

AGENDA - REGULAR BOARD MEETING

Wednesday, May 18, 2022 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGMay18>

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 – April 27, 2022
- 4.2** Audit Committee Meeting Minutes – May 2, 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**
- 10. **PRIVATE SESSION REPORT**
- 11. **APPROVAL OF MINUTES**
 - 11.1 Regular Board Meeting – April 27, 2022 (Pages 4 - 26)
 - 11.2 Budget Committee Meeting – April 20, 2022 (Pages 27 - 31)
 - 11.3 Audit Committee Meeting – May 2, 2022 (Page 32 - 36)
- 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 Renaming of École Kingston East Elementary School – Superintendent McDonnell (Pages 37 - 40)
 - 13.4 Reports for Information
 - 13.4.1 Interim Reporting QT2 – 2021-2022 – Superintendent Young (Pages 41 - 42)

13.4.2 Strategic Plan Monitoring Mid-Year Update – Director Burra
(Pages 43 - 88)

13.4.3 Indigenous Trustee Consultation with IEAC and MBQ – Superintendent
Gillam (Pages 89 - 90)

14. UNFINISHED BUSINESS

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

15. NEW BUSINESS

15.1 OPSBA Resolution Submission (Page 91)

16. CORRESPONDENCE

16.1 Letter from the Minister of Housing and Diversity and Inclusion to Trustees of
the LDSB re: Housing needs, undated and received May 12, 2022. (Page 92-93)

17. NOTICES OF MOTION

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

19.1 ESAC Meeting Minutes – March 8, 2022 (Pages 94 - 99)

19.2 SEAC Meeting Minutes – March 23, 2022 (Pages 100 - 108)

19.3 PIC Meeting Minutes – April 14, 2022 (Pages 109 – 116)

20. FUTURE BOARD MEETING SCHEDULE

Regular Board Meeting - June 15, 2022

Budget Meetings - June 1, 8 at 4:30 - 5:30 p.m., and tentative June 13, 2022

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – APRIL 27, 2022

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-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)	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:
Ms. Andrea Risk, Solicitor Cunningham Swan	W. Moore, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Gingrich called the meeting to order.

2. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Ruttan. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Trustee Elliott declared his wife is an employee with the LDSB and is a member of ETFO.

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes – March 30, 2022

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

5. FOR INFORMATION

- 5.1 Safe Schools Update – No update.
- 5.2 Property Update – No update.
- 5.3 Personnel Update – No update.
- 5.4 Labour Update – No update.
- 5.5 Legal Update – Director Burra provided a legal update.
- 5.6 OPSBA Update – No update.

6. REPORT TO PUBLIC SESSION

Vice-Chair Gingrich 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 Godkin. Carried.

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-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)	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:
M. Baker-Cox, Pathways and Equity Program Team Teacher G. Petznick, Expanded Opportunities Coordinator J. Quenneville, Experiential Learning Teacher A. Pacheco, Principal - ÉKEES S. Philpot (Student) A. Fritz (Student) A. Donovan (Student) M. Elshrief (Incoming Student Trustee) E. Jackson (Incoming Student Trustee) J. Kolosov (Incoming Student Trustee)	W. Moore, Executive Assistant to the Director and Trustee Liaison

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

Trustee Elliott provided 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. Elements of the Truth and Reconciliation Commission principles include that reconciliation is a process of healing of relationships that requires public truth sharing, apology, and commemoration that acknowledge and redress past harms. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had

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destructive impacts on Aboriginal peoples' education. Reconciliation requires political will, joint leadership, trust building, accountability, and transparency, as well as a substantial investment of resources. As I look at our agenda for tonight and reflect on the work that went into consulting and ultimately renaming École Kingston East Elementary School, I recognize that this is a small step in the ongoing process of reconciliation and will commit to using my platform to continue to learn more and do better.”

7. ADOPTION OF AGENDA

Chair Ruttan noted that the order of reports for information in item 13.4 would shift slightly, in that the ÉKEES Renaming report would remain the first report on the agenda, however, the Interim Reporting QT2 will shift to the second last report, and the Strategic Plan Monitoring Mid-Year Update will be the last report.

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

8. DECLARATION OF CONFLICT OF INTEREST

Trustee Elliott declared his wife is an employee of the LDSB and a member of ETFO.

9. DELEGATION/PRESENTATION

9.1 DELEGATION: Parent Involvement Committee: PIC Request for Return of Universal Masking to LDSB. Co-Chairs Shalya Bradley and Crystal Bevens-Leblanc addressed the Trustees: “The Parent Involvement Committee supports parent engagement at the Board level to improve student achievement and well-being. We are your link to collective caregiver voice. From 39 responses 22 PIC representatives voted yes to asking to reinstate mask mandates in Limestone. We are asking you not to focus on weighing ‘both sides’ equally but to privilege those impacted most, with the least amount of choice, in the name of equity. Leaving protections like masking up to choice, impacts student achievement and well-being, negatively. We are losing educational continuity and physical and mental well-being to shortages, illness, and inequitable access to in-person school for high-risk students and families. They are missing out on important facets of development and being isolated at home while the rest of the world moves on. They should be able to return to school with every protection possible in place. Telling them to stay home is unacceptable if access to education is equitable.

Our region has the highest rate of COVID-19 cases in Ontario. Public Health Ontario says masking can reduce the risk of in-school transmission and disruption. Science Table modelling says community benefits from masking are most pronounced when adopted in places like schools. The Children's Health Coalition recently encouraged everyone to wear masks in schools. Our local health leaders, and our Ontario Chief Medical Officer of Health strongly encourage masking in all indoor public locations.

We are all allowed our own opinions. We are not allowed our own facts. It is a fact that schools are indoor locations filled with the public. It is a fact that our youngest students cannot be vaccinated. It is a fact that no four-year old lives alone. It is a fact that our students' learning conditions are the working conditions of every single front line board employee.

We are asking for our best chance at normalcy by way of installing the protections that are most likely to keep kids and staff in school. Let us step up for our shared concerns — students, their well-being, and their educational equity."

Chair Ruttan thanked the PIC Co-Chairs and before calling upon Trustees for any clarification questions, advised Ms. Bradley and Ms. Bevens-Leblanc that a written response will be provided to them with regards to the delegation.

9.2 PRESENTATION: Expanded Opportunities - Associate Superintendent Hedderson provided an overview of the Specialist High Skills Major (SHSM) Programs and the Ontario Youth Apprenticeship Programs (OYAP) in Limestone. Historically Limestone has played a leading role in the Ministry of Education's Student Success Strategy that help students in Grades 7 – 12 customize their education to their individual strengths, goals and interests, creating different pathways to outcomes that will ensure a smooth transition to post-secondary destinations of their choice. Limestone continues to value all post-secondary destinations and all sectors of employment and strives to ensure every program pathway leads students to a rewarding career of choice, while also ensuring they are becoming valued and contributing members of their communities.

Associate Superintendent Hedderson introduced Expanded Opportunities Coordinator and Program Team Teacher Geoff Petznick, and Pathways and Equity Program Team Teacher Melissa Baker-Cox, who will share with Trustees how Limestone is addressing some recent challenges in SHSM and OYAP, share some program highlights, and also share some good

problems that Limestone will be addressing moving forward.

There were some audio difficulties with the promotional video, but Geoff Petznick indicated that the video provided some great student voice. All the different program videos are on the website for viewing.

Geoff Petznick advised that the SHSM is a two year specialized program for students in Grades 11 – 12 that allows the student to immerse themselves in a sector. They essentially are on a track for two years to complete their OSSD, get all their regular graduation requirements, with a few major credits, the sector experiences and the certifications. Geoff Petznick reviewed the list of all the thirteen sectors and the thirty-five different programs.

Geoff Petznick noted that OYAP has gone through a bit of a transformation over the last year or so. There has been a big push by the government for skilled trades in Ontario. The Ontario College of Trades has been closed and they opened Skilled Trades Ontario, to make it easier for students to align with apprenticeships. He reviewed the current criteria for an apprentice in Ontario and provided some examples.

Melissa Baker-Cox provided Trustees with some statistics on the OYAP and SHSM numbers, starting with OYAP:

- 2017 – 2018 = 64 students
- 2018 – 2019 = 99 students
- 2019 – 2020 = 111 students
- 2020 – 2021 = 196 students

The top three programs include General Carpenter, Automotive Service Technician and Educational Assistant. With respect to the OYAP footprint, the percentage of Grade 11-12 students enrolled in 2020 – 2021 for LDSB is at 5.6% and the provincial level 4.3%

For SHSM, Melissa Baker-Cox noted that in November 2019 there were 239 SHSM students enrolled and currently Limestone has 476. She provided grade and gender breakdowns. This year there have been 1,229 certifications offered. Melissa Baker-Cox provided a ranking of the sectors with Arts and Culture being the highest, Health and Wellness the second and Construction the third. She noted that of the 476 students, 267 students are OCAS applicants

and 117 are OUAC applicants.

Geoff Petznick presented some current highlights:

- Building Intern Program – 100th Build - Tiny homes (2) for homeless veterans.
- Skills Competition – 75 students and targeted Grade 12 students.
- Hairstyling Program at LCVI created a Black History Month event.
- Forestry Program at GREC applied for and received funding to put a log clamp and the students will get hydraulic certification to use that.
- Saw Mill Certification is at Sydenham High School.
- The Creative Arts Program at LCVI – purchased some photography equipment to help students with their portfolios for when they apply to colleges and universities.
- Every Friday night from 2:30 – 5:30 p.m. Limestone is running a dual credit at NDSS where there are 20 students coming back to learn from a Caterpillar instructor.

Some community partnerships:

- NAEC is building some play houses for the daycare in their community.
- Lionhearts is partnering with the Cooks Internship Program at LCVI to help cook food for people experiencing homelessness.
- De Witt Caterpillar and Battlefield Equipment from Kingston have come onboard to help support this program in the skills event, so they have provided skid steerers, excavators and technical drawings.
- Partnership with the Ontario Masonry Training Centre to train first year apprentice masons, assisting with the problem of not having any more masons in Ontario.
- At Sydenham High School there is the Canadian Welding Bureau Test Facility, where students can weld all day, and have inspectors come in and look at their welds, if they pass, they are certified welders for their horizontal ticket and vertical ticket. Students are coming out of that program with really well paying jobs.
- A haircutting program ran last week for the homeless, which was a great experience for the students.

Geoff Petznick briefly outlined some past challenges including certification, coop, and aligning Focus Programs with SHSM. Some current challenges included technology course educators, further dual credit links, connecting to more community partners for SHSM/OYAP, and SHSM expansion.

Chair Ruttan thanked Associate Superintendent Hedderson and staff for the presentation and called upon Trustees for questions or comments.

10. PRIVATE SESSION REPORT

Vice-Chair Gingrich stated that earlier this evening during Private Session the minutes were approved from the Regular Board Meeting of March 30, 2022. Director Burra provided Trustees with a legal update.

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

11. APPROVAL OF MINUTES

- 11.1** Regular Board Meeting – March 30, 2022
- 11.2** EPOC Meeting Minutes – April 13, 2022
- 11.3** Special Board Meeting Minutes – April 13, 2022

MOVED BY Trustee Godkin and seconded by Trustee French that the minutes as presented be approved. Carried.

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Ruttan stated: "Congratulations to the students who participated and will participate in extra curriculars and special events, like the Bayridge Road tomorrow and LCVI's Road Race next week, where thousands of elementary students will challenge themselves. The recent Frontenac Lennox & Addington Science Fair, and the Bayridge Secondary School Elementary Computing Challenge happening tomorrow, as well as numerous Earth Week and Earth Day activities provide students with learning opportunities that enhance the standard curriculum and give students many different and new experiences to achieve success. It is exciting to have these opportunities return.

The fact that all this amazing learning is returning in full force during National Volunteer Week does not go unnoticed for me. Therefore, on behalf of all Trustees, I would like to extend sincere thanks to the community volunteers, staff advisors and staff coaches in Limestone schools. Thank you for your commitment to public education. Your gift of time and talent to

support our students is truly valued. Our schools are better places because of what you do.

The provincial budget will be brought down tomorrow. There will be no new information for our sector. School boards received projected estimates through the annual grants for student needs, released earlier in February. Board staff is currently unpacking these technical details for our use in upcoming budget meetings. Tomorrow's announcement may provide further context but there will be no new or additional funds allotted to public education.

And that concludes my report."

12.2 Director's Update

Director Burra stated: "Good evening, Trustees, members of the virtual gallery, and members of the in-person gallery.

I would like to start my comments by stating that I remain cautiously optimistic about our current status of continuing to support in-person learning across all Limestone schools. While I sent messaging to families several weeks ago indicating concern based on student and staff absences, and the potential of having to close or pivot classrooms due to insufficient staffing, the past 2-3 weeks have been more manageable in terms of staff absences, and we have seen a steady decline in student absences due to COVID-related reasons. To be clear staffing pressures we have seen have more than one cause: (a) staff absences have an ebb and flow, but our ability to replace staff is a more significant challenge. The reality is that shortages of replacement staff is a continuation of a pre-pandemic situation that has been exacerbated with a slight, general increase to staff absences. And (b) with the reopening of many aspects of life, more staff are impacted by things like elective surgeries or dental appointments for themselves or children.

I know Trustees are still considering reimplementation of masking measures as an additional protective layer in schools. A couple of other school boards have done so, and others may still make this move. I would like to highlight the fact that emotions are running high on this issue and there is little room for compromise. I would also note that many of the perspectives on each side of this argument focus on what is best for children and their wellness. This is a multifactorial, multilayered discussion, and in my opinion, no one is absolutely correct, regardless of their stance on masking when it comes down to the well-being of a specific child in a specific context. I think many people continue to be worried about the pandemic and I share many of those concerns. My mother is in a LTC facility currently experiencing an outbreak and my niece is very much at risk because she has spinal muscular atrophy. Higher risks are real for some people. But so is the desire to provide greater normalcy for children and youth after

many disruptions.

The last two years have been very difficult and challenging, and I hope any decision tonight is focused on the benefits to children. Masking has become a divisive topic as we enter the third year of the pandemic. Education can be hotly contested at times because the success and wellness of children, our children, matters greatly to all parents and caregivers. As a parent, I fully understand the desire to do the best you can for your child or children. This becomes more complicated when what might be best for one child is different than what is best for another child. To be frank, the echo chamber of different social media platforms does nothing to bridge the gap between what some people want or need, and the wants or needs of others that differ. Both sides of this issue will also selectively pick different aspects of the science on COVID, or be swayed by politics or misinformation.

This pandemic has taken a toll, and continues to take a toll on students, staff, and families. Emotions have been running high, and as I mentioned, we face a zero-sum situation with limited room for compromise. This is an issue that will divide communities and will have a significant ripple effect impacting relationships between a wide range of stakeholders in Limestone, as well as what the last nine weeks of school look like.

We are at a point where not everyone will agree with any decision of the government, Public Health, or Limestone. My only request is that any decision made focus on the benefit of all students, and while people may disagree with others, that people do so respectfully because regardless of your perspective on this matter, children, our children, are watching and learning from everything we do. As the Persian poet Rumi said, "Raise your words, not your voice. It is rain that grows flowers, not thunder."

I wish I could focus attention and report on all of the positive and wonderful teaching and learning that is occurring in schools that is shadowed by the pandemic. I am continually amazed by the efforts made by so many staff to support students on a daily basis and focus on learning and fun in the classroom. If you can get past the likely sale of Twitter to Elon Musk, there are so many great examples of engaging and powerful learning occurring in schools. Our mid-year update to the strategic plan will provide a bit of a glimpse at our system priorities, but while the update occurs twice per year, we do try to bring the plan to life in everything we share at Board and committee meetings.

In other news, it was great to see that the first KASSAA track event in three years was held today. There is no question that the ability to hold extracurricular activities for most of this year has greatly improved the experiences of many students.

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As Trustees are aware, Limestone is very pleased to be launching our first workforce census and belonging survey. This will provide valuable data as we continue with our critical Equity, Diversity, Inclusion, and Indigeneity work.

And finally, as you saw in the presentation on Expanded Opportunities Programming available within Limestone, we are very excited about all of these programs, and tonight you saw some of the focus on Information and Communication Technology, Transportation, Digital Media, and Industrial Communication Technology.

As we enter the final 20% of the 2021-2022 school year, lots of preparations continue for end-of-year graduations and planning for 2022-2023. My hope is we can proceed through the remaining nine weeks of the school year with a focus on teaching and learning, and positively conclude the third school year impacted by the current pandemic. We all have a role in making sure this occurs for the benefit of children and youth in Limestone.

That concludes my report.”

13. REPORTS

13.1 OPSBA Report – Trustee French

Trustee French advised that the Board of Directors will meet on April 29 and 30, 2022, so she will provide a full report after that time. The Eastern Region Meeting was held on April 9 and there were a few Limestone Trustees in attendance, and were able to provide a number of updates, and influence a number of recommendations going forward. The Annual General Meeting, including policy resolutions and elections happens June 9 – 11, 2022. She hopes Trustees are able to be present at the AGM. A full report will be available next month.

13.2 Student Trustees’ Report

Before starting her report, Student Trustee Duncan welcomed the incoming Student Trustees, and thanked them for joining the meeting today. The Student Trustees wish them nothing but the best and are always here to help them with any questions. Student Trustee Duncan shared some updates from the Inter-School Council Meeting:

- o Student Trustees Roy and Duncan were disappointed to see how many schools did not attend the inter-school council meeting. The only schools that attended were KSS, Bayridge, NDSS and LCVI.
- o Trustee Roy began the meeting with an open discussion and explanation of the COVID-19 motion that will be discussed tonight. There was a deep discussion on what this motion might mean for schools and how the council predicted the responses from students within

their schools. KSS voted no, and issued that some students would have a problem putting them back on now that there is the option to take it off. Bayridge and NDSS also voted no. And Lastly LCVI voted in favor of the motion and issued that there are more people who do wear masks than those who don't and did not see there being a significant impact if the motion were to pass.

- o In order for us to have this discussion Trustee Roy explained that this was only an open discussion, and that the motion is not set in place and there is no telling how it might go.
- o In place of Trustee Johnson, Mr. Payne gave a brief update on youth homelessness. There is work being done to have a day or week to educate students about youth homelessness and would provide students with packages.
- o Trustee Duncan had a serious discussion with the Inter-school on the disappointment that the Council's lack of involvement with the initiatives that impact minorities within their schools. She explained that as a Student Trustee it is important that she reach all students and in order to do that there needs to be participation from the Inter-school council. She explained that it was heartbreaking to hear from other students outside of LCVI that they had wished their school did something bigger for Black History Month, even though she gave multiple resources during each of the council's meeting from September to the months leading up to February.
- o These concerns were expressed as LCVI is planning Asian American and Pacific Islanders Heritage Month and Student Trustee Roy and Student Trustee Duncan would like to see a 100% effort from the schools to make sure Asian students feel represented.
- o Trustee Duncan and LCVI's BIPOC: Chill and Chat have been working hard to plan Asian Heritage Month and Culture Day. During May they hope to have an Asian- owned Businesses fair opened to everyone, and especially to international Asian Students across Limestone. The Chill and Chat will also be hosting a Culture Day event that will allow students to join together in unison and respect each other's cultures.
- o Trustee Roy finished the meeting with new business and discussion on what every school is doing for their graduation.

