



# AGENDA - REGULAR BOARD MEETING

Wednesday, June 15, 2022 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGJun15>

## 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 their 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. CALL TO ORDER

### 2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

### 3. DECLARATION OF CONFLICT OF INTEREST

### 4. ACTION ITEMS

#### 4.1 Regular Board Meeting Minutes – May 18, 2022

### 5. FOR INFORMATION

#### 5.1 SAFE SCHOOLS UPDATE

#### 5.2 PROPERTY UPDATE

- 5.3 LABOUR UPDATE
- 5.4 LEGAL MATTER
- 5.5 PERSONNEL UPDATE
- 5.6 OPSBA UPDATE

## **6. 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.”

- 7. **ADOPTION OF AGENDA**
- 8. **DECLARATION OF CONFLICT OF INTEREST**
- 9. **DELEGATION/PRESENTATION**
  - 9.1 Limestone District School Board Student Achiever Awards
  - 9.2 Recognition of Outgoing Student Trustees
- 10. **PRIVATE SESSION REPORT**
- 11. **APPROVAL OF MINUTES**
  - 11.1 Regular Board Meeting – May 18, 2022 (Pages 4-19)
  - 11.2 Education, Policy & Operations Committee Meeting – June 1, 2022 (Pages 20-25)
  - 11.3 Budget Committee Meeting – June 1, 2022, 2022 (Pages 26-28)
  - 11.4 Budget Committee Meeting – June 8, 2022 (Pages 29-33)
- 12. **REPORTS FROM OFFICERS**
  - 12.1 Chair’s Report
  - 12.2 Director’s Report
- 13. **REPORTS**
  - 13.1 OPSBA Report – Trustee French
  - 13.2 Student Trustees’ Report
  - 13.3 Reports For Action
    - 13.3.1 Next Steps for the LDSB Strategic Plan (2017-2022) – Director Burra (Pages 34-35)
    - 13.3.2 2023-2024, 2024-2025 Deficit Elimination Plan Report – Superintendent Young (Pages 36-38)

**13.4 Reports for Information**

**13.4.1 Surplus Funding Report** – Superintendent Silver and Associate Superintendent Hedderson (Pages 39-40)

**13.4.2 School Pedestrian Safety Working Group Recommendations** – Associate Superintendent Gollogly (Pages 41-42)

**14. UNFINISHED BUSINESS**

None at this time.

**15. NEW BUSINESS**

**16. CORRESPONDENCE**

**16.1** Letter to Trustee Judith Brown notifying her that she is the recipient of the 2022 Dr. Harry Paikin Award of Merit, dated May 13, 2022 (Page 43)

**17. NOTICES OF MOTION**

**18. ANNOUNCEMENTS**

**19. COMMITTEE MINUTES FOR INFORMATION**

**19.1** SEAC Meeting Minutes – April 20, 2022 (Pages 44-52)

**19.2** SEAC Meeting Minutes – May 17, 2022 (Pages 53-59)

**20. FUTURE BOARD MEETING SCHEDULE**

August 24, 2022

**21. ADJOURNMENT**



## REGULAR BOARD MEETING MINUTES – MAY 18, 2022

### PRIVATE SESSION

#### Roll Call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) (Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) T. Duncan (Student Trustee) S. Johnson (Student Trustee) (Regrets) B. Roy (Student Trustee) (Regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

#### 1. CALL TO ORDER

Chair Ruttan called the meeting to order.

#### 2. RESOLVE INTO COMMITTEE OF THE WHOLE

*MOTION: To move into Private Session.*

*MOVED BY: Trustee Elliott. Carried.*

#### 3. DECLARATION OF CONFLICT OF INTEREST

Chair Ruttan asked Trustees if they had a conflict of interest to declare with any of the agenda items. Trustees Godkin and Elliott declared a conflict with Item 5.6 OPSBA Labour Update.

#### 4. ACTION ITEMS

- 4.1 Regular Board Meeting Minutes – April 27, 2022
- 4.2 Audit Committee Meeting Minutes – May 2, 2022

*MOVED BY: Trustee Godkin that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried.*

#### 5. FOR INFORMATION

- 5.1 Safe Schools Update – Associate Superintendent Gollogly provided a safe schools update.
- 5.2 Property Update – No update.
- 5.3 Personnel Update – Superintendent McWilliams provided a personnel update.
- 5.4 Labour Update – Director Burra provided a labour update.
- 5.5 Legal Update – No update.
- 5.6 OPSBA Update – Trustee French provided an OPSBA update.

#### 6. 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 any resolutions, be made public.*  
*MOVED BY: Trustee . Carried.*

## PUBLIC MEETING

### Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) (Regrets) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) T. Duncan (Student Trustee) S. Johnson (Student Trustee) (Regrets) B. Roy (Student Trustee) (Regrets)	K. Burra, Director of Education M. Crothers, Communications Officer J. Douglas, Communications Officer S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair Ruttan welcomed everyone to the Regular Board Meeting. She called the roll.

Trustee McGregor provided the Acknowledgement of Territory. “We recognize the unique and enduring relationship that exists between Indigenous people and their traditional territories. We acknowledge that we are on the 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. Let this acknowledgement serve as a reminder of our ongoing efforts to recognize, honour and partner with the people whose lands and water we benefit from today.”

## 7. ADOPTION OF AGENDA

*MOVED BY: Trustee Brown and seconded by Trustee Morning that the agenda, as amended, be approved. Carried.*

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## 8. DECLARATION OF CONFLICT OF INTEREST

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

## 9. DELEGATION/PRESENTATION

None at this time.

## 10. PRIVATE SESSION REPORT

Trustee French stated that earlier this evening during Private Session:

- The minutes were approved from the Regular Board Meeting of April 27, and from the Audit Committee Meeting Minutes from May 2, 2022.
- Associate Superintendent Gollogly provided a safe schools update.
- Director Burra provided a labour update.
- Superintendent McWilliams provided a personnel update.
- Trustee French indicated she provided an OPSBA update.

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

*MOTION MOVED By Trustee French and seconded by Trustee McGregor that the Private Session Report be received. Carried.*

## 11. APPROVAL OF MINUTES

- 11.1 Regular Board Meeting – April 27, 2022
- 11.2 Budget Committee Meeting Minutes – April 20, 2022
- 11.3 Audit Committee Meeting Minutes – May 2, 2022

Trustee Morning asked that the Regular Board Meeting Minutes, dated April 27, 2022 be separated out and amended accordingly. At the top of page 21, in the first paragraph, the sentence, “The motion was moved by Trustee Godkin and seconded by Trustee Hutcheon and all Trustees voted in favour.” Trustee Morning asked that the minutes reflect that she was opposed.

*MOVED BY Trustee Elliott and seconded by Trustee Morning that the minutes, as amended, be approved. Carried.*

## 12. REPORTS FROM OFFICERS

### 12.1 Chair's Update

Chair Ruttan stated: "We are deeply saddened by the tragic events in the US on the weekend. Two mass shootings resulted in 10 citizens killed in Buffalo and one person killed in Southern California with many others suffering gunshot injuries. These horrific hate crimes motivated by anti-Black and anti-Asian racism are upsetting and disturbing news. This kind of hate has no place in our communities, and no place in our schools. We stand with our local African, Caribbean, Black, and Asian communities, and we remain committed to combating racism and discrimination in all its forms.

As we know better, we do better, and I am proud that we have reached another milestone in the board's Equity Plan, with the introduction of two advisory committees. The LDSB is proud to partner with Family and Children's Services of Frontenac, Lennox, and Addington as we recognize the unique needs of Black children, youth and families in both the educational and child welfare system and have established the creation of the Umoja Black Advisory Committee. This committee will provide a forum to advise, support and hold both organizations accountable in the implementation of the board's equity, diversity, and inclusion initiatives to ensure better outcomes for Black children and youth. In its first community outreach, the Umoja Black Advisory Committee is hosting a potluck on May 26, 2022 to share information, network, and empower each other for a better future for children and youth. Everyone is welcome: Black children and youth, their parents, mentors, coaches, uncles, and aunts.

To help support everyone who learns, works, or volunteers in Limestone to value diversity, demonstrate respect for others, and commit to establishing a just and caring society, Limestone has recently formed the Community Equity Advisory Committee. Limestone is seeking two community members who offer diverse perspectives and/or lived experiences to join the Community Equity Advisory Committee to help in identifying and eliminating barriers to an equitable and inclusive environment for staff, students, and the broader community, and determine strategies for systemic implementation of the board's Equity and Action Plan.

The first week of May is Mental Health Week and Education Week, with schools posting the board's pillars of wellness, innovation and collaboration to honour these weeks. I would like to extend appreciation to Laura Conboy and the Educational Services Well-Being team for the excellent social media campaign and school resources they provided during Mental Health Week. These learning opportunities, and best practices will strengthen supports for students, ourselves and each other.

And finally, on behalf of all Trustees I would like to sincerely thank the members of École Kingston East Renaming Committee, students, and school staff for organizing the "Walking the Land and school tour" for Trustees Monday afternoon. I regret I was unable to attend due to

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work conflicts, but I wanted to acknowledge the warm welcome by the school community in preparation for the discussion this evening to select a new name for the school. So many people have given so much of their valuable energy and input into this important process. Tonight, Trustees will select one of four names recommended by the school community. A new name, I believe, is one step on the journey to truth and reconciliation. And that concludes my report.”

## **12.2 Director’s Update**

Director Burra stated: “Good evening, Trustees, and the viewing public. I have a number of updates that I would like to share this evening.

As the Chair indicated, several Trustees and staff joined ÉKEES students, staff, and families for a tour of the school and the surrounding area. Huge appreciation to the committee and in particular the students for facilitating the tour. The weather was cooperative to allow us to walk the land without getting soaked. The visit sets the board up well for the impending decision for the renaming of the school.

It has been wonderful to see a full complement of spring sports running in schools at the moment. These activities include Track and Field, Ultimate Frisbee, Tennis, Rugby, Soccer, and Baseball. Many of the playoffs and finals are upcoming later this week or toward the end of May. Of special note, last week, retired educator, Janey O’Rourke was acknowledged for her 48 years of service to the track and field community. An Award will be given annually to two students. One for field events and one for track events. The award will be referred to as the “O’Rourke Award of Excellence” and will be awarded to outstanding performance in track and field events. The return of spring athletics, and field trips to places like Gould Lake, after the past couple of years, has been greatly appreciated by students, staff, and families. I think it is fair to say that everyone has a much greater appreciation for what schools provide in the classroom and outside of the classroom for children and youth.

It has also been wonderful to see the resumption of valuable learning experiences. There are many examples occurring daily in schools. However, I would like to highlight one that requires central and school based efforts. The DELF (Diplôme d’études en langue française) is an official international certification awarded by the French Ministry of Education indicating the level of proficiency of candidates from outside France in the French language. Thirty-eight Limestone students challenged the DELF this year which is double the number that did so the first year we offered the opportunity in 2019.

