some point

during this school year.

Several school boards have tasked classroom staff with providing support for all models of learning: face-to-face, synchronous, and asynchronous. From a teaching and learning perspective, we do not believe this is an ideal model of learning for students, and places significant, increased workload on teachers. However, this model does maximize family choice in moving between models over the course of the year.

Superintendent Young said in order to have the financial ability to potentially execute option (b) LDSB will need to access additional accumulated surplus, which requires Board approval. School boards have the ability to access their accumulated surplus up to 2% of operating revenues to address COVID-19 expenses. Staff recommend that the Board of Trustees approve amending the budget to use the Accumulated Surplus of up to 2% of operating revenues to a value of \$4.93 million (including the \$2.465 million previously approved) to address the increasing COVID-19 expenses in the 2020-2021 budget year. He added that the accumulated surplus should be about \$5 million for 2019-2020. Staff recommend using about half of that.

It should be noted that until October 31, 2020 enrolment is finalized, along with the commensurate funding, if the goal is to maintain current staffing levels in schools while accommodating additional virtual learners, the additional funding should be focused on staffing costs.

Assuming no further funding from the province, it should also be noted that once this additional LDSB funding is utilized, option (a) may have to be utilized at some point later in the year to accommodate additional demand for the virtual model.

MOTION: That the Limestone District School Board approve amending the budget to use their Accumulated Surplus of up to 2% of operating revenues to a value of \$4.93 million to address the increasing COVID-19 expenses in the 2020-2021 budget year.

MOVED BY: Trustee Godkin and seconded by Trustee Hutcheon.

Roll call vote:

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Ruttan, Trustee Traviss (11)

NAYS: (0)

Trustee Elliott recused himself from the vote.

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan (8)

NAYS: (0)

Trustee Elliott recused himself from the vote.

11. Notice of Motion

There were no notices of motion.

SECTION B – Information

12. Internal Reports and Other Communication

There were no internal reports or other communication.

13. External Reports and Other Communications

13.1 Conflict of Interest Complaint, Trustee Elliott's motion to mask JK-Grade 3

Chair Ruttan referenced a letter that expressed concerns of a potential conflict of interest regarding Trustee Elliott's earlier motion to mask students in Kindergarten to Grade 3. Chair Ruttan stated that she would begin by having Trustee Elliott speak to the letter in agenda package.

Trustee Elliot provided the following statement: "Thank you for giving me a few minutes to speak about the letter from Michael Pritchard. When that email was sent on September 21, 2020 there were no COVID cases in Limestone schools. Since that time, in just over two weeks, we are now up to three identified cases within our schools, and more in our community. If we look to the east and west of the Limestone District School Board catchment area, those numbers are rising as well.

The source of the masking motion was not obtained from the ETFO; it was from the Waterloo Region District School Board, who proposed and approved a masking motion in their August

17, 2020 meeting. This was researched by watching the YouTube recording of their meeting and comparing their motion to others (like the Toronto Catholic District School Board, Toronto District, Upper Grand, and Thames Valley). Premier Doug Ford, himself, has said he will support any school board that wants to implement a mandatory mask policy for all students. I am not here to represent the interests of teachers' unions – I am here to represent the best interests of all students, staff, and families, just like everyone else around the table. I do not think any of us would have run for Trustee if that was not the case.

We know students are on crowded buses together. We know some class sizes have increased since reorganization. And we know that not all classrooms have good ventilation, and classes cannot stay outside forever as the weather changes. As a parent and Board Trustee I want to maximize those layers of protection to the best of our ability, because no single layer is perfect – the more you bundle together the safer you are, as per many health organizations including Sick Kids, Kingston Health Sciences Centre, the Registered Nurses Association of Ontario, and the Canadian Pediatric Society, thank you to the other eight Trustees and three Student Trustees for being proactive and supporting this motion unanimously.

I can understand the perceived conflict of interest outlined in the letter based on articles 18 and 19 in LDSB Policy 5, particularly given I was the Trustee that brought the K-3 masking motion forward on a couple of different occasions in August. Moving forward, I will continue to be aware of this optic in relation to the conflict I always declare at the start of meetings. If it is okay with everyone, given the perceived conflict, I will remove myself from the discussion and the room so that you can have a conversation and decide whether Trustees want to revisit the motion we passed at the end of September regarding masking for K-3. Thank you.”

Trustee Elliott withdrew from the meeting.

Director Burra advised Trustees that ultimately, they have two decisions that they will need to make. Given that Trustee Elliott has acknowledged a perceived basic conflict of interest and he has decided to excuse himself, Trustees will need to decide if they want to investigate this further and look at imposing any sanctions in this particular case. The other thing that Trustees would have to decide is whether or not they want to revisit or rescind the motion that had been passed in August 2020.

After a lengthy discussion Trustees agreed that there was no need for further investigation or sanctions. Trustee Elliott does declare a conflict at the beginning of each meeting, however it was noted it is crucial and incumbent on all Trustees to recuse themselves from voting,

should there be any conflict of interest, or perceived conflict of interest. As well, Trustees unanimously agreed that they would not revisit or rescind the motion concerning masks.

Trustee Elliott returned to the meeting.

14. COMMUNICATION REFERRED TO COMMITTEE

There was no communication referred to committee.

15. REQUESTS FOR REPORTS AND/OR INFORMATION

15.1 Student Trustees Request for Information

Chair Ruttan called Trustee Quadir to speak to this item.

Trustee Quadir stated that she wished to bring a motion forward. Chair Ruttan asked if the motion was relevant to any item on the agenda and Trustee Quadir confirmed, this motion is relevant to Item 9.2 Strategic Plan Priorities – Areas of Focus 2020 – 2021.

MOTION: The LDSB Strategic Plan for 2020-2021 incorporate anti-Black racism and anti-Indigenous racism as a key area of focus to demonstrate the work being completed, including key initiatives and performance indicators.

Moved by Trustee Brown and seconded by Trustee Godkin and co-sponsored by all Student Trustees.

Trustee Quadir provided the following statement: “Before I begin, I would like to thank Trustee Brown for sponsoring our motion. I would also like to recognize that the motion and request for information we are presenting are based on one put forward by former student Trustee Taylor Dallin of the Toronto Catholic District School Board in June.

Back in May, Student Trustees Putnam, Traviss and myself were elected amidst a global moment of reckoning on issues of race. It was only a few days into my role when students began to approach me to inquire about the actions our board was taking to combat systemic racism.

At that time, I had a very limited understanding about the prevalence of racism at my school and much less our board. In hopes of developing a better understanding of the issues faced by our student body, from June to August I surveyed over 100 current and former Limestone students about their experiences with various forms of discrimination and personally conversed with 15 of them to take note of specific incidents of racism that they had encountered at school.

These discussions began with speaking of incidents of hurtful stereotypes and microaggressions – a girl being called a “dumb Asian”, Grade 9 boys inappropriately using racial slurs, frequent imitations of ethnic accents – but these situations became increasingly serious in nature as we progressed in our conversations.

A racialized student expressing a feeling of being tokenized within his own classroom. A Black high school student whose teacher repeatedly told him in front of his class that he would have to read children’s books because of his limited literacy abilities. A student of Chinese descent who wore a mask to school in March was confronted by another student who asked, “What’s up virus boy?” And one student who had faced race-based discrimination throughout her high school experience informed all three of us of the death threats she faced in her senior year simply because she was Black.

This represents only a fraction of the discrimination our peers have faced within our Board and I recognize that many of the students I spoke with did not realize the severity of these instances until they were asked to verbally recall them. I assured the students I spoke with that we as student trustees and as a board could and would do better to support our racialized student population.

And so, the student trustees, with the kind support of our Board’s Equity and Inclusion Consultant, the Director, and the Board Chair, put together this request for information and a few recommendations that we can use as a school board to facilitate conversations about race in the classroom; educate our students and staff about racism, specifically pertaining to Black and Indigenous students; and of most significance, to promote student wellness, safety, appreciation and achievement for the current and future generations of students of the LDSB.”

Roll call vote:

The non-binding recorded vote was as follows:

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

SEE YOURSELF IN LIMESTONE

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Ruttan, Trustee Traviss (12)

NAYS: (0)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon Trustee McGregor, Trustee Morning, Trustee Ruttan (9)

NAYS: (0)

16. OTHER BUSINESS

There was no other business.

17. OTHER SPECIAL MEETINGS/EVENTS

There was no other special meetings/events.

18. ADJOURNMENT

MOVED BY: Trustee McGregor and seconded by Trustee Godkin that the meeting adjourn.

The meeting adjourned at 9 p.m.

COMMITTEE OF THE WHOLE (EDUCATION, POLICY AND OPERATIONS) MEETING MINUTES – OCTOBER 28, 2020

PUBLIC MEETING

Roll call:

Administrative Staff Present:

Trustees:	Staff:
J. Brown G. Elliott L. French (Vice-Chair) T. Gingrich B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee) (Regrets)	M. Babcock, Superintendent of Education K. Burra, Director of Education J. Douglas, Communications Officer S. Hedderson, Associate Superintendent C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair French stated: “Good evening Trustees, Senior Staff and the viewing public. Welcome to the Limestone District School Board’s Education, Policy and Operations Committee of the Whole Board Meeting.

My name is Laurie French. I am Vice-Chair of the Board, and act as Chair for this Committee.

The regular complement of Senior Staff is present for this meeting along with Director of Education Krishna Burra and support staff. Trustees Brown, Gingrich, Hutcheon and Morning join the meeting virtually, and we received regrets from Student Trustee Traviss, all others are present here in the main board room.”

Chair French read the Acknowledgement of Territory: ‘We begin with 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.’

Chair French stated that as she learned this weekend at the Trustees’ policy retreat, she will personally add that she believes we are all most committed to meaningful action and change toward Reconciliation.

1. Adoption of Agenda

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

2. Declaration of Conflict of Interest

Trustee Elliott declared a conflict as his wife is an employee of the Board Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards. Trustee French stated that her partner has accepted some casual work with Facility Services so she will recuse herself from any decision-making associated with that.

Section A – Matters Requiring Action at the Meeting

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

SEE YOURSELF IN LIMESTONE

3. Reports for Information

3.1 Module Vanier and Kingston Secondary School Transition

Associate Superintendent Hedderson advised that construction is nearing completion at Kingston Secondary School (KSS) and looking to receive the occupancy permit for the building within the next few weeks. Multiple factors must be considered prior to the final approval of the move-in date including the new school occupancy date. Associate Superintendent Hedderson advised that there are two potential windows of time to make the transition from Kingston Collegiate & Vocational Institute (KCVI) site to the KSS site: Option One would have classes begin at the new Module Vanier and KSS December 15, 2020, at the beginning of Octomester 4. The last day of classes at the current Module Vanier and KCVI would be December 11, 2020. Students at Module Vanier and KCVI would have an asynchronous remote learning/turnaround day on December 14, 2020 to allow for the set-up of physical classrooms at the new building to welcome students to school the next day. Option Two would have classes begin at the new Module Vanier and KSS February 2, 2021, at the beginning of Octomester 5. The last day of classes at the current Module Vanier would be January 28, 2021. There is a PA Day January 29, 2021 designated for elementary reporting/secondary turnaround. February 1, 2021 would be an asynchronous remote learning day to allow for the set-up of physical classrooms at the new building to welcome students to school the next day.

Associate Superintendent Hedderson advised that they are expecting additional updates from the contractor in the next few weeks which should provide additional insight in terms of the occupancy date and help determine whether Option 1 or 2 will be recommended to transition students and staff to their new school building.

Director Burra also noted that there are other pieces to consider once occupancy is obtained. All internal systems must be tested to make sure that they are all up and running, and so occupancy date basically means entering the site and ensuring all systems are up and running for staff.

3.2 Ventilation Systems

Superintendent Young advised that there were two separate and distinct questions within the one motion that Trustees had passed at the Board meeting on August 26, 2020, so the report in

the agenda package does provide lots of information about ventilations systems. Trustees asked to investigate the purchase of stand-alone HEPA filters for windowless classrooms, prioritize ventilation improvements over any unassigned capital school renewal projects from the 2019-2020 plan, and bring forward a report to Trustees.

Superintendent Young stated that at the present time, there is still very limited direct evidence available through peer-reviewed academic studies supporting the positive linkage between the spread of COVID-19 and ventilation systems. While scientific analysis has established a connection between increased fresh air exchanges within a confined space impacting the dilution rates of contaminants, additional academic study on the spread of COVID-19 through ventilation systems is still required to draw firm conclusions. Additional supplemental ventilation systems, such as stand-alone HEPA filtration systems, are successful in removing contaminants but their effectiveness as the main source of protection against the spread of COVID-19 is strongly discouraged. Stand-alone HEPA filters can only be viewed as another layer of protective controls in the battle against COVID-19 spread. If a stand-alone filter unit is being used in a confined space, careful attention needs to be placed on where the discharge air is directed so as to not increase the field of spread of any potential airborne COVID-19 particles.

LDSB currently owns five HEPA filtration units that have been distributed to schools to address indoor air quality concerns where higher levels of indoor air quality sensitivity may occur among staff.

Superintendent Young reminded Trustees that back in January 2020, Trustees approved the Multi-year Capital and Renewal Project Plan. This project plan utilized the entire 2019-2020 School Renewal Funding and School Condition Improvement allocations while addressing the many high and urgent replacement needs within Limestone schools which included planned expenditures in the heating category (HVAC & boilers) as well exterior window and door replacement projects. This entire 2019-2020 school renewal and school condition funding of \$19.2 million was allocated to high and urgent projects within the system, and as staff continue to develop the 2020-2021 project list for approval by Trustees in January 2021, a higher emphasis will be placed on the ventilation projects to ensure that the ventilation needs within LDSB are being addressed.

Staff conducted a study of all classrooms within the board that are windowless or have been

designed with inoperable windows. There are currently 50 classrooms.

Through the investigation of each of the classrooms and associated ventilation systems, it was determined that all the identified classrooms have full ventilation systems providing fresh air, and in some cases, conditioned air, to each of these spaces. Superintendent Young noted that they will continue to conduct engineer studies for the feasibility of increasing HVAC filtering efficiencies within the schools, repair/replace inoperable equipment, and design and replace aging HVAC systems.

Superintendent Young advised Trustees that there was a funding announcement just this afternoon from the Province that the Federal government will put forward another \$700 million for the education sector to address COVID-19 related capital expenses. Superintendent Young is waiting to hear more information about the funding announcement but he said that this money will come with stipulations in that all of the projects would have to be completed by the end of the 2021 calendar year, and also that it is on an application basis, as opposed to an automatic allocation basis. School boards have to apply for the funding.

4. Reports for Action

4.1 Recommended Policy Revision

Director Burra stated that Trustees were previously asked to submit policies for potential review and/or clarification. Some of those changes were reflected in his report and others require further Trustee discussion and guidance for generating proposed edits, which he listed in Appendix A of his report.

After discussion with Trustees, Chair French agreed to address the changes in Board Policy 9 with two separate motions.