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

13.3 Reports for Action – None at this time.

13.4 Reports for Information

13.4.1 Renaming of École Kingston East Elementary School

Superintendent McDonnell introduced Anna Pacheco, Principal at École Kingston East Elementary School, and one of the voting members on the ÉKEES Renaming Committee, and Summer and Aaron, who are students at ÉKEES, two of three students who represented student voice throughout the year long renaming committee.

The purpose of bringing this report is to assist Trustees in their decision-making related to the renaming of École Kingston East Elementary School. Trustees were reminded that the Renaming Committee did choose to add some additional criteria when considering name selections that are coming to Trustees to guide the name selection. She indicated that there is a graph in the report that is new, and important information for Trustees.

Superintendent McDonnell indicated that Principal Pacheco and staff spend an enormous amount of time during the beginning of April gathering student voice at ÉKEES, in addition to the online submission survey that went to students, staff, families and community members. During the week in April the staff and students of ÉKEES spent a lot of time having conversations around the names that are presented to Trustees this evening. They collected and graphed data, they made persuasive advertisements and posters, and they incorporated these ideas into writings that they were doing. Through this process students learned about trees, they visited Butternut Creek, and they connected the final four names that are in the report to the learning process at many different levels. Every class in ÉKEES displayed their survey results outside their classrooms, inside their classrooms, and one class took it upon themselves to collect the number one name choice out of thirty-five classes and they graphed the results in the foyer, so that students and staff were able to see the name preferences on the final day of voting. The picture of the graph is in the report for Trustees to see.

The Renaming Committee has been guided by Administrative Procedure 552, and was required to provide the Board of Trustees with three to five name suggestions for consideration, along with the rationale and an indication of the level of support of each of the short-listed names. Of the names that were shortlisted by the Renaming Committee, Butternut Creek Elementary School consistently garnered the popular vote from respondents who completed the online survey anonymously. Additionally, forty-nine per cent of students selected Maple Elementary School as their preferred name, while forty-two per cent of student at ÉKEES chose Butternut

Creek when student voice was gathered at the school level during the week of April 4 – 7. Superintendent McDonnell shared a video clip from CKWS News, so Trustees can hear some student voice, including from Summer and Aaron, speaking to the renaming process and some of the rationale as to why some of the particular names were being chosen.

Superintendent McDonnell outlined the recommendations:

- That the Board of Trustees select a new name from the four names: Butternut Creek Elementary School; Maple Elementary School; Forestview Elementary School; and, Maplevue Elementary School.
- 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;
- 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.
- That the Board of Trustees ensure that whatever name they choose, that it be bilingual; and,
- 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.

Chair Ruttan thanked Superintendent McDonnell for the report, and Principal Pacheco and the students for attending the meeting, and called upon Trustees for questions or comments.

Responding to a clarifying question around the recommendations, Director Burra believed the intent was to bring the report now, and for the Trustees to be invited to the space, on May 16, prior to making the decision on the name, a couple of days later at the Regular Board Meeting of May 18, 2022. The report was received for information.

It was questioned whether or not an alternate day could be included for those Trustees who could not attend the walk on May 16, 2022. Superintendent McDonnell will bring this request back to the Committee for consideration and will advise Trustees.

13.4.2 Student Trustee Elections 2022-2023

Director Burra advised that the Student Trustee Elections report describes the students that were selected, the process that had occurred, as well as reviewing that the fact that there is an

urban, rural and Indigenous Student Trustee, governed by *Policy 9 – Student Trustees*. In the report, under election process results, there is a typo that should read 2021-2022 as opposed to 2022-2023. These elections were held virtually similar to last years. There was a diverse group of students running for the election this year. Director Burra turned to the existing Student Trustees, to introduce the incoming Student Trustees. Associate Superintendent Sartor, the Senior Staff mentor, will make the instruction on behalf of Student Trustee Johnson, who sent her regrets.

Tanesha Duncan introduced Urban Trustee Mohammed Elshrief: “Mohammed is an honour role student at Frontenac Secondary School. He is actively involved in his school and community through many roles, including: the Kingston Model U.N. COVID-19 Executive Team, volunteering at Artillery Park to help the senior’s community and those with disabilities engage in meaningful activities, Arabic Tutor at the Kingston Immigration Services helping children learn Arabic. He volunteers as an Arabic interpreter for immigrants and refugees to Kingston at KEYS Job Centre. As a first-generation immigrant from Egypt, he is an enthusiastic leader, focusing on helping to improve schools’ environments to make them more inclusive and welcoming to students.”

Breanna Roy introduced Indigenous Student Trustee Julia Kolosov: “Julia is a student at Kingston Secondary School who is focused on using her leadership skills to further advance Indigenous culture within the school board, how it is represented, acknowledged, and respected within the school community. Playing competitive water-polo for the past ten years has allowed Julia to develop resilience, self-confidence, and leadership skills, while working with teammates and friends to accomplish the same and encouraging everyone to be creative while learning from their mistakes. Julia is excited to meet with school representatives, parent council members, and school staff to advocate for what the board’s Indigenous students need to be successful.”

Associate Superintendent Sartor introduced Rural Trustee Elayna Jackson: “Growing up in a rural area and attending a rural school, Elayna understands the unique challenges rural schools face and is excited to be a voice and make an impact for rural students and school communities within the Limestone District School Board. She has actively been involved in student council initiatives from her time as an elementary student at Land O’Lakes Public School, to the present day as a student at Granite Ridge Education Centre. Having worked in the customer service industry, Elayna has developed communication skills that allow her to understand various perspectives while maintaining focus on her task of advocating for rural students as a Student Trustee. She loves to play sports, including competitive softball in Napanee, and enjoys making

various connections and having access to many students' voices both within her local community and the greater Limestone District School Board Community."

13.4.3 COVID 19 Update

Superintendent McWilliams advised that the purpose of this report is to highlight the absence trends, as we know there have been various pressure points throughout the current school year, in terms of staff absences. Limestone has had various points throughout the year where absences have been higher, particularly after the March Break. Since that time for the most part, the absences have continued to trend downward, but there can be the odd day where there is a higher level of absenteeism. On a given day there could be a variety of reasons why staff may be absent from work whether it is sick leave related to COVID, sick leave not related to COVID, personal leave, bereavement leave, vacation, etc. so there are a variety of reasons that absences can fluctuate. Looking at the five-day trend for jobs in the system, Limestone continues to see a trend downward in terms of absences, but again, on the morning of, the calls come in for staff, and for those same reasons absences fluctuate again. As Director Burra alluded to, Limestone is starting to see some PD resume, and with some athletics back, and particularly track and field and the Road Race, that also takes staff out of classrooms. The good news is we are not having to close classrooms or close schools or anything of that nature, the pressures that resulted in different decisions in that regard, we faced more at the forefront before the winter break, but at this point, Limestone is cautiously optimistic that we are trending in the right direction.

Associate Superintendent Gollogly stated that since the start of January, schools were required to report student absences to the Ministry of Education on a daily basis and connect with local public health units if absences crossed a 30 per cent threshold due to COVID-related reasons. As of today's date, Limestone has sent KFL&A Public Health letters to six school communities. Limestone has created a COVID-19 related absence reporting dashboard to support our school communities with information about student COVID-19-related absences within our schools. Information is now publicly available on our website. The information presented in this dashboard is provided on a voluntary basis by parents or guardians when reporting their children's absence due to COVID-19 related reasons. That dashboard only includes COVID-19 related absences on a school level and does not include information on a grade or classroom level.

Associate Superintendent Gollogly noted that the data shared is based on voluntarily provided information by students and their families through regular attendance reporting. The data is not to be confused with the PCR testing and the reporting that was being led by KFL&A Public Health from September to December 2021. Currently we are seeing a downward trend across the district in COVID-19 related absences. From February 14 to March 11, 2022, daily student absences for COVID-19 related reasons ranged from a high of 853 on February 24 to a low of 368 on March 7, 2022. Since April 4, 2022 Limestone's COVID-19 related absences peaked on April 8 with 1,030 students absent with COVID-19 related reasons. We are currently experiencing a sharp downward trend, with between 550 to 600. Today Limestone had 418 absences due to COVID-19 related reasons.

Superintendent Young advised that Tri-Board Student Transportation Services continues to see a rise in bus cancellations by the operators due to driver shortages caused by COVID-19, as well as just general shortages in the labour market of the services sector. To assist the operators, Tri-Board has engaged in an advertising campaign, to support the operators in hiring new drivers. To date about forty new drivers have been hired and working through the training. The bottleneck appears to be in the licensing, as there are so many individuals trying to get licensed now. When this report was submitted last week, we were experiencing cancellation rates of about 2 per cent of our runs. To date, this week we are seeing about half of that. It appears we peaked last week on the absences, and we are dropping this week.

Director Burra shared the website dashboard with Trustees.

Chair Ruttan thanked Senior Staff for the report and called upon Trustees for comments or questions. Student Trustee Roy excused herself from the meeting.

Trustee Hutcheon requested that the Notice of Motion be brought forward as a motion on the floor:

"In light of the significant increase in COVID-19 cases in the KFL&A area and the subsequent impacts on students and employees including increased staff absences and bus cancellations, and recognizing recent statements from Dr. Kieran Moore and from South East Region's hospital Chiefs of staffs and Medical Officers of Health, including Dr Oglaza, strongly recommending continued wearing of masks in all public indoor settings, the recommendation from Public Health Ontario to temporarily re-instate masking requirements in

schools, and local calls from Kingston Health Sciences Centre urging our community to be COVID safe, that the LDSB staff be directed to require, from an operational health and safety perspective, mask use in all LDSB buildings for staff, students and visitors, beginning May 2, 2022.”

Trustee Godkin seconded the motion.

In response to a question, Director Burra advised Trustees that enforcement of this is going to be extremely difficult and problematic. The Ministry has been very clear that no one is to be barred from attending school for not wearing a mask. There are problems with the language of the motion that would absolutely have to be changed to make sure that it was compliant. The Ministry has been very clear, since the very beginning of the pandemic, when masking was put in place, that exemptions have to be place in absolutely all situations based on the Human Rights grounds or based on a medical reason; there is no mention of exemptions here. The Director indicated that he worries about the challenges, with the last couple of years, about the workload that this puts on staff and particularly administration who are struggling sometimes, less so now than a couple of weeks ago, making sure there was staffing in place in the school. Trustees alluded to conflicts with staff and staff, students and staff, and parents and staff, and the ripple effect of that is significant, and really cannot be understated. Particularly when it has been very clear that from an enforcement standpoint that there is no support for exemption and further exacerbating staffing challenges by removing additional staff from their roles for not wearing a mask. From the standpoint of students and the school boards that have put this in place, it has been made very clear in those contexts that suspensions, expulsions and exclusions would not result from not the mandating of the masks. He wanted Trustees to be aware of what that exemption might mean in terms of the allowance for people to do that, in the direction that we have received. Director Burra also stated that this is not just about May 2, which is the date referenced in the motion. It also leaves within the community, the lack of understanding of when this might end; there is no end date. When a Board of Trustees passes a motion, it requires a two-thirds majority to remove it, and this would basically be until the end of term as stated right now; so, another aspect that would require some consideration. Thinking beyond May 2, and the implications of this, from the standpoint of an administrator, it probably will eliminate any indoor events for the remainder of the school year, including spectators for any indoor activities. It is unfair to place staff in a situation, particularly our administrators who are trying to staff the buildings at 6:30 a.m., but then also being in the building until 5:00, 6:00 or 7:00 p.m. in the evening, making sure no one came in the building

without putting a mask on. It may also affect graduation and end-of-year celebrations. This is an unreasonable expectation or burden to put on schools to police the movement of people in and out of schools.

Director Burra indicated that this motion would end any wind or brass instrument playing in schools, as those activities would be curtailed very quickly, as well as some athletic activities in gyms would not run. While the sentiment of this motion people may be feeling one way, the logistics and operationalization of this are fairly significant in the challenges presented.

Trustee Godkin provided a friendly amendment to include “and ending June 30, 2022,” immediately following beginning May 2, 2022. Trustee Hutcheon accepted the friendly amendment.

Responding to a question, Director Burra indicated that if this motion, as it stands right now, is non-compliant from the standpoint there are absolutely no exemptions for either staff or students and that would have to be made as a change for that to be acceptable, as it would actually be illegal. He also noted a typo, and indicated it should be “from an occupational health and safety” not from an “operational health and safety” perspective. The final consideration for Trustees is the context at the beginning is inaccurate, based on the information shared with Trustees this evening.

Director Burra indicated he would be interested in providing Trustees with a potential option, as a variation of this. There is a huge difference in Limestone schools, based on the demographics, that we have and the ripple effect this would have. Another option would be to looking at implementing something more on a surgical basis at different sites based on what is happening with the trending on their attendance. For example, whatever threshold is identified, that school ‘X’ has hit “A” per cent, as a result there is a warning letter that we are passing a certain point and as a result we are strongly recommending that masking is put in place. It then increases to “B” per cent, and at that point in time there could be a mandate put in for a two week period, at that particular location, as a potential alternative to what is being outlined here. Director Burra wanted to share this as a potential option, as an alternative to what is on the table.

Chair Ruttan stated a vote would be needed if Trustees wanted to extend the meeting by half an hour to 10:30 p.m. With no objections, the meeting was extended half an hour.

Chair Ruttan asked Trustee Hutcheon how she wished to proceed, as it was pointed out that in the motion there is erroneous information, there are no exemptions and there is a typo.

Trustee Hutcheon amended her motion to read:

“In light of the significant increase in COVID-19 cases in the KFL&A area and the subsequent impacts on students and employees, and recognizing recent statements from Dr. Kieran Moore and from South East Region’s hospital Chiefs of staffs and Medical Officers of Health, including Dr Oglaza, strongly recommending continued wearing of masks in all public indoor settings, the recommendation from Public Health Ontario to temporarily re-instate masking requirements in schools, and local calls from Kingston Health Sciences Centre urging our community to be COVID safe, that the LDSB staff be directed to require, with reasonable exemptions, from an occupational health and safety perspective, mask use in all LDSB buildings for staff, students and visitors, beginning May 2, 2022 and ending June 30, 2022.”

Trustee Elliott questioned if it would be out of order if Trustees could look at the language of the alternate proposal that Director Burra mentioned and investigate that.

Chair Ruttan indicated this would be out of order as there is a motion on the floor. There is an opportunity to make a new motion, but there is a motion on the floor that Trustees are discussing right now. Student Trustee Duncan excused herself from the meeting.

Chair Ruttan called upon Trustees for any questions or comments to the amended motion. She indicated that she would also provide a comment at the end, as she intended to vote.

Chair Ruttan called the question.

Vice-Chair Gingrich called a point of order. He stated that Trustee Elliott is in conflict of interest as his wife sits on the executive of the Elementary Teachers’ Federation of Ontario, and their stance on their website is that they want masking re-instated.

Trustee Godkin requested the Board adjourn into Private Session.

The Board moved into Private Session.

The Board resumed Public Session and Chair Ruttan indicated that there was a procedural error in that Trustees were to vote to move into Private Session, publicly, however this was remedied, and the motion was made in Private Session. The motion was moved by Trustee Godkin and seconded by Trustee Hutcheon and all Trustees voted in favour. She asked Trustee Gingrich to report out Private Session.

Vice-Chair Gingrich stated that earlier this evening the Board discussed a legal matter. There were also two motions to extend the meeting time by half an hour each time. There was no other business conducted, or motions passed in Private Session. Gingrich, French

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

Trustee Hutcheon spoke to, and read the motion. Chair Ruttan called the question.

MOTION MOVED By Trustee Hutcheon and seconded by Trustee Godkin that in light of the significant increase in COVID-19 cases in the KFL&A area and the subsequent impacts on students and employees, and recognizing recent statements from Dr. Kieran Moore and from South East Region's hospital Chiefs of staffs and Medical Officers of Health, including Dr Oglaza, strongly recommending continued wearing of masks in all public indoor settings, the recommendation from Public Health Ontario to temporarily re-instate masking requirements in schools, and local calls from Kingston Health Sciences Centre urging our community to be COVID safe, that the LDSB staff be directed to require, with reasonable exemptions, from an occupational health and safety perspective, mask use in all LDSB buildings for staff, students and visitors, beginning May 2, 2022 and ending June 30, 2022.

Roll call vote:

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Godkin, Trustee Hutcheon, Trustee Morning (4)

NAYS: Trustee Gingrich, Trustee French, Trustee McGregor and Trustee Ruttan (4)

RECUSE: Trustee Elliott (1)

The motion was lost.

MOTION MOVED By Trustee Godkin and seconded by Trustee Hutcheon that the Interim Reporting QT2 – 2021-2022 and the Strategic Plan Monitoring Mid-Year Update be tabled to the next Regular Board Meeting on May 18, 2022. Carried

13.4.4 Interim Reporting QT2 – 2021-2022 - Tabled.

13.4.5 Strategic Plan Monitoring Mid-Year Update - Tabled.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

1.61 Correspondence to Minister Steve Clark, Ontario Ministry of Municipal Affairs and Housing; Minister Ahmed Hussen, Minister of Housing and Inclusion and Diversity of Canada; Mayor Bryan Paterson, City of Kingston; Mayor Marg Isbester, Town of Greater Napanee; Mayor Ric Breese, Loyalist Township; Reeve Eric Smith, Township of Stone Mills; Mayor Frances Smith, Township of Central Frontenac; Mayor Ron Higgins, Township of North Frontenac; Mayor Ron Vandewal, Township of South Frontenac; Reeve Henry Hogg, Township of Addington Highlands, dated April 5, 2022, re: Housing Crisis, provided for information.

16.2 Correspondence to the Director of Education, dated April 10, 2022, from Krista Hanna Thompson, MHSc, ROH, CRSP, Parent and Occupational Hygienist, re: Mandatory Masking in LDSB, provided for information.

17. NOTICE OF MOTION

See Item 13.4.3 COVID 19 Update

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18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

The following committee meeting minutes were provided for information:

19.1 PIC Meeting Minutes – February 10, 2022

19.2 SEAC Meeting Minutes – March 23, 2022

20. FUTURE BOARD MEETING SCHEDULE

May 18, 2022

June 15, 2022

21. ADJOURNMENT

*MOVED BY: Trustee Elliott and seconded by Trustee Gingrich that the meeting adjourn.
Carried.*

The meeting adjourned at 11:26 p.m.

BUDGET COMMITTEE MEETING MINUTES – APRIL 20, 2022

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown -regrets G. Elliott L. French -regrets T. Gingrich (Vice-Chair)-regrets B. Godkin R. Hutcheon K. McGregor J. Morning 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 Education C. Young, Superintendent of Business Services C. Downie, Capital Planning and Community Use of Schools Supervisor P. Carson, Manager of Financial Services
	Recorder:
	D. Burns, Administrative Assistant

1. CALL TO ORDER

Trustee Ruttan called the meeting to order.