We continue to monitor absences closely. Student absences due to COVID related reasons are now around 150 per day, compared to almost 1100 at the end of March/early April or high 800s in late February. Staff pressures are now due to extracurricular activities taking place which is

similar to previous springs when these activities were occurring. Staff absences have stabilized, and I am happy to report that we have not had to consider pivoting a school or class in recent weeks.

While very limited in-person professional learning has started again due to staffing considerations, we have seen tremendous success in after school, hybrid learning. One recent example is the Foundational Literacy Skills Learning Series which was launched a few weeks ago and is ongoing, but it filled up literally within two hours. This is a testament to the importance of this work and the interest of Limestone educators in meeting the literacy needs of students. And it creates the nice problem of having to look at additional learning opportunities for staff. As another example of tremendous success related to adaptations made during the pandemic, speaker events like the three supported by the LLF (Zeta Elliott, Sylvia Watt Clouthier, David Robertson) or partnerships with Queen's, we have seen many more students and classes be able to engage with prominent speakers using a virtual format than we would have seen with in-person speaking events. This will be a legacy of these past two years carrying into the future. As trustees are aware, school boards received funding this spring to support learning recovery and tutoring in schools. LDSB staff provided several days of training to over 60 tutors, and community partners who are now deployed in schools serving approximately 1400 students per week. Tutors are primarily providing support in literacy and numeracy, and these supports will continue into the summer and the fall. This has been a significant undertaking to serve Limestone students with additional, intensive support, but this work helps support students by addressing learning needs.

And finally, yesterday, May 17, 2022 marked International Day Against Homophobia, Transphobia, and Biphobia. We must be clear and unequivocal in protecting human rights for all. As Bjorn Ulvaeus said, "Some values must be universal, like human rights and the equal worth of every being." The massacre that occurred in Buffalo this past weekend is yet another reminder of the importance of our human rights, equity, and diversity work. This work has been highlighted recently in the public launch of the Umoja Black Advisory Committee, the creation of the Limestone Community Equity Advisory Committee and call for community members, the Get Real Parent Inclusivity workshop that occurred earlier this week, and as one final example, the formal and official participation of Limestone in the upcoming Pride parades occurring in Napanee on June 5, and Kingston on June 18, 2022.

As Trustees know, schools are hubs of activity that are critical to help serve children and youth in our area. There is always room for improvements, but there is also much for us to be proud and to celebrate.

That concludes my report."

## 13. REPORTS

### 13.1 OPSBA Report – Trustee French

#### *Legislative Update*

- o Provincial Election - Writ dropped on Wednesday May 4, 2022 and the election will occur on June 2, 2022 – ‘pencils down’ mode
- o AGM presentation by Nick Nanos who will reflect on provincial election outcomes and various government insights/predictions
- o Municipal Election – nominations open May 2 to August 19, 2022
- o Fall Provincial Advocacy Day November 27 following OPSBA Board meetings – more info to follow

#### *Government Relations and Communications*

- o Overview of media statements, releases, and articles
- o Provincial election ‘Education Day’ – providing packages to host locally (All Candidates meetings, template letters to candidates and parents)
- o Met with all parties for platform development, and gathering their response to OPSBA education priorities questionnaire
- o Municipal election materials - OPSBA promotion with a focus on EDI
- o I love public education campaign materials
- o Developing OPSBA mentorship program with BOD orientation after election, including new networking opportunities

#### *EDI Audit update*

- o Exec Council Motion: That the OPSBA BOD orientation include professional learning on diversity, inclusion, systemic racism, and all forms of oppression, and that annual professional learning be provided to all members of the OPSBA BOD in this area – passed unanimously.

#### *Program Policy update*

- o Reports and links are available for trustees to see

#### *Corporate Affairs update*

- o 69 nominations for OPSBA awards – at least one coming from Limestone and winners will be announced at the AGM
- o OPSBA Election nominations closed, Cathy Abraham - President; vibrant group for First Vice-President and Second Vice-President; happy to take Trustees’ views on how Limestone should cast the vote; Some vacant Eastern Region spots

#### *2022-23 OPSBA budget*

- o Balanced budget drafted - Approved
- o Several revisions as we shift to virtual processes that could reduce costs
- o Membership fees unchanged this year

#### *Annual General meeting items*

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- o Establishment of Core Issues work groups – approved as reflective of current groups
  - o Annual Strategic Priorities – approved – pending new process approval at AGM
  - o New Mission, Vision, Values – project compass recommendation approved
- EDI Audit Recommendations on Indigenous Trustee Council (ITC) and Creation of a Black Trustee Caucus (BTC)*
- o 10 recommendations from Exec Council to enhance the presence and influence of both the existing ITC, and a new BTC, including participation on the Executive and linking to Indigenous and Black Student Trustees – approved unanimously after significant debate and discussion

*Joint Policy and Education Program on April 13*

- o Trustees McGregor and Hutcheon may provide further information

*CSBA report*

- o Congress July 6-8, 2022 in Saskatoon combined with Indigenous Trustee Gathering program
- o Phase 2 anti-racism project with University of Regina – first deliverable provided promotional materials to invite and include more diverse candidates in Trustee elections – Ontario, BC and Manitoba elections this year – more work to follow to adapt processes and structures to reduce barriers to participation
- o Indigenous Lead Daniel Brant hired to advance this priority work
- o Education priorities Federal Advocacy event meeting Ministers May 15-18 on Parliament Hill
- o Agreement to continue National table with partners CTF, CASSA, AFN, CAP, FNCSF

*Upcoming meetings*

- o June 9, 2022 AGM Ottawa
- o July 6-8, 2022 CSBA Congress in Saskatoon

### **13.2 Student Trustees' Report**

“Good evening Trustees, Senior Staff, and viewers. Yesterday was the monthly Inter-school Council Meeting. The meeting started with a Land Acknowledgment given by Student Trustee Duncan. Our incoming Rural Student Trustee Elayna Jackson was introduced to the group. We hope she got a feel for the positive atmosphere the Council has to offer. Next, everyone participated in a check-in. As we are all senior students, most of them are feeling an “end the year burnout.” It is reassuring to know all students are in the same boat. Student Trustee Duncan asked for updates on activities regarding Asian Heritage Month. Representation for all students has been a very important goal for the Inter-school Council. Although most schools are not fully participating, LCVI and Bayridge have been overachieving! They are promoting local Asian-owned businesses and ensuring their Asian students are feeling represented and supported. Great job LCVI and Bayridge. Most schools have planned or are planning fundraisers for the last two months of school. Quick shoutout to Granite Ridge who partnered with North Addington by doing a slime challenge that raised over \$11,000 for local food banks. There have

also been other fundraisers happening at NDSS, Bayridge, LCVI, and KSS. Semi-formals were discussed. LCVI and Bayridge have recently had their semi-formals, and students have been giving them fantastic feedback. As the year is coming to an end, it was asked what schools have planned for end-of-the-year activities. Most schools reported future year-end assemblies, BBQ Days, future dances, etc. We then discussed improvements for next year's Inter-school Council meetings. We focused on things that may improve engagement and attendance. The most frequent piece of feedback was in-person meetings next year. That concludes our report.”

Chair Ruttan thanked Student Trustee Duncan for the report and called upon Trustees for questions or comments.

### **13.3 Reports for Action**

#### **13.3.1 Renaming of École Kingston East Elementary School**

Superintendent McDonnell stated that before Trustees begin their deliberations, she wanted to outline the recommendations made by the Renaming Committee in the report:

- (1) That the Board of Trustees select a new name from the following four names: Butternut Creek Elementary School; Maple Elementary School; Forestview Elementary School; and, Maplevue Elementary School. Superintendent McDonnell noted beside each of these names is the detailed rationale as to why those names are coming forward.
- (2) That as Trustees review the names and rationale, they are guided by the additional criteria developed by the Renaming Committee as well as the Board’s Administrative Procedure 552,
- (3) That the Board of Trustees join the Renaming Committee for a short tour of the school, and a walk on the land on Monday May 16, at 5 p.m. before Trustees begin any discussion to select a new name. The walk on the land would be voluntary and the intent is to provide Trustees with an opportunity to see where students and staff learn, and experience the connection to the land. This recommendation was addressed at the last Committee meeting, and was addressed by Director Burra and Chair Ruttan. Thanks to all the Trustees who were able to walk the land.
- (4) That the Board of Trustees ensure that whatever name they choose, that it be bilingual, and what the Committee means by that is using the word “École” at the beginning of the name.
- (5) That the Board of Trustees send a letter of appreciation to the members of the Renaming Committee thanking them for their leadership through this process.

*MOTION MOVED by Trustee Godkin and seconded by Trustee Hutcheon that the five recommendations made by the Renaming Committee outlined in the report, “Renaming of École Kingston East Elementary School” be approved. Carried.*

Trustees voted and selected *École Maple Elementary School* as the preferred name.

## **13.4 Reports for Information**

### **13.4.1 Interim Reporting QT2 – 2021-2022**

The 2021-2022 Interim Financial Report was presented to the Board on February 23, 2022 and provided updated revenue and expenditure information from the budget to the revised estimates, as well as operating expenditures for the period ending November 30, 2021 (Q 1).

The 2021-2022 Interim Financial Report for the period ending February 28, 2022 (Q 2), which has been presented in a similar format to the 2021-2022 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 2, \$133,332,076 of the \$273,423,893 operating budget or 49% has been spent. The expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period.

The 2021-2022 interim financial report for Quarter 2 indicates a spending level of 49%. This is comparable to the 48% spending level reported for the same period last year.

The Board is on target to end the 2021-2022 fiscal year within the budgeted deficit of (\$1,835,765).

Superintendent Young outlined some anomalies and interpretation.

Chair Ruttan thanked Superintendent Young and called upon Trustees for comments or questions.

### **13.4.2 Strategic Plan Monitoring Mid-Year Update**

Director Burra indicated this report was in Trustee’s previous Board package which was then tabled to this meeting. Senior Staff will share with Trustees some highlights from the Strategic Plan at the mid-year point, reporting up to the end of January 2022, based on the priority areas that were approved by Trustees in the fall. To honour Trustees’ request from the fall, Senior

Staff will pause at the end of the highlights they are sharing for each of the Pillars. They will share some highlights from Wellness and then stop for questions before moving on to the Innovation and Collaboration Pillars, and so on.

Director Burra noted that based on the interruptions from COVID-19 to the plan, Senior Staff took a different track. Trustees can see the new graphic with all the same language and all the same work, to really try to focus the work on areas that are contributing to ensuring Limestone is maximizing student achievement, as well as student well-being as the focus of all our work. Senior Staff will be highlighting initiatives from the Strategic Plan in Wellness, Innovation and Collaboration that Senior Staff see as key priorities over the course of the next 12 to 18 months.

Director Burra stated that, given the Trustee election cycle and the fact that we have had some interruptions, and in talking to the Chair, the Director will be bring forward a recommendation in June 2022 for a plan on finishing out the Strategic Plan in terms of 2022, which is the year that this Strategic Plan was to be renewed or adjusted, with the idea that the Board elected in the fall undergo a Strategic Planning process in 2023 and create the new plan to move forward.