MOVED BY: Trustee Godkin that in Board Policy 9: Board Operations, section 13.4.0 states, "All regular Board meetings, special meetings and all committee meetings shall be adjourned automatically at 10:00 p.m., unless a majority vote extends the meeting in fifteen (15) minute increments" that '15 minutes' be changed to '30 minutes.' Carried

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Ruttan, (11)

NAYS: (0)

ABSENT: (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan (9)

NAYS: (0)

ABSENT: (0)

MOVED BY: Trustee McGregor that in Board Policy 9: Board Operations, section 18.3.1; 18.3.0, and legal references... change Robert's Rules of Order, '10th Edition' to 'the latest edition.' Carried

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Ruttan, (11)

NAYS: (0)

ABSENT: (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan (9)

NAYS: (0)

ABSENT: (0)

MOVED BY: Trustee McGregor, that in Board Policy 10: Committees of the Board, section 5.1.3, add another bullet: 'All members are appointed by the board for a four-year term that coincides with the four-year term of trustees. If a vacancy occurs mid-term, the board will convene a subcommittee consisting of the two trustee representatives on the

Special Education Advisory Committee and the Chair of the Board. The Vice Chair shall be the alternate to this sub-committee. The subcommittee will review all applications and make a recommendation for appointment to the board and the board shall appoint the member.’ Carried

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Ruttan, (11)

NAYS: (0)

ABSENT: (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan (9)

NAYS: (0)

ABSENT: (0)

MOVED BY: Trustee Ruttan, that in Board Policy 10: Committees of the Board, the following changes be made: section 5.3.2: change ‘parent’ to ‘parent/guardian’ and change: ‘his or her’ to ‘their;’ section 5.5.2: change ‘support parent’ to ‘support parent/guardian;’ section 5.5.2: change ‘help parent’ to ‘help parent/guardian;’ section 6.4.1: change ‘parents’ to ‘parents/guardians;’ and section 6.4.2: change ‘parents’ to ‘parents/guardians.’

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Ruttan, (11)

NAYS: (0)

ABSENT: (1)

The binding recorded vote was as follows:

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

SEE YOURSELF IN LIMESTONE

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan (9)

NAYS: (0)

ABSENT: (0)

MOVED BY: Trustee Brown, that in Board Policy 12: Policy Making, section 4.6.0 states the following: "All policies which refer to persons shall be worded to include equally members of both sexes, except where the references apply exclusively to males or females" and this be change to "All policies which refer to persons shall be written using gender neutral language in order to be inclusive and respectful of individual differences as they relate to gender identity and gender non-conforming persons."

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Ruttan, (11)

NAYS: (0)

ABSENT: (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan (9)

NAYS: (0)

ABSENT: (0)

Trustees considered and discussed next steps to provide guidance for generating proposed edits and/or review of current policies.

MOVED BY: Trustee Godkin that a quote be obtained from a parliamentarian to review and provide possible recommendations with regards to format and content and/or alignment of policies, and in particular Policies Nos. 3, 7, 9, and 17. Carried.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Ruttan, (11)

NAYS: (0)

ABSENT: (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan (9)

NAYS: (0)

ABSENT: (0)

SECTION B – INFORMATION

11. Internal Reports and Other Communications

None at this time.

12. External Reports and Other Communications

None at this time.

13. Other Business

None at this time.

14. Next Meeting Date

Regular Board Meeting, November 11, 2020

15. Adjournment

The meeting adjourned at 6:22 p.m.

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

OCTOBER 21, 2020

PUBLIC MEETING

Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	<p>Present:</p> <p>S. Henderson-Todd, Lennox and Addington Resources for Children</p> <p>J. Castell, Family & Children's Services, Frontenac, Lennox & Addington</p> <p>C. Roberts, Easter Seals Ontario</p> <p>A. Martin, Member-at-Large (Queen's University)</p> <p>C. Carriere-Prill, Member-at-Large</p> <p>G. Eaton-Smith, Learning Disabilities Association of Kingston</p> <p>Regrets:</p> <p>P. Dendy, Member-at-Large</p> <p>D. Jalovcic, Learning Disabilities Association of Kingston</p> <p>E. Sheldon, Community Living Kingston</p> <p>C. Tooley, Down Syndrome Association Kingston</p> <p>N. Carson, Epilepsy South Eastern Ontario</p>
	Staff:
	<p>H. Box, Special Education Program Coordinator</p> <p>T. Vail, Special Education Program Coordinator</p> <p>L. Conboy, Mental Health Lead</p> <p>K. Leggett, Vice-Principal of Educational Services</p> <p>A. McDonnell, Superintendent, Learning for All</p> <p>L. Rousseau, Educational Services and Safe Schools Coordinator</p> <p>D. Scarlett, Principal of Educational Services</p> <p>C. Snider, Special Education Program Coordinator</p>
Guests:	Recorder:
None at this time	J. Senior, Administrative Assistant

1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting and welcomed Director of Education, Krishna Burra to join and address SEAC.

Chair McGregor 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.”

Director Burra joined the meeting virtually and thanked all of the individuals and organizations for being a part of the Special Education Advisory Committee for Limestone District School Board and for being a voice to help guide us forward in terms of improving outcomes for all students and in particular for students with special needs.

2. ADOPTION OF THE AGENDA

MOVED BY: Trustee Bob Godkin that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards.

4. BUSINESS ARISING FROM MINUTES

No business

5. EDUCATIONAL SERVICES SEAC UPDATE

5.1 Building Our Vision for the Future, Enhancing Special Education Services in Our District, 2020-2021 - Superintendent Alison McDonnell spoke about the Special Education Monitoring document received in the agenda package. This document is reviewed on an annual basis and also brought back to SEAC in November, March and June to share the work that has been accomplished and provide an opportunity to discuss that work and to ask questions related to that work. Educational Services Liaison Coordinator Lynne Rousseau presented two specific areas in the document.

The first area was the Adolescent Care Workers (ACW) Review Report. Last school year, LDSB embarked on a review of the role of the ACW in our secondary schools. ACWs provide tier one interventions for students in secondary in the area of social, emotional, behaviour and well-being. Interviews were completed with all ACWs and members of their Admin team with the following recommendations that were identified in the review process:

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Consistency of Practice: There are many similarities within the position of ACW, such as accessibility within the school; system navigation on behalf of students and families; increasing staff awareness of student need by providing resources, information and strategies; and the importance of relationships with students. There are also variations in the role: goal setting to have a dedicated response to the needs of students, documentation of interactions and needs of students, and tier one service delivery. It was also suggested to consider a different format for affinity meetings. It is recommended that a working group of ACWs and members of Educational Services, be developed, to create a consistent documentation process to gather information about the needs of students, look at the relationship between goal setting and tier one service delivery and plan affinity meetings with a more structured agenda.

Equitable allocation of resources: Taking into considerations such factors as school variations in student enrolment numbers, complexities of students served, socio-economic needs, cultural factors and geography (to name a few) further consideration needs to be given to the equitable allocation of ACWs across secondary schools. However, in light of the Pandemic and the continued uncertainty of its impact as well as the delay in Grants for Student Needs (GSN) funding, it would be prudent to consider the allocation of ACWs remain status quo for the coming school year (2020-2021) and consider the impact of more equitable allocation of the ACW role for the 2021-2022 school year.

The second area addressed by Lynne Rousseau was the implementation of school engagement interventions in collaboration with Maltby Centre and School Attendance Counsellors to support students with mental health concerns and persistent school absences.

The School Attendance Counsellor is able to make direct referrals to the program with family's consent. Maltby provided supports to the family in understanding the 'why' behind the child's absences and developed a plan to help them learn the strategies to manage those mental health concerns and improve school attendance. We will continue with this partnership in the 2020-2021 school year.

Trustee Godkin thanked Lynne Rousseau for the report and asked for clarification on accessing support through Maltby for attendance issues related to mental health concerns. Lynne Rousseau responded that school attendance counselors work in conjunction with all of the schools and identify children who have significant attendance issues and well-being issues that are holding the student back from attending school regularly.

Jolene Castell asked when services such as the family support piece become involved in planning along with Maltby. Lynne Rousseau clarified that initially the connection is with services through Maltby but whenever a family would benefit from involvement in other services or community resources there would be a reach out for those supports.

Jolene Castell also asked what this support would look like for virtual learners who are struggling related to mental health. Lynne Rousseau responded that Maltby continues to provide a lot of their services virtually, however, they are doing face-to-face supports as well.

Gail Eaton Smith asked whether this program is going to be available to elementary and high school students or only to the high school students? Lynne Rousseau clarified that currently referrals are typically between Grade 5 and Grade 8.

6. CORRESPONDENCE

6.1 Durham District School Board – Request for Fall 2020 Process Exemption: Special Incidence Portion Submission Requirements - Correspondence was received from the Durham District School Board. This was provided for information.

7. ASSOCIATION UPDATES

7.1 LANCANs Light It Up Blue Campaign Information was provided for information.

7.2 J. Castell, Family & Children's Services, Frontenac, Lennox & Addington - Within the Family Support Program, we are continuing to grow and learn how to best support families through the pandemic. We have started to see families in person depending on the need and the circumstances. We have also been working with families through virtual meetings, mailbox visits, and porch drop offs. We are seeing a lot of high needs behaviours because of being cut off from some of those typical supports that are normally in place. For the families who have opted for online virtual learning, we are seeing the most disruption and dysregulation within the family unit itself; people are really struggling. In terms of our referrals, we are still available through phone and through email.

7.3 G. Eaton-Smith, Learning Disabilities Association of Kingston – We have gone virtual. Child and Family Services has very graciously allowed us to continue using their address so that we can receive mail and we still have access to their services, but in terms of just the operation of the organization, we have gone totally virtual. We are still available by phone and email and we still have a web presence. We have recently hired some part-time people to maintain our social media presence to work on updating the website. Our main challenge is that we have expanded the board by one and gained some new and very valuable members, but ironically, we've done so in spite of the fact that our primary operational funding is slowly seeping out. So, what we have done is we continue to work with students in the Faculty of Law and the students in the Faculty of Nursing. The Faculty of Law group has created a package that we can use for promoting and target sponsorships so that we can have some way of supplementing or at least growing our primary cash base. Our biggest change to date is that all of our meetings are held by ZOOM and we are now in a virtual office.

7.4 C. Roberts, Easter Seals Ontario – Easter Seals is still working on granting some of the waiting list needs for equipment. We have only been able to work with a few individuals based on some of the small donations that have come been received. We have just finished the virtual camp and delivered camp boxes to kids between Kingston and Gananoque which contain fun activities for the kids.

No other Association Updates.

8. OTHER BUSINESS

8.1 Ministry Updates - Transportation and Stability Supports for Children and Youth In Care

Superintendent Alison McDonnell shared that this is an application-based program that provides funding to district school boards to support stability for children and youth in care. This program has been expanded this year to encompass both transportation-based need and additional stability supports. Transportation support will allow children and youth in care to temporarily remain in their home school when they experience a change in residence. Stability supports will allow children and youth in care to receive supports that will provide additional stability such as tutoring services, technology, and culturally appropriate resources. LDSB will work with Family and Children's Services of Frontenac Lennox and Addington to submit an application by the due date of Oct. 29, 2020.

8.2 Educational Services SEAC Update

Principal Darlene Scarlett, Vice Principal Karen Leggett and Special Education Program Coordinator Cheryl Snider shared the following information:

Clinical Service Delivery Model – The Clinical Service Delivery Model is offered in a Three-Tier Model. **Tier One:** Clinical Consultants are able to provide a variety of presentations to staff to build capacity and address student learning. Presentations focus on providing evidence-based information and strategies to staff. **Tier Two:** In-school Multidisciplinary Team Meetings and supporting and working collaboratively with school staff, small group professional development. **Tier Three:** Clinical Consultants may complete a Psycho-educational Consultation or Educational Assessment. Supports both in person and virtual learners.

Speech Language Service Delivery Model – Articulation: Services for students with mild articulation concerns will continue to be offered to students who are face-to-face or virtual. A teacher articulation screener is completed by the teacher to determine eligibility. Students who qualify will be seen 1:1 on a weekly or bi-weekly basis. **Language and Literacy Enrichment Program:** This is similar to the Oral Language Enrichment groups that have run for the past few years, although the program will be delivered whole group this year upon request by teachers. It is for students in SK and grade 1; there is no eligibility criteria for students to participate, although Oral Language Profiles may help teachers to identify students with possible oral language delays. The teacher and ECE have an opportunity to observe and participate in the shared reading, which will focus on elements of oral language skills (vocabulary, re-tell, comprehension, etc.). **Language Consultations and Assessments:** We will follow the same process as previous years; teachers will bring concerns regarding oral language difficulties

forward to the SST or administrator and share assessments completed. Students will be discussed at in-school team meetings and determination of the need for virtual or face to face consultation will be made. If a language assessment is deemed necessary, this will be done face to face.

Supports for Virtual School for Students with Special Education Needs – The Educational Services Leadership Team created the SST Virtual School Information Resource in consultation with the Educational Services staff and Program Team Members. This resource is a 54-page slide deck full of rich ideas, information, and support materials. Topics include IEPs, Diagnostics, Communication and Tech Support. Existing Minds Online resources are also directly referenced throughout as well as Educational Services Supports. Offered are specific scenarios for what this support can look like. For example, it could look like a short 10-15 minute intervention lesson with a student or group through Microsoft Teams, or a purposeful, independent practice activity posted to the student's Virtual Minds Online classroom that the student will complete at their own pace with regular feedback and follow-up from the SST. Offered are specific ways to plan universally designed intervention. Also offered are best practices and resources to support IEP development and IPR's for virtual learners.

Minds Online Course: Augmentative and Alternative Communication – This is a new resource developed by Jessi Lalonde and Jen St.Onge. It was created to support teachers who have students that use Augmentative and Alternative means of communicating. The idea is to share best practices and resources to help teachers become more comfortable supporting the students and their communication needs. The course will be available to all staff in the board. The resource has sections introducing AAC (what is it, considerations for using, making AAC work), as well as FAQs about PECS and pics and tips, suggestions, strategies, and activities.

Questions after Ed Services Presentation:

Trustee Godkin asked how the success of the SST Resource is being evaluated. Special Education Program Coordinator Cheryl Snider shared that follow up would occur throughout the year with SSTs to determine how they are using the resources and what else they might need and how it has affected the students. Superintendent McDonnell added that monitoring would also occur through conversations with the administrators at the virtual school. Trustee Godkin requested that this topic be revisited in the future in the form of a report that documents successes and next steps.

Gail Eaton asked for clarification on whether virtual assessments would be provided. Principal Scarlett clarified that virtual psycho education assessments would not be provided. All assessments would continue to be provided face to face including those in virtual school.

Candace Roberts noted that on-line learning has created some stress in some families and asked what supports are available and requested more information on the in-home school to community support. Superintendent McDonnell responded that we spent a great deal of time last year working with our educational services support teams and refocusing some of their work towards working with families so that they could support their children in their homes. This continues to be an area of focus this school year. Principal Scarlett shared that we have hired a

secondary, in-home, school to community support teacher to service students in school to community programming with complex needs who are immuno compromised who cannot attend school and cannot benefit from virtual instruction. This position is being funded through the Student Support Fund (OSSTF)

8.3 Presentation Schedules

Chair McGregor shared that over the last few years we have had a monthly presentation given by one of the associations. In light of some of the technological barriers and meeting remotely, we are requesting that all associations provide printed material about your associations that could be sent electronically to all SEAC members. Chair McGregor asked that the associations please send electronic copies of promotional materials to Jill Senior for distribution.

14. NEXT MEETING DATE

Wednesday, November 18, 2020

15. ADJOURNMENT

MOVED BY: Trustee McGregor and seconded by Trustee Godkin that the meeting adjourn.

The meeting adjourned at 6:30 PM

ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – OCTOBER 13, 2020

VIRTUAL MEETING

Roll call:

Administrative Staff Present:

Members:	Staff:
B. Gilmour, St. Lawrence College R. Healey, Kingston Coalition for Active Transportation J. Ruddy, Loving Spoonful E. MacEachren, Faculty of Education, Queen's University L. Malcolm, KFL&A Public Health P. Gallo, Evergreen S. Luxford-Oddie, Cataraqui Conservation	M. Babcock, Superintendent of Education D. Fowler, Manager of Facility Services D. Hendry, Sustainable Initiatives Co-Ordinator C. Pepelea, Energy/Environmental Technologist
Trustees:	
R. Hutcheon J. Morning	
Guests:	Recorder:
Leslie Myles	E. Bolarinho, Administrative Assistant

Superintendent Michele Babcock welcomed ESAC members to the meeting.