Trustee Ruttan 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 AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None.

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4. REPORTS FOR INFORMATION

4.1 Budget Development Schedule

Superintendent Young presented the Budget Development Schedule, outlining future meetings:

Wednesday April 20, 2022 (4:30 pm) <i>Prior to SEAC</i>	Review of 2022-2023 GSN Overview, Enrolment Projections, Budget Survey Review
Wednesday June 1, 2022 (4:30 pm) <i>Prior to EPOC</i>	Preliminary Operating Revenue
Wednesday June 8, 2022 (4:30 pm) <i>Prior to SEAC</i>	Preliminary Operating Expenditures/Preliminary Capital Revenue/Expenditures/Consolidated Budget
	Draft Budget Review
Monday June 13, 2022	Date held if meeting required

4.2 2022-2023 Projected Enrolment and 10-year enrolment trend

Supervisor Downie presented the 2022-2023 projected enrolment and 10-year enrolment trend data to Trustees as part of the 2022-2023 budget development process.

Limestone projections are based on enrolment numbers provided by Baragar. This is a company that LDSB has used for many years and they specialize in data analysis of student enrolment in Canada. They have years of LDSB's history which establishes trends. They update their trending with LDSB's actual enrolment counts each year and use that to predict possible changes for the next year. Their statistical review creates projections, but they do not have direct information about our communities, therefore the Board's local knowledge is an important part of the process.

As Baragar uses trends-based analysis – it is challenging to project enrolments due to the impacts of COVID on trends. Such abrupt changes in trends are approached with caution. Highlights are as follows:

- There has been increased migration into LDSB – Baragar reported that there were 524 more children in 2021 aged 2 to 17 compared to the number of children 1 to 16 the year before
- Births in the area have been on a steady decline for many years – students currently enrolled in grades JK to 12 were born between 2004 and 2017 – during which time births averaged 1822 – over the last 3 years births have averaged 1700 per year – a decrease of 122

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- As more data on the migration of families into this area is gathered – new trends will be developed – therefore birth information and projections might change
- Of note this year are the number of students who have chosen LDSB schools over other options. For many years, the proportion of all children who chose to enroll in a LDSB school has been declining. LDSB has decreased at an average of -0.6% per year – however this year showed an increase of +0.4%. To put this in perspective a 0.5% capture rate represents about 125 students. This is the first year in many that the Board has had a positive result.
- COVID is associated with the recent decline in participation of French programming after many years of sustained growth, French programming has slowed.
- Virtual school enrolment is a new factor without established trends to be able to confidently predict.

With the increased migration LDSB is experiencing – there is an increase in housing developments. LDSB is following these projects and sharing information with municipalities for planning purposes.

The projected net growth for next year is 149 students. Which is an increase of 158 ADE secondary students and a decline of 9 ADE elementary students. ADE is Average Daily Enrolment as measured on Oct 31 and March 31. Since 2016 the Board has experienced an overall increase of 50 students. Projection in the next 5 years from the current number of 19,540 (Revised Estimates) is a slight increase of 21 students to 19,561.

Trustee Ruttan thanked C. Downie for her presentation and called upon Trustees for comments or questions.

4.3 GSN Overview

Superintendent Young presented a GSN overview for 2022-2023.

On February 17, 2022 the Ministry released: B03 memorandum the 2022-2023 Grants for Students Needs (GSN); B04 memorandum regarding the 2022-2023 Capital Year Funding; B05 memorandum regarding the 2022-2023 Priorities and Partnerships Funding (PPF); and, SB04 memorandum regarding the 2022-2023 Student Transportation-Grants for Student Needs. On March 25, 2022, the Ministry released SB08 memorandum Special Education Grant Changes for 2022-2023.

The Grant For Student Needs (GSN) funding is projected to be \$26.1 billion for the sector for 2022-2023 school year. This is a projected 2.7% increase from 2021-2022. The GSN highlighted the following: Supports for Students (SSF) - \$212.7 million; COVID-19 Learning Recovery Fund - \$304 million; Recent Immigrant Supplement - \$134.4 million; Broadband Network Operations –\$39.9 million; Parents reaching Out Grants –\$2.4 million; Well-being and Mental Health Bundle –\$3.0

million; and, Learning and Innovation Fund for Teachers (LIFT) –\$3.5 million.

The Ministry is continuing its investment into special education funding to address special education assessments and increase programs and services for students with special education needs. \$16.3 million has been allocated to local Special Education Priorities Amount within the Special Education SEG differentiated Special Education Needs Amount (DSNEA) that will support additional educational staff. A \$7.4 million increase for Assistive Technology into the Special Equipment Amount (SEA) Per-Pupil Amount (PPA) to help boards in acquiring and maintaining assistive technologies and related hardware and software for students with special needs.

The government is recognizing the importance of promoting positive mental health, especially considering the COVID-19 pandemic. An increase of \$38.3 million is being provided for student mental health needs with the Mental Health and Well-being Grant. A new investment of \$10 million is being provided for evidence based mental health programs and resources to support student resilience and mental well-being.

The Ministry will provide a 1% salary benchmark increase for staff in 2022-2023. Benefit funding adjustments are being made through the Benefits Trust Allocation.

The Ministry is continuing its investment in school renewal by investing a total of \$1.4 billion in the 2022–2023. \$16.8 million is allocated towards the School Condition Improvement (SCI) program for LDSB. \$4.54 million is being allocated for LDSB's School Renewal plan including projects from the Facility Improvement Plan.

The Student Transportation Grant will be increased 2% to help boards manage increased costs. Funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year. The Ministry is also providing a 4.5% cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices.

School boards' funding entitlements will remain, however, some boards will record a receivable from the Province for the difference between their funding entitlement and the actual cash flow received. This cash management strategy is continuing for 2022-2023

Trustee Ruttan thanked Superintendent Young and asked Trustees for any comments or questions.

4.4 Budget Survey 2022-2023 Review

Superintendent Young stated that the online survey was open from March 4 – 25, 2022. A total of 225 responses were received. Last year we received 647 responses. The survey was advertised on LDSB webpage, Twitter, Facebook, Instagram and was emailed to family, staff, community, and federation partners. Next year we will look at better ways to get exposure.

Question No. 1 on the survey asked, “what is your involvement with the LDSB, please choose all that apply”, predominately those who responded were family members or caregivers. Question No. 2 asked, “do you have students in LDSB”, again predominately the family members or caregivers had students in the LDSB system. That is an accurate representation of those who have invested interest in LDSB. Question No. 3 required individuals to select the top five most important programming areas. From all the responses, people placed Reading & Writing Skills, Mental Health and Well-being, and Mathematics, as the top three categories. The top three student responses were: Mental Health and Well-being, Financial Literacy and Special Education. Question No. 4 allowed respondents to give additional comments on priorities for consideration. The senior team reviewed all the responses received. Most people stressed the additional priorities as Special Education, Educational Assistants, Experiential learning/life skills/trades, Reading skills/programs and Mental Health and Well-being.

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

5. OTHER BUSINESS

None at this time.

6. NEXT MEETINGS

Trustee Ruttan noted the upcoming Budget Committee meetings on June 1, June 8 and a tentative meeting on June 13, 2022.

7. ADJOURNMENT

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

Meeting adjourned at 5:09 pm.

AUDIT COMMITTEE MEETING MINUTES – MAY 2, 2022

PRIVATE SESSION

Roll Call:

Committee Members:	Staff:
G. Elliott, Trustee L. French, Trustee (Chair) S. Ruttan, Trustee R. Richard, External Member C. Innocente, External Member -regrets	K. Burra, Director of Education C. Young, Superintendent of Business Services P. Carson, Manager of Financial Services
Invitees:	Recorder & Producer:
P. L'Orfano, Internal Auditor G. Segu, Internal Auditor	D. Burns, Administrative Assistant A. Galt, Administrative Assistant

1. CALL TO ORDER

The Chair called the meeting to order.

MOTION: To move into Private Session.

MOVED BY: Trustee Elliott. Carried.

The meeting moved into Private Session at 5:30 pm.

2. DECLARATION OF CONFLICTS OF INTEREST

Trustee Elliott declared a conflict as his wife is an employee of the Board and a member of ETFO.

3. FOR INFORMATION

3.1. Multi-year internal audit plan

G. Segu, Regional Internal Audit Manager provided a review of the Multi-Year Internal Audit Plan.

PUBLIC SESSION

Laurie French, Chair of the Audit Committee Meeting opened the meeting by welcoming Trustees, Senior Staff and viewing public.

Chair French presented 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, and I always ask that we all consider the harms of the past, and thank you all for commitment to improvements going forward.”

Roll Call:

Committee Members:	Staff:
G. Elliott, Trustee L. French, Trustee (Chair) S. Ruttan, Trustee R. Richard, External Member C. Innocente, External Member -regrets	K. Burra, Director of Education C. Young, Superintendent of Business Services P. Carson, Manager of Financial Services
Invitees:	Recorder & Producer:
L. Huber, KPMG External Auditor P. L’Orfano, Internal Auditor G. Segu, Internal Auditor	D. Burns, Administrative Assistant A. Galt, Administrative Assistant

5. ADOPTION OF AGENDA

Chair French asked if there were any additions to the agenda.

MOTION: That the Agenda as presented be accepted.

MOVED BY: Trustee Ruttan. Carried.

6. DECLARATION OF CONFLICT OF INTEREST

Trustee Elliott declared a conflict as his wife is an employee of the Board and a member of ETFO.

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7. PRIVATE SESSION REPORT

Chair French reported that during Private Session the LDSB's internal auditor, Genevieve Segu presented the Audit Committee with the Multi-Year Internal Audit Plan for the 2022-2023 school year. No other motions or decisions were made.

8. REPORTS FOR INFORMATION

8.1 Regional Internal Audit Update

G. Segu, Regional Internal Audit Manager provided the Regional Internal Audit Update. The Audit Committee approved the 2021-22 Audit Plan at the September 13, 2021, meeting. The Critical Positions engagement has started, and the Audit Committee should receive the report in September 2022. The planning for the Safe School engagement will take place later this week. Depending on the scope the Regional Internal Audit Team ("RIAT") will start in the summer or fall of 2022. Follow-up procedures have started, and the complete report will be available in September 2022. No management requests have been received to date.

Chair French asked for any questions or comment for G. Segu.

8.2 KPMG 2021-2022 Audit Planning Report

L. Huber, External Auditor, reviewed the 2021-2022 Audit Planning Report. The Executive Summary highlights the key conversations that KPMG and the Audit Committee should be having. It is planned to be a status quo year.

Materiality is an important audit concept for any financial statement as it sets the scope in terms of the level of detail that KPMG looks at as part of the financial statement audit. The plan is to keep materially the same as it was at last year: overall financial reporting materiality at \$7.5 million. As KPMG reviews all the accounts and balances – to the extent any differences are found in excess of \$375,000 or 5% of materiality, KPMG will accumulate those and have discussions with the management team, and they will be part of the Audit Findings Report to the Audit Committee in the fall.

There is a presumption of the risk specifically related to fraud involving improper revenue recognition and risk from management override of controls. These are not unique to the school board by any stretch. They are required to be incorporated into any financial statement audit in Canada, so they've been around for several years now. Nothing uniquely different this year. KPMG will continue to do the work that's required to mitigate these risks to an acceptable level and certainly report back to the Audit Committee in

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November.

KPMG spends time looking at any estimates in the financial statements simply because they are gray by nature, subject to measurement uncertainty and certainly could have an impact on the reported as surplus, or deficit in any given year. KPMG will continue to pay attention to those. Compensation expense, salaries, and benefits are such a large proportion of the Board's overall expenses in any fiscal year, KPMG continues to look at the controls in place relative to the HR payroll processes. That will be the large part of the internal audit that is to occur later this summer.

Financial Statements include school generated funds, which is the consolidation piece. Any significant activity will be looked at in those funds year over year. KPMG is currently working on the 7-month procedure audit which is required to be reported to the Ministry as of March 30. The impact of COVID-19 continues to be a consideration with incremental expenses and revenue recognition related to any new COVID funds the Board has received.

KPMG will report back to the Audit Committee in November 2022 to have the Board approve the financial statements.

KPMG responded to Management's request for proposal in the fall of 2021. The fees presented in the Audit Planning Report are the fees committed to in the proposal.

The Board has engaged KPMG Toronto to carry out a review of certain processes with the Board, KPMG Kingston is aware and certainly comfortable with the necessary safeguards. The Teams are separate and distinct and do not encroach on one another.

Any matters related to control deficiencies will be reported to Management

The annual engagement letter is very similar to previous years, subject to a new COVID-19 rider. Included in the Audit Planning Report is an example of expected report KPMG would expect to issue upon completion of the audit in November.

KPMG has had conversations with the Board with respect to new accounting standards for the future. The newest accounting standard, Asset Retirement Obligations, will come into play in 2023. Conversations will continue with Management to make sure everyone is in a good position for next fiscal year.

Chair French asked for questions and thanked L. Huber.

9. OTHER BUSINESS

None at this time.

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10. OTHER MEETINGS

September 12, 2022, 5:30 pm

November 7, 2022, 5:30 pm

May 1, 2023, 5:30 pm

11. ADJOURNMENT

MOTION: To adjourn.

MOVED BY: Trustee Elliott. Carried.

The meeting adjourned at 6:22 pm.



ADMINISTRATIVE REPORT: RENAMING OF ÉCOLE KINGSTON EAST ELEMENTARY SCHOOL

REGULAR BOARD MEETING

April 27, 2022 (Originally submitted) - Resubmitted May 18, 2022

Purpose

To inform Trustee's decision-making related to the renaming of École Kingston East Elementary School.

Background

Trustees of the Limestone District School Board voted unanimously to initiate a renaming process in June 2021. Trustees also voted to remove the former school name, École Sir John A. Macdonald Public School and use École Kingston East Elementary School (ÉKEES) until a new name was chosen. This decision acknowledged the pain and harm that the former name had caused within the community and particularly with Indigenous members.

A Renaming Committee was established in October 2021 to oversee a consultation process with all school community stakeholder groups to select renaming options as per Administrative Procedure 552: Naming and Renaming of Schools. The Committee included representation from students, families, staff, and community members with a particular emphasis on ensuring the membership included Indigenous Peoples and voices.

The Renaming Committee also developed the following additional criteria to guide the name selection:

- former school names will not be considered
- avoid the selection of any name of an individual (even if deceased)
- will not appropriate Indigenous words/languages/names
- ensure new name has a connection to nature/land to promote a sense of identity and belonging among all peoples

The school and broader community were provided with several educational components to support their understanding of the renaming process. Between November 22-26, 2021, an initial call for names was opened to ÉKEES students, families and staff and community members via an online submission process. The Renaming Committee reviewed all submissions and narrowed the submissions to a short

list of four names that honours equity, diversity, and inclusivity, and ensures all students, families and staff feel safe and welcome.

Stakeholders were again invited to provide input on the four names and rank their top three choices. People were also welcome to provide one alternate suggestion that was not included in the list of names. The follow up survey was open from February 14 – 18, 2022. Based on the survey results as well as student voice collected through conversation at ÉKEES, the Renaming Committee removed the two least popular names and added two new names to the final list of names for public feedback. The final survey was open from March 31 – April 7, 2021. The Renaming Committee asked the ÉKEES school community to select their top three name choices from the following four final name suggestions: **Butternut Creek Elementary School, Maple Elementary School, Forestview Elementary School, Maplevue Elementary School.**



During the week of April 4, the school gathered student voice by connecting the curriculum to various aspects of the renaming process. Students and staff collected and graphed data, created persuasive advertisements (posters), and incorporated these ideas into their writing. Students learned about Maple trees, visited Butternut Creek, and connected the final four names to the

learning process at every grade level. Every class displayed their survey results outside classrooms on walls, windows, and even a staircase. One class took it upon themselves to collect the number one name choice of each of the 35 classes and graph the results in the foyer, so students and staff were able to see the name preferences on the final day of voting. Every student in Grades 4 to 6 had the opportunity to cast individual votes, while students in Kindergarten to Grade 3 had some discussions, voted for their favourites, and then represented their votes as class choices.

Current Status

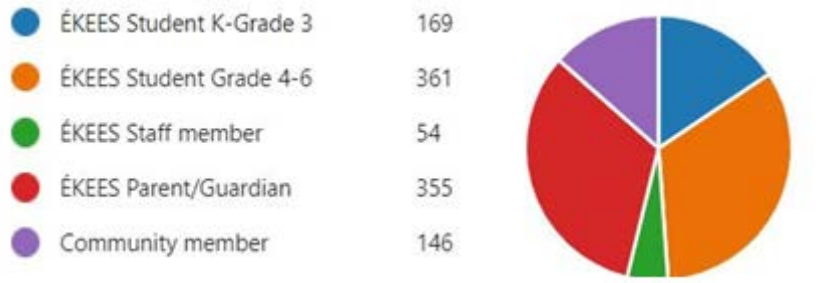
The Renaming Committee, as guided by Administrative Procedure 552, is required to provide the Board of Trustees with three to five name suggestions for consideration, along with rationale and indication of the level of support for the short-listed names.

The online surveys gathered name preferences from both the ÉKEES school community as well as the public. Of the names short-listed by the Renaming Committee Butternut Creek Elementary School, consistently garnered the popular vote from respondents who completed the online, anonymous surveys.

Additionally, forty-nine per cent (49%) of students selected Maple Elementary School as their preferred name while forty-two per cent (42%) choose Butternut Creek when student voice was gathered at the school level during the week of April 4 – 7.

Final Online Survey Submission Results:

One thousand and eighty-five (1085) responses were received via the online submission form.



Voting results based on preferences for the final four names from 1085 responses in alphabetical order:

	My 1 st Choice	My 2 nd Choice	My 3 rd Choice
Butternut Creek Elementary School	529	268	261
Forestview Elementary School	111	235	299
Maple Elementary School	172	271	209
Mapleview Elementary School	273	311	316

Recommendations

That the Board of Trustees select a new name from the following four names:

Butternut Creek Elementary School: Butternut Creek is a local conservation area that is located near the school and is often visited by students and staff for both learning and physical education opportunities. This suggestion was submitted most often by students on the online survey, and embodies a clear and vital connection between students, the school, and the land.

Maple Elementary School: Students also suggested this name as the maple leaf is an iconic Canadian symbol and reflects the importance of our environment. Maple connects to the land and history of First Nations Peoples and is one of the first medicines of spring (maple sap). The maple leaf is also an iconic symbol of Canada to newcomers and represents a safe and welcoming space. There are several maple trees on the property offering a further connection to the land. The existing school logo is already an M with a maple leaf. “Maple Majors” also has a nice ring to it.

Forestview Elementary School: This name was suggested in the second survey, February 2022. It was felt this name also reflects a connection to the land with the view of the Maples, other trees and vegetation that lives and grows in the Butternut Creek Conservation area. There is a beautiful view of this forested area from the third floor of the school and students often explore it during community walks.