Many of the areas that Senior Staff will be highlighting are ones that are ongoing and they believe are areas of significance and focus moving into the months and the next year or two ahead.

The following Senior Staff member highlighted the following areas of focus on the Strategic Plan:

- W1.2 Mental Health – Mental Health Strategy, Superintendent Gillam
- W2.2 Equity and Inclusion - TAG, Human Rights Tool, Superintendent McDonnell
- W2.3 International Ed and ESL - International Ed Homestays, Superintendent Silver
- W2.3 International Ed and ESL - Pathways of Support for ESL Associate Superintendent Sartor
- I1.1 Environmental Sustainability - Grow Garden Information, Superintendent McDonnell
- I1.2 Literacy - Right to Read Inquiry, Associate Superintendent Sartor
- I1.3 Mathematics, Superintendent Silver
- I2.1 Destreaming, Superintendent Silver
- I2.2 Leadership Development/Succession – Leadership Profile, Superintendent McWilliams
- I3.1 Alt and Continuing Ed - Re-engagement and SWAC, Associate Superintendent Hedderson
- I3.2 Technologically Enhanced Education Technology for Educators, Associate Superintendent Hedderson

C1.3 Parent Engagement - PIC Initiatives, Associate Superintendent Gollogly

C2.1 Indigenous Ed - Languages, Roster, Student Voice, Superintendent Gillam

### **13.4.3 Indigenous Trustee Consultation with IEAC and MBQ**

Superintendent Gillam advised that based on the deferral of the motion brought at the Regular Board Meeting of February 23, 2022, Kelly Maracle, Vice-Principal of Indigenous Education and he met with Josh Hill Band Councilor, Education, Culture and Language, and Heather Green, Education Director with the Mohawks of the Bay of Quinte (MBQ) on April 12, 2022.

Superintendent Gillam advised that there is a great partnership that has been established with the MBQ for several years, and even though the number of students has declined, and fluctuated over the years, Limestone continues to enjoy a great relationship with them. Josh Hill was very clear that if IEAC was in favour of this and there were no major obstacles, that if an Indigenous Trustee was appointed through the MBQ, their expectation would be that individual would represent all Indigenous voices and not just those of MBQ.

Superintendent Gillam followed up with an email to IEAC on April 14, and met with IEAC on April 26, 2022. Overall IEAC supports this, and the consensus was that having an Indigenous Trustee appointed through this mechanism, while not ideal to serve our area, it is better than not having an Indigenous voice. The bullets in the report are very clear on what IEAC and Indigenous community members hope Trustees take away from this process. If Trustees move forward, they hope Trustees continue to advocate at the provincial level for the addition of Indigenous Trustees beyond the current mechanism of an Education Agreement. The Highlands Waters Métis Council member, who is very active on IEAC this year, and who has not been at the table before, we appreciate their attendance and willingness to work with us on an even more fulsome basis than in the past, they wanted it noted that they should also be exploring the adding of a specific Métis Trustee seat at some point. Overall, the general consensus was that adding an Indigenous Trustee through the only currently available regulatory process, was a step in the right direction, but that ultimately, adding an Indigenous Trustee that represents the Limestone catchment areas should be the goal.

Superintendent Gillam indicated that there are fewer than five students from the Mohawks of the Bay of Quinte currently attending Limestone schools, and if that number did reduce to zero, Limestone would have to have some further conversations of what that might mean. Policy review would be required to ensure alignment with ten Trustees on the Board. So overall those



individuals we were asked to consult with, are in favour, however, they did want that information shared with Trustees for background information.

Chair Ruttan thanked Superintendent Gillam for the report and called upon Trustees for comments or questions.

*MOTION MOVED by Trustee Hutcheon and seconded by Trustee Morning that the Limestone District School Board pursue the appointment of an Indigenous Trustee based on the option through Limestone's Education Agreement with the Mohawks of the Bay of Quinte. Carried.*

Trustee Elliott questioned whether any response was received from OPSBA on Limestone's OPSBA's Policy Resolution from April 2021, and wondered what the process was on that. Trustee French indicated that this is ongoing work and OPSBA continues to advocate for that and working with Ministry staff to understand the process to do that. There is no process yet, that is in the hands of the Ministry. Chair Ruttan did also indicate that on the calls with the Ministry, this question has been raised by many boards, but no concrete answer has been given by the Minister.

*MOTION MOVED by Trustee French and seconded by Trustee Godkin that staff develop a process and recommended timeline for an Indigenous Trustee to be appointed by the Mohawks of the Bay of Quinte through Regulation 462/97, including a contingency process should the number of students decrease below the regulatory requirement, and identifying policy implications for a tenth Trustee. Carried.*

## **14. UNFINISHED BUSINESS**

**14.1 Delegation at Regular Board Meeting April 27, 2022:** PIC Request for Return of Universal Masking.

## **15. NEW BUSINESS**

**15.1 OPSBA Resolution Submission** - Trustee French indicated that there was strong support for the intent of the language around the impact of social determinates of health and the impacts on student success, when there are issues associated with homelessness, poverty, food security, etc., which reflects the intent of the original resolution of Trustee Godkin.

Trustee French shared a revised resolution, which she hoped would help get the resolution on record.

In response to a question, Trustee French clarified the process in that boards had a deadline for policy resolutions submission for review by the Executive, which was April 12, 2022, for inclusion at the AGM. That deadline was met, Executive reviewed it, and then Trustee French emailed the Trustees with the feedback from the Executive, that as written, they did not recommend it go forward. Trustees have two options: to leave and not have it go forward, or revise it based on their feedback and submit for the AGM by Friday, May 20, 2022.

Chair Ruttan indicated that it was 10:00 p.m. and a motion would be needed to extend the meeting.

*MOTION MOVED by Trustee Brown and seconded by Trustee Godkin that the meeting be extended for a half an hour. Carried.*

Chair Ruttan asked a Roll Call Vote to see if Trustees wanted to spend time this evening revising the OPSBA Resolution submission. Carried unanimously.

The title of the OPSBA resolution be changed to:

Advocating on behalf of children, youth, and students for immediate action to address their social determinants of health.

The resolution be changed to:

Be it resolved that OPSBA's Whole Child and Student Well-being Priority recognize the impact of social determinants of health, including stable and affordable housing, food security and poverty, be included in OPSBA advocacy initiatives.

*MOTION MOVED by Trustee French and seconded by Trustee Godkin that the Board approve the OPSBA Policy Resolution as revised, for submission. Carried.*

## **16. CORRESPONDENCE**

**1.61** Letter from the Federal Minister of Housing and Diversity and Inclusion to Trustees of the LDSB re: Housing needs, undated and received May 12, 2022, provided for information.

**17. NOTICE OF MOTION**

None at this time.

**18. ANNOUNCEMENTS**

None at this time.

**19. COMMITTEE MINUTES FOR INFORMATION**

The following committee meeting minutes were provided for information:

**19.1** ESAC Meeting Minutes – March 8, 2022

**19.2** SEAC Meeting Minutes – March 23, 2022

**19.3** PIC Meeting Minutes – April 14, 2022

**20. FUTURE BOARD MEETING SCHEDULE**

Regular Board Meeting - June 15, 2022

Budget Committee Meetings – June 1 and 8 and tentatively June 13, 2022

**21. ADJOURNMENT**

*MOVED BY: Trustee Morning and seconded by Trustee Brown that the meeting adjourn.*

*Carried.* The meeting adjourned at 10:12 p.m.

## EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – JUNE 1, 2022

### PUBLIC MEETING

#### Roll call:

Trustees:	Staff:
J. Brown G. Elliott (Regrets) L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning (Regrets) S. Ruttan (Chair) T. Duncan (Student Trustee) (Regrets) S. Johnson (Student Trustee) (Regrets) B. Roy (Student Trustee)	K. Burra, Director of Education S. Gillam, Superintendent of Education A. McDonnell, Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair Gingrich welcomed everyone to the meeting. He began the meeting by reading 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. Call to Order

Chair Gingrich called the meeting to order and called the roll.

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## 2. Adoption of Agenda

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

## 3. Declaration of Conflict of Interest

There were no conflicts declared.

## 4. Reports for Information

### 4.1 Outdoor Education Report

Superintendent McDonnell introduced Nate Zahn, the Outdoor Education Consultant who shared some specifics of the Outdoor Education Programming offer for summer 2022.

Nate Zahn noted that Limestone District School Board has had a partnership with the Cataraqui Region Conservation Authority since the late 1960s. Then in the late 1970s summer, credit based outdoor education programming started, with “Outreach.” Typically, Gould Lake Outdoor Centre (GLOC) sees 7,500 elementary students and 1,000 secondary students in a school year and around 500 students in the summer. For the summer programs, students in Grades 1-3 and Grades 7-12 can participate in either day camps or trip programs to earn credits and other certifications during trips that range from 5 to 25 days. There are seven different graduated programs that build on the previous year’s skills and follow the Ontario curriculum.

Nate Zahn indicated that “Friends of Outreach” (FOO) is a charitable trust that was formed in 1996 consisting of current and former Gould Lake staff, students and parents. The primary function of FOO is to raise money to make it possible for students with financial limitations to participate in the Gould Lake programs. FOO can offset fifty per cent of program tuition. This summer, 10 students from Molly Brant Elementary School will have 100 per cent of their tuition covered by FOO.

Nate Zahn stated that of the 40 staff hired, most of them are returning students that went through the program. The certifications are outlined in OPHEA: National Lifeguard, Wilderness First Aid, Canoe Tripping 3 (for those taking students on canoe trips) and Flat Water Kayak Instructor (for those taking students on the Kayak trips).

Nate Zahn outlined a brief overview of the following programs:

- Nature Camp
- Outdoor Escape
- Outreach

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- o Quest
- o Outdoor Leadership Program
- o Outdoor Skills
- o Leader-In Training

Nate Zahn pointed out that four programs were put on pause this summer. *The Outdoor Pursuits* was put on pause due to the uncertainty of travelling to the US. *The Girls Adventure Program* is the same credit and the same program as Quest, except that it is all females, so to scale it back, it was decided to merge this with Quest. He indicated that for *the Wilderness Instructor Course* and *the Kayak Instructor Course*, it was not feasible or safe to run trips because of the remote locations, as well as insufficient certifications and experience, because of the graduated program that he spoke about earlier, Gould Lake does not have students from the last two years to support these trips.,

Nate Zahn stated that after a two-year hiatus, GLOC is on track to run another summer with over 320 students. With 500 being the maximum in 2019, and although a bit down in numbers this year, the programming has been lessened, so he is still feeling great about the 320 students. It is hoped to re-introduce some programs and sessions next year, and try to offer outdoor opportunities to students at schools who are identified in need of support, using an equity lens.

Chair Gingrich thanked Superintendent McDonnell and Nate Zahn for the report and presentation and called upon Trustees for questions.