Brooke Gilmour 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.”

1. Adoption of Agenda

MOVED BY: Brooke Gilmour, that the agenda as presented, be approved. Carried.

2. Declaration of Conflict of Interest

Michele Babcock explained the Declaration of Conflict of Interest. No one had a conflict of interest.

3. Business Arising from the Minutes – No new business

4. Presentations

4.1 Loving Spoonful Presentation – Jennifer Ruddy

Jennifer Ruddy, Executive Director of Loving Spoonful made a presentation regarding the GROW project. This is a mature project coming to the end of a significant Ontario Trillium Grant. This project, while highly impactful, is complex and COVID-19 has given Loving Spoonful an opportunity to reflect on the sustainability of this project.

More discussion to follow in future meetings.

4.2 Evergreen Brickworks Presentation – Paula Gallo,

Paula Gallo made a presentation regarding professional opportunities and programs for educators. They are doing workshops with virtual classrooms. Getting students engaged, thinking about design in a practical way, doing climate ready schools are a few of their initiatives. Evergreen is running a free summit next month available to educators.

5. Community Organization Updates

Trustee Robin Hutcheon – no updates

Leslie Myles – no updates

LDSB – Dan Hendry

Bus passes were distributed during the first month of school. No orientation due to COVID-19.

LDSB – Cedric Pepealea

Twenty schools were registered in the ECO Schools program and due to COVID-19, they were not able to report. Schools received participation badges. ECO Schools will be moving forward and remodeling their program on Oct. 20. Cedric will be attending a webinar and will provide more information at the next meeting.

LDSB – Leslie Myles

Limestone Learning Foundation has had its challenges due to COVID-19. LLF has been helping with food sharing project. There will be a one-time big funding announcement coming shortly.

LDSB – Michele Babcock

Michele Babcock shared activities around outdoor learning. People are embracing this new model, encouraging classrooms to be outside, daily walks and recreational spaces. Schools are beginning to consider how to plan for families who cannot purchase wardrobe for outdoor activities.

LDSB – Dave Fowler

Facilities are doing a lot more online and enhancing e-resources. Heating and ventilation systems are ongoing and projects are being carried out differently.

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Cataraqui Conservation Authority – Stana Luxford-Oddie

Due to a lot of work protocols in place, they have been offering outside nature programs for early learners in person, in limited numbers. They are willing and happy to support and are open to all possibilities.

KCAT – Roger Healey

Quiet Street Projects is a pilot project that ran from end of August through November. This quiet street project was a result of COVID lockdown where households needed a place to go outdoor without car traffic. Observations can be discussed at future meetings. Next phase, City of Kingston is interested in developing safe routes to schools, which is being discussed tonight at their meeting.

KFL&A – Linda Malcolm

In the beginning of the pandemic, KFL&A was not able to provide any programs. Teams were dismantled to work with COVID teams. Now school teams are back again focusing on supporting schools, contact tracing, swabs, calling families.

St. Lawrence College – Brooke Gilmour

St. Lawrence College is not delivering in-person classes. The College is trying to submit climate action for community engagement due October 21. College is still trying to advance sustainability and incorporate goals when possible.

6. Election of Community Co-Chair

Brooke Gilmour asked for nominations for Community Co-Chair. Stana Luxford-Oddie volunteered for this position. All agreed.

7. Other Business

Roger Healey from KCAT – Quiet Streets for future meetings.

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8. Next Meeting Date

Virtual meeting - March 9, 2021

9. Adjournment

Brooke Gilmour asked for a motion to adjourn the meeting.

MOVED BY by Stana Luxford-Oddie and seconded by Zabe MacEachren that the meeting be adjourned.

The meeting adjourned at 5:45 pm



ADMINISTRATIVE REPORT: VIRTUAL SCHOOL UPDATE

REGULAR BOARD MEETING

November 11, 2020

Purpose

To update Trustees on the status of the Virtual School enrolment.

Background

With the COVID-19 pandemic, the Ministry of Education offered families the choice of in-school learning, or remote learning, for the 2020-2021 school year. The Ministry of Education released PPM 164: Requirements for Remote Learning on August 13, 2020 which outlines the requirements for synchronous and asynchronous learning for students opting for remote learning. The Limestone District School Board surveyed its families in August 2020 to determine the number of students who were opting for in-school learning, and the number of students opting for remote learning. Survey results showed that approximately 10 per cent of the LDSB student population was opting for remote learning. LDSB then established an elementary and secondary Virtual School to accommodate student remote learning needs.

Current Status

LDSB Elementary Virtual School K – 8

The Elementary Virtual School began with an initial enrolment of 1,241 students. At inception, the virtual school was staffed by teachers requiring accommodations due to medical or other reasons, and then teachers were added who had been surplus to their school through the September re-organization and staffing process.

Families were given another opportunity to opt in or out of in-school instruction by October 29, 2020. Based on the most recent enrolment data, the Elementary Virtual School has 1,425 students (220 students are French Immersion and 1,205 are in the English program). The French Immersion program is organized with 10 classes and a staff of 12 educators. The English program is organized with 48 classes and a staff of 72.

The Elementary Virtual School is supported by two administrators and one clerical staff.

LDSB Secondary Virtual School Grades 9-12

The LDSB Secondary Virtual School follows the same octomester/block timetable model that most LDSB secondary schools are following. Students have the option to opt in and out of LDSB Virtual School at the beginning of each octomester, but moving between in-school courses and Virtual School courses is space dependent for each course.

The Secondary Virtual School started the first Octomester with approximately 530 students. Nearing the end of Octomester 2, there are 598 students enrolled. There is a wait list for Octomester 3 of approximately 45 students.

Secondary Virtual School staff include 19 classroom teachers, three School to Community Services teachers, two Educational Assistants and three part-time Student Success Teachers/Instructional Coaches. The Secondary Virtual School is supported by one secondary administrator. The elementary and secondary Virtual Schools share the one clerical position.

Next Steps

Enrolment in LDSB Virtual School will continue to be monitored, and adjustments made as space allows. As indicated previously, another opt-in or opt-out date for elementary students is undetermined. Any potential opportunity will be dependent on provincial direction, discussions with ETFO, and financial considerations. Secondary Virtual School will be timetabled for Semester 2, to provide students with a range of course offerings to complement Semester 1.

Recommendations

That Trustees receive this report for information.

Prepared by: Michele Babcock and Jessica Silver, Superintendents of Education

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: STRATEGIC PLAN 2019-2020

REGULAR BOARD MEETING

November 11, 2020

Purpose

To provide Trustees an end-of-year status report on the 2019-2020 Strategic Plan.

Background

Under the Education Act, the Director of Education must review the Multi-Year Strategic Plan (MYSP) annually with the Board of Trustees. To assist Trustees with their ongoing monitoring, normally a spring update is provided using a 'traffic light' system to evaluate the progress of specific actions, which were designed to operationalize the achievement of our strategic goals. A semi-annual assessment allows staff to make adjustments to ensure that the MYSP goals remain on track. However, given the disruptions during the 2019-2020 school due to provincial labour challenges and the onset of the COVID-19 pandemic, and resultant school closures, a mid-year check-in was not completed.

Current Status

At the Board Meeting of November 11, 2020, Senior Staff will present an end-of-school-year Strategic Action Plan – 2019-2020 (attached), focusing on the items that have been assessed as 'red' or 'yellow' on the attached action plans. Given the disruptions present during the 2019-2020 school year, more 'red' and 'yellow' indicators are evident. Consequently, senior staff will focus on those areas where this work has been resumed in the 2020-2021 school year, or areas we were unable to focus attention during the spring of 2020.

Senior staff will also review the Strategic Action Plan Evaluation Framework: 2017-2022 (attached) employing the same traffic light system. Each outcome will be assessed as to its status, three years into a five-year plan. The Evaluation Framework has been included to assist the Board in tracking progress of goals. Multiple data sets and evidence are used to evaluate the progress toward the desired outcomes.

Staff's commitment to Trustees is that the areas of focus will also populate Board and Education and

Policy Operations Committee (EPOC) agendas throughout the five-year Strategic Plan. Last year's overview is attached mapping the strategic plan to specific meetings/committees.

Recommendations

That the Board receive the Strategic Action Plan – 2019 - 2020 for information.

That the Board approve the Strategic Action Plan Evaluation Framework – 2017-2022, Year 3 update: 2019-2020.

Prepared by: Krishna Burra, Director of Education

Attachments: Strategic Action Plan for 2019-2020

Strategic Action Plan Evaluation Framework 2017-2022

Board/EPOC Agenda Items 2019-2020

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan W1.1 Healthy Schools

GOAL: To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

RESPONSIBILITY: Associate Superintendent Scot Gillam and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
A group of elementary administrators, educators and community partners will develop a comprehensive plan to support the implementation of the new elementary Health and Physical Education curriculum.	September 2019 – June 2020	●	<p>A comprehensive Minds Online Health and Physical Education course was launched, shared with the system and usage was tracked. Outcome: 304 educators have signed up for the course. The course receives an average of 17 access points per day.</p> <p>Implementation and support of the new curriculum with administrators and educators will occur. Outcome: An initial meeting with an Admin Steering Committee occurred to develop a roll out plan. Information was shared at one staff meeting, but not completed, due to labour disruption and school closure.</p> <p>A pre- and post-survey for administrators and educators is planned to evaluate knowledge and comfort regarding delivering the new curriculum. Outcome: The survey was not completed due to labour disruption and school closure.</p>
In partnership with Kingston Gets Active and Queen's University, an educator from every LDSB school will engage in professional learning to enhance understanding and benefits of quality Physical Education for all K-12 students.	September 2019 – September 2020	●	<p>As per the agreement with Kingston Gets Active and Queen's University, all LDSB schools will receive professional learning related to Physical Education over a three-year period, ending September 2020. The last professional learning session was held in September 2019.</p> <p>Outcome: These professional learning sessions were designed and delivered.</p>
In partnership with the Lifesaving Society of Canada, the Limestone DSB will provide additional opportunities for students to build swimming survival skills for students with low pass rates.	September 2019 – June 2020	●	<p>As an enhancement to the Grade 3 Swim to Survive program, schools with lower Swim to Survive success rates will be provided the opportunity to participate in a Swim to Survive program with Grade 6 students. Outcome: This was started but not completed, due to labour disruption and school closure.</p>
Work with KFL&A Public Health to support Smoke Free Ontario Act 2018.	September 2019 – June 2020	●	<p>KFL&A Public Health and LDSB worked cooperatively to support the Smoke Free Ontario Act 2018 mandate of no smoking within 20 meters of any school property. Public Health supported LDSB with promotional materials, signs, and a nurse support for smoking cessation programs. Public Health also worked with LDSB administrators on the enforcement of the Smoke Free Ontario Act.</p>
In Partnership with the Queen's University NeuroProtection Project (NP2), KASSA Junior Football players will participate in a concussion reducing strategy.	September 2019 – June 2020	●	<p>Allen Champagne, a Queen's University PhD candidate led Junior and Senior KASSA football players through pre-season, sport-specific testing that is designed to identify behaviours and corrective measures that not only improve sports performance, but also reduce the chances of sports related concussions. A plan to replicate this process with rugby at Frontenac Secondary School and Napanee was canceled due to COVID-19.</p>

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan W1.2 Mental Health

GOAL: To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

RESPONSIBILITY: Superintendents Alison McDonnell and Andre Labrie and Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Enhance direct mental health services to students provided by regulated mental health workers in schools.	September 2019 - June 2020	●	<p>Created opportunities for secondary students to self-refer to mental health services provided by regulated workers as aligned with the <i>Health Care Consent Act, Child, Youth and Family Services Act, Substitute Decisions Act</i> and the standards of practice outlined by the Ontario College of Social Workers and Social Service Workers. An in-person self-referral process was implemented for secondary students for the 2019-2020 school year. An electronic self-referral process is being developed. Developed a Frequently Asked Questions reference document for administrators.</p> <p>Updated and simplified school-based referral form.</p> <p>Evidence based approaches were used that fit with the presentation of students at Tier two including CBT, BRISC. Mental health workers collaborated closely with the in-school teams to support well-being and academic achievement.</p>
Employ a Data Research Specialist to ensure that data and information is collected and analyzed at the individual student level for students accessing regulated mental health worker services in order to ensure student mental health needs are met.	March 2020- August 2020	●	<p>Hired a researcher with experience and expertise in data collection and analysis to provide support toward the design, implementation and interpretation of research and evaluation projects to support mental health and student well-being initiatives.</p> <p>Data Research Specialist assisted with the preparation of LDSB's new 3-year board Mental Health, Addictions & Well-being Strategy. Outcome: The implementation, evaluation and development of the strategy was put on hold due to work to labour disruption and school closures due to COVID-19.</p>
Strengthen engagement of students, families, staff and the community through expansion of the Mental Health Leadership Team.	September 2019 - June 2020	●	<p>Inclusion of family representation on Mental Health Leadership Committee.</p> <p>Outcome: This did not occur due to labour disruption and school closures due to COVID-19.</p> <p>Inclusion of Indigenous representative and support staff on Mental Health Leadership Committee.</p> <p>Outcome: This did not occur due to labour disruption and school closures due to COVID-19.</p>
Collaborate with community mental health and addictions partners to strengthen a system of care for students at risk.	September 2019 - June 2020	●	<p>Implemented school engagement interventions in collaboration with Maltby Centre and School Attendance Counsellors to support students with mental health concerns and persistent school absences. There were 4 students referred. All the students engaged in the service and were still working with Maltby when school closure occurred. Collaborated with the Clinical Psychology Outreach Program (CPOP), Maple Family Health Team and KFL&A Public Health to pilot "Got Your Back" sessions in targeted secondary schools (LCVI and NDSS).</p>



Action Plan W1.2 Mental Health (Cont'd)

GOAL: To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

RESPONSIBILITY: Superintendents Alison McDonnell and Andre Labrie and Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Provide professional learning opportunities to administrators, educators and support staff to build capacity in creating and leading mentally healthy schools.	September 2019 - June 2020	●	Professional learning opportunities for administrators/educators/and, or support staff were provided in the areas of: <ul style="list-style-type: none"> • safeTALK • LDSB Suicide Intervention Protocol • Everyday Mental Classroom Resource • Teens, Anxiety, and Depression: Active Strategies to Move Teens Forward Created Minds Online e-learning platform to access evidence informed mental health resources. This platform was shared with schools in April 2020.
Support staff wellness in the workplace by implementing the Not Myself Today campaign through the Canadian Mental Health Association (CAMH).	March 2020- August 2020	●	Re-launched campaign from Canadian Mental Health Association Manager at September administrator meeting. Roll out of tools, resources, and activities to engage and promote staff well-being at the individual, school and organizational level at monthly administrator meetings. Outcome: This did not occur due to labour disruption and school closure, however NMT was highlighted as a resource multiple times during emergency remote learning.
Participate in training and implementation of school-based intervention to promote resilience and reduce distress among newcomer students.	September 2019 - June 2020	●	Regulated mental health workers and Mental Health Lead to attend 2-day training in The STRONG (Supporting Transition Resilience of Newcomer Groups) program. Outcome: This did not happen due to labour disruption and school closure due to COVID-19. Participate in formal research study to evaluate the acceptability, implementation, and perceived utility and benefits of the STRONG program in Ontario schools through the Centre for School Mental Health, Faculty of Education, Western University. Outcome: This did not happen due to labour disruption. Implement two, 10-week manualized programs that draw on cognitive-behavioural therapy approaches. Outcome: This did not happen due to labour disruption.
Develop a new three-year Mental Health and Addictions Strategy for 2020-2023.	September 2019 - June 2020	●	Identified key stakeholders in the development of the strategy, including students, families, administrators, educators, support staff and community partners. Provided an overview of engagement plan to Senior Exec for approval. Reviewed and considered the information data provided by School Mental Health Ontario Board Scans, data from the 2020 Student Census (did not occur) and the 2019 #HearNowON: Student Voices on Mental Health Engaged key stakeholders to identify collaborative goals and key strategies to achieve goals. Outcome: This is ongoing as the actual development of the strategy was put on hold due to labour disruption and school closure.