Mapleview Elementary School: This name was brought forth through many conversations with people who were attracted to the name Maple but wanted a bit more creativity in a school name. The addition of ‘view’ still follows the naming guidelines and connects to the rationale of Maple Elementary School. Adding the word view, extends its meaning by recognizing the view of the Maples, whether it be on

school property where students have planted them, viewed while looking out of the second or third floor windows of the school or walking through the conservation property. Everywhere you look, you have a view of the Maple.

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,

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,

That the Board of Trustees ensure that whatever name they choose, that it be bilingual and

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.

Prepared by: Alison McDonnell, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: INTERIM REPORTING QTR 2 2021-2022

REGULAR BOARD MEETING

April 27, 2022 - Tabled - Resubmitted May 18, 2022

Purpose

To report on the Interim Financial Operating expenditures for the period September 1, 2021 to February 28, 2022 (Quarter 2).

Background

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 (Quarter 1).

Attached is the 2021-2022 Interim Financial Report for the period ending February 28, 2022 (Quarter 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. *(See Appendix 1 for more information.)*

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).

Recommendations

That this report be received for information purposes.

Prepared by: Paula Carson, Manager of Financial Services
Reviewed by: Craig Young, Superintendent of Business Services
Krishna Burra, Director of Education

Limestone District School Board
Interim Financial Report-Operating Expenditures
For the Period Ending February 28, 2022 (Quarter 2)
Appendix 1

Expenditure Categories	2021-2022 Revised Estimates	2021-2022 Expenditures at (Q2)	2021-2022 % Spent at (Q2)	2020-2021 % Spent at (Q2)
Instruction				
Classroom Teachers	\$ 133,611,147	\$ 64,767,820	48%	48%
Supply Staff	7,739,647	3,237,435	42%	38%
Educational Assistants	17,034,337	9,136,861	54%	49%
Early Childhood Educators	4,916,610	2,659,456	54%	55%
Textbooks and Supplies	5,779,933	2,441,703	42%	46%
Computers	4,568,850	1,391,681	30%	50%
Professionals/Paraprofessionals	9,660,516	4,507,797	47%	45%
Library and Guidance	2,968,199	1,491,279	50%	50%
Staff Development	1,217,075	307,215	25%	25%
Department Heads	319,563	163,884	51%	50%
Principals and VPs	11,512,668	5,344,245	46%	48%
School Office	6,695,738	3,563,488	53%	53%
Coordinators and Consultants	3,831,264	1,700,884	44%	47%
Continuing Education	1,747,505	541,461	31%	43%
Instruction Total	211,603,052	101,255,209	48%	48%
Administration and Governance				
Trustees	156,096	61,709	40%	38%
Directors and Supervisory Officers	844,295	400,259	47%	49%
Board Administration	7,051,582	3,275,887	46%	46%
Administration and Governance Total	8,051,973	3,737,855	46%	46%
Transportation				
Transportation	18,119,955	10,618,048	59%	57%
Transportation Total	18,119,955	10,618,048	59%	57%
Pupil Accommodation				
School Operations and Maintenance	28,018,393	13,142,373	47%	46%
Pupil Accommodation Total	28,018,393	13,142,373	47%	46%
Other				
Other Non-Operating Expenses	7,630,520	4,578,591	60%	49%
Pupil Accommodation Total	7,630,520	4,578,591	60%	49%
Operating Expenditures Total	\$ 273,423,893	\$ 133,332,076	49%	48%



ADMINISTRATIVE REPORT: STRATEGIC PLAN MONITORING

REGULAR BOARD MEETING

April 27, 2022 - Tabled - Resubmitted May 18, 2022

Purpose

To update Trustees on the progress of the Strategic Action Plans for 2021-2022.

Background

Under the *Education Act*, the Director is responsible for the implementation of the Multi-Year Strategic Plan (MYSP). The Director, with Senior Staff, will share the MYSP into concrete action plans for which they will own responsibility. The 2020-2021 MYSP was shared in the fall of 2021. These plans outline how to achieve the MYSP's priorities and goals and work to bring the MYSP to life.

Current Status

Under the *Education Act*, the Director must review the Multi-Year Strategic Plan annually with the Board of Trustees, timed to align with the Director's Annual Report at the end of the calendar year. To assist Trustees with their ongoing monitoring, a mid-year update is provided using a 'traffic light' system to evaluate the progress of specific actions which were designed to operationalize the achievement of LDSB strategic goals. The action plan areas for this school year were approved by trustees in the fall of 2021.

At the Board Meeting on April 27, 2022, Senior Staff will present a monitoring update, focusing on the items that have been assessed as high priorities to focus our work in the coming months and moving into the next school year. These items are assessed using the 'traffic light' system indicating the degree of progress on the attached action plans. A semi-annual assessment allows staff to make adjustments to ensure that the MYSP goals remain on track to the maximum extent possible. The current pandemic continues to impact our ability to make progress in some areas due to challenges in being able to provide ongoing professional learning for staff.

Staff's commitment to Trustees is that the areas of focus will also populate Board and EPOC agendas throughout the five-year Strategic Plan, thereby providing ongoing monitoring opportunities at every board and committee meeting.

Recommendations

That the Board receive the Monitoring Action Plan for information.

Prepared by: Krishna Burra, Director of Education
Attachment: Strategic Plan Graphic
Action Plans for 2021-2022



Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W1.1 Healthy Schools (including COVID-19 Response)

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

RESPONSIBILITY: Associate Superintendent Gollogly and Associate Superintendent Sartor

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

Actions	Timelines	Status	Evidence of Success
A collaborative group comprising Program Team staff and educators will share resources and activities that adhere to COVID-19 Safety protocols required during Health and Physical education. These activities will be housed in the Minds Online Physical Health and Education course.	September 2021- August 2022	●	<p>A weekly email will be sent out to all staff with ideas and/or short videos to support health and physical education activities that adhere to COVID-19 Safety protocols.</p> <p>Use of the Minds Online Physical Health and Education course will continue to increase (through subscription and weekly clicks) School visits and frequent check ins with educators will confirm that safety guidelines are followed and that educators are using the activities.</p> <p>Update: Weekly activities are being shared with the system.</p>
LESSA and KASSA will support the development and coordination of interschool sports, adapted to COVID-19 Protocols.	September 2021- June 2022	●	<p>LESSA and KASSA resumed training in January and have begun regular computation as of February. As of March 1, 2022, you will no longer need to show proof of vaccination status.</p> <p>Update: Weekly meetings with public health to maintain up-to-date protocols.</p>
Work with KFL&A Public Health in providing Immunizations and Oral Hygiene programming during COVID-19 restrictions.	September 2021 – August 2022	●	<p>KFL&A Public Health and LDSB worked cooperatively to ensure that Immunizations and the Oral Hygiene Program were able to operate during COVID-19. KFL&A and school staff will follow and support COVID-19 protocols so that these invaluable services can operate within schools.</p>
COVID-19 Protocols - worked with KFL&A Public Health on ensuring COVID-19 protocols were established in all schools prior to September 2020 and ongoing.	September 2021 – August 2022	●	<p>In consultation with KFL&A Public Health and following Ministries of Education and Labour directives, COVID-19 training, and safety protocols were established for all schools and board buildings. Health and Safety Training and COVID-19 Protocols were reviewed prior to the school year start up. Students, staff, and community support were required to screen prior to leaving for school and signs were provided to indicate symptoms and non-entry to non-staff personnel. The screening protocols for staff and students were adjusted regularly to conform to Public Health and Ministry standards, and this information was shared with stakeholders as required. Contract tracing for positive school cases was removed in January. Screening protocols for staff and students were established and adjusted regularly to conform to Public Health and Ministry standards. Rapid Antigen Tests are provided to every student and staff that has symptoms of COVID-19.</p> <p>Outcome: We will continue to monitor our health and safety protocols with Public Health.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W1.2 Mental Health

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

RESPONSIBILITY: Superintendents Scot Gillam, Sue McWilliams, and Associate Superintendent Patty Gollogly

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

Actions	Timelines	Status	Evidence of Success
Enhance direct mental health services to students through COVID-19 related funding.	September 2021 - August 2022	●	<p>Created opportunities for secondary students engaged in remote learning through the LDSB Virtual School to access virtual mental health services provided by a registered Social Worker.</p> <p>Created opportunities for elementary and secondary students engaged in remote learning through the LDSB Virtual School to access virtual mental health supports provided by a Student Support Counsellor/Adolescent Care Worker.</p> <p>Update: In progress</p>
Equip and support staff with role specific professional learning opportunities.	September 2021- January 2022	●	<p>Professional Learning opportunities for administrators/educators and/or support staff will be provided in the areas of:</p> <ul style="list-style-type: none"> - Promoting a relationship-based approach to student well-being and achievement during the transition back to school - ASIST training - The Third Path – a Relationship-Based Approach to Well-being and Achievement - Kids Have Stress Too! - Train the Trainer Community Resilience Initiative Trauma-Informed Training - Resource Package for Lead Student Success Teachers and Guidance staff - Centering Black Youth Wellbeing: A Certificate on Combatting Anti-Black Racism <p>Update: Progressing as planned virtually.</p>
Provide professional development opportunities related to anti-Black and anti-Indigenous racism and its impact on student mental health and wellbeing.	September 2021 - August 2022	●	<p>Monthly resource sharing in the areas of anti-Black and anti-Indigenous for Educational Services staff.</p> <p>Members of the Mental Health and Substance Use leadership team, all Adolescent Care Workers, Clinical Consultants, Social Workers, and Student Support Counsellors were invited to participate in YouthRex's Centering Black Youth Wellbeing: A Certificate on Combatting Anti-Black Racism.</p>
Enhance equitable access to and culturally responsive school mental health supports and services.	September 2021- August 2022	●	<p>Create opportunities for consultation and coaching to school staff regarding social, emotional, behavioral, and mental health needs of JK-3 students at risk of suspension/expulsion.</p> <p>An online self-referral mechanism is accessible on all secondary school websites so that all secondary students can access mental health supports regardless of engaging in in person or virtual learning. Individual QR codes for each secondary school provide access to the Adolescent Care Worker and Social Worker assigned to the school.</p>



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

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams, and Associate Superintendent Patty Gollogly

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

Actions	Timelines	Status	Evidence of Success
Enhance equitable access to and culturally responsive school mental health supports and services. (Continued)	September 2021- August 2022	●	Collaborate with community partners (Immigrant Services Kingston and Area, KEYS) to establish a service pathway for culturally responsive supports and services: connect settlement workers with ESL instructors and K-3 Social Worker for increased collaboration.
Participate in training and implementation of school-based intervention to promote resilience and reduce distress among newcomer students.	September 2021 - August 2022	●	<p>Social Workers and Mental Health Lead to attend 2-day training in the STRONG (Supporting Transition Resilience of Newcomer Groups).</p> <p>Liaise with the Equity and Inclusion Consultants and ESL team to develop implementation plan for the 2021-22 school year.</p> <p>Update: Unable to action due to COVID-19 and individual caseloads. Hoping to complete in Spring of 2022.</p>
Enhanced communication and resources targeted at families/caregivers and students that support student mental health and substance use concerns.	September 2021- January 2022	●	<p>Increased communication regarding where to turn for school-based and/or community-based supports. Communication and resources to focus on prevention, intervention, and harm-reduction.</p> <p>Update: This work is ongoing.</p>
Increase staff awareness of the LDSB Suicide Response Protocol and internal pathways to care.	September 2021 – January 2022	●	<p>Promote awareness of The Suicide Response Protocol and Pathways to Care so that all staff who come into contact with a student can ensure their safety and care. This includes reviewing the protocol with new staff, equipping administrators to review the protocol with school staff, and making the protocol more accessible to staff, families, and students.</p> <p>Update: Make protocol public along with support documentation (video support).</p>
Collaborate with the Adverse Childhood Experiences Coalition of KFL&A	September 2021- August 2022	●	Work with the ACES coalition to promote CRI training, using LDSB and community-based facilitators. Continue to work closely with the coalition to provide wrap around services and support for students/families affected by ACEs. Continue to develop services/programs in collaboration with the ACEs group.
Implement Year 1 of the new three- year Mental Health and Substance Use Strategy for 2021-2024.	September 2021 - August 2022	●	<p>The 2021-2024 Mental Health and Substance Use Strategy was released in the Fall of 2021. It has been released and shared with the Mental Health and Substance Use Leadership Committee, Special Education Advisory Committee, staff, students, families, and community partners.</p> <p>Update: The Year 1 Implementation roll out of the Mental Health and Substance Use Strategy is ongoing.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W1.3 Outdoor Education

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

RESPONSIBILITY: Superintendent Alison McDonnell

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

Actions	Timelines	Status	Evidence of Success
Create and/or enhance Outdoor Education spaces at the Gould Lake Outdoor Education Centre.	September 2021 - August 2022	●	<p>Creation of natural playground structures and outdoor classroom spaces in the upper campground space for students.</p> <p>Update: This work has been stalled because of COVID-19 and therefore still in progress.</p>
Offer summer 2022 Gould Lake programming that meets most up-to-date public health requirements as per KFL&A Public Health and guidelines from the Ministry of Education.	September 2021 - August 2022	●	<p>Staffing and programming for Summer Outreach programs and Nature Camps meet all public health guidelines.</p> <p>Update: Planning under way for full suite of summer outreach programming including overnight trips and four elementary Nature Camps with adherence to all public health protocols.</p>
Continue to improve and refine programming offered to students face to face and remotely (online).	September 2021 - August 2022	●	<p>Develop pre- and post-visit activities for teachers to engage with students who visit the Gould Lake Outdoor Education Centre or access Gould Lake programming remotely from their classrooms (including virtual school).</p> <p>Increase online presence through YouTube to make Gould Lake programming more accessible.</p> <p>Update: Pre- and post- follow-up activities continue to be developed by the Outdoor Education team for face to face learning and remote learning.</p> <p>Six videos were created that take students on a virtual field trip to different areas and are posted on the Gould Lake YouTube channel.</p>

Action Plan W2.1 Accessibility

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

RESPONSIBILITY: Superintendents Scot Gillam, Sue McWilliams, and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Removal of physical barriers through renovations and new school builds.	September 2021-August 2022	●	Installation of accessibility features in new builds and renovations to existing structures as required as per AODA requirements. Continue to monitor Facility Improvement Plans (FIPs) as schools make proactive requests to remove physical barriers through building modification renovations.
Review of Accessibility Levels of each school and provide rationale and plan for potential improvement.	September 2021-August 2022	●	Review of school accessibility level and provide rationale for level and potential plan for moving forward.
Provide equity of opportunity and inclusion of all students and strengthen student voice through the establishment of school-based accessibility audits.	September 2021-August 2022	●	<p>Students are engaged in school-based accessibility audits to identify areas of improvement within schools. Secondary school pilot to be implemented by June 2022 with full implementation in Sept. 2022.</p> <p>Update: An audit took place at Frontenac Secondary School in December 2021. Further adjustments to the audit and sharing will take place prior to pilot activities in June.</p>
Ensure board communication tools are accessible and AODA compliant.	September 2021-August 2022	●	<p>Communications has created an 'Accessibility Tips for Social Media' (YouTube, Twitter, Facebook, Instagram) and shared it with the Accessibility Planning Committee for input.</p> <p>Update: Document to be shared with administrators for implementation during Spring 2022.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W2.2 Equity & Inclusion

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams, Scot Gillam, and Jessica Silver and Associate Superintendents Patty Gologly, Stephanie Sartor, and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Creation of Human Rights Reporting Tool and Administrative Procedure.	September 2021-August 2022	●	<p>Human Rights Reporting Tool and Administrative Procedure will be created by the Human Rights and Equity Officer. Professional learning will occur with administrators at administrator meetings in anticipation of roll out in September 2022.</p> <p>Update: Draft of AP and Reporting Tool is complete. Consultation with stakeholders is now occurring. Professional learning planned with administrators in April and May 2022.</p>
Publication of See Yourself in Limestone: Student Census Descriptive Report and creation of Technical Advisory Group to guide secondary data analysis.	September 2021-August 2022	●	<p>The Student Census Descriptive Report will be created and shared publicly. A Technical Advisory Committee (TAG) will be established to support secondary data analysis.</p> <p>Update: A Descriptive Report was created and shared widely with internal and external stakeholders. Terms of Reference were created for the TAG as well as an application process. The TAG has met twice in January and February 2022.</p>
Participate in Culturally Responsive Relevant Pedagogy (CRRP) through Ministry of Education funding.	September 2021-August 2022	●	<p>Primary educators in four schools will participate in a CRRP project using Mentor Texts to teach anti-racism with primary students.</p> <p>A partnership will be developed with the Critical Thinking Consortium, for creation of a Narrated PowerPoint (5 modules) and book kit for all LDSB elementary schools, to build equity literacy in the primary years.</p> <p>Update: Due to OT shortages, professional learning pivoted to a bi-weekly check-in called “Casual Conversations” where educators could meet and discuss ongoing anti-racism work in the classrooms. Creation of modules is ongoing with the goal to release the modules at a Summer Institute.</p>
Schools will participate in equity-based Arts projects: Expanding Horizons.	January 2022-August 2022	●	<p>Students will participate in equity-based arts projects dedicated to providing students opportunities to build capacity in arts and equity education.</p> <p>Update: Artists are being contacted for inclusion in a menu of options. Schools will have an opportunity in the spring to signal interest in participation. Workshops to occur prior to the end of the school year.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W2.2 Equity & Inclusion (Cont'd)

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams, Jess Silver, Scot Gillam, and Associate Superintendent Patty

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

Actions	Timelines	Status	Evidence of Success
Utilizing a grant from the Limestone Learning Foundation, literacy program team members will curate and purchase classroom library texts for junior level classrooms in elementary schools. The collection will include books that incorporate black author voice and Indigenous author voice. Texts will support learning about topics such as equity, anti-racism, and gender. The goal of the project is to increase the diversity of texts students are exposed to within LDSB elementary classrooms.	September 2021 – August 2022	●	<p>Program team members will provide book boxes that include a summary of each text and ideas to incorporate the book into classroom instruction. Program team members will also create book talk videos that are included on the Literacy Minds Online resource.</p> <p>Students and staff will report an increased level of student engagement as a result of book choice that is more representative of student and community populations.</p> <p>Update: Schools received their first set of junior level classroom texts at the beginning of the school year. The LLF has generously provided an additional donation that will allow the program team members to offer a similar group of books for primary level classrooms in every elementary school. The initiative has been titled “Books Are Back.”</p>
A snapshot of core texts that are being read within English classrooms at all grades and pathways will be collected centrally, consolidated, and shared with all secondary English departments for information and to support future collaboration.	December 2021 – August 2022	●	<p>An audit of course literature in English classes (year 2 of 3) will be done by staff following semester one.</p> <p>Update: Schools completed an audit of course literature in Grade 9 – 12 English classes, which was collated and shared with schools. Audits will be completed over a three-year period.</p>
De-streamed Grade 9 program, with implementation in September 2022	November 2021 – August 2022	●	<p>A plan for the implementation and support of a Grade 9 De-streamed program will be developed.</p> <p>Update: Given occasional teacher shortages, some of the de-streaming plan has been paused.</p>
Secondary civics teachers will engage in professional learning for Anti-Black Racism resources.	September 2021 – June 2022	●	<p>Civics educators will engage in virtual professional learning which is offered each Quadmester. Professional learning will focus on increasing understanding of the importance of including Anti-Black Racism resources into their Civics lessons, and increased efficacy to use the lessons and resources provided.</p> <p>Update: Professional learning has been offered, and lessons shared with LDSB civics teachers for classroom implementation.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W2.2 Equity & Inclusion (Cont'd)