#### **4.2 OCT Sexual Abuse Prevention Training for Certification**

Superintendent McWilliams shared an overview of the Ontario College of Teachers' (OCT) New Sexual Abuse Prevention Program that all current and prospective teachers must complete. This program came into effect January 3, 2022 and all Ontario Certified teachers, applicants and re-applicants are required to complete the online program by September 15, 2022. Successful completion of the program requires passing the assessment component with a minimum score of 80 per cent. If someone is coming into the profession new, not yet certified, but seeking certification and has not finished the program, they will not receive certification until the program has been completed.

Superintendent McWilliams stated that there are a series of video modules to watch and a number of case studies with those modules that apply their learning throughout, such as:

- o How to recognize when a student may be disclosing that they have been abused.
- o Understanding how groomers abuse their targets.

- The harmful effects of the abuse.
- Healthy relationships with trusted adults can help individuals who have experienced abuse and successfully recover.
- Reporting requirements around that.

Boards are required to provide time for teachers to complete this important training on a Professional Development Day, prior to September 15, 2022. Time will therefore be designated on the June 30 PA Day.

Superintendent McWilliams noted that Boards have legal responsibilities when dealing with scenarios with teachers. For example, when making a report to the OCT is a requirement. These requirements have been adjusted over time. As they continue to work to protect students, the OCT have implemented some new reporting obligations for their members, including that all College members must file a report, in writing, with the registrar if they have been found guilty of an offence. Probably the more nuanced one, that has more implications than what most school boards have had in the past, is the requirement to report in writing to the registrar if the member is charged with an offence, and any pending bail conditions, or any forms of restrictions that may be placed on their ability to actively be in schools in front of children. The College has really stepped up the reporting requirements, because in the past, someone may have been charged with an offence, but until that actively worked its way in the entire system, the outcome would not have necessarily been public. Now if someone has even been charged with something that has implications for the classroom and students' safety, that will be in the forefront and noted on the certificate of qualifications.

Superintendent McWilliams noted that the system, for public education as a whole, is doing what it can to ensure the safety of children when entrusted in our care.

Chair Gingrich thanked Superintendent McWilliams for the report and called upon Trustees for questions.

#### **4.3 Graduation Rates**

Superintendent Silver stated the four- and five-year graduation rates for Limestone are noted in the first graph of the report. Limestone usually has approximately 1,400 students per secondary cohort. A cohort is students who join one of Limestone's schools in Grade 9. Every student that joins one of our schools in Grade 9 becomes a part of that cohort, regardless of whether they change schools, changes boards, or change provinces. The Ministry tracks that data provincially, through OnSIS, and

then shares that information back with boards to do tracking and checking, prior to releasing grad rate information. The data shown for the 2016-2017 cohort is preliminary at this time, as Limestone has not received Ministry confirmation of that data.

Superintendent Silver indicated that grad rates for subsets of the secondary student population has also been provided. These subsets represent a much smaller number of students, so there is greater variation in the trend lines over time, as each student represents a much greater percentage of the total cohort.

Superintendent Silver reviewed the four- and five-year grad rates for students who have formally self-identified as Indigenous, First Nations, Métis and/or Inuit, as well as for students with special education needs.

Superintendent Silver advised that supporting students to graduation is a focus of School Student Success Teams. Student Success Teams regularly track student achievement data, support credit rescue and credit recovery attempts, and monitor student completion of graduation requirements to support students to graduation.

Chair Gingrich thanked Superintendent Silver for the report and called upon Trustees for questions.

In response to a question, Superintendent Silver indicated that traditionally, Senior Staff has provided schools with Student Success Indicators Reports, which is local data about LDSB students. These locally created reports look at credit accumulation, at the number of students on track to graduate, the provincial standard rate, and associated data. Senior Staff can certainly look to bring something similar to Trustees in the fall, as Limestone would have data in the late fall for this year (2021-22). These reports have not been created for the last couple of years because of the COVID-19 pandemic. Reporting on the 2021-2022 school year could certainly be done in terms of local data, and could then separate out the number of students with special education needs working towards a certificate, and those types of things. That is the data that schools look at because they look at their specific students.

## 5. Reports for Action

None at this time.

## 6. Unfinished Business

None at this time.

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7. **New Business**

None at this time.

8. **Correspondence**

None at this time.

9. **Next Meeting Date**

September 7, 2022

10. **Adjournment**

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

The meeting adjourned at 6:40 p.m.

## BUDGET COMMITTEE MEETING MINUTES – JUNE 1, 2022

### PUBLIC MEETING

#### Roll call:

Trustees:	Staff:
J. Brown G. Elliott-regrets L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning-regrets S. Ruttan (Chair) B. Roy (Student Trustee)-regrets S. Johnson (Student Trustee)-regrets T. Duncan (Student Trustee)-regrets	K. Burra, Director of Education S. Gillam, Superintendent of Education, Learning for all & Indigenous Ed S. McWilliams, Superintendent of HR C. Young, Superintendent of Business Services P. Carson, Manager of Financial Services
	Recorder:
	D. Burns, Administrative Assistant

#### 1. CALL TO ORDER

Chair Gingrich called the meeting to order at 4:50 pm.

Chair Gingrich read 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."

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## 2. ADOPTION OF AGENDA

Chair Gingrich asked for any additions or objections to the agenda. There were no additions or objections.

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

## 3. DECLARATION OF CONFLICT OF INTEREST

None.

## 4. REPORTS FOR INFORMATION

### 4.1 2022-2023 Preliminary Operating Revenues, C. Young, Superintendent of Business Services

Superintendent Young presented the 2022-2023 Preliminary Operating Revenues. The preliminary operating revenue is not yet presented on a full PSAB basis. It excludes School Generated Funds at an estimated amount of \$3,600,000 and Charitable Trust donations at an estimated amount of \$132,800. The 2022-2023 preliminary operating revenue is presented alongside the 2021-2022 revised estimates and 2021-2022 estimates for comparison purposes.

The projected enrolment of 19,518 ADE that the 2022-2023 preliminary operating revenue estimates is calculated on the following: Elementary enrolment projected at 13,532 ADE, Secondary enrolment projected at 5,985 ADE, and Secondary-high credit enrolment projected at 1.0 ADE. Adult education, continuing education, literacy and numeracy, and summer school enrolment is projected at 347 ADE.

The 2022-2023 preliminary operating revenue estimates are compared to the 2021-2022 revised estimates operating revenue. Operating Grants for Student Needs (GSN) allocations have increased \$3,243,154.

Pupil Foundation allocation has increased \$1,089,046.

School Foundation allocation has increased \$133,088.

Special Education allocation has increased \$552,628.

Language allocation has increased \$363,860.

Supported School allocation has increased \$48,339.

Remote and Rural allocation has increased \$4,024.

Rural and Northern Education Fund allocation has increased \$9,327.

Learning Opportunities allocation has decreased \$35,943.

Continuing Education allocation and Other Programs has increased \$50,236.

Cost Adjustment and Teacher Qualification allocation has increased \$1,430,760.

New Teacher Induction Program allocation has increased \$54,112.

ECE Qualification and Experience allocation has increased \$35,600.

Transportation allocation has increased \$779,280. Mainly due to fuel costs.

Administration and Governance allocation has increased \$218,858.

School Operations allocation has increased \$616,361.

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Community Use of Schools allocation has increased \$2,407.  
Declining Enrolment Adjustment allocation has remained at \$0.  
Indigenous Education allocation has increased \$50,760.  
Mental Health and Well-Being allocation has increased \$443,726.  
Supports for Students Fund allocation has increased \$47,948.  
Program Leadership allocation has increased \$1,107.

The MGSC In-kind has decreased by \$5,753,395. We are not expecting to be requiring PPE for September. Ministry has said if we require PPE funding, they will own up to this grant supported in the 2021-22 allocation.

COVID-19 Learning Recovery Fund allocation has increased \$3,101,025. Required to support remote learning.

Other Government Grants has decreased \$6,668,905.  
Tuition Fees has increased \$312,796.  
Other Revenues has increased \$378,700.  
Total GSN 258,776,623.  
PPF Grant Announcements – \$2,175,850.

Chair Gingrich thanked Superintendent Young, Manager Carson and the Finance Team for the Report. Chair Gingrich asked for any questions on the report.

## 5. OTHER BUSINESS

None at this time.

## 6. NEXT MEETINGS

The next budget meeting is scheduled for June 8 and a tentative meeting scheduled for June 13, 2022.

## 7. ADJOURNMENT

Chair Gingrich asked for a motion to adjourn the meeting.

*MOVED BY: Trustee Godkin, that the meeting be adjourned. Carried.*

Meeting adjourned at 5:21 pm.

## BUDGET COMMITTEE MEETING MINUTES – JUNE 8, 2022

### PUBLIC MEETING

#### Roll call:

Trustees:	Staff:
J. Brown	K. Burra, Director of Education
G. Elliott	S. Gillam, Superintendent of Education, Learning for all & Indigenous Ed
L. French	P. Gollogly, Associate Superintendent, Safe and Caring Schools
T. Gingrich (Vice-Chair)	S. Sartor, Associate Superintendent, School Effectiveness and Assessment
B. Godkin-regrets	J. Silver, Superintendent of Education
R. Hutcheon	S. Hedderson, Associate Superintendent of Education
K. McGregor	S. McWilliams, Superintendent of HR
J. Morning	C. Young, Superintendent of Business Services
S. Ruttan (Chair)	C. Carson , Manager of Financial Services
S. Johnson (Student Trustee)- regrets	
T. Duncan (Student Trustee)-regrets	
B. Roy (Student Trustee)	
	<b>Recorder:</b>
	D. Burns, Administrative Assistant

#### 1. CALL TO ORDER

Chair Gingrich called the meeting to order at 4:30 p.m. and welcomed Trustees, Senior Staff, and the viewing public.

Chair Gingrich read the Land Acknowledgement: “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.”

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## 2. ADOPTION OF AGENDA

Chair Gingrich asked for any additions or objections to the agenda. There were none.

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

## 3. DECLARATION OF CONFLICT OF INTEREST

None.

## 4. REPORTS FOR INFORMATION

### 4.1. 2022-2023 Preliminary Operating Expenditures, C. Young, Superintendent of Business Services

Superintendent Young thanked Manager Carson and the Finance team for the work on the budget reports.

Manager Carson presented the 2022-2023 Preliminary Operating Expenditures.

Classroom teachers have increased \$3,160,056 or 2.37%.

Supply staff has increased \$6,080 or .08%.

Educational assistants have decreased \$366,063 or 2.15%.

Early childhood educators have decreased \$88,883 or 1.81%.

Textbooks and supplies have decreased 254,323 or 4.40%.

Computers have decreased \$403,758 or 8.84%.

Professionals, paraprofessionals, and technicians have decreased \$197,186 or 2.04%.

Library and Guidance have increased \$67,837 or 2.29%.

Staff development has decreased \$143,336 or 11.78%.

Department heads have decreased \$9,539 or 2.99%.

Principals and Vice Principals have increased \$69,911 or 0.61%.

School office has increased \$115,680 or 1.73%.