Action Plan W1.3 Outdoor Education

GOAL: To improve student achievement and well-being, we will implement positive physical, mental and emotional health strategies.

RESPONSIBILITY: Superintendent Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Maximizing Student Safety and ensuring compliance with OPHEA & Ministry guidelines/expectations for student safety.	September 2019 - June 2020	● ● ●	Compliance with Ministry expectations regarding Outdoor Education Safety . Ensuring proper certifications to meet requirements for different outdoor activities and arranging training for areas of need (i.e. NLS, First Aid, Paddling, etc.) Cancellation of summer programming due to COVID-19, certifications for summer staff was not possible.
Providing and/or enhancing Outdoor Education spaces at the Gould Lake Outdoor Education Centre.	September 2019 - June 2020	● ● ●	Creating natural playground structures and outdoor classroom spaces in the upper campground space for students. Off grid solar system for upper campground classroom portables fully working. New site structures for gear storage.
Increasing the online presence for Outdoor Education in Limestone for communications, promotion, and celebratory purposes.	September 2019 - June 2020	● ●	New website implemented utilizing the same communication tools available to schools. Over 40 lessons added to Minds Online for LDSB teachers to access and share with their classes.
Continuing to improve and refine programming offered to students visiting the Gould Lake Outdoor Education Centre.	September 2019 - June 2020	● ●	In the process of developing pre and post visit activities for teachers to engage with students. Developed outdoor education lessons that can be implemented and done while visiting schools (STEM activity, map and compass etc.)
Continued infusion of Indigenous Education into existing K-12 curriculum programs at the Gould Lake Outdoor Education Centre	September 2019 - June 2020	● ● ●	Further collaboration between the Katarokwi Learning Centre and Gould Lake Outdoor Education Centre. Further enhancement of the presence of Indigenous Education at the Gould Lake Outdoor Education Centre. Supporting Indigenous Student Leadership days at the Gould Lake Outdoor Education Centre.

Action Plan W2.1 Accessibility

GOAL: To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (cultivate, nurture).

RESPONSIBILITY: Superintendents Alison McDonnell, Andre Labrie, Craig Young and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Removal of physical barriers through renovations and new school builds.	September 2019-June 2020	●	Installation of accessibility features in new builds as per AODA requirements (e.g., new Kingston Secondary School) and renovations to existing structures as required.
Administrative Procedure 302: Service Animals for Students with Special Needs to align with PPM 163: School Board Policies on Service Animals	September 2019-June 2020	●	Implementation of revised Administrative Procedure (AP) 302: Student Use of Guide Dogs, Service Dogs and Service Animals. Outcome: This did not occur due to school closures due to COVID-19.
Increase accessibility to literature and professional resources through the use of technology.	September 2019-June 2020	●	While the online library Overdrive (Sora) continues to be offered to students, LDSB plans to create accounts specific to certain schools. A focus this year is on increasing the accessibility of online indigenous texts to support the secondary English NBE course. Usership will be tracked. Outcome: Individual school accounts were not started due to labour disruption and school closure. However, online indigenous content was added to the account through collaborative curation with Overdrive. Outcome: From September to June, usership of Overdrive increased by 47%
Provide equity of opportunity and inclusion of all students and strengthen student voice through the establishment of school-based accessibility audits.	September 2019-June 2020	●	Students are engaged in school-based accessibility audits to identify areas of improvement within schools. Outcome: This did not occur due to labour disruption and school closure.
Hire Disability Management Coordinator	September 2019-June 2020	●	A Disability Management Coordinator has been hired and is actively supporting staff and implementing the attendance support program.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan W2.2 Equity & Inclusion

GOAL: To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (cultivate, nurture).

RESPONSIBILITY: Superintendents Michèle Babcock, Andre Labrie, Alison McDonnell, and Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Implementation of the Ministry of Education Action Plan (Year 3 of 3-Year plan).	September 2019-August 2020	●	School Principals and Vice-Principals will engage in professional learning regarding Equity & Inclusion. Outcome: Due to labour action and school closures, meetings were limited.
See Yourself in Limestone: Student Census is planned for Spring 2020. (Two-year project).	September 2019-June 2020	●	Staff will administer a voluntary student census for students in Grades 4-12 in April 2020. Data analysis will take place Summer 2020 with initial findings reporting to begin in Fall 2020. Outcome: Due to school closure, the census was paused and will be re-scheduled for 2020-2021.
Review of Limestone Gender-Neutral Guidelines.	January – June 2020	●	Guidelines were updated to reflect current learning. Guidelines will be posted to LDSB website Fall 2020.
In collaboration with Agnes Etherington Art Centre, an art exhibit focusing on healthy relationships will be held.	Fall 2019	●	Fifty students in Grades 7-12 from across the district participated in a one-day art exhibit that explored Healthy Relationships and Identity.
Schools will participate in equity-based projects supported by grants through the Ontario Arts Council.	September 2019-June 2020	●	Students participated in equity-based projects through funding from the Ontario Arts Council. Examples included: Growing Together project with Loving Spoonful; Centennial Culinary Intercultural Project; Exploring Identity through Spoken Word.
Minimize disruptions to school attendance and provide continuity for child and youth in care within the education system.	January 2020 – June 2020	●	Worked collaboratively with Family and Children's Services of Frontenac and Lennox and Addington and Tri-Board Student Transportation to identify and provide transportation to students in care who had been removed from their home and benefited from remaining in their home school. Approximately 15 students were served throughout the school year.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan W2.3 International Education and Second Language Development

GOAL: To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (cultivate, nurture).

RESPONSIBILITY: Superintendents Michèle Babcock, Krishna Burra, and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
International Education			
International student enrolment.	September 2019-August 2020	●	Maintaining current levels of student enrolment from a range of countries (Increased enrollment until March 2020 and COVID-19 issues starting to build further capacity at additional sites to support the growth of international student enrollment this goal was on track until the COVID-19 virus issues arose this will be an ongoing goal in the Department as we attempt to rebuild the program after COVID-19.
Professional Development for non-teaching staff.	September 2019-August 2020	●	For staff within the IEO we are developing an understanding an use for the True North database and financial integration.
Professional Development for teaching staff.	September 2019-August 2020	●	Professional development in terms of STEPS assessments continued and was valuable. PD in regard to teaching and learning with ESL and guidance staff collaboration groups with BSS and LCVI continued in 2019-2020 but was paused in March 2020.
Assessing International students' experiences in LDSB.	September 2019-August 2020	●	Exit Survey not completed in June 2020 due to student location and COVID-19 factors.
Open up different markets for enrolment to increase diversity for the LDSB IEO, specifically: Bangladesh, Czech Republic, Italy, Germany, Vietnam, Thailand. Re-established link in China.	September 2019-August 2020	●	Connections in all identified markets. Increase in enrollment from all identified markets with the exception of Vietnam. All other markets were growing until March 2020 and the COVID-19 virus related issues. We are still seeing positive intake in Czech Republic and Italy. We are seeing a downward trend in Thailand and Germany as a result of the virus and inability to make stronger connections with agents in those markets. All international travel currently on hold and attempting to continue connections virtually.
Increased profile and social media presence of the IEO for the board	September 2019-June 2020	●	Increased International Education profile within the Board with new website, logos, social media and FAQs for registration. This work will continue in 2020-2021.
Seeking additional funding sources and partnerships to support International students.	September 2019-June 2020	●	Applying for additional Ministry funds focused on building educator capacity related to International students and/or English as a Second Language learners. Continuing to foster and promote additional partnerships with Education sector partners to enhance our promotional efforts and support International student pathways.



Action Plan W2.3 International Education and Second Language Development

GOAL: To improve student achievement and well-being, we will promote diversity and foster a sense of belonging (cultivate, nurture).

RESPONSIBILITY: Superintendents Michèle Babcock, Krishna Burra, and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
International Education (Cont'd)			
Activity Trips Refresh.	September 2019-June 2020	●	Promotion and refresh of Activity trips is underway. This process was halted in March 2020 due to COVID-19. Activity trips are valuable marketing tools and viewed very positively in different countries. We will continue to look to offer relevant cost effective and high impact activity trips like skiing, year-end cruise of the Thousand Islands, Canada's Wonderland, professional hockey games and wilderness camping.
Homestay Recruitment.	September 2019-June 2020	●	Given efforts during 2019-2020, we will be able to adequately supply the needs of the IEO for 2020-2021. Additional promotion will occur during 2020-2021 in anticipation of increased need for 2021-2022.
English as a Second Language			
Create a team of K-12 educators to support elementary and secondary students.	September 2019-June 2020	●	An ESL team of elementary and secondary educators has been created to support our K-12 students with ESL needs. Support will be responsive and tracked to meet the needs of our system. Outcome: A system tracking document was created, and literacy assessment was tracked. An updated ESL Registration Document was created, and a review of our student information system was conducted for accuracy. Alignment between elementary and secondary ESL support has begun.
Developing a consistent literacy support model with the Board's K-12 literacy team.	November 2019-June 2020	●	ESL educators and the K-12 Literacy Program team will engage in a Ministry project in the area of literacy. ESL team and Literacy Program team will work together to offer professional learning to early primary educators. Focus will be on aligning best practices in the area of reading and writing. Outcome: The ESL team applied for Ministry funding to commence a project. The Project was approved but this did not happen due to labour disruption and school closure.
French as a Second Language			
Increase student confidence in listening and speaking French (Year 3 of three-year FSL plan)	September 2019-June 2020	●	Teachers engaged in some professional learning focused on listening and oral language strategies to promote competence and proficiency. Outcome: Due to labour disruption and school closure, professional learning was limited.
Increase the number of students remaining in FSL programs (Core and Immersion) (Year 3 of Three-year FSL Plan)	September 2019-June 2020	●	FSL educators will engage in ongoing professional learning focused on student oral fluency and proficiency. Outcome: Due to labour disruption and school closure, professional learning was limited.
DELf Assessment will be offered to students enrolled in Grade 12 FSL.	September 2019-June 2020	●	Grade 12 students will have the opportunity to have their French competency and proficiency assessed based on the international language Levels of the DELf in May 2020. Outcome: Due to labour disruption and school closure, the DELf was cancelled.
French Travel for Grade 11 French Immersion or Core French academic Credit (Pilot)	September 2019-June 2020	●	Students will have the opportunity to participate in a "Travel for Credit" summer course to obtain their grade 11 credit. Students will complete online course work prior and post travel. Students will travel to France for an immersion experience. Outcome: Due to labour disruption and school closure, the DELf was cancelled.



Action Plan W3.1 Health & Safety

GOAL: To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

RESPONSIBILITY: Associate Superintendent Scot Gillam and Superintendents Craig Young and Andre Labrie

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Lynne Rousseau, Educational Services and Safe Schools Liaison Coordinator and Associate Superintendent Scot Gillam will conduct Safety Audits to support schools and/or classroom.	September 2019- August 2020	●	Safety Audits were completed for schools and/or classrooms identified by school administration and/or Joint Health and Safety Committee.
Implement online reporting system for both Worker Injuries and Safe Schools Incident reports. (SSIRs)	September 2019 – August 2020	●	All staff are now able to report Worker Injuries and Safe Schools incidents (SSIR) online using the same platform and the same program.

Action Plan W3.2 Safe Schools Prevention & Intervention

GOAL: To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

RESPONSIBILITY: Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Continue to work with Community Partners on the reaffirmation of Commitment to the Community Threat Assessment Process.	September 2019- June 2020	●	Community Threat Assessment Protocol Level 2 Training was provided by Kevin Cameron to LDSB staff, and community partners in December 2019. Level 1 training will be scheduled for the following year.
Work with Police/Board Protocol Partners to ensure that policies and procedures are continually adapting to new laws and legislation.	September 2019- June 2020	●	Review and update Police Board Protocol with local police forces and LDSB staff. Provide new staff with information and training on the protocol by June 2020.

Action Plan W3.3 Capital Improvements

GOAL: To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

RESPONSIBILITY: Superintendent Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Kingston Intermediate/Secondary School contract and begin construction.	September 2019 - August 2020	●	Ministry approval received in September 2017 and construction contract successfully negotiated with low bidder, Bondfield Construction. Acquisition of Kingscourt Public Library site in October 2017 allowing Bondfield Construction to begin construction activity on the Kirkpatrick /Lyons Street property (former QECVI location) shortly thereafter. New Kingston Intermediate/Secondary School groundbreaking ceremony held on October 20, 2017. In January 2019, Trustees received a construction update regarding Kingston Secondary School. The contractor has experienced a number of weather day delays during the winter 2019-2020. An updated construction schedule placed occupancy for the end of 2020.
Renewal Project Plan	September 2019- August 2020	●	The approved project plan highlighting school renewal projects by school or various schools is posted on the Board's website. Facility Services staff together with engineering consultants began the detail specifications for the renewal projects such that tenders were issued in spring 2020 and contracts awarded for construction work to begin in spring/summer 2020.

Strategic Action Plan: 2019 – 2020
Year-end Update

Action Plan I1.1 Environmental Sustainability

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents Michèle Babcock and Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
A Green Bin Pilot program will take place in a few voluntary City of Kingston schools.	September 2019 - August 2020	●	A few schools will participate in a pilot program that uses green bins to dispose of food wastes. Outcome: The program was suspended due to school closure.
Collaborate with the St. Lawrence College data analytics program to build a data portal for our energy consumption in schools.	September 2019- June 2020	●	Ten placement students from St. Lawrence College Business Analytics program worked with Facilities Services to build a data portal for school energy consumption. The work will continue for Fall 2020.
To increase the number of schools who participate in "How our School Works" workshop that focuses on students driving Climate Action.	September 2019 - June 2020	●	Thirty schools signed up to host a workshop. Five workshops happened between January and March. Outcome: Remaining workshops were unable to happen due to school closure.
Increase number of schools registering as ECO Schools.	September 2019 - June 2020	● ●	Twenty schools participated in the ECO School program. All of these schools received a Participation Badge as they were unable to complete the program due to school closure. Twelve schools certified in 2019-2020. Schools will participate in waste management audits to build understanding and improve awareness of environmental stewardship. Outcome: 20 schools were scheduled to participate but did not occur due to labour disruption and school closure.

Action Plan I1.2 Literacy

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents Michèle Babcock, Krishna Burra, Jessica Silver and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
K-8 Literacy Assessment Support: Consultants will support educators 1:1 during the school day three times during the year with a focus of embedding high yield literacy assessment practices into their literacy block.	October 2019- June 2020	●	Educators will increase their efficacy in collecting and interpreting a range of assessment information which they use to plan precise instruction based on needs. Administrators will observe and continue to support new strategies based on student need. Outcome: This support commenced in October but did not continue due to labour disruption and school closure. Consultants did continue to hold office hours and work alongside educators during emergency remote learning. All educators who participated reported the support as beneficial. Student achievement was not tracked due to significant changes in instructional delivery and implementation of Emergency Remote Learning.

Action Plan I1.2 Literacy (Cont'd)

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents Michèle Babcock, Krishna Burra, Jessica Silver and Associate Superintendent Stephanie Sartor.