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams, Jess Silver, Scot Gillam, and Associate Superintendents Patty

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

Actions	Timelines	Status	Evidence of Success
Through a partnership with OSSTF, secondary educators will engage in the Anti-Black Racism professional learning series offered by OSSTF.	September 2021 – June 2022	●	<p>Secondary educators will participate in voluntary professional learning offered through OSSTF on Professional Development days.</p> <p>Update: Anti-Racism professional learning with secondary staff will occur on April PA Day.</p>
Creation of Terms of Reference and Work Plan for Black Community Advisory Committee	January 2021 – August 2022	●	<p>The Black Community Advisory Committee will develop Terms of Reference and a work plan to guide the work of this committee.</p> <p>Update: Two meetings occurred in October 2021 and January 2022. The Terms of Reference are in draft form. The work plan will be created in Spring 2022.</p>
Revise LDSB Equity Action Plan	September 2021- August 2022	●	<p>Review feedback from Spring 2021 Consultations and revise Equity Action Plan.</p> <p>Update: Feedback has been reviewed. The revised plan will be shared in Spring 2022.</p>
Formation of Staff Affinity Networks	September 2021- August 2022	●	<p>Create networks to provide a confidential empowering space for sharing experiences and addressing concerns, peer-to-peer connection, informal mentorship and increase sense of belonging.</p> <p>Update: An expression of interest was shared with all staff. A 2SLGBTQ+ staff network, Black, Indigenous and Racialized staff network and staff network for people living with disabilities will commence in Spring 2022.</p>
2SLGBTQ+ School Staff Collective	September 2021- August 2022	●	<p>Create a 2SLGBTQ+ school staff collective to assist with student initiative/programs to support 2SLGBTQ+ youth.</p> <p>Update: Currently 49 members working on community-oriented activities that are responsive to student needs and with student input. Two meetings have occurred.</p>
Creation of Community Equity Advisory Committee	December 2021- August 2022	●	<p>Create a Community Equity Advisory Committee to advise the LDSB on equity-based issues.</p> <p>Update: A terms of reference is being developed including an application process.</p>
Review interview process to identify and eliminate potential barriers for applicants.	September 2021 – August 2022	●	<p>LDSB Equity Consultant observed group interview process through Equity, Diversity, and Inclusion lens to identify areas to be addressed.</p> <p>Outcome: Recommendations have been received and implemented by Human Resources. Processes continue to be reviewed.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W2.2 Equity & Inclusion (Cont'd)

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams, Jess Silver, Scot Gillam, and Associate Superintendent Patty

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

Actions	Timelines	Status	Evidence of Success
Expand outreach to attract more diverse applicant pools when filling vacancies or new positions	September 2021 – August 2022	●	Job opportunities posted to a variety of Job Boards that attract diverse applicants. Update: Human Resources continues to explore alternative strategies to further diversify applicant pools.
Include ability for applicants to voluntarily self-identify.	September 2021 – August 2022	●	Prospective and current applicants/employees begin to self-identify providing data from which to monitor progress. Update: The new See Yourself in Limestone posting template now includes a voluntary self-identification statement. ApplytoEducation also includes the ability to self-identify. As well, LDSB has added the option of choosing pronouns to the ApplytoEducation application form. Some applicants self-identifying as part of the application process.
Expand modules in Apply to Education in order to establish a formal applicant tracking database.	September 2021 – August 2022	●	All applications tracked and data available to monitor progress. Update: New module purchased with implementation and training planned for September 2022.
Incorporate our commitment to Equity, Diversity, and Inclusion into the hiring process	September 2021 – August 2022	●	All interview processes to embed Equity, Diversity, and Inclusion. Update: Continue to collaborate with administrators and hiring managers to embed Equity, Diversity and Inclusion throughout the hiring process.
New Human Rights & Equity Officer position created to support Equity, Diversity & Inclusion work within LDSB.	September 2021 – December 2022	●	Position posted and incumbent hired. Update: Incumbent meeting with internal and external stakeholders to support and advance EDI work in Limestone.
Develop and build partnerships with community organizations to advance Equity, Diversity, and Inclusion goals.	May 2021 – August 2022	●	Engaged with KEYS to explore ways to support the advancement of EDI goals, including signing the Workplace Inclusion Charter, which aims to create and promote safe spaces for marginalized populations. An EDI self-assessment survey was sent to LDSB staff at the end of June to provide a baseline for our work together moving forward from which KEYS developed three recommendations to support HR in our work.
See Yourself in Limestone Workforce Census developed, communicated, and implemented by spring 2022, for all LDSB employees.	September 2021 – August 2022	●	Initiation of See Yourself in Limestone Staff Census – including development of Privacy Impact Statement, working in partnership with KEYS Equity Team, and in consultation with key stakeholders. Update: Several meetings held to determine demographic and sense of belonging questions to be asked; a half day of EDI training for committee stakeholders. Communication strategy being developed. Survey to be launched April 29 – June 10, 2022.

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W2.2 Equity & Inclusion (Cont'd)

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams, Jess Silver, Scot Gillam, and Associate Superintendent Patty

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

Actions	Timelines	Status	Evidence of Success
Development of standardized Exit Survey/Interview for all employees who resign or retire from LDSB.	September 2021 – August 2022	●	<p>All employees exiting Limestone asked to complete Exit Survey and data collected used to make improvement, as required/appropriate.</p> <p>Update: Exit Survey developed, and link provided in every retirement / resignation acknowledgement letter for employees to complete upon leaving LDSB. Information collected will be used to recommend and make improvements, where viable and appropriate.</p>
Provide equitable access to Apply to Education platform for applicants applying to LDSB.	September 2021 – August 2022	●	<p>Apply to Education free for all potential applicants to LDSB.</p> <p>Outcome: Applicants no longer have to pay a fee to set up a profile and apply to job postings for LDSB.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: Superintendent Jessica Silver, Associate Superintendent Stephanie Sartor, and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
International Education			
International student enrolment.	September 2021-August 2022	●	<p>Increase current levels of student enrolment which dropped due to COVID-19 from a range of countries with the ongoing challenge of post-pandemic economic factors of target markets. Research current market data and use third party market research as well as information from the Canada Trade Commission.</p> <p>Update: Recruitment challenges anticipated with post-pandemic economic factors within target markets. Recruitment Fairs initially planned in person have been cancelled and have pivoted to virtual.</p>
Monitor and create safety protocols and practices which comply with Entry to Canada travel protocols for students to prepare for approval for admission of International Students.	September 2021-August 2022	●	<p>The International Education department worked with the Federal Government, Government of Ontario, and KFL&A Public Health to create COVID-19 safety protocols and were granted approval by the Ministry of Education for admission of International Students on December 16, 2020. Ongoing monitoring of new travel restrictions and requirements continues. International Students arriving in the LDSB International Program must be fully vaccinated to be in our homestay program for 2021-2022 school year.</p>
Open up different markets for enrollment to increase diversity for the LDSB International Education Office, specifically: Czech Republic, Italy, Germany, Vietnam, Dubai, Thailand. Re-establish links in China and Brazil post COVID-19 as many agencies in those countries have closed.	September 2021-August 2022	●	<p>Connections in all identified markets, with the goal of rebuilding enrollment after decline due to COVID-19. Positive market growth has occurred in Italy, Germany, Spain, Czech Republic, Korea, Japan, and Turkey. European markets are strong, and demand post-pandemic is rising in that area. Target markets for enrollment will be Brazil, China, SE Asia for 2022 and 2023</p> <p>Update: Ongoing</p>
Increase profile and social media presence of the IEO for the board and internationally.	September 2021-August 2022	●	<p>Increased International Education profile within the board with updates to website and social media. Regular inclusion of International Education updates to school administrators through monthly admin meeting update. Develop partnerships with St. Lawrence College and Queen's University with the aim of joint co-marketing and trade missions.</p> <p>Update: Ongoing</p>
Homestay Recruitment	September 2021 – August 2022	●	<p>COVID-19 has impacted the number of homestays for 2021-2022. Marketing and communication will focus on homestay recruitment in the Spring of 2022 in an attempt to have modest homestay growth for expected enrollment in 2022-2023 school year. Resume Homestay Family recruitment as COVID-19 vaccinations increase locally and add rural options for International Students looking for that experience.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: Superintendent Silver, Associate Superintendent Stephanie Sartor, and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
English as a Second Language			
Support the continued professional learning of the K-12 ESL team, specifically in the area of oral language development, which aligns with current K-12 literacy practices.	September 2021 - August 2022	●	<p>Professional learning plan that is ongoing, involves the literacy program team members, the ESL team, and members from the Speech & Language Pathologist team (SLP). Learning plan will be responsive to the learning needs of our K-12 ESL team.</p> <p>ESL team will report a deeper understanding of literacy practices that support K-12 English language learners, particularly in the area of oral language development.</p> <p>Update: One professional learning session with the literacy program team has occurred. One collaborative learning session with the Literacy program team, ESL team and SLP team has occurred. Due to a shortage of available occasional teachers, the second of three planned sessions has been postponed.</p>
Through a co-plan model, K-12 ESL team will build system capacity in the area of utilizing the STEP assessment in order to offer instruction that meets the needs of the ELLs.	September 2021- August 2022	●	<p>Release time offered to the ESL team and the educators will be used to co- plan responsive instruction.</p> <p>Anonymous educator survey data gathered before and after the release time will suggest and increase in comfort and understanding of the STEP assessment, and how to utilize this tool to plan responsive instruction for ELLs. The Concerns Based Adoption Model (CBAM) will form the survey.</p> <p>Update: This project has been placed on hold due to a shortage of available occasional teachers.</p>
Develop a system transition support document for students with ESL needs that includes communication with community partners, transition meetings, and system communication between schools and the LDSB ESL department, upon school registration. Transition document will be shared with administrators and office administrators that outlines a path and procedure that schools will follow which will cover both Newcomers and International Students.	September 2021- August 2022	●	<p>Administrators and Office Administrators will report a greater understanding of how to register a family arriving from a country other than Canada and will support the appropriate transition process. ESL team will report increased accuracy in student database following registration.</p> <p>Following meetings between community partners and LDSB, participants will report a greater understanding of the scope of each other's work. Feedback from families will indicate that they feel supported and understand who to contact with questions.</p> <p>Update: The transition document has been created and will be shared with the system at the beginning of Term 2.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: Superintendent Silver, Associate Superintendent Stephanie Sartor, and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
English as a Second Language (Cont'd)			
Create a flowchart/communication model to use with our ESL team and elementary educators, to support assessment for, as and of learning including expectations around report card contribution.	September 2021-August 2022	●	<p>ESL team will report consistent and ongoing use of communication tool between classroom teacher and ESL team member.</p> <p>Educators will feel supported in the area of literacy assessment for, as and of learning, through their ongoing communication with the ESL team.</p> <p>Update: A flowchart has been created and is currently being piloted by the ESL team. All team members are sharing assessment for, as and of learning and reporting comments with educators of ESL students.</p>
In collaboration with community partners, develop pathways of support for both the educational needs and mental health needs of ESL students.	September 2021-August 2022	●	<p>ESL team will meet with LDSB mental health lead and community partners to build a document outlining how to access mental health supports for students with ESL needs.</p> <p>ESL team will schedule ongoing meetings with community partners to discuss emerging needs and required support around registration, transition to school, and ongoing communication with caregivers.</p> <p>Update: Meetings began this fall and are ongoing.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: Superintendent Jessica Silver, Associate Superintendent Stephanie Sartor, and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
French as a Second Language			
Increase student confidence in listening and speaking French (Year 1 of three-year FSL plan)	September 2021-August 2022	● ●	<p>Student voice gathered through an FSL survey will inform next steps in professional learning for educators designed to help increase students' confidence in listening and speaking in French. Update: Survey planning in progress.</p> <p>Investing to support FSL teachers in providing authentic learning experiences while speaking in French. Update: FSL teachers beginning to submit proposals and receive funding to provide rich learning experiences for students.</p>
Increase the number of students remaining in FSL Core and Immersion programs (Year 1 of three-year FSL Plan)	September 2021-August 2022	●	<p>Data has been consistent in the past years. Update: Some students have changed programs for 2021-22 due to interruptions in learning related to COVID-19, while those who were learning virtually have returned to in-person learning.</p>
Ongoing professional learning focused on student engagement.	September 2021-August 2022	●	<p>Educators will voluntarily participate in after-school workshops focused on topics identified through an educator survey: Technology; Accommodations / Modifications; Action-oriented French. Update: Optional virtual professional learning sessions were held in the Fall (Technology and engagement in FSL, Book Creator Info Session).</p>
Ongoing professional learning focused on early literacy skills.	September 2021-August 2022	●	<p>FSL educators will participate in early literacy skills with a focus on phonemic awareness. Update: This professional learning has been placed on hold due to a shortage of available occasional teachers.</p>
Implement effective assessment practices of French proficiency.	September 2021-August 2022	● ●	<p>Continued training and (re-)certification of interested elementary and secondary FSL educators for the Diplôme d'études en langue Française (DELF). Update: (Re-)certification training will occur in early Spring 2022 and participation will depend on the availability of staff.</p> <p>Administration of the DELF for any interested Grade 12 students. DELF is an internationally recognized certification that measures and certifies a student's level of French proficiency. Upon successful completion of the exam, students will receive a DELF certificate awarded by the French Ministry of National Education (France). Update: We will plan to offer the DELF to interested Grade 12 students in May 2022 pending the availability of trained staff to administer the exam.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W3.1 Health & Safety

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

RESPONSIBILITY: Associate Superintendent Patty Gollogly and Superintendents Craig Young and Sue McWilliams

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

Actions	Timelines	Status	Evidence of Success
Delivery and certification of Joint Health and Safety Committee members for Part 1 and Part 2.	September 2021- August 2022	●	<p>Training will be provided for all Principals and identified Worker Representatives on Joint Health and Safety Committees. Training will be provided for both Part 1 and Part 2 of the Ministry of Labour's JHSC training program.</p> <p>Update: Despite limitations on in-person training, training has continued for both administrators and worker representatives.</p>
Improved health and safety measures including proactive interventions to return employees to work safely as soon as possible after a workplace injury.	September 2021 – August 2022	●	<p>Continued improvement of health and safety measures as well as early return to work interventions after workplace injuries placing LDSB above average in comparison to other boards across the province.</p> <p>Update: LDSB continues to lead provincial average in minimized loss time and early safe return to work.</p>
Deliver training for Health and Safety COVID-19 protocols at various points in the year.	September 2021- August 2022	●	<p>All staff were trained in Health and Safety procedures related to COVID-19 and all staff were trained in COVID-19 protocols as developed by the Ministry of Education, Labour, and Health. All casual staff were also included in training as were placement students from Queen's and St. Lawrence College. Training reminders and changes were provided to staff when needed and as directed by either the Ministry of Education or KFL&A Public Health.</p> <p>Outcome: Completed initially and as required with changes to Ministry or Public Health directives.</p>
Continue to focus on attendance support, working with provincial Disability Management network to problem solve increasing employee absences and support earlier return to work.	September 2021 – August 2022	●	<p>Continue to support and manage employee absences on case-by-case basis, as necessary, with the goal of returning employees safely to work through the accommodation process, where appropriate.</p> <p>Update: LDSB continues to have absence rates below provincial average.</p>
Settlement of Ministry of Labour hearing focused on Joint Health & Safety Committee structure and monthly inspections.	September 2021 – August 2022	●	<p>Resolution of Ministry of Labour issue re: JHSC meetings and inspections.</p> <p>Update: Agreement in place with two labour partners to pilot a new model until end of the current school year with potential adjustments to be made based on experience. Discussions continuing with third labour partner with intent to resolve matter.</p>

Strategic Action Plan: 2021 – 2022
Mid-Year Update
Action Plan W3.1 Health & Safety (Cont'd)

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

RESPONSIBILITY: Associate Superintendent Patty Gollogly and Superintendents Craig Young and Sue McWilliams

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

Actions	Timelines	Status	Evidence of Success
Proactively assess and anticipate health and safety issues, targeting areas such as student actions, STF, and system weaknesses to reduce workplace injuries.	September 2021 – August 2022	●	<p>Continue to purchase experimental PPE and implement other measures/systems, evaluating overall effectiveness in reducing workplace injuries and absences.</p> <p>Update: 8th consecutive year of year-over-year injury reduction LDSB continues to be below Provincial annual average with one of the lowest WSIB cost rates.</p> <p>The focus this year has been on staff injuries because of student action. Developed early intervention strategies. Currently LDSB is 40% below provincial averages (Q1) for aggression and struck by/against incidents. Continued diagnosis of areas or conditions that lead to student action using a targeted approach to continue to proactively reduce injuries/incidents.</p>
Development of Health & Safety Training for return to school, related to new COVID-19 Protocols	September 2021 – August 2022	●	<p>Health and Safety training developed for LDSB COVID-19 context as well as all other mandatory training implemented prior to start of school for students.</p> <p>Outcome: Completed</p>
Development and implementation of Vaccination Attestation Protocol and Rapid Antigen Testing	September 2021 – August 2022	●	<p>Vaccination Attestation Protocol and Testing in place for all employees.</p> <p>Outcome: Development and implementation of Attestation platform. Development of Attestation Protocol, including voluntary attestation for Booster vaccination, including regular tracking and reporting to Ministry.</p> <p>Implementation of testing requirements, including distribution of Rapid Antigen Test kits, monitoring for compliance and reporting to Ministry.</p> <p>Regular communication with unions and employees with respect to the above.</p>
Supply and Delivery of HEPA filter units	September 2021– August 2022	●	<p>Facility services staff continue to source and deliver HEPA filter units to schools.</p> <p>Outcome: All HEPA filter units have been received and delivered to the applicable schools. The filter inventory as listed on the website has been updated to reflect the correct values.</p>

Action Plan W3.2 Safe Schools Prevention & Intervention

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

RESPONSIBILITY: Associate Superintendent Patty Gollogly

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

Actions	Timelines	Status	Evidence of Success
Continue to work with Community Partners on the reaffirmation of Commitment to the Community Threat Assessment Process.	September 2021 - August 2022	●	Level 1 Training will be provided to LDSB staff and Community Partners twice during the 2020/21 school year. Outcome: Unable to complete due to training restrictions as a result of COVID-19
Work with Police/Board Protocol Partners to ensure that policies and procedures are continually adapting to new laws and legislation.	September 2021 - August 2022	●	Begin planning process for an update to the Police Board Protocol for the 2021-22 School Year. Include various community partners in the planning process and updates to reflect our commitment to equity and inclusion. Outcome: Police Board Protocol Partners are aware of this year's plan to update.