Co-ordinators and program teacher support has decreased \$149,677 or 3.91%.

Continuing education has increased \$570,737 or 32.66%.

Trustees have increased \$16,647 or 10.66%.

Board administration has decreased \$14,410 or 0.20%.

Transportation has increased \$1,430,464 or 7.89%.

School operations and maintenance have decreased \$475,518 or 1.70%.

Other Non-Operating has decreased \$5,849,027 or 76.65%.

The 2022-2023 Preliminary Operating Budget Expenditures are \$270,898,092 exceed the preliminary operation revenues of \$2,525,804 or .92%.

The 2022-2023 Preliminary Operating expenditures of \$270,898,092 exceed the 2022-2023 Preliminary Operating revenues of \$268,843,493 by \$2,054,599.

Superintendent Young provided additional clarity regarding specific programs. Total expenses for Indigenous Education are \$2,098,951. The Ministry does not fund Equity and Inclusion as a separate line item. The total expenses for Equity and Inclusion are \$478,435. This includes Human Rights Officer, Program Teacher Supports, School Climate Equity Focused and Resources and professional development. The Trustees and results from the Budget Survey show how important Special Education is to the system. The total expenses for Special Education and Mental Health are \$7,829,585. The total expenses for Programs Supported by Accumulated Surplus are \$2,054,599. A deficit budget needs to be funded from accumulated surplus. The Human Rights Officer position is not funded by the Ministry for LDSB. This is an important position to LDSB so will be funded through surplus spending again this year. An Equity and inclusion teacher, VOIP retrofit, additional IT devices and technology, and support for transportation deficits.

As required by the Ministry we need to submit a deficit elimination plan. That needs to be approved by Trustees. For the last number of years, the requirement to submit a deficit elimination plan has been waived. It is the only way for school boards to be able to use their accumulated surplus. At the start of this year, we had approximately \$21 million in accumulated surplus, for us to draw that down and provide supports we must provide a deficit elimination plan. The plan will be brought forward in the next board meeting for Trustees to review and approve.

There was a question at the last budget meeting regarding the difference in the revenues for 2021-22 versus 2022-23. There has been an increase of \$19,000 in funding over last year. This is a status quo year.

#### **4.2. 2022-2023 Preliminary Capital Budget – Revenues and Expenditures, C. Young, Superintendent of Business Services**

Manager Carson presented the 2022-2023 Preliminary Capital Budget-Revenues and Expenditures. Capital Revenues of \$24,286,134 are balanced to the Capital Expenditures of \$24,286,134. For 2022-2023 the School Renewal allocation is \$4,245,163. The School Condition Improvement allocation is \$16,751,791.

Superintendent Young noted the various categories for large budget items. We are required to do some breakdowns. A detailed report will come forward in January 2023 for Trustees approval which will match the revenue numbers.

Chair Gingrich thanked Superintendent Young and Manager Carson for the reports and asked for any questions on the reports.

## 5. ACTION ITEMS

### 5.1. 2022-2023 Consolidated Budget and Recommendation to the Board for Approval, C. Young, Superintendent of Business Services

Manager Carson presented the 2022-2023 Consolidated Budget and Recommendation to the Board for Approval.

The 2022-2023 Preliminary Operating Budget Revenue totaling \$268,853,876 was presented at the June 1, 2022, Budget Committee meeting. The 2022-2023 Preliminary Operating Budget Expenditures totalling \$270,898,092 was just presented. We have just presented the 2022-2023 Preliminary Capital Budget Revenues and Expenditures, each totalling \$24,286,134.

The Ministry requires school boards to present a consolidated PSAB budget.

Our operating revenue is \$268,843,493 and our capital revenue is \$24,286,134. We have PSAB adjustments for capital, school generated funds and amortization of future employee benefits. We also have similar adjustments to our operating expenses of \$270,898,092 and our capital expenses of \$24,286,134. This results in a PSAB deficit of \$2,195,388.

Compliance report excludes some of the PSAB adjustments such as school generated funds, leaving us with a deficit of \$2,094,805 for compliance purposes.

This is a compliant budget. The deficit is within 1% of our operating revenues which makes this budget compliant.

Superintendent Young noted the recommendation at the end of report. Chair Gingrich thanked Superintendent Young and Manager Carson for the report and asked for any questions on the report presented.

*MOTION: That upon Ministry approval, the Board approve the 2022-2023 Budget prepared on a PSAB basis with total revenues of \$289,630,244 and total expenditures of \$291,825,632.*

*MOVED BY: Trustee Elliott.*

Chair Gingrich asked if there were any objections to the motion, there were no objections to the Motion as presented. All in favour, carried.

## 6. OTHER BUSINESS

None at this time.



## 7. NEXT MEETING

Chair Gingrich noted the tentative meeting scheduled for June 13, 2022, would not be needed.

## 8. ADJOURNMENT

Chair Gingrich asked for a motion to adjourn the meeting.

*MOVED BY: Trustee McGregor, that the meeting be adjourned. Carried.*

Meeting adjourned at 5:14 pm.



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## **ADMINISTRATIVE REPORT: NEXT STEPS FOR THE LDSB STRATEGIC PLAN (2017-2022)**

### **REGULAR BOARD MEETING**

June 15, 2022

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#### **Purpose**

To provide Trustees with an update and recommendation regarding next steps for the Limestone DSB Strategic Plan.

#### **Background**

The current strategic plan was developed in the 2016-2017 school year, and was launched in the 2017-2018 school year. The term of the current plan expires at the end of 2022. Historically the strategic plan was extended to take into account timing and trustee elections. In addition, as trustees are aware, the pandemic has had a significant impact in each of the past three school years.

#### **Current Status**

Staff have continued to provide mid-year and end-of-year updates on the strategic plan. The most recent mid-year report was provided at the May Board Meeting.

#### **Next Steps**

The cycle of reporting will continue with staff following up with Trustees in the fall of 2022 with an end-of-year report for 2021-2022 and areas of focus for 2022-2023. An extension of the plan for 2022-2023 would result in a mid-year report in the spring of 2023, and an end-of-year report in the fall of 2023. This extension would also allow the new board to make a decision regarding the next evolution of the LDSB strategic plan and timing.

## Recommendations

That Trustees extend the current strategic plan for the 2022-2023 school year with the goal of launching a strategic planning process in the 2023 calendar year.

**Prepared by:** Krishna Burra

**Attachments:** None



## **ADMINISTRATIVE REPORT: 2023-2024, 2024-2025 DEFICIT ELIMINATION PLAN**

### **REGULAR BOARD MEETING**

June 15, 2022

#### **Purpose**

To provide Trustees with information for decision making regarding a deficit elimination plan that is required by the Ministry of Education in order to submit a deficit budget as per legislation.

#### **Background**

Section 231(1) of the Education Act states "A board shall not have an in-year deficit for a fiscal year unless, (a) a regulation made under subsection (2) authorizes the board to have an in-year deficit: or (b) the Minister approves the deficit in accordance with any regulations made under subsection (3). "

Ontario Regulation 280/19 allows for an exception to the requirement of a balanced budget providing that the board: (a) has sufficient accumulated surplus to fund the deficit, (b) has a deficit budget that is less than 1% of its operating revenues and (c) the board submits a deficit elimination plan for approval.

#### **Current Status**

The Board currently has \$21.2 million in unallocated accumulated surplus to fund a deficit elimination plan. Appendix A details the two-year deficit elimination plan for the years 2023-2024 and 2024-2025. Details of the plan are as follows:

- (a) Including the 2% transportation cost update into the budget for both budget years.
- (b) Elimination of the 2022-2023 transportation Covid expenditures in the 2023-2024 budget year.

- (c) Transportation funding increase to account for actual transportation expenditures that are a result of contract increases or a change in the transportation funding formula that accounts for actual expenditures.
- (d) Elimination of contract positions that support human rights and equity.
- (e) Completion of the VoIP retrofit project.

### Recommendations

That the Board approve the 2023-2024, 2024-2025 Deficit Elimination Plan as outlined in Appendix A.

**Prepared by:** Craig Young, Superintendent of Business Services

**Reviewed by:** Krishna Burra, Director of Education

**Attachments:** Appendix A

**Limestone District School Board  
Two Year Deficit Elimination Plan**

		<b>2023-2024 Adjustments</b>	<b>2024-2025 Adjustments</b>	<b>Total</b>
<b>Transportation:</b>				
<i>Transportation Grant - Cost Update Adjustment:</i>				
The cost update adjustment to the Student Transportation Grant will be 2% that is still outstanding				
2023-2024 Adjustment:				-
Original Transportation Allocation	16,734,098.00			-
2% added 2022-2023	334,682.00			-
Total	<u>17,068,780.00</u>			-
2% cost update Adjustment 2023-2024		341,376.00		341,376.00
2% cost update Adjustment 2024-2025			348,203.00	348,203.00
<i>Transportation Covid Expenses included in 2022-2023 transportation budget</i>				
		376,200.00		376,200.00
<i>Monthly Bus Contract increase:</i>				
2022-2023 Estimates	13,915,800.00			-
2021-2022 Revised Estimates	<u>12,818,000.00</u>			-
Increase	<u>1,097,800.00</u>			-
% of increase	<u>8.6%</u>			-
CPI Included in Increase (7.5%)	<u>961,350.00</u>			-
CPI Less 2% update	<u>341,376.00</u>			-
Unfunded CPI Increase		619,974.00		619,974.00
<i>Surplus Funded Positions to be eliminated in 2023-2024:</i>				
Human Rights Officer-1.0 FTE			155,419.00	155,419.00
Secondary Equity and Inclusion-1.0 FTE			121,973.00	121,973.00
<i>Project cost not needed in 2023-2024</i>				
VOIP Retrofit			91,454.00	91,454.00
<b>Total Recovery Plan for 2023-2024 and 2024-2025</b>				
		<u>1,337,550.00</u>	<u>717,049.00</u>	<u>2,054,599.00</u>
<b>Accumulated Surplus Balance August 31, 2022</b>				
	<u>21,290,978.00</u>			
<b>Remaining Unappropriated Accumulated Surplus August 31, 2024, August 31, 2025</b>				
		<u>19,953,428.00</u>	<u>19,236,379.00</u>	



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## ADMINISTRATIVE REPORT: SURPLUS FUNDING REPORT REGULAR BOARD MEETING

June 15, 2022

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### Purpose

To provide the Board of Trustees with an update on approved surplus spending from the November 24, 2021 Board Meeting.

### Background

#### Instrumental Music/Arts

In November 2021, trustees approved \$500 000 in surplus spending for secondary musical instruments, arts programs, and the Artist in Residence Program. *This support from Trustees recognized the need for an infusion into the arts and secondary music programming, knowing arts funding has not been prioritized through the GSN in recent years, and budget feedback in the winter/spring of 2021 emphasized a desire for more arts funding.* Once approved, funding was allocated to secondary schools for instrumental music programs with a base funding amount plus funding per section of instrumental music program the schools traditionally ran prior to the pandemic. Funding was also provided to secondary schools for arts purchasing, based on a per pupil allocation, and funding was allocated to the Artist in Residence Program for schools.