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Literacy consultants will collaborate with administrators and support leadership capacity in literacy during the Literacy Assessment Project.	September 2019 – June 2020	●	Administrators will be able to connect their learning to the monitoring and measuring they are doing alongside educators related to literacy instruction. School Learning Plans will reflect the work that educators, staff and administrators are focused on throughout the literacy assessment projects. Outcome: While consultants engaged in an initial conversation with the administrators, this did not continue due to labour disruption and school closure.
Literacy consultants and Special Education coordinator will collaborate to offer learning sessions to SSTs related to early literacy learning and intervention.	September 2019 – June 2020	●	School Learning Plans will incorporate this work into their school's focused learning. Achievement data will reflect an improvement in the area of literacy. Outcome: One session was offered during the school year. This will continue during the 2020-2021 school year.
Secondary English teachers will continue to engage in collaborative professional learning related to the implementation of the NBE3U/3C/3E, Contemporary Aboriginal Voices course.	September 2019 – June 2020	●	FNMI Studies Support/Coach supported classroom teachers in the delivery of the NBE curriculum, including the purchase of new Indigenous resources for Grade 11 and 12 English classes. Professional learning was offered in the Fall with 20 educators attending. Other engagement for students included two film festivals to see films by Indigenous artists, and attendance at a student conference.
K-12 Literacy resources and supports: the literacy team will create and curate relevant electronic resources in a K-12 Minds Online site.	September 2019 – June 2020	●	Learning materials will be available on the Minds Online site for LDSB educators to access and learn from, at their convenience, based on student and educator need. Outcome: The K-12 Minds Online course is developed, and content continues to be added. 510 educators have signed up for the course. The course is accessed during all professional learning sessions and literacy support sessions.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan I1.3 Mathematics
GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendent Jessica Silver

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Program team members will provide support to targeted elementary and secondary schools through job-embedded professional learning, using a student centered instructional coaching model.	September 2019 - June 2020	●	Program team members met with educators at eight elementary schools and three secondary schools to determine instructional goals based on student need and monitored student achievement related to the goal throughout the coaching cycle. Job action interrupted this work in November at the elementary level, and in January at the secondary level.
Program team will create electronic learning materials and videos for educators that will be housed K-12 Mathematics Minds Online course.	September 2019 - June 2020	●	Learning materials and educator supports were created for K-12 educators including, resources to support LDSB Vision for an Effective Math Classroom, math screeners and diagnostic assessments with accompanying resources, instructional videos explaining why and how to implement high yield instructional strategies, links to ministry resources, and family math resources. Over 650 LDSB educators have signed up for the Minds Online course which was accessed during professional learning and coaching.
Professional learning will be offered to some schools through a collaborative inquiry approach, supported by program team members, as determined by student achievement data.	October 2019 – June 2020	●	Educators will engage in professional learning to improve their efficacy related to high yield instructional strategies, using diagnostic assessments and closing the gaps in student achievement. Outcome: Did not occur due to labour disruption and school closures.
Program team will support professional learning with Grade 7 – 9 educators from three family of schools with a focus on transitions for students from elementary to secondary schools.	January – June 2020	●	Educators will have improved understanding and efficacy of the mathematics curriculum content continuum from Grades 7 through 9. Outcome: Did not occur due to labour disruption and school closures.
Program Team members will offer after school office hours at the primary, junior, intermediate and secondary level to support educators' instructional practice in "real time" based on their needs.	September 2019 – May 2020	●	Educators will attend office hours and be provided with coaching and resources that supports their instructional needs based on real time requests. Educator efficacy will improve based on targeted supports provided. Outcome: Program team provided office hours in September, but they did not occur after that due to labour disruption and school closures.

Action Plan I2.1 Experiential Learning

GOAL: To improve student achievement and well-being, we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Increase experiential learning opportunities.	September 2019-June 2020	●	The Experiential Itinerant Teacher continued to visit elementary schools to support CLASS teachers in the provision of woodworking and/or culinary programming to Intermediate students. The Experiential Teacher also expanded their work with elementary educators by providing additional CLASS training. Virtual support was provided when schools were closed due to COVID-19.
Increase participation in School within a College (SWAC) and WITTS (Women in the Trades) programs at St. Lawrence	September 2019-June 2020	●	SWAC ran at SLC during Semester 1 with 18 full time students. WITTS ran until the school shutdown, but with teacher support, most of the students were able to complete their Math and English Credits.
Increase participation in Regional and Provincial Skills competitions	September 2019-June 2020	●	Due to the COVID-19 pandemic, all Skills competitions were canceled. Opportunities were provided for individuals to complete Skills like competitions at home during Spring 2020. Preparations are under way to provide Skills competitions in a virtual environment for 2020/21.

Action Plan I2.2 Leadership Development/Succession

GOAL: To improve student achievement and well-being, we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Superintendents Andre Labrie and Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Implement Succession process for the selection of elementary Principal and Vice Principals.	September 2019-April 2020	●	A pool of placement ready candidates is established.
Implement the mentoring program for new leaders.	October 2019 – June 2020	●	All new Principal and Vice Principals are engaged in the Board's mentoring program and achieve the goals of the program in their first two years in the role.
Implement the expanded program of the Future Leaders program to include non-academic staff.	October 2019 – December 2019	●	The program took place and received very positive feedback from both academic and support staff participants.
LDSB Staff supporting and instructing the EOSDN Leadership Program as well as staff participating in the program.	September 2019 – March 2020	●	Staff participating and feedback provided by participants indicating positive outcomes.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan I2.3
Universal Design for Learning

GOAL: To improve student achievement and well-being, we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Superintendent Alison McDonnell and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Program Team will build a common understanding of the principles of Universal Design for Learning (UDL).	September 2019-June 2020	●	Program Team collaborated and shared resources related to UDL. Program Team engaged in a book study focused on UDL. Program Team will engage in professional learning focused on UDL at each monthly program team meeting. Outcome: This did not occur due to labour disruption and school closure.
Educational Services will continue to build a common understanding of the principles of UDL with Student Support Teachers (SST) and Learning Program Support (LPS) Teachers.	September 2019-June 2020	●	SSTs and LPS teachers will receive explicit professional learning opportunities focused on the principles of UDL at SST and LPS meetings three times per year. Outcome: This did not occur due to labour disruption and school closure. The principles of UDL will continue to be modeled within professional learning. Outcome: This did not occur due to labour disruption and school closure.
An Instructional Data Team Pilot project, including two secondary schools and four elementary schools, will develop a data gathering process that embodies the principles of Universal Design for Learning (UDL). This process will be used to inform School Learning Plans.	September 2019-June 2020	●	Pre and post assessment data will show that participating schools have deepened their understanding of the principles of UDL. Lessons learned from the pilot project will be shared with the system during administrator meetings. Pre and post data around the development of data culture and data analysis processes will be assessed for improvement. Outcome: 2 initial meetings (one with administrators and one with a school-based team) occurred and data was reviewed. The process was halted due to labour disruption and school closure.

Action Plan I3.1
Alternative & Continuing Education

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendent Jessica Silver

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Staff at Katarokwi Learning Centre will offer an innovative wellness program which brings in community partners to work directly with students in a series of workshops.	October 2019—May 2020	●	Almost 120 students participated in programming offered at KLC which included cooking, physical fitness, mental health and cultural programming. Partners included KEYS, Metis Nation of Ontario, Girls Inc, Loving Spoonful, Penny Drops, Kingston Police, and Youthhab.
Dual Credit programming will be offered to students in partnership with St. Lawrence College.	January 2019 – May 2020	●	There was increased enrollment and success rate with engaging students in Dual Credits, and adult students participated for the first time this year. A total of 17 Dual Credits were awarded to students from KLC.
SWAC (School-Within-a-College) programming will be offered to students in partnership with St. Lawrence College.	September 2019 – June 2020	●	KLC students participated in SWAC, earning approximately 20 credits in a variety of subject areas.

Action Plan I3.2 Technology Enhanced Education

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendents Michèle Babcock, Krishna Burra and Craig Young and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Supporting groups of educators who are interested in integrating technology into their pedagogy (i.e. use of applications, Minds-Online, robotics, coding, computer science and pedagogical documentation).	September 2019-June 2020	● ● ●	a) 60 teams received one day of release provided to educators involved on Formative Assessments in the Classroom. This work will incorporate a focus on developing writing skills for students. b) Professional learning at the school level provided through staff meetings and larger group sessions at specific school sites on wide range of subjects. Sessions are also embedded into the school day at the request of schools and educators. c) ITS will share a survey with school administrators to seek feedback on educator learning needs in March. The results will be used to design learning opportunities to be led by ITS staff monthly on a per-school basis. Outcome: Did not happen due to school closure.
Review technology user agreements and access to different third-party apps and extensions to ensure educational value and protection of privacy.	September 2019-June 2020	● ●	a) Educator support provided to support safe and effective use of different applications. This support is integrated into all professional learning focused on the use of technology. Outcome: This did not happen due to school closures. b) Updating of internal board website to recommend apps and platforms for educators to refer to for guidance around privacy and terms of service as well as pedagogical activities for various grade levels in all subject areas. Outcome: The Technology-Pedagogy Committee met throughout the first half of the school year to review newly requested apps for pedagogical promise, and privacy and security concerns.
Continued creation of a virtual learning resources repository, for both staff and students, hosted within the Minds Online learning environment.	September 2019-June 2020	●	Resources supporting K-12 Mathematics and Mathematics Diagnostics and Gap Closing. Outcome: Modules added to Minds Online platform as resources for K-12 educators.
Support increased documentation of student learning using the Minds Online Portfolio Tool.	September 2019-June 2020	●	Training and support relating to the use of the Minds Online Portfolio Tool, to document student learning, provided to system educators at both the educator and school level. Outcome: This did not happen due to labour disruption and school closures.
Pilot the new Parent Portal now available within the Minds Online Virtual Learning Environment.	September 2019-June 2020	●	Classrooms, at both the elementary and secondary level, have been participating in a pilot of the Minds Online Parent Portal. Feedback gathered from all stakeholders will guide the board-wide implementation of the Parent Portal for the next school year. Outcome: This did not happen due to labour disruption and school closures.



Action Plan I3.2 Technology Enhanced Education (Cont'd)

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendents Michèle Babcock, Krishna Burra and Craig Young, and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Improve end-user effectiveness with the Minds Online Virtual Learning Environment and Integration of digital resources.	September 2019- June 2020	●	Continue the development of teacher/student support resources that provide guidance relating to the effective use of the learning environment and its associated tools. Deliver training sessions to educators on the effective use of the Minds Online environment. Outcome: Additional supports offered to a variety of educators during emergency remote learning as require.
Strengthen capacity of educators for the use of Google Read & Write and pedagogies related to supporting all learners.	September 2019- June 2020	●	Google Read and Write licenses for all learners were renewed for 2019-2020. Individualized Google Read & Write sessions are offered onsite involving co-plan/co-teach supports related to diagnostic, formative, summative, considerations. Outcome: This process started but did not continue due to labour disruption and school closure.
Improved ITS Servicedesk response to improve technology usage and productivity.	September 2019- June 2020	●	We now have a staffed Servicedesk at the Education Center and have continued to fine-tune use of Servicedesk software. Field technicians are making weekly visits to schools and open requests are down to less than one a week average backlog. Outcomes: There were 3,801 tickets logged and resolved from March to June 2020. In addition, ITS introduced additional remote support mechanisms beyond the TopDesk (Servicedesk) ticketing system to include an expanded calling queue and rapid response technical troubleshooting through Microsoft Teams to improve response time.
Renew school and Board websites and implement modern communication tools for staff and parents that meet accessibility requirements.	September 2019- June 2020	●	Board and school websites, a custom LDSB app for iOS and Android will be fully accessible. Outcome: software was purchased to audit LDSB web content to ensure compliance with accessibility requirements for January 2021.
Improve the device: student ratio Board-wide and remove obsolete equipment.	September 2019- June 2020	●	Have established a device student ratio of 1.44 students per LDSB student device, primary through the infusion of Chromebooks. The student device ratio varies from a high of 2.51:1 to a low of 0.66:1. Almost all obsolete equipment has been removed/replaced. We have a total of 7,261 Chrome books of which 181 will reach end of life in 2018-2019. An additional 1,611 will reach end of life in 2019-2020. We also have a total of 4,648 iPads of which 482 will reach end of life in 2018-2019 and an additional 2,853 will become end of life in 2019-2020. Outcome: to support the period of learning at home from March 23 to June 26, 2020, as well as summer learning opportunities, we loaned approximately 2,200 devices to students (489 iPads, 1,679 Chromebooks and a few Window devices). In addition, we are supporting 120 families with new Internet access through either Cogeco where available, or iPhone hotspots in more rural areas.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan I3.2 Technology Enhanced Education (Cont'd)

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendents Michèle Babcock, Krishna Burra and Craig Young, and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Continue to explore and support Google collaborative tools to assist student learning.	September 2019- June 2020	●	<p>All staff and students have G-Suite and Microsoft 365 accounts. There is increased usage of Google collaborative tools amongst staff and students. We intend to collaborate with other school boards to see how we can extend effective use of these tools.</p> <p>Outcome: In addition to exploring how to continually deepen our understanding of G-Suite tools, we are revisiting all applications within G-Suite, Office 365 and Minds Online (D2L Brightspace) to see how we can best leverage our annual investment in these key platforms to support student learning and eliminate duplicate software, especially where there are increased costs.</p>

Action Plan I3.3 Expanded Opportunities

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendent Alison McDonnell and Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Increase Specialist High Skills Major (SHSM) completion rate.	September 2019-June 2020	●	LDSB updated its SHSM 3 Year Plan and met with all SHSM sites to explore supports needed to increase completion rate. New SHSM programs were applied for. Outcome: SHSM completion rate was impacted by the closure of schools due to COVID-19.
Improve educational outcomes for students with developmental disabilities by supporting their transition into post-secondary pathways (work, community or post-secondary)	September 2019- June 2020	●	<p>Build the capacity of secondary school to community teachers to support effective pathway planning using MyBlueprint.</p> <p>Outcome: This has been disrupted due to the inability to provide professional learning opportunities during labour disruption and school closure.</p>

Strategic Action Plan: 2019 – 2020
Year-end Update

Action Plan C1.1 Boundary Planning

GOAL: To improve student achievement and well-being, we will work with families to support every student's learning journey.

RESPONSIBILITY: Superintendents Craig Young, Krishna Burra and Andre Labrie

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Pupil Accommodation Review	September 2019 - August 2020	●	In June 2017 the Ministry announced that new Pupil Accommodation Review (PAR) guidelines will be created and that school boards are not to start any new PAR until the revised guidelines are complete. Draft PAR guidelines were released in February 2018 and a final version was sent to boards on April 27, 2018. The final version mentioned that some additional work on templates and guidelines will be forthcoming in the fall 2018 and a new PAR will take effect upon the release of these resources. To date, the Board has not received the updated guidelines and as such, the Board cannot begin the process of updating our Pupil Accommodation Review Policy #15.

Action Plan C1.2 Enhanced Communications

GOAL: To improve student achievement and well-being, we will work with families to support every student's learning journey.

RESPONSIBILITY: Director Debra Rantz, Superintendent Krishna Burra and Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Support further adoption of SchoolMessenger suite of enhanced electronic communications to support families.	September 2019- December 2019	●	Ongoing education and support regarding new suite of electronic communication tools including postcards for families promoting various tools including mobile app. Additional training for school administrators and office staff took place on each tool.
Promote year two of Strategic Plan.	September 2019 onward	●	2018-2019 Director's Annual Report featuring Strategic Plan Year-End Update and stories of wellness, innovation and collaboration. Bi-weekly Learning in Limestone video segments featuring school-based initiatives showcasing the three pillars. Learning in Limestone halted in March 2020 due to school closure.
Enhance Trustee communication to stakeholders.	September 2019- August 2020	●	Continued use of "Boardroom Briefs" - a monthly update of Board meeting highlights shared on Board website social media feeds. This supplements quarterly Around the Horseshoe e-newsletter.
Rebranding of LDSB logo.	September 2019- August 2020	●	Stakeholder engagement to support rebranding of LDSB logo (final piece of Strategic Plan implementation), brand audit and attributes research, followed by Trustee approval of new logo. Rollout of various collaterals delayed by COVID-19 until Fall 2020.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan C1.3 Parent Engagement

GOAL: To improve student achievement and well-being, we will work with families to support every student's learning journey.