Action Plan W3.3 Capital Improvements

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

RESPONSIBILITY: Superintendent Craig Young

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

Actions	Timelines	Status	Evidence of Success
Renewal Project Plan	September 2021- August 2022	●	The approved Facility Improvement Plan highlighting school renewal projects by school or various schools is posted on the board's website. Facility Services staff together with engineering consultants began the detail specifications for the renewal projects such that tenders were issued in spring 2022 and contracts awarded for construction work to begin in spring/summer 2022. Outcome: Ongoing

Strategic Action Plan: 2021-2022
Mid-Year Update

Action Plan I1.1 Environmental Sustainability

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

RESPONSIBILITY: Superintendents Alison McDonnell and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Participation in Kingston Climate Change Symposium.	September 2021 - August 2022	●	<p>LDSB schools/classes will voluntarily participate in the January 2022 Kingston Climate Change Symposium to build educator and student capacity.</p> <p>Update: Eleven schools registered and participated virtually.</p>
Increase representation on Environmental Sustainability Committee (ESAC)	September 2021- August 2022	●	<p>ESAC will include student voice and additional organizations within Kingston Frontenac Lennox and Addington.</p> <p>Update: A secondary student from NDSS and a representative from Loving Spoonful have agreed to join ESAC beginning March 2022.</p>
Facility focus on ventilation adjustments, projects, and staff education.	September 2021 – August 2022	●	<p>In accordance with the recommendations from the HVAC reviews that were conducted in all LDSB schools during the summer of 2021, necessary repairs and/or modifications were performed at all sites.</p> <p>Update: Complete</p>
Create Sustainable Grow Gardens in LDSB Schools	September 2021- August 2022	●	<p>LDSB, in collaboration with Loving Spoonful, will create resource documents for school administrators outlining the responsibilities of having a garden on site and the GROW Project. Each school with a Grow Garden will identify a 'Champion' to create a community among GROW schools.</p> <p>Update: A school survey was sent to all schools with a grow garden to identify needs and next steps for support.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I1.2 Literacy
GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents Alison McDonnell, Jessica Silver, and Associate Superintendent Stephanie Sartor.

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

Actions	Timelines	Status	Evidence of Success
The Empower Literacy Program (Tier 3 literacy intervention tool) will be expanded to include 17 elementary schools and 2 secondary schools.	September 2021 – August 2022	●	<p>Eight SSTs will be trained in Empower and will implement this program in their school during the 2021/2022 school year. The SSTs trained during the last school year will continue the Empower program in their schools.</p> <p>Varied student data (Reading Assessment Data, Empower assessment tools, perceptual surveys, PAST assessment) will display significant student growth in the area of confidence and literacy achievement (decoding, fluency).</p> <p>Caregiver, educator, and administrator feedback will also be gathered throughout the program.</p> <p>Update: On target.</p>
In anticipation of the release of the Ontario Human Rights Commission's Right to Read report, the Literacy Team and Educational Services team will continue research, dialogue, and implementation of early literacy screeners. As an example, the teams will continue to support implementation of the <i>Phonemic Awareness Screening Test</i> (PAST)	September 2021- August 2022	●	<p>The Literacy Team will collaborate with SLPs and Clinicians to discuss the feedback on the PAST assessment and will bring recommendations to the Senior Team in May 2022. A communication and support plan will also be developed for the district.</p> <p>The Literacy Team will have three meetings with SLPs and Clinicians over the year.</p> <p>Update: On target. To date, one meeting has occurred.</p>
Building on the learning from the 2021 Summer Learning Literacy Conference, school educator teams (K-2) will attend professional learning sessions to continue to build understanding in the area of phonemic proficiency.	September 2021- August 2022	●	<p>Professional learning sessions, offered by the literacy program team, will be well attended. Participants will gain a deeper understanding of phonemic proficiency as a foundational literacy skill.</p> <p>Implementation of the PAST and the activities supporting phonemic proficiency will increase throughout our district during the 2021/2022 school year.</p> <p>An exit survey will be used to gather participant feedback, to determine next steps in supporting continued educator knowledge and confidence in delivering responsive literacy instruction.</p> <p>Update: One Professional learning session was offered to educator teams during the first PA Day. Subsequent sessions have been paused due to an occasional teacher shortage.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I1.2 Literacy (Cont'd)

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

RESPONSIBILITY: Superintendent Jessica Silver and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
Student Support Teachers (SSTs) will explore early literacy learning and intervention during two ½ day learning sessions.	September 2021- August 2022	●	<p>SSTs will increase their understanding of the LDSB Map of Skills, with a focus on student strengths, preferences, and needs.</p> <p>Update: These sessions have been paused due to an occasional teacher shortage.</p>
In anticipation of the release of the Ontario Human Rights Commission's Right to Read report, Literacy Program team members and Elementary Literacy Itinerant educators will support educators to embed high yield literacy assessment practices into their literacy block. The focus will be using the diagnostic toolkit and LDSB Map of Skills to assess student strengths, preferences, and needs.	September 2021 - August 2022	●	<p>Educators will increase their understanding of the components of diagnostics and sound literacy instruction. These components will be visible during administrator and school supervisor visits. Educator requests for support from the teams will increase.</p> <p>Update: Due to Occasional Teacher shortages, this work has been paused. However, Literacy Program Team members and Elementary Literacy Itinerant Educators continue to support learning during staff meetings and professional learning days.</p>
A Forest of Reading (FOR) subscription and at least one set of junior level FOR books will be provided to every elementary school. A group of 10 junior teachers will work with members of the literacy program team to develop a support document for each school to implement the FOR program (in English and French).	September 2021- August 2022	●	<p>Schools will report an increase in reading engagement and stamina throughout the implementation of the FOR program in the junior grades.</p> <p>Update: A support document was created and shared through the Literacy Minds Online course. Schools are awaiting the books from the supplier to implement the FOR program from January-June.</p>
Eight Grade 4-8 teachers will work with Literacy, Indigenous and Equity program team members and community partners to develop a thinking protocol for an audit of a classroom library.	January 2022- August 2022	●	<p>Schools will report that elementary classroom libraries have been audited.</p> <p>Students and staff will report an increased level of student engagement as a result of book choice that is more representative of student and community populations.</p> <p>Update: This project is planned for Term 2.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I1.2 Literacy (Cont'd)

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

RESPONSIBILITY: Superintendents Alison McDonnell, Jessica Silver, and Associate Superintendent Stephanie Sartor.

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

Actions	Timelines	Status	Evidence of Success
Spring tutors (post-secondary students) will support individual and small group literacy instruction in elementary schools, K-2.	May-June 2022	●	<p>Tutors will be hired, trained by program team members, and assigned to one elementary school. Tutors will work full time in schools over 6 weeks to provide individual and small group literacy instruction, building skills in the areas of oral language, phonemic proficiency, and phonics.</p> <p>Update: This project is on target.</p>
The Literacy program team and Read A Lot program leadership will plan a summer literacy program that is both in person and virtual. Focus will be on targeted literacy intervention in the areas of oral language, reading and writing.	July 2022	●	<p>3 in person sites and 1 virtual site will comprise the Summer Literacy program. Targeted reach outs will include ELL students. Virtual site will be open to northern communities and caregivers who have difficulty accessing in person sites due to site location.</p> <p>Update: This project is on target.</p>
Secondary teachers will continue to engage in individual (due to Covid) professional learning related to the implementation of the First Nations, Metis, and Inuit studies courses. Secondary teachers will continue to work with Knowledge Keepers to bring Indigenous ways of knowing into the classroom (virtually and in person).	September 2021 –August 2022	●	<p>FNMI Studies Support/Coach will support classroom teachers in the delivery of the NBE curriculum, including the purchase of new Indigenous resources for Understanding Contemporary First Nation, Metis, and Inuit Voices (NBE) as well as other courses offered through FNMI Studies.</p> <p>Update: This work is ongoing.</p>
K-12 Literacy resources and supports: the literacy team will create and curate relevant electronic resources in a K-12 Minds Online site.	September 2021 –August 2022	●	<p>The K-12 Minds Online course is developed, and content continues to be added. The course is accessed during all professional learning sessions and literacy support sessions.</p> <p>Update: This work continues, and content continues to be added. Educator registration continues to increase.</p>
Engage English teachers in the review of various classroom texts (short stories, poems, novels) within Secondary Schools to create a resource for educators to support the inclusion of a variety of authors and subjects into the classroom.	September 2021 –August 2022	●	<p>A working group of interested English teachers will create resources for Educators to use when creating lessons for students. The resources will be connected to overarching themes that educators have asked for in recent years.</p> <p>Update: Due to Occasional Teacher shortages, this work has been paused.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I1.2 Literacy (Cont'd)

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

RESPONSIBILITY: Superintendents Alison McDonnell, Jessica Silver, and Associate Superintendent Stephanie Sartor.

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

Actions	Timelines	Status	Evidence of Success
Support resource purchase within secondary grade 9, 10 and 12 English classes that incorporate black author voice to increase the diversity of texts students are exposed to within LDSB English classrooms.	September 2021 – August 2022	●	<p>Every school has received resources that increase black author voices in classrooms. Primary focus has been on providing varied texts for grade 9, 10, and 12 English classrooms. Resource lists are being shared with schools throughout the district to support alignment of options.</p> <p>Update: This work is ongoing.</p>
A snapshot of core texts that are being read within English classrooms at all grades and pathways will be collected centrally, consolidated, and shared with all secondary English departments for information and to support future collaboration.	December 2021-August 2022	●	<p>English Department heads are asked to share the core texts being read in English classrooms as part of the curriculum. The snapshot of texts will be consolidated and shared with administrators and English Departments at schools.</p> <p>Update: This work is ongoing.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I1.3 Mathematics
GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendent Jessica Silver

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

Actions	Timelines	Status	Evidence of Success
Program team members will provide support to elementary and secondary virtual school educators.	September 2021 - August 2022	●	Program team members meet virtually with educators to support the use of diagnostics, gap closing strategies, online tools and platforms, manipulatives, and high yield strategies.
Math coaches in targeted elementary schools will be supported through collaboration and professional learning during Term 2 and 3.	February 2021 - August 2022	●	Program team members connect regularly with elementary math coaches to support their work with classroom educators and increase efficacy and knowledge of high yield instructional and assessment strategies. Update: Due to staffing shortages, this will not be occurring.
Program team will support professional learning for Grade 9 destreamed math educators.	September 2021 – August 2022	●	Mathematics educators will engage in virtual professional learning which is offered each Quadmester. Professional learning will focus on offering a differentiated program with a focus on changes to the new Grade 9 math curriculum. Update: Professional learning occurred in Quad 1, but due to Occasional Teacher shortages, this work has been paused.
Program team will support professional learning with Grade 7 and Grade 8 educators with a focus on transitions for students from elementary to secondary schools.	September 2021 – August 2022	●	Educators will engage in professional learning leading to improved understanding and efficacy of the mathematics curriculum content continuum from Grades 7 through 9 with a focus on new math curriculum. Update: Due to Occasional Teacher shortages, this work has been paused.
After school book clubs focused on Building Thinking Classrooms will be offered to elementary and secondary educators.	September 2021 – August 2022	●	Educators will engage in professional learning to discuss and implement practices to build thinking classrooms. Resources to support educators will be created and shared through Minds Online to support implementation. Update: This work is ongoing.
After school professional learning series will be offered to educators focused on screeners and diagnostics and using them to plan next steps for learning.	September 2021 – August 2022	●	Educators will participate in professional learning about the LDSB-created screeners/diagnostics and next step tools that are available within K-12 Mathematics resource in Minds Online, including Early Numeracy, Operations and Fractions. Update: This work is ongoing.
Gap Closing math tutoring programs in math will be offered to grade 7-8 students to support preparation for Grade 9.	March 2022 – June 2022	●	Virtual Math Gap Closing tutoring will be offered to Gr 7-8 students. Over the span of 9 weeks, students will have access to small group instruction, with a focus on building number sense, algebraic thinking, and proportional reasoning. Update: This work is planned for spring 2022.

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I1.3 Mathematics (Cont'd)
GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendent Jessica Silver

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

Actions	Timelines	Status	Evidence of Success
Coaching will be provided for LPS teachers related to identifying and closing numeracy gaps.	February 2022- June 2022	●	<p>A special education support teacher will work in LPS classrooms and with de-streamed math teachers to identify gaps and support the organization and implementation of early intervention strategies in literacy and numeracy.</p> <p>Update: This work is scheduled for February – June, 2022</p>
Professional Learning sessions will be provided to elementary school teams on the topics of Fractions Learning and Early Numeracy.	September 2021 – August 2022	●	<p>Elementary educators with Family of Schools will engage in a professional learning series for building early numeracy, fluency with operations, fractions, and proportional reasoning.</p> <p>Update: Due to Occasional Teacher shortages, this work has been paused.</p>
K-12 Mathematics Minds Online electronic system resources will continue to be built and curated by program team members to provide classroom ready mathematics resources for elementary and secondary teachers.	September 2021 – August 2022	●	<p>Regular updates are shared with educators, providing direct links to new resources in the K-12 Mathematics Resource in Minds Online. Increased numbers of educators will access the K-12 Mathematics Resource more frequently and use the high yield strategies in their classrooms.</p> <p>Update: This work is ongoing, with increased participation in the Minds Online resource.</p>

Action Plan I2.1 Destreaming

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

RESPONSIBILITY: Superintendent Jessica Silver

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

Actions	Timelines	Status	Evidence of Success
Information regarding a De-streamed Grade 9 program will be shared with Grade 8 parents.	January 2022 – August 2022	●	Information regarding Grade 9 destreamed program will be shared with parents during Grade 9 information events, Grade 8 – 9 Transition resources, LDSB Website and FAQs created. Update: This work is ongoing.
Grade 8-9 Transition processes will be reviewed and updated to align with the Ministry Guide to De-streaming	December 2021 – August 2022	●	Grade 8 – 9 Transition processes will be updated to align with the Ministry of Education Guide to De-streaming, which includes processes for choice of Locally Developed courses. Update: This work is ongoing.
A De-streamed working group will be created to support implementation September 2022	January 2022 – August 2022	●	De-streamed math teachers, LPS teachers, Guidance Counsellors, Student Success teachers and administrators will provide best practices and supports that will allow for implementation September 2022. Update: Due to Occasional Teacher shortages, this work has been paused.
An LPS coach will work with LPS teams and De-streamed educators to target strategies which close gaps for students, and support differentiation and UDL in classroom practice.	February 2022 – August 2022	●	Resources and Best Practices will be created to be shared with the system for implementation in September 2022. Resources will focus on gap closing in the classroom and LPS room, and classroom instruction which includes a UDL approach and differentiation strategies. Update: This work is scheduled for February – June 2022.
Secondary writing teams will form during summer 2022 to create resources to support a De-streamed Grade 9 program	July 2022	●	Secondary teachers will create resources to support a Destreamed grade 9 program beginning September 2022. Update: This work is scheduled for summer 2022

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I2.2 Leadership Development/Succession
GOAL: To improve student achievement and well-being, we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Review and update the Succession process for the selection of Principals and Vice Principals.	September 2021-August 2022	●	<p>Establish working group to review current process, identify areas for improvement and develop a process that is aligned with LDSB values and strategic objectives.</p> <p>Update: Leadership Profile for School Leaders developed as framework for succession planning. Revised process implemented with a number of Vice-Principal and Principal pool placements to be made. Process continues to be reviewed.</p>
Continue to provide mentoring opportunities for new leaders.	September 2021 – August 2022	●	<p>Informal mentoring program implemented virtually spring 2021 for new administrators and continues for the 2021-2022 school year teaming new administrators with an experienced administrator for learning, support, and guidance.</p> <p>Outcome: Mentors continue to meet with new leaders to support their transition into the role and continued learning.</p>
LDSB Staff supporting the EOSDN Leadership Program as well as staff participating in the program.	September 2021 – March 2022	●	<p>Identified staff participate in Leadership Academy (virtually) as a leadership development opportunity to share experiences and learn from leaders across the Eastern Region with positive feedback.</p> <p>Update: Administrators and support staff participating in Academy for 21-22 school year and Superintendent of HR continues to be guest speaker as requested by session facilitators.</p>
Professional Learning developed and implemented for newly appointed Vice-Principals and Principals.	September 2021 – August 2022	●	<p>A Professional Learning Series has been developed and implemented for newly appointed Vice- Principals and Principals. Sessions began in February 2021 and continue into 2022.</p> <p>Update: Two sessions provided to date including Teacher Performance Appraisals and Hiring. Additional sessions to be provided in the spring.</p>
New Administrator Induction Program to be developed and implemented for September 2022.	March 2022 – August 2022	●	<p>All new Vice-Principals and Principals receive thorough role-specific orientation, including intentional mentoring and support, in their first year in the role.</p> <p>Update: Planning underway to develop relevant content of program.</p>

Action Plan I2.3 Universal Design for Learning

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

RESPONSIBILITY: Superintendents Alison McDonnell, Jessica Silver, and Associate Superintendent Stephanie Sartor

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

Program Team will build a common understanding of the principles of Universal Design for Learning (UDL).	September 2021-August 2022	●	<p>Program Team will continue to engage in professional learning focused on UDL at program team meetings. Tenets of UDL will be embedded into the work that the program team does with educators throughout the system.</p> <p>SSTs and LPS educators will continue their learning in the area of UDL at SST/LPS meetings throughout the year.</p> <p>Update: This work has been disrupted due to the inability to provide release time for professional learning due to occasional teacher shortages and school closure due to the pandemic.</p>
An Instructional Data Team Pilot project, including two secondary schools and four elementary schools, will develop a data gathering process that embodies the principles of Universal Design for Learning (UDL).	September 2021-August 2022	●	<p>This process will be used to inform School Learning Plans and will be a continuation of the work that commenced during the 2019/2020 school year.</p> <p>Update: Due to the decision to pause work on School Learning plans and the OT shortage, the Instructional Data Team pilot was paused temporarily again this school year. Data based research continues at the system level in preparation for the 2022/2023 school year. A 'Data Culture' Minds Online resource has been developed and shared with administrators. A smaller scale project will be initiated in Term 2, to continue to develop school-based supports for the 2022/2023 school year.</p>
The Choices at 7 application process will be modified to incorporate the principles of UDL.	October 2021-March 2022	●	<p>The application process will once again be conducted entirely virtually. Through the use of a Minds Online course, applicants will be provided choice in their application submissions. This supports multiple means of action and expression.</p> <p>Update: On target.</p>
An LPS coach will work with LPS teams and De-streamed educators to target strategies which close gaps for students, and support differentiation and UDL in classroom practice.	February 2022 – August 2022	●	<p>Resources and Best Practices will be created to be shared with the system for implementation September 2022. Resources will focus on gap closing in the classroom and LPS room, and classroom instruction which includes a UDL approach and differentiation strategies.</p> <p>Update: This work is scheduled for February – June 2022.</p>

Strategic Action Plan: 2020-2021
Year-End Update
Action Plan I3.1 Alternative & Continuing Education