#### Technology

At the same time, Trustees also approved \$500,000 in surplus spending for technology to purchase new student devices. Approximately \$125,000 was also budgeted for upgrades to the Board Room to support hybrid Board and Committee meetings and hybrid professional learning sessions for staff.

### Current Status

#### Instrumental Music/Arts

Since receiving trustee approval in November, significant purchasing has occurred, putting hundreds of instruments into our secondary instrumental music classrooms, with hundreds of instruments also being repaired. New instruments began arriving in schools early this spring with much excitement from students and educators throughout the system. Over \$300 000 was spent on musical instruments, with many schools purchasing core instruments such as flutes, clarinets, saxophones, trumpets, trombones, percussion instruments, and guitars. Flexibility was provided for schools to also make instrument purchases to enhance their programming based on their specific student needs. Such purchases included instruments such as euphoniums, baritone saxophones, tubas, violins, French horns, ukuleles and boomwhackers. This funding and flexibility have allowed schools

to include instruments in their classrooms that they have not been able to provide for students previously.

Arts funding has been used for a variety of purchases within secondary schools, based on school needs. In total, almost \$150 000 has been allocated and spent to support arts programming. Some examples of arts purchases to support programming includes:

- supports for drama classrooms and school-wide drama productions
- equipment for arts classrooms (plasma cutter, block print making equipment)
- sound recording and editing equipment (speakers, headphones, sound board, recording interface)
- equipment for photography classrooms

Approximately \$50 000 was allocated to support the Artist in Residence Program, and it has been used to support a variety of learning opportunities for students throughout LDSB elementary and secondary schools. Some examples of learning opportunities supported by this funding include:

- Josiah: Live performance and workshop opportunities for secondary drama classes
- Multi-session equity-arts workshops through Artist in Residence programming (school-wide murals visually describing the word “community”, spoken word workshops, book creation and illustration, and exploring identity with shadow puppet play)
- Virtual Performance Series for students from K-12: Expanding Horizons: Sharing Stories
- Art Projects for students K-8: Expanding Horizons: Removing Barriers/Affirming Identities

Schools have used the arts funding to support their arts and music programming, and in many cases are able to provide new opportunities and experiences for students.

### Technology

New student devices will be purchased before August 31 and allocated to schools in September 2022 to provide broader access to technology-enabled learning across the curriculum. Technology upgrades to the Board Room are near completion including the installation of Polycomm Eagle Eye cameras and microphone system. Several large screens were mounted around the perimeter of the room. New technology has improved the experience for those who join meetings and professional learning sessions remotely and for those who participate in-person. The streaming experience for public viewing has also improved. A temporary sound board is being used which operates at partial capacity while we await the correct sound board that has been on back order because of global supply shortages.

### Recommendations

That this report be received for information

**Prepared by:** Jessica Silver, Superintendent  
Steve Hedderson, Associate Superintendent  
**Reviewed by:** Krishna Burra, Director of Education





## ADMINISTRATIVE REPORT: SCHOOL PEDESTRIAN SAFETY WORKING GROUP RECOMMENDATIONS

### REGULAR BOARD MEETING

June 15, 2022

#### Purpose

To inform Trustees of the recommendations from the school pedestrian safety working group.

#### Background

On February 16, 2022, City Council passed a motion directing City staff to establish a School Pedestrian Safety (SPS) Working Group composed of representatives from school boards, parent councils, Kingston Police, City staff, and City Council. The motion also instructed the Working Group to detail the findings and recommendations of the Working Group in a report to be presented to the City's Environment, Infrastructure & Transportation Policies (EITP) Committee in June 2022

#### Status

Based on the input received from the public engagement and through discussions of the Working Group members, the Working Group recommends the following:

1. *Strike a Panel to Assess and Prioritize School Transportation Safety Issues*  
That a structured assessment and decision-making process be developed and implemented to intake, review, assign, prioritize, and action arising school-related transportation issues by a new School Transportation Safety Panel comprised of staff of the school boards, City of Kingston, Kingston Police, KFL&A Public Health, and student transportation services.
2. *Implement Community Safety Zones and School Area Pilot Projects*  
That the City implement Community Safety Zones in a broader neighbourhood area combined with a school area speed limit reduction pilot at two locations (four schools) for Fall 2022. In addition, the city hopes to develop a plan to designate Community Safety Zones at all Kingston-area schools, to be implemented by Fall 2023.

3. *Establish a Formalized, Ongoing School Streets Program*

That the Kingston-area school boards and the City of Kingston endorse the School Streets program and explore funding opportunities to allow for the expansion of the existing pilot program in partnership with the Kingston Coalition for Active Transportation (KCAT).

4. *Develop School Travel and Road Safety Education*

That educational initiatives be developed for students, parents, motorists, and the broader public with a focus on improving road safety at schools and supporting increased active travel to school, acknowledging that road safety is a shared responsibility of all users.

5. *Prioritize Enforcement within School Areas*

That Kingston Police commit to increased presence and enforcement of traffic laws in school areas, and that the City of Kingston explore opportunities to introduce Automated Speed Enforcement (i.e., photo radar) within newly established Community Safety Zones. Additionally, that the City of Kingston explore increases to the set fines associated with parking violations in school areas, such as violations related to the presence of vehicles in designated 'No Stopping' areas or 'School Bus Loading Zones'.

LDSB is currently working with KFL&A Public Health to have an Active School Travel Charter. The Active School Charter is a commitment to keep Active School Travel in mind when reviewing policy and completing school site planning, and committing to an annual assessment of active school travel at participating schools. This includes a commitment to participate in larger events like bike to school week, walking Wednesdays, or a commuter challenge.

## Recommendations

That this report be received for information purposes.

**Prepared by:** Patty Gollogly, Associate Superintendent

**Reviewed by:** Krishna Burra, Director of Education



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

Leading Education's Advocates

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webmaster@opsba.org  
www.opsba.org

Cathy Abraham  
President

W. R. (Rusty) Hick  
Executive Director

May 13<sup>th</sup>, 2022

Judith Brown  
Trustee  
Limestone District School Board  
381 Brimley Court  
Kingston, Ontario K7M 7V3



Dear Judith Brown:

It is my pleasure to congratulate and formally notify you that you are the recipient of the **2022 Dr. Harry Paikin Award of Merit**. You were nominated for this prestigious award by Garrett Elliott, Trustee, and several supporting nominators. The Dr. Harry Paikin Award is presented annually to an individual for outstanding service as a public school trustee in Ontario. A copy of the terms of the Association's Awards Nomination is enclosed for your information.

The announcement of all award winners and presentation of the Dr. Harry Paikin Award will be made at the President's Dinner on **Saturday June 11th, at 7:00p.m.** at our **Annual General Meeting and Program**, which is being held at the Westin Hotel, in downtown Ottawa, Ontario. We invite you and a guest to attend the dinner and presentation. You would be responsible for your accommodation and transportation.

Once again, congratulations on being a recipient of the Dr. Harry Paikin Memorial Award.

Sincerely,

Cathy Abraham  
President

Copy: ✓ Krishna Burra, Director of Education, Toronto DSB  
Garrett Elliott, Trustee, Limestone DSB (nominator)  
Suzanne Ruttan, Chair, Limestone DSB



## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

**April 20, 2022**

### 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>A. Martin, Member-at-Large (Queen's University)</p> <p>Z. Rogers, Community Living Kingston</p> <p>C. Norwich-Stevenson, Member-at-Large</p> <p>Regrets:</p> <p>C. Roberts, Easter Seals Ontario</p> <p>C. Carriere-Prill, Member-at-Large</p> <p>C. Tooley, Down Syndrome Association Kingston</p> <p>H. Simson, Learning Disabilities Association of Kingston</p>
	Staff:
	<p>M. Blackburn, Principal of Educational Services</p> <p>H. Box, Special Education Program Coordinator</p> <p>L. Conboy, Mental Health Lead</p> <p>W. Fisher, Educational Services and Safe Schools Coordinator</p> <p>S. Gillam, Superintendent, Learning for All</p> <p>J. Grasse, Vice-Principal of Educational Services</p> <p>C. Snider, Special Education Program Coordinator</p> <p>T. Bonham Carter, Special Education Program Coordinator</p>
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

## 1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting.

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.”

## 2. ADOPTION OF THE AGENDA

*MOVED BY: Trustee Godkin that the agenda be approved.*

## 3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

## 4. APPROVAL OF MINUTES

### **4.1** SEAC Minutes – March 23, 2022

*MOVED BY: Trustee Godkin that the March 23, 2022, SEAC Minutes be approved.*

## 5. BUSINESS ARISING FROM MINUTES

None at this time.

## 6. EDUCATION SERVICES UPDATE

### **6.1 Presentation: Supporting Mental Wellness Amongst Students with Special Education Needs**

Laura Conboy, Mental Health Lead began by sharing the work that has been done during the school year to support student mental health and mental wellness, particularly with students with special education needs.

To build intentional connections to the work of our Educational Services staff, Principal Blackburn has provided time once a month at our Leadership Meetings to explore one area of focus and unpack all of the work that Educational Services is currently doing or would like to enhance in that area. This is allowing us to explore and collaboratively connect each

other's work to the strategy in a way that has not happened before. Not only does this create valuable sharing and learning opportunities, but it ensures that the work we are doing aligns with the Mental Health Substance Use (MHSU) Strategy and is applicable to all learners in LDSB.

The information is connected to our MHSU Strategy in a number of ways:

### **Student Focused**

Creating a positive mentally healthy classroom environment that reduces stigma, includes culturally relevant learning, and integrates discussions about mental health is an important role for educators and promotes well-being for all learners. While mental health promotion is good for all students, it is even more essential for students with special education needs, and particularly those with a dual diagnosis. Students with Intellectual Disabilities (ID) often have lagging Social-Emotional Learning (SEL) skills and need extra support in this area. With explicit, intentional lessons and incorporating daily mental health practices into the school day, educators can help bolster skills for resiliency and success amongst all learners.

Taking a student-centered approach and listening to what students told us from the 2021 MHSU Strategy Survey, 50% of respondents ask a friend for mental health support; 13% of respondents feel like they cannot talk to anyone at school about their mental health; and 21% of respondents ask a teacher for mental health support. Some of the work highlighted in this presentation encourages classroom conversations, promotes valuable learning experiences, and included students in the development of some of these resources.

### **Foundational Pillars**

**Equity** - Universal approaches do not yield universal outcomes. Students with developmental disabilities are at increased risk for developing mental health problems throughout their lives. Studies indicate that people with developmental disabilities are three to six times more likely to develop a mental health disorder than other people, and mood and anxiety disorders are particularly prevalent amongst students. Access to MH supports for these students are limited, but early intervention can be pivotal to their mental wellness.

**Evidence** - SMHO and the other professional organizations all deliver content and resources that contain evidence-based information and practices from experts in their respective fields.