RESPONSIBILITY: Associate Superintendent Scot Gillam

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Increase participation and attendance at Parent Involvement Committee (PIC) meetings.	September 2019 - June 2020	●	The number of PIC representatives on the PIC Email Distribution List will increase and expand by June 2020. Each school will have at least one contact name on the PIC e-mail list.
Provide structure and support for expanding and refining the recommendations made by PIC.	September 2019 - June 2020	●	PIC Minutes are now part of the Consent Agenda for regular Board Meetings.
Promote Safe Spaces in LDSB via the Parent Involvement Committee (PIC) Parent Symposium.	October 2020	●	The Parent Symposium with Keynote Speakers Jamil Jivani, Kevin Lamoureux and Dr. Kieran Moore took place in October 2019 and included a Community Carousel of community partners and agencies.



Action Plan C2.1 Indigenous Education

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Providing direct support to Indigenous students who self-identify.	September 2019- June 2020	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>For secondary self-identified students, provide pathway-related opportunities such as post-secondary information, leadership opportunities, and opportunities to work with a mentor.</p> <p>For elementary students - provide direct literacy support for students identified as being academically in-risk and provide a leadership opportunity for junior and intermediate students.</p> <p>Providing a \$500 bursary to each secondary school to provide to a graduating Indigenous student who is pursuing post-secondary studies.</p> <p>Offering direct wellness supports for students who self-identify who are experiencing wellness challenges.</p> <p>Increasing the number of Indigenous Education EAs placed in schools to support Indigenous Education and Indigenous student activities</p> <p>Providing leadership opportunities for Indigenous students to participate in two Indigenous Student Leadership (ISL) events during the year. One for secondary, and one for junior/intermediate.</p> <p>50 Secondary students with teacher chaperones attended Soaring by Indspire, an Indigenous youth leadership gathering in late March.</p> <p>Due to job action and COVID-19 we were unable to facilitate the elementary gathering and leadership programs, and spring secondary gatherings at Gould Lake.</p> <p>During COVID-19, resources, school supplies, medicine bundles, outdoor play equipment, and books were sent to more than 90 Indigenous families.</p> <p>20 Indigenous students registered for the summer Read-A-Lot literacy program. Indigenous content will be infused into the content of the program.</p>
Indigenous Student Leadership	September 2019- June 2020	●	Indigenous Youth Leadership Program for secondary students to network, explore cultural activities and expanded opportunities within a culturally supportive space. Due to job action and COVID-19 we were unable to generate this course for secondary students

Action Plan C2.1 Indigenous Education

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Indigenous Student Leadership (Cont'd)	September 2019- June 2020	●	Indigenous Student groups/clubs and supports/cultural activities offered in secondary schools with the Indigenous lead at that school.
		●	Establishing an Indigenous Student Trustee position at the Board.
		●	Establishing a secondary Indigenous Student Council similar to the InterSchool Council.
Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency.	September 2019- June 2020	●	Teachers will have increased efficacy in the delivery of Indigenous curriculum, building teacher resources, and cultural competency. Supported by inviting 7 teachers to <i>Indspire</i> in Toronto.
		●	(a) Grade 11 NBE (English) Course support: we facilitated 1 PD session for NBE teachers prior to job action.
		●	(b) Other First Nations, Métis, Inuit Studies course support.
		●	(c) Grades 4-10 Social Studies and History revisions curriculum support: Challenges with job action in COVID-19.
		●	(d) System-wide engagement with educators related to Indigenous Education (Curriculum resources, Treaty Maps, Indigenous Ed. Week).
		●	(e) Resource development: Creating Indigenous education resource bundles (filled with resources and items) that will support the use of the board created resource <i>Getting to Know Turtle Island</i> . Translating the <i>Getting to Know Turtle Island</i> document into French (summer of 2020).
		●	(f) Offering a subsidy for up to 30 teachers to attain their additional basic qualification in First Nations, Métis, and Inuit Studies or Indigenous Studies.
		●	(g) Providing learning opportunities for Limestone educators and community partners: <i>Understanding Canada's Aboriginal/Indigenous Histories</i> 8-week course being offered for teachers for certificate of completion; <i>Colonization Road</i> film viewing; Limestone Uncovering Indigenous Histories walk; and focus on wellness and trauma-informed practices. Unable to offer this course due to job action.
		●	(h) Supporting Indigenous Education project proposals from school sites to increase cultural awareness and competency.

Action Plan C2.1 Indigenous Education (Cont'd)

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency. (Cont'd)	September 2019-June 2020	● ● ●	(i) Providing the KAIROS Blanket Exercise learning experience for all Educational Assistants, Clerical and Caretaking staff and some school sites. Challenges due to job action. We facilitated two blanket exercises for educators prior to job action. (j) <i>K-8 Getting to Know Turtle Island</i> professional learning opportunity to support Indigenous Education. Facilitated one PD session for elementary school teachers prior to job action. (k) Indigenous authorized books to be sent to all elementary schools for the 2020-2021 school year.
Maintaining and increasing an Indigenous education list of resource people from the community.		●	Maintaining and increasing Indigenous community partners as resource people to support learning at the system level and in schools. Supporting a Knowledge Keeper in Residence Program at select schools. During COVID-19 Knowledge Keepers created cultural videos to support Indigenous students at MBES JG Simcoe, RHPS and GREC. Creation of an updated Indigenous presenter roster list that was shared with all schools. Providing funding to support Indigenous community partners to work with schools across the district.
Community engagement and partnership.		●	Continue to develop and foster community partnerships to support student and teacher learning. (a) Indigenous Family Network. (b) Indigenous Youth Leadership Opportunities: Indigenous Youth Leadership Program; leadership gatherings. (c) Indigenous Cultural Learning Experiences: Kingston Canadian Film Festival, Gould Lake Outdoor Programming, Anishinaabemowin Language Pilot project with Kingston Indigenous Languages Nest (KILN) at two elementary sites, deer hide preparation, drum making and hand drum/water drum workshops, Orange Shirt Project, legacy projects, increasing cultural spaces indoors and outdoors, Drawing Together with Indigenous Knowledge Keepers project. Maple Sugar Moon project at 1 elementary school; unable to facilitate: Gould Lake Outdoor Programming and created cultural spaces indoors and outdoors due to COVID-19. (d) Communication: Indigenous Education Newsletter, creation of an Indigenous Family list serv for communicating with families of students that have self-identified and increased communications and visuals showing the work we are doing. (e) Continued work with partners on the Indigenous Education Advisory Committee to support the wide range of Indigenous Education initiatives in the system. (f) collaborate with Indigenous community to offer evening courses in Anishinaabemowin and Kanyen'keha as well as cultural teachings. (g) Developing Terms of Reference for the Indigenous Education Advisory Council and making it a formal Advisory Committee of the Board. (h) Following Emergency Remote Learning, the Summer Literacy program worked alongside an Indigenous Knowledge Keeper to indigenize the online learning program. Outcome: This partnership was highly successful. Students reported the learning they experienced with Candace Lloyd to be fun and engaging. Educators valued their planning and learning time alongside Candace Lloyd.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan C2.2 Student Voice

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Michèle Babcock, Associate Superintendent Stephanie Sartor and the Program Team

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Secondary students will engage in Focus Groups to share about Identity and the success and barriers to student achievement.	October 2019- January 2020	●	Sixty student representatives of each secondary school participated in an Identity Focus Group. The results of the feedback are being used to inform the Student Identity-based Data Collection and professional learning.
To support varied data collection, the program team and schools will be creating and sharing possible student voice surveys for schools to use in the 'assess' phase of their school learning plan development.	November 2019- June 2020	●	School learning plans will refer to the student voice survey assessment tools.
The Summer Literacy Program will revise and use the student voice surveys to assess student engagement in literacy.	Summer 2020	●	Student engagement surveys were revised and used during the Summer Literacy Program. Results pre- and post-program were compared. Outcome: Results displayed a significant growth in student enjoyment of reading (Grade 1-6) and writing (Grades 7-8).

Action Plan C3.1 Cashless Schools

GOAL: To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

RESPONSIBILITY: Superintendents Craig Young, Krishna Burra and Michèle Babcock

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
SchoolDay: Permissions & Payments (formerly known as Cashless Schools)	September 2019 -August 2020	●	Newly added pilot schools begin implementation of the system. Pilot Schools: BSS Family of Schools and NAEC Family of Schools. Outcome: The rollout is on pause due to labour disruption and school closure. Once the Pilot is completed, the system will begin being rolled out to remaining schools. The goal is to be complete within the 2019-2020 school year
Year 2 of Pilot Project	September 2019 - August 2020	●	Ongoing staff training and support by Permissions & Payments Coordinator. Outcome: The training is on pause due to labour disruption and school closure.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan C3.2 Early Years & Child Care

GOAL: To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

RESPONSIBILITY: Superintendent Michèle Babcock

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Provide professional learning for Kindergarten educator teams to build capacity related to the Kindergarten programs.	September 2019- June 2020	●	Kindergarten educator teams will engage in professional learning related to the kindergarten program documents focusing on literacy development in early years. Outcome: Professional learning was limited due to labour disruption and school closure.
Early Development Inventory (EDI) results will be shared.	March 2020 – June 2020	●	Kindergarten educator teams will engage in professional learning to support the analysis and interpretation of the EDI results as they relate to individual school contexts. Outcome: Professional learning was unable to happen due to school closure.
To establish an Early Years Advisory Committee made up of child care providers and administrators.	November 2019- June 2020	●	The Advisory Committee will meet twice during the school year to share strategies. Outcome: The committee was unable to meet due to labour disruption and school closure.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan C3.3 Labour Relations

GOAL: To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

RESPONSIBILITY: Superintendent Andre Labrie

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Bargaining Preparation: Summarize bargaining priorities and establish positions for local bargaining, establish mandate with Board, update contingency plans, provide input and support to central bargaining process, establish bargaining teams for local bargaining.	September 2019 - June 2020	●	Central bargaining complete with agreements with all unions. Local agreements established with OSSTF – PSSP, OSSTF – Continuing Education, ETFO contract teacher, ETFO – Occasional Teachers. Still outstanding OSSTF – Teachers. Bargaining was suspended on their request to wait for face-to-face. New dates being established to continue. CUPE conciliation in process.
Collaborate with union leadership to administer current collective agreements and continue to problem solve.	September 2019 - August 2020	●	Continued engagement with unions in problem solving process minimizing the need for arbitration. When necessary arbitrations are successful.
Prepare the system by supporting system leaders in understanding the negotiation process.	September 2019 - August 2020	●	Provide system leaders with training and education on labour law, negotiation processes, and support for implementing new agreements.
Support OPSBA through involvement in the Labor Relations Council and negotiations central bargaining in 2019.	September 2019 - August 2020	●	Continued involvement by Limestone staff in LRC and senior negotiators meetings, as well as participating in negotiations in contract administration.

Strategic Action Plan: 2019 – 2020
Year-end Update
Action Plan C3.4 Human Resources Process Enhancements

GOAL: To improve student achievement and well-being, we will enhance partnerships with parents/guardians, employees, government and community groups.

RESPONSIBILITY: Superintendent Andre Labrie, Craig Young and Krishna Burra

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Align Health and Safety with Human Resources and enhance support for disability management.	September 2019-August 2020	●	Align duties between Disability Manager and Health and Safety Coordinator and facilitate attendance support work.
All unionized employee groups utilizing SmartFind and pay sheets no longer required.	September 2019-August 2020	●	Finalize testing and verification for ECE and EA group.
All unionized employee groups utilizing SmartFind and pay sheets no longer required.	September 2019-December 2020	●	Finalize testing and verification for ECE and EA group.
Continue to focus on attendance support and work with provincial HR network to problem solve increasing employee absences.	September 2019-August 2020	●	COVID-19 delay.
Working with Facilities Services supervisors, modify hiring practices to ensure more effective and sustainable hires.	September 2019-August 2020	●	Shortages of casual staff have been reduced and succession reliability has improved for hiring from casual staff to permanent positions. COVID has increased some complications; board still getting excellent response to our recruiting efforts.
Review EA staffing process to address concerns with respect to system flexibility and ability of schools to better support students with significant needs, including providing potential solutions for considerations in bargaining.	September 2019-June 2020	●	A new process has been agreed to in bargaining with CUPE as a pilot for the 21/22 staffing process. In the case the implications of the pandemic actually created further conditions that enabled trying some of the new ideas in the 20/21 hiring process with positive results, specifically increasing stability for EAs and schools
Plan a Support Staff Leadership Induction Program that includes a series of workshops/training for supervisors and managers focused on the development of effective leadership practices.	September 2019-August 2020	●	A documented plan ready for implementation, however the pandemic has delayed some of this work.
Development of Workplace Accident, Incident & Violence Reporting platform.	September 2019-August 2020	●	Fully implemented.