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




RESPONSIBILITY: Associate Superintendent Steve Hedderson




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

Actions	Timelines	Status	Evidence of Success
Staff at Katarokwi Learning Centre will offer an innovative wellness program which brings in community partners to work directly with students in a series of workshops.	October 2021 – May 2022	●	<p>Programming offered at KLC includes cooking, physical fitness, mental health, and cultural programming. Partners include: KEYS, Metis Nation of Ontario, Girls Inc, Loving Spoonful, Penny Drops, Kingston Police, and YouthHub.</p> <p>Update: Some of this work has been placed on hold due to COVID-19 restrictions; however, there are approximately 15 students participating in virtual programming with KEYS/RESTART.</p>
Increase participation in School within a College (SWAC) and WITTS (Women in the Trades) programs at St. Lawrence College (SLC).	September 2021-June 2022	●	<p>SWAC and WITTS continue to operate at St. Lawrence College to serve students from across the district. The program is being considered as part of a district-wide re-engagement strategy.</p> <p>Update: There are 17 students enrolled in SWAC in semester 1, including 1 student from KLC and 3 from SVS.</p>
Dual Credit programming will be offered to students in partnership with St. Lawrence College.	September 2021-June 2022	●	<p>Students from across the district are eligible to enroll for a dual credit program at St. Lawrence College in Grade 11 or 12. Enhanced dual credit programming is being planned for Semester 2 to support SHSM Transportation students.</p> <p>Update: There are 141 students enrolled in Dual Credits at St. Lawrence College in Semester 1. Plans continue for introducing a new SHSM Transportation sector dual credit at Napanee District Secondary School in Quads 3 and 4.</p>
Expand program opportunities where there is a demonstrated community need.	September 2021 – June 2022	●	<p>There is a significant need for additional personal support workers (PSW) that has been highlighted because of the pandemic and opportunities and plans are underway to re-instate this program in LDSB.</p> <p>Update: New curriculum was written for the refreshed PSW program in LDSB. We have a commitment to partner with Providence Care to provide future PSW students with a 'living classroom' practical training experience at the former St. Mary's of the Lake hospital site. We are hopeful to launch the PSW program in Semester 2 of 2021-22 school year.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I3.2 Technology Enhanced Education
GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendents McDonnell, Silver, and Young & Associate Superintendents Sartor and Hedderson




 Status:  On Target  Making Progress  Needs Further Attention





Actions	Timelines	Status	Evidence of Success
Supporting groups of educators who are interested in integrating technology into their pedagogy (i.e., use of applications, coding, video recording, and pedagogical documentation).	September 2021-August 2022		<p>Members of the Program Team will provide professional learning in schools through staff meetings and voluntary after-school synchronous sessions in-person or virtually, as well as contribute to a growing resource bank of asynchronous resources.</p> <p>Update: Program Team members embed some of these skills and tools in professional learning sessions with educators and continue to add asynchronous resources to the Minds Online environment. More attention will be paid to coding going forward to support the continued implementation of the revised elementary math curriculum and the revised Grade 9 math curriculum. Due to occasional teacher shortages, professional learning opportunities for educators have been limited.</p>
Continued review of technology user agreements and access to different third-party apps and extensions to ensure educational value and protection of privacy.	September 2021-August 2022		<p>LDSB subscribed to the Vetting Applications for Security and Privacy Vulnerabilities (VASP) through the Educational & Computing Network of Ontario (ECNO) along with 60 other Ontario school boards. The VASP Shared Service publishes reports related to applications that have been vetted for Security and Privacy to allow the internal LDSB team to focus on the pedagogy of app requests, ensuring safe, effective technological applications for educators and students to support learning.</p> <p>Update: The vetting process continues to move slower than anticipated at the provincial level. The internal website that lists approved apps for LDSB educators and students was updated throughout 2020-21; however, more attention can be given to pedagogical activities for different grades and a different organization of the website by app type.</p>
Increase capacity building in the LDSB approved learning management systems: Minds Online (D2L) & Microsoft Teams	September 2021-August 2022		<p>A combination of synchronous and asynchronous learning opportunities are provided to educators for using Minds Online and/or Teams to support both fully remote, hybrid, blended and face-to-face learning.</p> <p>Update: Asynchronous resources continue to be developed and stored in Minds Online for Grades 7- 12 educators, with a section for K-6 as well. A Microsoft Teams Support Services site hosts a variety of documentation and step-by-step videos to support educators. A new Innovation and Technology-Enabled Learning Support Teacher was added to the Program Team to focus on educator capacity-building.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I3.2 Technology Enhanced Education (Cont'd)

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

RESPONSIBILITY: Superintendents Silver and Young, and Associate Superintendents Sartor and Hedderson

Status:  On Target  Making Progress  Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Continued creation of virtual learning resources repository, for both staff and students, hosted within the Minds Online learning environment.	September 2021-August 2022		Resources supporting K-12 Mathematics and Mathematics Diagnostics and Gap Closing. Update: Diagnostics and Gap Closing resources were created by the math team and uploaded to the K-12 Mathematics course in D2L. Almost 800 LDSB educators have registered for the course to regularly access resources.
As a result of the Covid-19 pandemic, an elementary and secondary virtual school will continue to operate for students opting to learn virtually.	September 2021-August 2022		Student engagement, student wellness and student achievement will be monitored. Student, staff, and parent/guardian surveys will be conducted through the school year to gather data and respond to feedback. Update: On target. EVS and SVS continue to transition students into virtual school and back to in-person learning, based on caregiver requests, and space permitting. Ongoing review of student achievement and wellness needs have led to adjustments in supports for EVS and SVS.
Improve end-user effectiveness with the Microsoft Teams virtual collaboration space.	September 2021-August 2022		Continue the development, revision and enhancement of educator/student/employee/guest support resources that provide guidance relating to the effective use of Microsoft Teams and its associated tools to support collaboration, learning and virtual meetings, and make them available through a SharePoint resource site. Update: Online resources continue to be developed and updated as required on the LDSB Teams Support Services site.
New hardware for educators to assist with supporting in-person, blended, fully remote online and hybrid learning.	September 2021-August 2022		Targeted technological (hardware) devices for contract educators to facilitate teaching and learning and necessary administrative tasks in all contexts. Update: New educator laptops were provided to educators in the Fall of 2021 to support their ability to facilitate in-person, blended, fully remote online learning and hybrid learning, as well as performing all necessary administrative tasks.

Mid-Year Update

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan I3.3 Expanded/Experiential Opportunities (Cont'd)

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Evolve the marketing of LDSB programs in technology and the skilled trades given the traditional Focus Program carousel is not possible due to COVID-19.	September 2021-August 2022	●	Provide more frequent and different virtual opportunities for students and parents/guardians to learn more about SHSM programs at different LDSB schools. Update: A virtual information session is planned to share information with students in Grades 7-12 re: Specialist High Skills Major (SHSM) programs, in advance of course selections for the 2022-23 school year.
Increase experiential learning opportunities to more students in the district.	September 2021-August 2022	●	The Experiential Itinerant Teacher and Itinerant Experiential Learning Teachers from Amherstview PS and Molly Brant ES support elementary students and teachers in training and the provision of woodworking and/or culinary programming to Intermediate students. Virtual support has been provided during periods of remote learning. Update: Experiential learning opportunities continue in a variety of sectors including: Arts & Culture, Construction, Hospitality & Tourism, Forestry, as well as STEM, and a variety of other culinary and technological safety-related learning. Mid-way through the school year, over 1,000 students have been able to participate in an experiential learning with the central experiential learning consultant or two elementary technology teachers now working in an itinerant model, visiting schools.
Increase participation in Regional and Provincial Skills competitions	September 2021-August 2022	●	Provincial Skills competitions will be held in-person at St. Lawrence College in Spring 2022. Update: After having had to pivot the district-wide in-person skills competition during the last two school year, to have students participate at home where they could do so safely, planning for a return to an in-person skills competition is underway.
Increase cooperative education opportunities for students and expand community partnerships.	September 2021-August 2022	●	Students continue to be offered cooperative education opportunities across a variety of economic sectors based on student interest, and with a variety of community partners. Update: Many students across the district are engaged in face-to-face placements so far this school year, while completing the other portions of their program through eLearning.

Strategic Action Plan: 2021-2022
Mid-Year Update

Action Plan C1.1 Enrolment Analysis

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

RESPONSIBILITY: Director Krishna Burra, Superintendents Craig Young, and Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Analyze enrolment with corresponding school populations, on the ground capacity, and accommodation pressures.	September 2021 - August 2022	●	Enrolment is reviewed with Trustees annually through the budget process. Ten-year projections are forecasted in the report to trustees and a school-by-school review of the on the ground capacity and percentage utilization is provided. On the ground capacity for the 2022-2023 school year has been reviewed and portable moves have been scheduled to accommodate enrolment pressures.

Action Plan C1.2 Communications

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

RESPONSIBILITY: Director Krishna Burra and Associate Superintendent Patty Gollogly

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

Actions	Timelines	Status	Evidence of Success
Support ongoing COVID-19 communications regarding public health directives and operational guidelines and routines.	September 2021 - January 2022	●	Refreshed Return to School 2021 section on board website including updated family reference guide. Weekly meetings with public health and co-terminous school board communicators to support coordinated and thoughtful approach to all COVID-19-related communications.
Support further adoption of SchoolMessenger suite of enhanced electronic communications to support families.	September 2021 - January 2022	●	Ongoing education and support regarding electronic communication tools. Additional training for school administrators and office staff took place on each tool.
Promote Strategic Plan progress.	September 2021 - January 2022	●	2020-2021 Director's Annual Report featuring Strategic Plan Year-End Update and stories of wellness, innovation, and collaboration. Ongoing feature of strategic plan initiatives on social media and See Yourself in Limestone microsite.
Enhance Trustee communication to stakeholders.	September 2021 - January 2022	●	Continued use of "Boardroom Briefs" - a monthly update of Board meeting highlights shared on Board website social media feeds. Trustee advocacy (such as letters to Ministry of Education) regularly posted to website and social media.
Rebranding of LDSB logo.	September 2021 - January 2022	●	Rollout of various collaterals with updated LDSB rebranding began continues. Several schools received new signage (as part of planned facilities upgrades) with co-branding.
Support of Parent Involvement Committee.	September 2021 - January 2022	●	Promotion of PIC meetings on social media. Work to refresh content on PIC portion of board website under way. PIC submitted content for review in January 2022.

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan C1.3 Parent Engagement
GOAL: To improve student achievement and well-being, we will work with families to support every student's learning journey.

RESPONSIBILITY: Associate Superintendent Patty Gollogly

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

Actions	Timelines	Status	Evidence of Success
Support deeper understanding of the Equity Action Plan and how the Parent Involvement Committee (PIC) can support parent understanding and engagement.	September 2021-August 2022	●	<p>Creation of a focus group for caregivers of 2SLGBTQ2+ students. As a result of the focus on equity and inclusion, School Advisory Councils will engage in initiatives that support equity and inclusion.</p> <p>Outcome: LGBTQ2S+ focus group was created. The group met approximately once per month following the first meeting. PIC members were invited to share school-based initiatives that were happening throughout the system. Time at every PIC meeting was given to a school to present.</p>
A Speaker Series focused on Equity, Diversity and Inclusion will be planned.	January 2021-May 2022	●	<p>We will monitor attendance at the PIC meetings and embrace feedback regarding each speaker</p> <p>Outcome: The PIC Co-Chairs organized and offered a presentation at each PIC meeting. Sessions facilitated were well attended.</p>
Create a PRO Grant Committee to review school based PRO Grant applications, and make decisions on how to distribute the available funding.	September 2021-August 2022	●	<p>Schools will apply for PRO Grants. Given COVID restrictions related to in-person gatherings. PRO Grant applications will reflect the goals of the Transfer Payment agreement.</p> <p>Outcome: Complete. A process was created and shared with schools. All monies provided for PRO Grants were spent. Applications and outcomes reflected the goals of the original Transfer Payment Agreement.</p>
PIC Bylaws will be reviewed, updated, presented, and passed by the PIC committee.	September 2021-August 2022	●	<p>Bylaw review process was completed in November 2021, and bylaws have been posted on the website.</p> <p>Outcome: Complete. Bylaws were reviewed once again in June, with proposed amendments to be passed at the first meeting of the 2021/22 school year.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan C2.1 Indigenous Education
GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Providing direct support to Indigenous students who self-identify.	September 2021-January 2022	<ul style="list-style-type: none"> ● ● ● ● ● ● ● ● 	<p>A referral process has been initiated by the Indigenous team to review student/class/school requests for support. The Indigenous team reviews the referral and responds with the appropriate resources and personnel.</p> <p>Wellness and Re-engagement support provided by the Indigenous Student Support Counselor for Indigenous students and their families</p> <p>Indigenous Support Worker position created to support Indigenous Education and Indigenous student activities. Educational Assistants will also assist in these goals as needed.</p> <p>For secondary self-identified students - provide pathway-related opportunities such as post-secondary information, leadership opportunities, and opportunities to work with a mentor.</p> <p>For elementary students - provide direct literacy support for students identified as being academically at risk and provide a leadership opportunity for junior and intermediate students.</p> <p>Providing a \$500 bursary to each secondary school to provide to a graduating Indigenous student who is pursuing post-secondary studies.</p> <p>Elementary and Secondary student gatherings and leadership programs at Gould Lake.</p> <p>Tutoring support for both elementary and secondary students to support academic achievement</p> <p>Continue with the Bridge Elementary Indigenous Classroom (Grades 1 - 4) for students who struggle with engaging in either face to face or virtual classrooms. The focus will continue to be on the Ontario Curriculum with access to land and cultural-based teachings</p>

Strategic Action Plan: 2021-
Mid-Year
Action Plan C2.1 Indigenous Education (Cont'd)
GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Providing direct support to Indigenous students who self-identify.	September 2021-August 2022	● ●	<p>Summer camp opportunities for self-identified Indigenous students in both elementary and secondary. The focus of these camps will be literacy, numeracy, and learning on the land.</p> <p>Language instruction - opportunities for students to engage in Anishnaabemowin and Mohawk virtually and with Minds Online support.</p>
Indigenous Student Leadership	September 2021-August 2022	● ● ● ●	<p>Indigenous Youth Leadership Program for secondary students to network, explore cultural activities, and expanded opportunities within a culturally supportive space.</p> <p>Indigenous Student groups/clubs and supports/cultural activities offered in secondary schools with the Indigenous lead at that school.</p> <p>Establishing a secondary Indigenous Student Council similar to the Inter-School Council.</p> <p>Collect student voice with respect to Indigenous education and Indigenous Studies classes including NBE.</p> <p>Update: First round of student classes completed at NDSS</p>
Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency.	September 2021 - August 2022	● ● ●	<p>Teachers will have increased efficacy in the delivery of Indigenous curriculum, building teacher resources, and cultural competency. Supported by learning sessions at Gould Lake in Fall and Spring and by inviting teachers to virtual <i>Indspire</i> in Toronto.</p> <p>System-wide engagement with educators related to Indigenous Education (Minds Online, Curriculum resources, Treaty Maps, Indigenous Ed. Week, Orange Shirt Day, National Indigenous Languages Day).</p> <p>Resource development: <i>Getting to Know Turtle Island Grades 9 to 12</i>.</p> <p>Update: In-production</p>



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

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

RESPONSIBILITY: Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency.	September 2021 - August 2022	<div>●</div> <div>●</div> <div>●</div> <div>●</div>	<p>Offering a subsidy for up to 30 teachers to attain their additional basic qualification in First Nations, Métis, and Inuit Studies, or Indigenous Studies.</p> <p>Supporting Indigenous Education project proposals from school sites to increase cultural awareness and competency. This process is completed through the referral process discussed earlier</p> <p>Providing the KAIROS Blanket Exercise learning experience for all Educational Assistants, Clerical and Caretaking staff and some school sites.</p> <p>Indigenous authored mentor texts sent all elementary schools. Online learning opportunities for schools to create gift bundles for attending Knowledge Keepers and Community members.</p>
Maintaining and increasing the presence of Indigenous Knowledge Keepers and Community members to support Indigenous Education in Limestone.	September 2021 - January 2022	<div>●</div>	<p>Increasing the number of Indigenous Knowledge Keepers/Community Partners available as resources to support Indigenous Education at the system level and in schools. Board and Indigenous Team orientation will occur with previous and new supports as needed. The referral process will be used to best align school/class needs with the offerings of various Knowledge Keepers/Community Members. These supports and visits will be funding through Indigenous Education.</p> <p>Update: A number of new individuals have supported Indigenous education throughout Limestone, as well as the traditional roster members.</p>
Community engagement and partnership.	September 2021 - August 2022	<div>●</div>	<p>Continue to develop and foster community partnerships to support student and teacher learning, for example the Indigenous Family Network.</p> <p>Update: Due to COVID restrictions, the Indigenous Family Network has been on hold.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan C2.1 Indigenous Education (Cont'd)
GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Community engagement and partnership. (Cont'd)	September 2021 - August 2022	<div>●</div> <div>●</div> <div>●</div>	<p>Continued work with partners on the Indigenous Education Advisory Committee to support the wide range of Indigenous Education initiatives in the system. Expand IEAC to include more organization and supports for Indigenous students and families.</p> <p>Update: A large increase in membership which includes agencies that directly support Indigenous youth and families.</p> <p>Developing Terms of Reference for the Indigenous Education Advisory Council and making it a formal Advisory Committee of the Board.</p> <p>Update: In progress.</p> <p>Indigenous team members will work alongside the Ministry of Education on the Algonquin and Mohawk Languages Steering Committee.</p> <p>Update: Ongoing</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan C2.2 Student Voice
GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Alison McDonnell, Associate Superintendents Stephanie Sartor and Patty Gollogly

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

Actions	Timelines	Status	Evidence of Success
A School Climate Data survey will be developed and executed.	September 2021-2022	●	Results of the survey will be shared with administrators through a Qualtrics dashboard. Sessions will be offered to administrators so that School Climate Data can be used as information to inform school learning planning and future student voice groups at the school level.
To support varied data collection, the program team and schools will be creating and sharing possible student voice surveys for schools to use in the 'assess' phase of their school learning plan development.	September 2021 - August 2022	●	School learning plans will refer to the student voice survey assessment tools. Update: Due to Ministry direction, the development of School Learning Plans were paused for the 2021/2022 school year. This work is scheduled to commence again during the 2022/23 school year. Program team members continue to consider how student voice may be leveraged to support further school planning.
Through the use of survey tools, students will be invited to offer feedback throughout the school year (i.e., Budget Survey, Virtual Learning Survey)	September 2021- August 2022	●	Student participation will be tracked, and responses reviewed for implementation. Update: On target.
Student voice will be gathered as an important data source throughout the Empower program.	September 2021 - August 2022	●	Student interviews and student videos will be reviewed as a source of qualitative data to review program success and future considerations. Update: On target.