### **Areas of Focus**

- Mental Health & Substance Use Knowledge/Support for students and families (lesson plans, classroom programming and supplementary resources for caregivers).
- Equip and Support Staff (professional learning tailored to specific student needs and specific roles).
- Reinforce awareness of and access to LDSB referral processes and pathways, including circle of support.

### **School Mental Health Ontario (SMHO)**

School Mental Health Ontario has made some movement in the area of hosting a series of virtual professional learning sessions for school support staff, including a session on Special Education Considerations in Mental Health Promotion. This opportunity was available for all Student Support Counselors (SSC) and Adolescent Care Workers (ACW) to attend.

SMHO has also produced two new Information Sheets - Mental Health Promotion at School: Classroom Considerations (which came out of the webinar) and Communication Strategies to Support the Mental Health of Students with Special Education Needs. Both resources have been shared with all Educational Services staff in our weekly updates produced by Vice Principal Jen Grasse. The latter of the two resources may be found on the SMHO website and focuses on key communication strategies to help promote inclusion in mentally healthy learning environments:

<https://smho-smso.ca/wp-content/uploads/2021/08/MH-Promotion-at-School-Special-Education-Considerations.pdf>

Almost all SSCs (except for recent hires) have been trained in the delivery of *Kids Have Stress Too!* Curriculum for Grades 1-3 and 4-6, produced by Psychology Canada. This curriculum focuses on stress regulation and stress management skills and strategies. This can also be delivered or co-delivered by classroom teachers. SMHO has supported the training and delivery of this curriculum and developed a tip sheet for those delivering the programming which focuses on Special Education Considerations.

### **Sonderly Training – Foundations of Mental Health in the Classroom**

The Foundations of Mental Health in the Classroom training through Sonderly is a 4-hour online course that offers an introduction to mental health in the classroom and provides practical ways to integrate evidence-based practices, such as social-emotional learning, mindfulness, meditation, and active listening into classrooms to facilitate mental well-being for both students and educators. This course provides a foundation for educators to better position themselves to understand their students' mental health challenges, and to empower themselves to provide compassion and supports using practical resources and techniques in their classroom. Two of our educators are taking advantage of this self-paced, voluntary learning opportunity, which is funded through LDSB.

### **Professional Learning with School to Community Educators**

On April 7, Special Education Coordinator Hugh Box and Mental Health Lead Laura Conboy had the opportunity to bring together 10-15 School to Community teachers and support staff for a day of professional learning.

**safeTalk** – A 3-hour training with content produced by LivingWorks (based out of Calgary), focuses on learning on how to prevent suicide by recognizing signs, engaging someone, and connecting them to an intervention resource for further support. This training was delivered by one of our SSC/ACs and participants received certification.



**MH LIT for Students:** Student Mental Health in Action materials are available on the SMHO website. Students with learning disabilities may be at greater risk for mental health problems including ADHD, anxiety, mood disorders, and interpersonal problems. Good teaching practices and classroom accommodations to support students when they are presenting with feelings, thoughts, and behaviours that are interfering with learning can be an important protective factor and help bolster their skills toward success.

**Student Mental Health in Action** is a series of four 30-45-minute lessons focusing on mental health and mental illness, signs of mental health problems, strategies to support mental health and well-being, and how/where to access help for the student and their friends, when needed. The module provides additional supportive materials and extension activities. Supportive resources include: School Readiness Checklist, School Leaders Implementation Guide, Educator Preparation Suggestions, Parent/Caregiver Handouts. Seven educators expressed their interest in a potentially piloting this in their classrooms next year.

#### **Developmental Disabilities Consulting Program (DDCP)**

Meg McQueen, Clinical Director of Developmental Disabilities Consulting Program (DDCP) provided an overview of services for each of the respective agencies which are now housed under the same roof. Educators also had an opportunity for Q & A. This was an extremely well-received piece of the day.

#### **Sexual Health Resources**

Clinical Consultant Dr Petra McDowell and Special Education Coordinator Hugh Box shared information regarding sexual health education and resources for secondary students with IDs, including the importance of normalizing sexuality, particularly amongst our secondary School to Community Students, and the importance of consent being freely given, reversible, informed, enthusiastic, and specific. Dr McDowell and Hugh Box not only provided information, but they also shared online resources and Public Health teaching tools available for educators to access.

#### **Brief Intervention for School Clinicians (BRISC) Training for Clinical Consultants**

BRISC is a Tier 2 intervention for Grades 7-12 students, developed to fit the school context and align with the scope of School Mental Health Services. BRISC engages students and triages mental health needs through four individually focussed sessions. Most often used with students struggling with anxiety or mood. Five of our Registered Psychologists attended this training at the end of March and five Social Workers have also attended this training.



The BRISC Training includes the following:

- Compliments Brief Intervention model.
- Tier 2 intervention that engages secondary students and triages mental health needs through four individually focused sessions.
- Clinicians and students assess, identify, and address difficulties that cause students distress and impact their academic, behavioural/social, and overall function.
- Students learn how to resolve challenges they have control over and identify ways to cope with challenges outside their control.

Chair McGregor called upon SEAC Members for questions regarding Supporting Mental Wellness Amongst Students with Special Education Needs.

## 7. CORRESPONDENCE

**7.1 York Catholic District School Board** – Letter to Minister of Education and Minister of Health regarding the nursing shortage. Provided for information.

**7.2 York Catholic District School Board** – Letter to Minister of Education regarding the Special Incident Portion Claim Funding, dated April 5, 2022. Provided for information.

## 8. ASSOCIATION UPDATES

### Easter Seals Ontario Scholarship Program for 2022

The Easter Seals Ontario Scholarship Program for 2022 is now open and accepting applications until April 29, 2022. Easter Seals Ontario is a 100-year-old charitable organization that provides life-changing programs and services to children, youth, and young adults with physical disabilities in Ontario.

Each year we offer a number of scholarships to help students with physical disabilities achieve their dreams of post-secondary education. The full list of scholarships offered through our Scholarship Program can be viewed at the website provided below. Please note that, to be considered eligible, applicants must have a physical disability that impacts their mobility. More information can be found in the attached letter and at: <https://services.easterseals.org/other-programs/scholarships/>.

As our goal is to make our scholarships available to as many students as possible, we would greatly appreciate your help in circulating this information to any students or parents in your network who may benefit from this program. Please consider sharing the information in the attached letter.

**Limestone District School Board**

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## 9. OTHER BUSINESS – Administrative Report: Superintendent’s Report

### 9.1 Ministry Updates:

#### Ministry of Education Update

The Ontario government is supporting students with special education needs, along with their parents, through new investments and partnerships that will help them succeed in the classroom. The investments are part of the government’s overall plan to support learning recovery and renewal and address the impacts of learning disruptions during the COVID-19 pandemic.

As part of the government’s Priorities and Partnerships Funding (PPF) COVID-19 Equity Supports, Ontario’s new investments in special education include:

- \$150,000 to [Down Syndrome Association of Ontario](#) (DSAO) to create digital and print content that supports parents, guardians and caregivers as their child with Down syndrome transitions through the school system
- \$100,000 to [Child Development Institute](#) (CDI) to implement the Stop Now And Plan (SNAP) Program and the Early Assessment Risk List (EARL) framework for children with behavioural issues, and in support of their families. SNAP teaches children effective emotion regulation, self-control and problem-solving skills, and techniques
- \$25,000 to [Children at Risk](#) for programs for children with autism to help develop their behavioural, communications and social skills.

### 9.2 Educational Services SEAC Update:

#### World Autism Day

While World Autism Day took place on Saturday, April 2, 2022, many classrooms across Limestone celebrated Autism Day throughout the week following this Saturday. The ABC class at JG Simcoe created tie-dye shirts and had an amazing outdoor performance and students in Rob Kay’s DAC shared how they made their classroom and school inclusive and neurodiverse. Many other classrooms across the district, both in elementary and secondary, also provided examples of celebrating Autism Day in their Twitter feeds.

#### Life Beyond High School

Life Beyond School is a wonderful information sharing meeting that has been held for many years, organized by Donna Abbink, LDSB Transition Coordinator. Life Beyond School is open to our wider Limestone Community, especially for graduating students and families of students who are contemplating graduation from high school or who are about to graduate.

### SST/LPS Course

There were 27 participants who completed this year's SST/LPS course. This included nine participants who were new to the role. We also had four Secondary participants, including one from Secondary Virtual School, as well as the Elementary Virtual School SST. This course is instrumental in providing the knowledge and skills to successfully support special education at both the elementary and secondary level. A huge thanks to Cheryl Snider and the rest of the team at Educational Services for supporting this invaluable professional development.

### Trauma-Informed Training

Trauma-informed training took place with ESL Instructors on March 24 and April 21. There was also a half-day meeting with Student Success Staff and ESL Instructors, focusing on students with a presenting mental health issue. Eleven staff and two teacher candidates were present.

### Transition to Kindergarten (T2K) Update

K-12 Special Education Program Coordinator, Transition to Kindergarten Lead, Cheryl Snider, began the T2K Update stating that the T2K Transition Team is beginning to reach out to families and schools to prepare and welcome all our youngest learners to kindergarten.

The goal of this presentation is to provide a general overview of the Transition to Kindergarten process and timeline, and to communicate specific information regarding the number of transitions for 2022 and highlight the key priorities.

The Transition to Kindergarten process is a partnership between Algonquin and Lakeshore Catholic District School Board, KidsInclusive, Community Living Kingston, Early Expressions, and Maltby Centre.

The Transition to Kindergarten is a year-long process; the timeline is outlined below:

- **October-November:** Committee Members meet to review the T2K process and parent/family feedback.
- **December:** Review the T2K Website and invite feedback and contributions; confirm presentations and parent panel for the Parent & Family Workshop in March.
- **January:** Review and update feedback survey
- **February:** Final preparations for the Parent & Family Workshop.
- **March:** Parent & Family Workshop; begin receiving student information forms; master list is compiled, and general transition information communicated to schools.
- **April:** Specific student information is communicated to schools. LDSB Team begins reaching out to families, community partners, and schools.
- **April-June:** Transition Meetings.

## Transitions 2022

- Board Level Transitions: 43
- School Level Transitions: 27
- Total: 70

A Board Level Transition means that a member of our community partners indicated on the transition form that it might be a more complex need involved with the student and it would be beneficial for a member of our team to be part of the transition meeting. In these cases, our team takes the lead on the transition meeting.

A School Level Transition means that a member of our community partners indicated on the transition form that a school level transition meeting would be sufficient. This meeting would involve members from the school team and any community partners listed on the form.

## Key Priorities

- The importance/value of transitions
- Lead assigned (coordination, facilitation, documentation, communication)
- Student centered – everyone at table
- Parent and family voice (first point of contact)
- Inclusion of community partner voices and advocates
- Using the transition profile form and 6Fs Framework (Function, Family, Fun, Friends, Future) for gathering information
- Formulating a plan that includes the transfer of information back to the school team

Chair McGregor called upon SEAC Members for questions.