Strategic Action Plan *Evaluation Framework*: 2017 – 2022

Year-End 2019-2020 Update

Status:





On Target








Making Progress




Needs Further Attention

Pillars	Goals	Outcome	Progress	Data
 Wellness	To improve student achievement and well-being, we will:	Improved student achievement and well-being will be demonstrated through:		
	1. Implement positive physical, mental and emotional health strategies.	1. School Learning Plans that identify strategies to promote positive student wellness.	●	1.1. Mental Health Strategy 1.2. School Visits 1.3. Family of Schools meetings 1.4. School Learning Plans (SLPs), Board Improvement Plan (BIPSA)
	2. Promote diversity and foster a sense of belonging.	2. Inclusive, accessible, and culturally responsive and relevant pedagogy that are fundamental to and can be demonstrated in school and classroom planning.	●	2.1 Staff PD numbers 2.2 NBE Grade 11 course 2.3 Equity Advisory Committee Minutes 2.4 Equity-Based Data Collection Focus Groups 2.5 Equity-Based Data Collection
	3. Provide safe, inclusive and respectful learning environments.	3. Students reporting feeling safe and accepted in school climate surveys.	●	3.1 SEF assessments (learning environment) 3.2 Instructional Data Team Project 3.3 Interschool Council agenda/minutes 3.4 Mental Health Strategy

Status: ● On Target ● Making Progress ● Needs Further Attention				
Pillars	Goals	Outcome	Progress	Data
 Innovation	To improve student achievement and well-being, we will:	Improved student achievement and well-being will be demonstrated through:		
	<ol style="list-style-type: none"> 1. Cultivate problem solving, creative and critical thinking skills. 2. Design programming to support individual learning needs. 	<ol style="list-style-type: none"> 1. Professional Learning as outlined in the Board Improvement Planning for Student Achievement that supports preparing students to solve complex problems, including problems we do not yet imagine, associated with living in a competitive, globally connected, and technologically intensive world. 2. Educators demonstrating principles from Universal Design for Learning during instruction and assessment. 	<div style="text-align: center;">●</div> <div style="text-align: center;">●</div>	<ol style="list-style-type: none"> 1.1. SLPs, BIPSA 1.2. Prof Learning Plan – offer and subscription 1.3. EQAO Crit Thinking results 1.4. IT Infrastructure & software 1.5. Report Cards – Learning skills 1.6. Social Media – See Yourself in Limestone stories/Twitter 1.7. School Visits 2.1 Building capacity through professional learning for: <ul style="list-style-type: none"> • Student Support Teachers • Learning Program Support Teachers • Student Success Leads • P/VP's • Program Team 2.2 School visits 2.3 Instructional Data Teams

 <p>Innovation</p>	<p>3. Advance relevant and engaging learning experiences to support all learners and pathways.</p>	<p>3. Students being prepared to enter the highly skilled workforce, through increased number of experiential learning opportunities.</p>		<p>3.1 Evidence from:</p> <ul style="list-style-type: none"> • Experiential Learning & Outdoor Education Programs • Focus Programs • My Blueprint • Co-op Education, SHSM, Dual Credit, OYAP <p>3.2 STEAM Partnerships (e.g. SLC, MakerSpace, KidPreneur, Tinker Trailer)</p> <p>3.3 School Within a College (SWAC)</p> <p>3.4 Women in Trades (WITS)</p> <p>3.5 CLASS Training</p> <p>3.6 Student focus groups</p>
<p>Status:  On Target  Making Progress  Needs Further Attention</p>				
Pillars	Goals	Outcome	Progress	Data
 <p>Collaboration</p>	<p>To improve student achievement and well-being, we will:</p> <p>1. Work with families to support every student's learning journey.</p>	<p>Improved student achievement and well-being will be demonstrated through:</p> <p>1. The Parent Engagement Strategy that reflects multifaceted and diverse approaches to communicate and engage with parents.</p>		<p>1.1. EQAO Attitudinal Surveys</p> <p>1.2. Increased numbers at PIC</p> <p>1.3. Digital tools</p> <p>1.4. Twitter, website diagnostics</p> <p>1.5. Use of School Messenger</p>

 <p>Collaboration</p>	<p>2. Maximize student engagement in classrooms and schools.</p> <p>3. Enhance partnerships with parents/guardians, employees, government and community groups.</p>	<p>2. Student Voice, gathered through student focus groups and Our School Climate survey data, demonstrating that students find their learning experiences engaging and relevant.</p> <p>3. Dialogue with parents, students, staff and community partners resulting in evidence informed decision-making with a better understanding of our local community.</p>	<p>●</p> <p>●</p>	<p>2.1 Interschool Council data</p> <p>2.2 School Climate data</p> <p>2.3 Student Trustee reports</p> <p>2.4 School Learning Plans</p> <p>2.5 School Effectiveness Framework</p> <p>2.6 Student Focus Groups</p> <p>3.1 Engagement with/by Equity & Human Rights Consultant</p> <p>3.2 School Council Meetings & PIC Meetings</p> <p>3.3 Student focus groups</p> <p>3.4 Interschool Council</p> <p>3.5 SEAC</p> <p>3.6 ESAC</p> <p>3.7 KSS Integration Committee and collaboration</p> <p>3.8 Staff meetings</p> <p>3.9 Partnerships (e.g. Youth Diversion & KFL&A Public Health – Naloxone, Cannabis, Smoke-Free Ontario; Police, etc. – Threat Assessment, Human Trafficking)</p> <p>3.10 Indigenous Ed Advisory Council</p> <p>3.11 Indigenous Language Pilot</p> <p>3.12 Staff participation in Community Organizations</p>
<p>Mission Statement</p> <p>We prepare students within safe and inclusive environments to embrace a changing learning world as lifelong learners and informed, responsible citizens.</p>			<p>Vision Statement</p> <p>Together we embrace and foster engaging and innovative where everyone achieves success and well-being.</p>	

EPOC and Board Meetings 2019-2020

Date	Item			
28 Aug EPOC	Indigenous Trustee	Financial Q3	Board Logo	
11 Sept Board Mtg.	New School Update	Facilities Summer Update	Private Session:	Labour Update
	Strat Plan Areas of Focus			Fairfield property
25 Sept EPOC	EQAQ Report	Summer Learning Report	Mental Health	
9 Oct Board Mtg.	Summer Learning Presentation	Kingston Transit		
30 Oct EPOC	Policy Meeting	Choices at Seven Report		
13 Nov Board Mtg.	Mental Health Presentation	Strat Plan Final report	Strat Plan Evaluation Framework	
11 Dec	Election	Committee selections		
15 Jan Board Mtg.	Autism presentation			
29 Jan EPOC	Boundary Planning	Kingston Bussing	School Calendar	
	Q1 Financial	KSS & KCVI/QECVI Memorabilia Report		
12 Feb Board Mtg.	KSS & KCVI/QECVI Memorabilia Presentation			
4 March EPOC	International Ed	Boundary Planning	Kingston Bussing	
25 Mar Board Mtg.				
15 April EPOC	Outdoor Ed Report	Boundary Planning	Kingston Bussing	
29 April Board Mtg.	Outdoor Ed Presentation			
13 May EPOC	CRRP sharing JG Simcoe			
20 May Board Mtg.	Presentation: Student Achievers			
17 June Board Mtg.	Presentation: Student Trustees			

EPOC and Board Meetings 2019-2020

Date	Item			
28 Aug EPOC	Indigenous Trustee	Financial Q3	Board Logo	
11 Sept Board Mtg.	New School Update	Facilities Summer Update	Private Session:	Labour Update
	Strat Plan Areas of Focus			Fairfield property
25 Sept EPOC	EQAO Report	Summer Learning Report	Mental Health	
9 Oct Board Mtg.	Summer Learning Presentation	Kingston Transit	Student Identity Data Collection	
30 Oct EPOC	Policy Meeting	Choices at Seven Report		
13 Nov Board Mtg.	Mental Health present'n	Strat Plan Final report	Strat Plan Evaluation Framework	
11 Dec	Election	Committee selections		
15 Jan Board Mtg.	Autism presentation			
29 Jan EPOC	Boundary Planning	Kingston Bussing	School Calendar	
	Q1 Financial	KSS & KCVI/QECVI Memorabilia Report		
12 Feb Board Mtg.	KSS & KCVI/QECVI Memorabilia Presentation	SYC Selection of the Director	SEAC Member	
4 March EPOC	International Ed Budget Planning Cycle	Boundary Planning Trustee Professional Development	Kingston Busing LDSB Brand - Logo	Board Self Evaluation
25 Mar Board Mtg.	-----	-----	-----	-----
15 April EPOC	Outdoor Ed Report	Boundary Planning	Kingston Busing	
29 April Board Mtg.	Outdoor Ed Presentation	Q2 Financial Report	Emergency Remote Learning	KSS update
13 May EPOC	CRRP sharing JG Simcoe	Discover Kindergarten	>Transportation Update >Indigenous Student Trustee Policy	Alt Ed/Summer Learning
20 May Board Mtg.	Presentation: Student Achievers	KSS Verbal Update	Board COVID-19 Response Update	
17 June Board Mtg.	Presentation: Student Trustees			

July 6 Special	*SYC
July 13 Special	*2020-2021 Budget
August 20 Special	*Re-Entry Plan *Financial Update Related to Investments to Support Reopening in Response to COVID-19
August 26 Special	*School Re-Entry Plan Update *Motions Brought Forward by Trustees

Red Font = Actually occurred and not on original schedule Yellow Highlight = Actually occurred and on schedule
 Strikeout = on schedule but not presented



ADMINISTRATIVE REPORT: EQUITY ACTION PLAN 2020-2023

REGULAR BOARD MEETING

November 11, 2020

Purpose

To bring Trustees the proposal of a three-year DRAFT Limestone Equity Action Plan that identifies specific actions related to breaking down barriers of systemic racism with an emphasis on anti-Black and anti-Indigenous racism.

Background

The Limestone District School Board identifies that the guiding principle of respect for the diverse perspectives of the entire school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to, and opportunity for, effective student engagement and achievement. The goal is to ensure that schools are inclusive and reflect the makeup of their diverse communities. (*Administrative Procedure 105: Equity and Inclusion, LDSB*).

Limestone is committed to equity and inclusion, and we acknowledge the importance of confronting anti-Black racism. We recognize the work that continues to be required to eliminate racism in all its forms across our district.

In June 2020, a preliminary report of anti-racism education planned for Limestone was shared with Trustees. At that time, Trustees made a request for more information that would address specifically anti-Black racism. At the October 2020 Board Meeting, Student Trustees with the support of Trustee Brown, made a request for more information related to the equity work in Limestone and provided a list of recommendations or actions. In addition, a motion was passed reflecting the Trustees' desire to have a plan of action that would be substantive in supporting anti-Black and anti-Indigenous racism in Limestone.

Current Status

A three-year DRAFT Limestone Equity Action Plan has been developed based on input from Trustees, data collected from a variety of sources, and the *Ontario Equity Action Plan 2017*. The plan is

attached for Trustee review. Next steps will include meeting with students, staff, and community for their feedback.

Recommendations

That Trustees approve the DRAFT Limestone Equity Action Plan and support next steps in collecting feedback from students, staff, and the community.

Prepared by: Michele Babcock, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education

Attachments: DRAFT Limestone Equity Action Plan 2020-2023



Equity Action Plan 2020-2023



Message from the Director and Chair

The Limestone District School Board is committed to an equitable and inclusive school climate that ensures all students, staff and members of the broader school community feel safe, comfortable, and accepted. We want everyone who learns, works or volunteers in Limestone to value diversity, demonstrate respect for others, and commit to establishing a just, caring society. We know that diversity enriches the educational and employment experience of everyone.

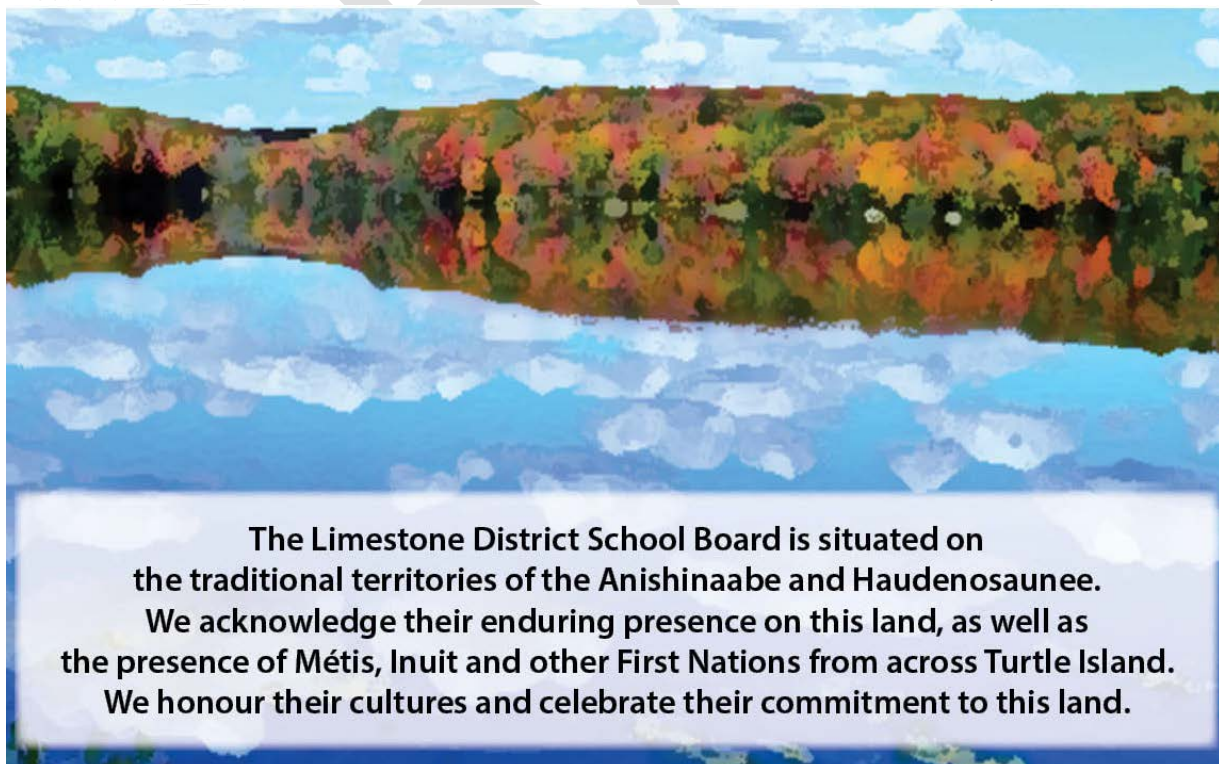
Our three-year *Equity Action Plan* demonstrates our commitment to ensure equity at all levels of our system, as we work together to embrace and foster engaging and innovative learning where everyone achieves success and well-being. The plan is modeled on Ontario's Equity and Inclusive Education Strategy and *Ontario's Education Equity Action Plan* (2017) and encompasses school and classroom, leadership and governance, and human resource practices, data collection integration and reporting, and organizational culture change in our school communities.

Schools and classrooms must be places where everyone values diversity, respects each other, and where students' lived experiences are valued and celebrated. We must foster safe, welcoming and inclusive environments where students see themselves reflected in the curriculum, their learning and their school environment. Schools must engage and serve all students and staff, and reflect the diversity of everyone.

To do this important work, we must better understand backgrounds, experiences and needs of the school community so that we can identify potential barriers or gaps and determine how to eliminate discriminatory biases in classes and schools. Equity must be the lens through which we embrace and manage cultural change in our school communities. Our goal remains for everyone to see themselves in Limestone.

Krishna Burra
Director of Education

Suzanne Ruttan
Chair, Board of Trustees



Introduction

The Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the Canadian Charter of Rights and Freedoms, *the Constitution Act (1982)*, the Ontario Human Rights Code, and as outlined in Ontario's Equity and Inclusive Education Strategy (2009) and the Ontario Ministry of Education Policy/Program Memorandum No. 119 (2009). The Board and its staff are committed to the elimination of all types of discrimination and discriminatory barriers that may exist whether because of commission or omission. The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who serve the system.

The *Limestone District School Board's Equity Action Plan* continues to build on the work begun through *Ontario's Equity Action Plan (2017)*. The Plan focuses on the four key priority areas identified in *Ontario's Equity Action Plan*:

- School and Classroom Practices
- Leadership, Governance and Human Resource Practices
- Positive Culture and Well-being
- Data Collection, Integration and Reporting

The Actions proposed in this plan have emerged from the following data:

- Qualitative data collected 2018 to spring 2020 (ex. Student Voice Days, Census Focus Groups)
- Equity Advisory Committee feedback
- Staff and administrator survey data
- Our school climate data
- Community feedback and correspondence
- Trustee feedback

Expected Outcomes:

- Identify and eliminate biases, systemic barriers, and discriminatory practices
- Support positive learning and workplace environments where all students and staff feel safe, supported and accepted
- Ensure inclusive community partnerships and engagement
- Ensure accountability regarding the Board's commitment to equity and communicating results to the public

The Guiding Principles for equity and inclusive education are based on Ontario's Equity and Inclusive Education Strategy (2009) and include:

- Building upon a foundation of excellence
- Meeting individual needs
- Identifying and eliminating barriers
- Promoting a sense of belonging
- Involving the broader community
- Building on and enhancing previous and existing initiatives

- Demonstrating commitment and follow through throughout the system

School and Classroom Practices

The Limestone District School Board is committed to removing systemic barriers to ensure that school and classroom practices reflect and respond to the diversity of students and staff. We will continue to review existing structures, policies, programs and practices that may unintentionally disadvantage certain student populations, including racialized students, students experiencing poverty, Indigenous students, newcomers to Canada, students who identify as LGBTQ+ or Two-Spirited, children and youth in care, religious minorities, students with disabilities, and students with special education needs.