## 10. NEXT MEETING DATE

Tuesday, May 17, 2022

Prior to calling for a motion to adjourn, Chair McGregor shared that Nadine Carson from Epilepsy South Eastern Ontario has resigned from her position on SEAC. SEAC would like to thank Nadine for her many years of service and advocacy on behalf of all students with exceptionalities in LDSB. Nadine's expertise will be missed.

## 11. ADJOURNMENT

*MOVED BY: Trustee Godkin that the meeting adjourn.*

*The meeting adjourned at 6:24 pm.*



## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

May 17, 2022

### PUBLIC MEETING

#### Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	<p>Present:</p> <p>S. Henderson-Todd, Lennox and Addington Resources for Children A. Martin, Member-at-Large (Queen's University) H. Simson, Learning Disabilities Association of Kingston Z. Rogers, Community Living Kingston C. Norwich-Stevenson, Member-at-Large</p> <p>Regrets:</p> <p>C. Roberts, Easter Seals Ontario C. Carriere-Prill, Member-at-Large C. Tooley, Down Syndrome Association Kingston</p>
	Staff:
	<p>M. Blackburn, Principal of Educational Services H. Box, Special Education Program Coordinator L. Conboy, Mental Health Lead W. Fisher, Educational Services and Safe Schools Coordinator S. Gillam, Superintendent, Learning for All J. Grasse, Vice-Principal of Educational Services C. Snider, Special Education Program Coordinator T. Bonham Carter, Special Education Program Coordinator</p>
Guests:	Recorder:
<p>Craig Young, Superintendent of Business Services Paula Carson, Manager of Financial Services</p>	<p>J. Senior, Administrative Assistant</p>

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## 1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting.

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.”

## 2. ADOPTION OF THE AGENDA

*MOVED BY: Andrea Martin that the agenda be approved.*

## 3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

## 4. APPROVAL OF MINUTES

### 4.1 SEAC Minutes – April 20, 2022

*MOVED BY: Sandy Henderson-Todd that the April 20, 2022, SEAC Minutes be approved.*

## 5. BUSINESS ARISING FROM MINUTES

None at this time.

## 6. EDUCATION SERVICES UPDATE

**6.1 Presentation: Special Education Budget (2022-2023)** – Superintendent of Business Services, Craig Young and Manager of Financial Services, Paula Carson shared an in-depth presentation on the Special Education Budget for 2022-2023. The Special Education Allocation provides additional funding to school boards to support students who need special education programs, services, and/or equipment.

The Special Education Allocation comprises the following six components:

- Special Education Per Pupil Amount (SEPPA)
- Special Education Equipment Amount (SEA)
- Differentiated Special Education Needs Amount (DSENA)
- Special Incidence Portion (SIP)
- Education and Community Partnership Program (ECP) Amount
- Behaviour Expertise Amount (BEA)

The Special Education Allocation may only be used for Special Education. Any unspent funding must be treated as deferred revenue for Special Education. The Special Education Allocation provincially is projected to be approximately \$3.25 billion in 2022-23.

New in 2022-23, is the transfer of the Priority Partnership Funding (PPF) Special Education Supports Amount into the Grant Student Needs (GSN). Provincially, the PPF \$16.3 million Special Education Supports Amount will be called the Special Education Local Priorities Amount and will be transferred into the Special Education Grant's Differentiated Special Education Needs Amount (DSENA). This amount can be used to address local priorities such as:

- Additional educational and/or professional/paraprofessional staff (e.g., Special Education Resource Teachers, Educational Assistants, Speech-Language Pathologists, and Psychologists among others).
- Other local priorities such as evidence-based programs and interventions, as well as transition supports.

Additionally, new in 2022-23, is the funding increase for Assistive Technology in the Special Education Equipment Amount (SEA) Per-Pupil Amount. Provincially, additional funding of \$7.4 million is being provided through the SEA Allocation to support more assistive technology for students with special education needs. In the SEA Per-Pupil Amount, the base is increasing to \$20,000, and the Per-Pupil Amount is increasing to \$39.46.

Special Education Per-Pupil Amount (SEPPA) recognizes the cost of providing additional assistance to the majority of students with special education needs.

Special Education Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs. SEA is made up of the following two components:

- SEA Per-Pupil Amount
- SEA Claims-Based Amount

Differentiated Special Education Needs Amount (DSENA) addresses the variation among school boards with respect to students with special education needs and school boards' abilities to respond to those needs. DSENA is made up of the following components:

- Measures of Variability (MOV) amount
- Special Education Statistical Prediction Model (SESPM) amount
- Base Amount for Collaboration and Integration amount
- Multi-Disciplinary Supports amount
- Local Special Education Priorities amount

Special Incidence Portion (SIP) supports pupils who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and others at their school.

Education and Community Partnership Program (ECPP) Amount provides funding to school boards for education programs for school-aged children and youth in care, in treatment centres or who are in youth justice facilities. These facilities include hospitals, children's mental health centres, detention centres, community group homes, and social services agencies.

Behaviour Expertise Amount (BEA) provides funding for school boards to hire board-level Applied Behaviour analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA. The BEA allocation is made up of the following three components:

- ABA Expertise Professionals Amount
- ABA Training Amount
- After-School Skills Development (ASSD) Amount

The Mental Health and Well-Being Grant provides funding to foster the learning and well-being of students, including support for frontline mental health workers in secondary schools to provide direct service, reduce wait times, and improve access to critical services, and to strengthen positive school climates; and support the continued learning and well-being of students who are suspended/expelled or at risk of being suspended/expelled. This grant also provides targeted funding for select secondary schools in priority urban neighbourhoods. The Mental Health and Well-Being Grant comprises the following allocations:

- Mental Health Workers Allocation
- Supporting Student Mental Health Allocation



Also new in 2022-23, is the transfer of \$25.0 million provincially into the Supporting Student Mental Health Allocation. Previously funded through PPF, funding of \$25.0 million for student mental health is being added to the Supporting Student Mental Health Allocation. This funding will continue to support student mental health to foster the continued learning and well-being of students. The base amount is increasing to \$301,723 per school board, and the Per-Pupil Amount is increasing to \$6.67. Starting this year, this allocation is enveloped, meaning that it must be utilized for school or school board based mental health staffing, programs, and initiatives.

Provincially, a new investment of \$10.0 million is being provided to foster resilience and mental well-being for students, which includes \$5.0 million to support the use of evidence-based mental health programs and resources used by school boards.

The Mental Health Workers Allocation supports overall student mental health and ensures the best outcomes for students and their families. This allocation has two components:

- Mental Health Workers Staffing Component
- Data and Information Collection Component

The Mental Health Workers Staffing Component provides targeted funding for regulated mental health workers in secondary schools. The Data and Information Collection Component is being provided to assist with the collection of relevant information so that school boards will be able to assess the use of mental health workers in their secondary schools and make timely evidence-based adjustments.

Chair McGregor called upon SEAC Members for questions regarding the Special Education 2022-2-23 Budget.

## 7. CORRESPONDENCE

**7.1 Upper Grand District School Board** – Letter to Deputy Minister of Education and Deputy Minister of Health regarding PPM 81, dated February 9, 2022. Provided for information.

**7.2 Near North District School Board** – Letter to Minister of Education regarding providing on-line learning resources and the platforms used to access these resources, dated April 13, 2022. Provided for information.

**7.3 Superior-Greenstone District School Board** – Letter to Minister of Education regarding making Regulation 632/20 a permanent amendment, dated April 29, 2022. Provided for information.

Limestone District School Board

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

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## 8. ASSOCIATION UPDATES

None at this time.

## 9. OTHER BUSINESS – Administrative Report: Superintendent's Report

### 9.1 Ministry Updates:

#### Ministry of Education Update

Ministry updates covered under Superintendent Young and Financial Services Manager Paula Carson's budget presentation.

In anticipation of the June election, we expect no further communication from the Ministry.

### 9.2 Educational Services SEAC Update:

#### Special Education Coordinator Updates

First and foremost, we would like to thank and wish Hugh Box all the best in his retirement. Hugh has served students with special education needs for his entire career and most recently as the Special Education Coordinator for both the School to Community Team and the Autism Team. We wish Hugh all the best in the next chapter of his life. The successful candidate for Hugh's position as Coordinator – Autism Team was Tagget Bonham-Carter who has been filling this position while Hugh was supporting the School to Community Team. Tagget will be on leave for the 2022/23 school year and Ash Ward will be filling this position for the year. We are also very pleased to welcome back Tiiu Vail to her role as Special Education Coordinator – School to Community Team in September. Jessi Lalonde will be joining us as a Special Education Coordinator for all assisted technology.

#### Mental Health Week (May 2-6, 2022)

During May 2-8, 2022, Limestone recognized the Canadian Mental Health Association's Mental Health Week. As in years past, a package of materials was sent to Limestone schools to support teachers and support staff during the week. This year's themes included:

- Monday - Physical Self-Care
- Tuesday - Emotional Self-Care
- Wednesday - Social Self-Care
- Thursday - Spiritual Self-Care
- Friday - Helping a friend

Superintendent Gillam thanked Laura Conboy, Mental Health Lead, Educational Services Leadership and the Committee for supporting such an important week.

### **Entry to School Program and Partnership**

The Ministry of Education has provided funding to support the entry to school process for students with ASD. This is a partnership with a lead agency in our area (ACT Learning/Stride Academy). The Entry to School Program provides six months of support to students through small group sessions at Stride Academy prior to school, and then six months of follow-up support and consultation with their in-school teams when the student begins school.

### **Lexia Pilot Project**

During the 2021-22 school year Educational Services has supported a pilot project focused on an on-line reading intervention program - Lexia. The pilot targeted students in our District Programs (DLC, DAC, LD and ECPP) who have experienced reading fluency challenges. The implementation team is meeting with all program teachers at the end of May to gather feedback, explore future opportunities for implementation, and to examine data related to program efficacy.

### **EA Allocation process**

The EA allocation process has begun for the 2022-23 school. All elementary and secondary schools have been informed of their base EA allocation for next year and are in the process of meeting with their in-school teams to reflect on student needs and develop support plans for next year. Schools have developed a Special Education School Profile to inform and monitor this important work. This year we increased our base EA allocation from 317.5 to 325.

### **Special Education Support Teacher - De-streaming and UDL**

Our Special Education Support Teacher (Lisa Rose-Hartwick) has been very busy working alongside secondary LPS and Grade 9 teachers in the areas of de-streaming supports and Universal Design for Learning. Within a coaching model, Lisa is supporting educators to gather diagnostic data, examine student profiles, and explore instructional and assessment approaches. This work has occurred at NDSS, LaSalle, and KLC and is now beginning at BSS and NAEC. We will learn a great deal from this collaborative work and look forward to sharing with LPS and Grade 9 teachers next fall and key learning with SEAC.

Chair McGregor called upon SEAC Members for questions.

## **10. NEXT MEETING DATE**

Wednesday, June 8, 2022

## **11. ADJOURNMENT**

*MOVED BY: Trustee Godkin that the meeting adjourn.*

*The meeting adjourned at 5:38 pm.*