Actions

- To support ongoing learning for staff and students regarding gender identity by updating *Limestone's Guideline to Supporting Transgender-Spectrum and/or Gender Non-Conforming Students*
- To develop and implement a Text Selection Guide to support staff in reviewing, auditing, and selecting texts for classroom, school and online libraries using an anti-racism and equity lens; specifically, a lens of anti-Black racism and anti-Indigenous racism
- To create an Inclusive Language Guide that informs and supports staff and students in identifying and using language that is anti-racist and equity focused
- To review and critically analyze the selection of literature used in secondary courses to include an increased number of racialized authors
- To require each school to establish an Equity and Well-being Goal in their School Learning Plan that addresses anti-racism
- To provide professional learning and resources to staff to ensure that multiple perspectives are represented in the curriculum, especially issues of anti-Black and anti-Indigenous racism
- To de-stream the Grade 9 Mathematics course as per Ministry of Education direction
- To support staff in understanding, developing, and implementing a Universal Design for Learning approach



Leadership and Governance

The Limestone District School Board is committed to creating safe, inclusive, and engaging learning and work environments for all staff and students. The Board is committed to equity and inclusion for all and to upholding and promoting human rights. We will continue to review existing structures, policies, programs, and practices that may unintentionally disadvantage certain groups within our organization.

Actions:

- Provide staff training on anti-racism across all departments in Limestone

- Provide training for elementary and secondary administrators on issues of anti-Black racism and anti-Indigenous racism by dedicating time at each administrator meeting
- Provide training for Trustees on issues of anti-Black racism and anti-Indigenous racism
- Provide resources to elementary and secondary administrators (ex. reading resources, professional development resources) for their own learning and use with staff
- Establish dedicated time at each school staff meeting for anti-racism learning
- Develop an Administrative Procedure that provides staff, students, and families with information about how the Board supports transgender and gender non-conforming students and staff
- Review policies and procedures for the language of equity (ex. gender neutral) and with an anti-racism lens
- Review communication to address language that may be inherently biased
- Create and distribute a monthly electronic Limestone newsletter that focuses on anti-racism education for all staff across the district
- Establish a Wellness & Equity Champion at each school who would be responsible for disseminating information to staff as well as supporting leadership in leading the learning and work of equity and anti-racism at the school
- Hire an Elementary Equity Consultant to support curriculum and staff development in incorporating anti-racism learning in the arts, social studies, history and geography
- Create a leadership development and succession planning process that is equity focused
- Update the Board Improvement Plan for Student Achievement to include a greater focus and actionable items related to equity

Human Resource Practices

The Limestone District School Board is committed to promoting and building working and learning environments that are equitable, diverse, and inclusive. Recruitment, selection and promotion processes must therefore ensure fair treatment, access, opportunity, and advancement for all people, identifying and eliminating barriers that prevent full participation of some groups. A commitment to diversity and equity can be achieved through concerted efforts to ensure the inclusion of diverse and underrepresented populations, valuing, respecting and equally supporting all individuals through the recruitment process.

It is further recognized that a diverse work force is beneficial from many perspectives, increasing the effectiveness and success of organizations. As a public board of education, it is important that recruitment efforts reach a broad, diversified applicant pool in order that our employee demographics mirror our student and community populations to the extent possible. It is equally important that our efforts are sustained post recruitment so that we may retain highly qualified, engaged, and diversified employees who together help to achieve the strategic direction of the Board.

Recruitment and Selection

In order to determine what actions are necessary to promote a recruitment strategy that supports and advances equity, diversity and inclusion, a review of existing recruitment procedures and practices has been initiated with a view to ensuring that any unintended systemic barriers are identified and addressed.

Actions

- Review Administrative Procedure 400 – Recruitment and Selection
- Review interview processes and practices to identify elements that (may) create barriers and potential next steps to facilitate the identification and implementation of equitable and inclusive practices
- Create a standard job posting template with an implicit Equity, Diversity and Inclusion statement that is unique and reflective of the Limestone District School Board
- Review all postings and procedures to ensure the use of neutral language
- Add a voluntary ability to self-identify on Apply to Education (ATE), which is the main platform for accepting applications
- Ensure that at least one equity, diversity and inclusion question is asked as part of all interview processes
- Explore whether the Board's website can be used as a mechanism to accept applications and if so, include voluntary self-identification as part of the application process
- Explore ways to increase the number of racially diverse applicants selected for interviews through diverse job boards and other means to attract a diversified applicant pool
- Conduct/analyze census surveys of staff and with the goal of working toward fostering representative staff and student populations
- Provide education, awareness and training to Human Resources staff and system leaders
- Build linkages between wellness, equity, diversity and inclusion

Retention

To actively engage and retain a diverse workforce that feels valued, respected and included, it is prudent to understand how all current employees feel and whether they truly “see themselves in Limestone.” This can be accomplished through the staff census survey scheduled to be completed in the next year or two, or through a separate staff satisfaction/EDI survey.

Actions

- Complete a review of all Human Resources procedures and communication through an equity, diversity and inclusion lens to identify systemic barriers and/or bias
- Engage in education, awareness and training for all Limestone staff, including Education Centre and other support staff across the district
- Develop and/or source appropriate equity, diversity and inclusion training for Education Centre managers, supervisors and frontline staff.
- In collaboration with Program Team, build equity, diversity and inclusion into all new employee orientations
- Conduct exit interviews with all employees who voluntarily leave the organization. Such interviews must include questions that assess Limestone's efforts to promote and address equity, diversity and inclusion
- Work with Employee Assistance Program providers to promote diversity among counsellors



Data Collection, Integration and Reporting

Data collection is critical in helping us to understand who the students and staff of Limestone are; their identity, lived experience, and ability. Collecting and analyzing voluntary demographic data and perceptual data can support our school and system leaders to more precisely address the barriers to student success and inform our recruitment, hiring, promotion and professional development strategies. “For example, comparing identity-based student data with data on program enrolment, suspensions and expulsions, and graduation rates may reveal more precisely how certain groups are being disadvantaged, how to identify and remove systemic barriers to success and, accordingly, where to target our resources.” (*Ontario’s Education Equity Action Plan, 2017, p. 18*).

Actions

- Develop and implement an online voluntary student identity-based data collection survey for Kindergarten to Grade 12
- Share results of the student identity-based data collection with all stakeholders
- Collect school climate data using the Ministry of Education’s school climate survey
- Develop and implement an online voluntary staff identity-based data collection survey
- Monitor, analyze and review school incident reports for acts of racism
- Collect ongoing feedback through staff surveys and advisory groups

Organizational Culture Change

Creating organizational culture change requires input at every level of an organization. With the goal of creating a more equitable, safe, and inclusive learning and work environment, it is important to have the voices and input of stakeholders.

Actions

- Establish a racialized student advisory group to represent the student voice in Limestone
- Establish a racialized staff advisory group from across departments in Limestone
- Establish a racialized family and community advisory group

Conclusion

Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students’ prospects for learning, growing, and fully contributing to society as well as staff’s sense of being valued, respected, and included. Barriers may be related to sex, sexual orientation, gender identity, gender expression, race, ethnic origin, religion, socio-economic background, physical or mental ability, or other factors. Several factors may intersect to create additional barriers for some students and staff. These barriers and biases, whether overt or subtle, intentional, or unintentional, need to be identified and addressed so that every student and staff member can ‘see themselves in Limestone’. (Adapted: *Equity and Inclusive Education in Ontario Schools, 2014, p. 6*)

Action Timeline

Area of Focus	Timeline	How will we know we are making a difference? (Data sets)
School and Classroom Practices		
Text Guide to support text selection	2020-21 (Guide) 2020-2023 (library audits)	<ul style="list-style-type: none"> • Graduation rates • Pathway data • Course Credit accumulation
Gender Guideline Updates	Fall 2020	<ul style="list-style-type: none"> • EQAO
Inclusive Language Guide	2020-21	<ul style="list-style-type: none"> • Book lists/ Course Texts
Resource development to ensure multiple perspectives in curriculum	2020-23	<ul style="list-style-type: none"> • School Learning Plans • Agendas; Meeting notes
English course literature review	2020-2022	<ul style="list-style-type: none"> • Staff survey data
Equity & Well-being Goal in School Learning Plan	2020-21	<ul style="list-style-type: none"> • Administrator survey data
De-stream Grade 9 Math	2020-2023	<ul style="list-style-type: none"> • School Climate data
Staff development in Universal Design for Learning	2020-2023	
Leadership, Governance, and Human Resources		
Staff training on anti-racism through staff meetings	2020-2023	<ul style="list-style-type: none"> • Agendas; Meeting notes • School Visits
Administrator training on anti-racism at monthly meetings	2020-2021	<ul style="list-style-type: none"> • Agendas; Meeting notes • School Visits
Professional learning resources for administrators and staff	2020-2022	
Leadership development and succession planning process that is equity focused	2020-2023	
Board Improvement Plan for Student Achievement includes greater focus on equity	2020-2023	
Administrative Procedure review for language of equity	2020-2023	<ul style="list-style-type: none"> • APs will be identified as reviewed
Administrative Procedure development	2020-2022	<ul style="list-style-type: none"> • AP: Transgender & Gender Non-Conforming • AP: Anti-Racism
Develop and Implement system monthly staff newsletter for anti-racism learning	2020-2021	
Establish Equity Champion at each school	2020-2022	
Hire Elementary Equity Consultant	Fall 2020	
Review AP 400	Fall 2020	Recruitment processes that promote EDI

Area of Focus	2020 – 2023	How will we know we are making a difference? (Data Sets)
Standardize job posting templates with an equity lens	Fall 2020	Recruitment processes that promote EDI
Review interview processes with equity lens: <ul style="list-style-type: none"> • group interview process • ensure one equity question 	2020-2021	All candidates feel comfortable and respected part of the process EDI highlighted as priority
Adding voluntary ability to self-identify to Apply to Education	Fall 2020	Increase in diversity of applicant pool
Increase the number of Black, Indigenous & People of Colour applicants selected for interviews	Ongoing	Increase in BIPOC applicants considered for positions with expectations of more diverse hiring outcomes
Equity orientation training for all new employees	2020-2021	All employees trained and educated on EDI
Exit interviews to assess Limestone's efforts to address equity	2020-2021	Ability to learn from employee experiences and address concerns as required
Advisory Committee	2020-2021	
Data Collection, Integration and Reporting		
Develop and implement K-Gr 12 Student Identity-based Data Collection	Fall 2020	
Reporting of data collection results	2021-2022	
Collect school climate data Gr. 4 – 12	2021-2022	
Develop and implement staff identity-based data collection	2021-2023	
Track and analyze incident reports for acts of racism	2020-2023	
Collect ongoing feedback from advisory groups and staff surveys	2020-2023	
Organizational Culture Change		
Establish racialized student advisory group	2020-2021	<ul style="list-style-type: none"> • Representative membership from across secondary schools
Establish racialized staff advisory group	2020-2021	<ul style="list-style-type: none"> • Representative membership from across departments in the district
Establish racialized community advisory group	2020-2021	<ul style="list-style-type: none"> • Membership of community partners

October 19, 2020

Attention: Suzanne Ruttan
Chair, Limestone District School Board

Dear Suzanne,

At the onset of Local Government Week, on behalf of the Principals and Vice-Principals of the L.D.S.B., we would like to take the opportunity to express our appreciation to the Trustees of the Limestone District School Board.

It is no small task to be an elected official in any capacity but the role of School Trustee is a position of community leadership which has a direct connection to ensuring our ability to grow the community leaders of tomorrow. The oversight you provide in supporting the work of our strategic plan and guiding the direction of the Limestone District School Board is invaluable.

Truly, the past year has presented many challenges for our schools, challenges we have been able to meet, in part, because of your leadership. The selection of a new Director of Education and the allocation of resources, through you, to our system are but two critical examples which will support our system through the current circumstances brought about by Covid-19 and into the future.

To our Student Trustees, we also express appreciation for the student voice you bring to the leadership of the Limestone District School Board. Further to that, we would share our hope that your service as Student Trustee represents only the beginning of your leadership journey in our community and beyond.

With continued gratitude and respect,

Darren Seymour and Darlene Scarlett
Ontario Principals' Council (Limestone) Co-Chairs



**We're Putting
Wellness First**



**We're Turning
Innovation into Action**



**We're Committed
to Collaboration**

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.
Suzanne Ruttan (Chair) | Krishna Burra (Director of Education and Secretary) | Craig Young (Treasurer)

SEE YOURSELF IN LIMESTONE

On Oct 20, 2020, at 12:19 PM, mike pritchard <mikepritchard210@hotmail.com> wrote:

CAUTION: This email originated from outside of the Limestone District School Board. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Chair Ruttan and Director Burra,

Thank you for the summary of the Regular meeting of the LDSB proceedings, addressing my concern and for following up with me. It looks like the issue of masking JK-Gr.3 is off the table for the short term future.

If the alleged lack of transparency that has so plagued the LDSB in recent years is to be resolved, I would suggest a formal decision of whether a conflict of interest has or has not taken place be made if other complaints of this nature arise. Using terms like "perceived conflict" and "optically" with every reference to the possible breach of the code of conduct implies that it was illusory and did not actually occur. I believe the regulations indicate a clear determination must be made by the Board once made aware of the potential breach. Either way, I am glad that it was acknowledged by a few Trustees that perceptions of conflicts of interest matter to constituents.

I am disappointed that there was no cost-benefit analysis of the policy to mask the youngest students. This could not have occurred because there was no acknowledgement of any harms whatsoever by trustees. The harms are outlined in the SickKids' guidelines as well numerous other medical authorities' recommendations which I would happily forward, but there appears to be no interest in examining them.

I am confident that this matter will come before the Board at a later date, as the harms of this policy become indisputable to both parents and educators. The "non-mandatory mandate" for JK-Gr3 that was pushed through after parents had made their decision to send students for in-class instruction, has now been quietly increased to include outdoor times as well. Six hours of masking a day and the reduction of "mask breaks" is not sustainable and will clearly have impacts on childhood development and learning outcomes. I hope the irony of each Trustee (other than Chair Ruttan) pulling off his or her mask to address the Board was not lost on them.

Once again, thank you for bringing my complaint to the Board and for your professionalism.

Sincerely,
Mike Pritchard

From: [Susan Beckel](#)
To: [Moore, Wynando](#)
Cc: [McDonnell, Alison, H.](#); [Brandt Zatterberg](#)
Subject: RE: Letter to the Greater Napanee Town Council re Southview Public School
Date: Friday, October 16, 2020 11:31:24 AM
Attachments: [image001.png](#)
[image005.png](#)
[image007.png](#)
[image011.png](#)
[image015.png](#)

CAUTION: This email originated from outside of the Limestone District School Board. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good Morning Ms. Moore:

Please be advised that at the October 13, 2020 Regular Session of Council, the Council of the Town of Greater Napanee passed the following resolution:

RESOLUTION #496/20: Richardson & McCormack

That Council receive for information the correspondence from the Limestone District School Board dated October 7, 2020; the County of Lennox & Addington Technical Advisory Committee information regarding the pedestrian crossover Southview School-County Road 8 and James Street; and the Public Comments regarding the Southview Public School Crosswalk;

And further that Council authorize:

(i) the hiring of a Crossing Guard for the crossing at County Road 8 and James Street;

(ii) Town staff to continue to support the driver education public awareness campaign regarding the lit crosswalk at County Road 8 and James Street currently being promoted by the County of Lennox & Addington and the OPP;

And further that the Town obtain clarification from the County of Lennox & Addington as to how the posting of a Crossing Guard at this location may affect the use of the lit cross walk. **CARRIED.**

The Town will begin the hiring process for a Crossing Guard; however, it may take some time as the Town has found these positions difficult to fill in the past.

Take good care,

Susan Beckel

Town Clerk

T: 613.354.3351 ext. 2014