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan C3.1 Early Years & Child Care

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

RESPONSIBILITY: Superintendent Alison McDonnell

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

Actions	Timelines	Status	Evidence of Success
Support the establishment of Emergency Childcare Centres as necessary during school closures related to the pandemic.	September 2021 - August 2022	●	<p>Collaborate with Consolidated Municipal Service Managers (CMSM) to establish Emergency Childcare Centres (ECC) during school closures.</p> <p>Update: Two ECCs established during January school closure at FES and TPCS through LARC. One ECC established at ÉKEES through YMCA.</p>
Professional Learning for Kindergarten Educators related to equity.	September 2021– August 2022	●	<p>Kindergarten educator teams will engage in professional learning focused on anti-racism and creating more equitable outcomes for all students. Include community early years partners as appropriate.</p> <p>Update: No additional professional learning occurred due to elementary OT shortages and school closure due to the pandemic.</p>
Support the establishment of additional EarlyOn Sites and Before and After School Programs (BASP) in LDSB schools.	September 2021 – August 2022	●	<p>Actively and regularly engage with CMSMs, childcare providers, community partners and school principals to identify family and community needs to support a system of responsive, high-quality, and accessible early years programming.</p> <p>Update: Community/family survey data was collected and utilized to establish New EarlyOn at Lord Strathcona and new BASP at Harrowsmith.</p>
Participate in regional ECE Program Advisory Committee.	September 2021- August 2022	●	<p>Limestone will be represented on the regional ECE Program Advisory Committee to support early years education and hiring.</p> <p>Update: One meeting has occurred to date.</p>

Action Plan C3.2 Labour Relations

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

RESPONSIBILITY: Superintendent Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Bargaining Preparation: Establish bargaining priorities for local bargaining, establish mandate with Board, update contingency plans, provide input and support to central bargaining process, establish teams for local bargaining.	September 2021 - August 2022	●	Bargaining teams to be selected, stakeholders surveyed for input on priorities, mandate established. Update: This work will commence over the course of May and June 2022.
Communicate new Collective Agreement language.	September 2021 – August 2022	●	All Collective Agreements updated, communicated and distributed to all staff, as appropriate. Outcome: All Collective Agreements communicated/distributed to relevant employee groups and administrators/managers.
Collaborate with union leadership to administer current collective agreements and continue to problem solve.	September 2021 - August 2022	●	Continued engagement and collaboration with unions in problem solving to address concerns locally thereby minimizing the need for arbitration, where possible. Update: Regular meetings scheduled with Federation/Union partners to problem solve, including resolution of a variety of issues.
Complete local discussions for Principal/Vice-Principal Terms & Conditions of Employment, once Central terms established and ratified.	September 2021 – August 2022	●	Updated Terms & Conditions finalized and shared with Senior Staff, HR and all Principals and Vice-Principals. Update: Meeting dates have been set and discussions have begun.
Support OPSBA through involvement in the Labor Relations Council and negotiations central bargaining in 2019.	September 2021 - August 2022	●	Continued involvement by Limestone staff in LRC and senior negotiators meetings, as well as participating in negotiations in and contract administration. Update: HR staff meet regularly with Senior Negotiators across the province and contribute to bargaining planning. Superintendent of Business continues to be a member of Labour Relations Council.
Complete Pay Equity maintenance process for CUPE employees, as per Collective Agreement.	September 2021- August 2022	●	Human Resources staff and CUPE representatives to collaborate and work through Pay Equity maintenance process to ensure continuance of equitable pay structures between gendered identified job classes. Update: Meetings have begun with respect to process and timelines.

Strategic Action Plan: 2021-2022
Mid-Year Update

Action Plan C3.2 Labour Relations (Cont'd)

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

RESPONSIBILITY: Superintendent Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Collaborate and share information related to COVID and operational implications of various scenarios.	September 2021 – August 2022	●	<p>Several FAQs developed to support management and employees in responding to and addressing questions related to working conditions in the context of COVID.</p> <p>Outcome: Regular communication and support to the system, based on Ministry and/or Public Health direction.</p>

Action Plan C3.3 Human Resources Process Enhancements

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Utilization of SmartFind to increase efficiencies for reporting and recording staff absences to eliminate manual/paper processes.	September 2021 - August 2022	●	<p>All employees set up in SmartFind for absence reporting and approval with identified groups processed through to payroll.</p> <p>Outcome: Teachers, Educational Assistants, and Early Childhood Educators continue to be primary groups using SmartFind through to payroll. Maintenance and Caretaking groups reporting absences in SmartFind to alleviate need for paper Short-Term Leave Forms.</p>
Continue to support Principals and Managers/Supervisors to modify hiring practices to ensure more effective and sustainable hires.	September 2021 - August 2022	●	<p>Establish small committee of elementary and secondary administrators to review hiring to streamline processes and provide support and develop resources to assist and facilitate hiring by Principals/Vice-Principals.</p> <p>Update: Hiring process resource and checklist under development for administrators with all relevant document links embedded for ease of access.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan C3.3 Human Resources Process Enhancements (Cont'd)

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Continue to review and streamline EA staffing process to address concerns with respect to system flexibility and ability of schools to better support students with significant needs, including providing potential solutions for considerations in bargaining.	September 2021 - August 2022	●	<p>Efficiencies continue to be achieved with positive results focused on increasing stability for students, EAs and schools.</p> <p>Update: Ongoing discussions with Union to continue to refine EA staffing process for the 2022-2023 school year.</p>
Development and implementation of Workplace Accident, Incident & Violence Reporting platform.	September 2021 - August 2022	●	<p>Fully implemented. Continued modifications made to enhance system based on feedback from labour partners.</p> <p>Outcome: Quarterly reports provided to site-based Health & Safety Committees as well as labour partners. Data used to proactively implement strategies to reduce injuries/incidents.</p>
Creation of online systems to improve process flow, including online risk assessments, IAQ assessment, ordering forms, portable inspection, and other safety request-based systems.	September 2021 – August 2022	●	<p>Processes streamlined and automated to reduce manual/paper input.</p> <p>Outcome: eBase development will troubleshoot for Online Incident Reporting and new AED system created. Online workplace inspection created. Continue to improve the COI/EOI insurance process and requests.</p>
Improve understanding of process needs between Payroll and Human Resources to streamline and create efficiencies where possible and improve overall working relationships.	September 2021 – August 2021	●	<p>Commencement of process mapping between Human Resources and Payroll to identify non-value-added activities and to identify and introduce efficiencies and understanding between departments.</p> <p>Update: KPMG worked with Human Resources and Payroll staff to identify areas of concern. Report forthcoming with recommendations.</p>

Strategic Action Plan: 2021-2022
Mid-Year Update
Action Plan C3.3 Human Resources Process Enhancements (Cont'd)

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Review, update and implement Records and Information Management processes to ensure appropriate acquisition, storage, retrieval and disposal.	September 2021 – August 2022	●	<p>Comprehensive Records & Information Management System implemented across all schools/departments that follows LDSB Retention Guidelines.</p> <p>Update: OSRs continue to be purged and organized at several schools including LCVI, QECVI, KCVI/KSS, LSCE with Gateway nearing completion. NDSS will be next. School Audits have been completed at the LaSalle Family of schools and LCVI Family of schools to be completed by June 2022.</p> <p>Developed and implemented Records & Information Management and Privacy online training course for frontline staff.</p> <p>Work with IT to set up new electronic records management system with a pilot started at LCVI.</p> <p>Designed and continue to organize new Records Room at Education Centre.</p> <p>Continue to provide support and guidance to all administrators, managers, and frontline staff.</p>
Collaborate with Records & Information Management colleagues across the province to share leading practices.	September 2021 – August 2022	●	<p>Continue participation on the OASBO Privacy & Information Management committee, meeting regularly to share and learn from other leading practices.</p>
Review and updating of HR Administrative Procedures, including collaborating with Labour Partners, where appropriate.	September 2021 – August 2022	●	<p>Updated HR Administrative Procedures, key procedures to be shared with and communicated to all staff.</p> <p>Update: Several procedures updated with a focus on AP 405 – Respect & Inclusion in the Workplace: Understanding Harassment & Discrimination and 406 – Reporting Harassment & Discrimination. Stakeholders consulted with review by Human Rights & Equity Officer. Both procedures being finalized for communication to system.</p>
Develop new Right to Disconnect Administrative Procedure as per new Working for Workers Act (2021).	January 2022 – June 2022	●	<p>Development, implementation, and communication of new Administrative Procedure as per requirements of Working for Workers Act.</p> <p>Update: Procedure is currently under development.</p>

ADMINISTRATIVE REPORT: INDIGENOUS TRUSTEE CONSULTATION UPDATE REGULAR BOARD MEETING

May 18, 2022

Purpose

To provide Trustees with an update related to Indigenous Trustee Consultation with the Mohawks of the Bay of Quinte (MBQ) and the Indigenous Education Advisory Council (IEAC).

Background

At the February 23, 2022, Regular Board Meeting, the following Notice of Motion was brought forward:

“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.”

At the March 30, 2022, Regular Board Meeting, following discussion on the above-noted notice of motion, the following motion was passed:

“This motion be deferred until the Board Meeting of May 18, 2022, to allow consultation with the Indigenous Education Advisory Council (IEAC) and the Mohawks of the Bay of Quinte is completed.”

Current Status

Kelly Maracle, Vice Principal of Indigenous Education and Superintendent Gillam met with Josh Hill, Band Councilor – Education, Culture, and Language and Heather Green, Education Director with the Mohawks of the Bay of Quinte on Tuesday, April 12, 2022. Both Josh and Helen were agreeable to continue the conversation of having an Indigenous Trustee appointed through the MBQ, at the completion of further consultation with IEAC. Josh was very clear that this appointment would be to support all Indigenous voices in the community and would not be a singular, MBQ voice.

IEAC members were able to respond to the motions above following an email dated April 14, 2022, as well as the April 26, 2022 IEAC meeting. Overall, IEAC supports the addition of an Indigenous Trustee via the current Education Agreement. However, the following points were made by IEAC and Indigenous community members:

- Trustees and Board staff should continue to advocate for the addition of Indigenous Trustees beyond the current mechanism of an Education Agreement.
- The Highlands Waters Métis Council were also in favour of the appointment of an Indigenous Trustee and its representation by the MBQ. They also suggested that the Trustees explore adding 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 area should be the goal.

Given that fewer than five students from the Mohawks of the Bay of Quinte currently attend Limestone DSB schools, if trustees choose to exercise the ability to add an Indigenous trustee through Regulation 462/97, trustees would be advised to consider a policy and process in the event the number of students fall to zero. If that were to occur, the only regulatory mechanism for having an Indigenous trustee would no longer exist. In addition, a policy review would be required to ensure alignment with having ten trustees on the board.

Recommendations

That this report be received for information purposes.

Prepared by: Scot Gillam, Superintendent

Reviewed by: Krishna Burra, Director of Education

OPSBA POLICY RESOLUTION SUBMISSION FORM

**Advocating on behalf of children, youth,
and students for immediate action to
address the affordable housing crisis**

Rationale

Whereas, the physical and mental well-being of students and children are significantly impacted by circumstances they face outside of the school; and

Whereas, student poverty, homelessness, family stress as a result of rising debt, and unaffordable housing have a significant impact on the mental and physical well-being of students; and

Whereas, well established affordability guidelines recommend that housing not exceed more than 35% of a household income, but now have significantly exceeded that threshold for many families; and

Whereas, it is well established that home and food security directly impacts a student's ability to succeed at school, and exacerbates inequities within communities, depriving every child the necessary conditions to succeed at school; and

Whereas, this will dramatically impact the physical and mental well being of children, leading to an increased likelihood of long-term poverty, poor health and premature death; and

Whereas, the mental and physical well-being of children is a joint responsibility of all levels of government.

Resolution

Be it resolved that OPSBA recognize that housing is a fundamental right, and a lack of affordable housing can be detrimental to the mental and physical well-being of children, students, and families across Ontario; and exacerbates inequities which have a lifelong impact.

And, be it resolved that OPSBA advocate for strategies by all levels of government to ensure affordable housing and housing security, so all students have the necessary conditions to succeed.

Respectfully submitted,

Date of Submission: April 13, 2022



Suzanne Ruttan
Chair
Limestone District School Board Trustees
220 Portsmouth Avenue
Kingston, Ontario K7M 0G2

Dear Suzanne Ruttan and the trustees of the Limestone District School Board:

Thank you for your letter regarding the housing needs of your Board's students and community. I appreciate very much the Board's insight into the impact that housing need has on children and their families. In response to the concerns you raised, I would like to share with you some of the work our government is doing to make affordable housing accessible for Canadians young and old.

As you mentioned in your correspondence, many Canadians are experiencing difficulties and frustrations in the housing market. The Government is working hard to improve this situation through the many complementary initiatives of the National Housing Strategy (NHS), which is now a \$72+-billion plan that will help all Canadians find housing that meets their needs and that they can afford.

Historic investments included in the NHS will support the creation of 160,000 new housing units and the repair and modernization of another 300,000. It will also remove as many as 530,000 households from housing need.

Building on these initiatives, Budget 2022 includes many new measures designed to meet housing demand and promote affordability by seeking to double the rate of new home constructions over the next decade and by making further affordable housing investments in communities across the country.

As a local example, this past fall our government made a \$7.4 million commitment through the Rapid Housing Initiative to support the creation of 47 new affordable units in Kingston for those in uncertain housing situations, experiencing or at risk of homelessness, or living in temporary shelters because of the pandemic.

...2

Noting your call for cooperation between levels of government to address Canada's housing needs, I would like to highlight that the federal government has also signed bilateral agreements with all thirteen provincial and territorial partners, representing over \$13 billion in joint funding over ten years to protect, renew and expand community housing, and support provincial priorities related to housing repair, construction and affordability. Specifically, Ontario has a joint investment with the Government of Canada of over \$5.75 billion.

Finally, I will also note that the federal government has made housing commitments specifically aimed at helping women and children in vulnerable situations, such as the Women And Children Shelter And Transitional Housing Initiative under the National Housing Co-Investment Fund. Our new commitments in Budget 2022 continue to focus on helping those in vulnerable housing situations.

I hope this information demonstrates our government's commitment to fight for affordable housing. I thank you again for your advocacy and feedback, and appreciate your continued engagement as we work to promote housing affordability for all Canadians.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ahmed Hussen', with a stylized, flowing script.

The Honourable Ahmed Hussen, P.C., M.P.
Minister of Housing and Diversity and Inclusion

ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – March 8, 2022

Roll Call:

Members:	Staff:
<p>S. Luxford-Oddie, Cataraqui Conservation</p> <p>B. Gilmour, St. Lawrence College</p> <p>J. Campbell, Loyalist Township</p> <p>P. Bearse, KFL&A Public Health</p> <p>C. Bevens-Leblanc, PIC Representative</p> <p>H. McGregor, Queen's University</p> <p>P. Bearse, KFL&A Public Health</p> <p>L. Hanson, Loving Spoonful</p> <p>C. Pepelea, City of Kingston</p> <p>G. Hall, Queen's University</p> <p>B. Barker, Student</p>	<p>A. McDonnell, Superintendent of Education</p> <p>D. Fowler, Manager of Facility Services</p> <p>D. Hendry, Sustainable Initiatives Co-Ordinator</p> <p>Regrets:</p> <p>R. Healey, Kingston Coalition for Active Transportation</p> <p>J. Salter-Keane, City of Kingston</p>
Trustees:	
J. Morning	
Guests:	Recorder:
<p>J. Hostyn – Little Forest Kingston</p> <p>A. Macdonald – Little Forest Kingston</p> <p>J. Whitfield – Little Forest Kingston</p>	J. Dooley, Administrative Assistant

1. Call to Order

Stana Luxford-Oddie, Co-chair called the meeting to order.

Stana Luxford- Oddie shared the Land Acknowledgment.

2. Adoption of Minutes and Agenda

Adoption of minutes moved by: Trustee Morning that the minutes as presented, be approved. Carried.

Adoption of agenda moved by: Brooke Gilmour that the agenda as presented, be approved. Carried.

3. Declaration of Conflict of Interest

No conflict of interest declared.

4. Welcome

Stana Luxford-Oddie, Co-Chair, welcomed everyone to the meeting. Stana introduced J. Hostyn, A. Macdonald and J. Whitfield from Little Forest Kingston.

5. Community Presentation – Little Forest Kingston

Little Forest Kingston envisions Kingston as a nature-positive, climate resilient, “city in a forest” and is guided by the 3-30-300 protocol. The 3-30-300 protocol is where every child can see 3 trees from their window, live in a neighbourhood with at least 30% quality canopy and live within 300 metres of quality greenspace.

In the fall of 2021, citizen-led afforestation took place at the following locations: Marysville, Lakeside Community Garden and at the Indigenous Food Sovereignty site on Hwy 15.

LDSB schools are involved as well from Loughborough Public School, Kingston Secondary School, Welbourne Public School, and Katarokwi Learning Centre.

A little forest is based on the method of rapid forest regeneration pioneered by Japanese forest ecologist Akira Miyawakin in the 1970’s. Thousands of these forests have been planted in Asia and now in Europe where they are known as tiny forests and are centered in schools. First, you gather a community of people who will work together to prepare the ground, plant the trees and steward the forest for 2 to 5 years with watering and weeding, then the little forest becomes self-sufficient.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

There is a City in a Forest campaign for climate resilience which will launch in 2024 in partnership with the City of Kingston to raise awareness of the benefits of urban afforestation, expand the forest steward network and recruit communities and neighbourhoods to prepare, plant and steward a little forest.

Little Forest Kingston is proposing a conversation with LDSB to partner with Rotary and Little Forest Kingston to build a multi-generational Forest Steward Network and pilot Little Forests on school grounds.

6. Reports For Information (Community Organizations' Updates)

- Student at NDSS – B. Barker
Nothing to report
- Parent Involvement Committee – C. Bevens-Leblanc
PIC is interested in and would like to advocate to have forest schools in our board.
- St. Lawrence College (SLC) – B. Gilmour
SLC is in the second year of the sustainability plan. Students are developing a tiny forest at the college. SLC is focusing on sustainable development goals when communicating with the students and faculty. They have been able to map their courses at the college with 10-12% of the courses having some sort of sustainable content. This includes social, environmental, and economic sustainability. A new program has been developed that will begin next September called, "The food safety and security program." It is a one-year program about food sovereignty and local food production.
- City of Kingston - C. Pepelea
Sustainable Kingston is currently fundraising under the Kingston Community Climate Action Fund which is raising money to build rain gardens at Frontenac social housing properties.
The Youth Sustainability award was recently presented to two students at Bayridge Secondary School as leaders of their eco team.
On April 11th, the city of Kingston will launch the better homes Kingston loan program where homeowners can qualify for up to \$40,000 in loans to implement energy upgrades.
- Limestone District School Board – J. Dooley
Nothing to report

- Limestone District School Board – D. Fowler

This summer, there will be \$20,000,000 worth of projects happening in LDSB many dealing with site developments. Anytime there is a project, facility services will collaborate with the school to look at sustainable options and work together to look for ways to improve the site.

- Queen's University – G. Hall

As an organic farmer, Geoff volunteered to do a presentation in the future about heirloom apples and grapes and how to graft and propagate them.

- Queen's University (Faculty of Education) – H. McGregor

The Faculty of Education does not currently have a standing sustainability committee or program other than what is in the course work for the Bachelor of Education students but they are working on it and hope to have it in place next fall.

- Limestone District School Board – D. Hendry

Field trips are beginning to take place with teachers reaching out to plan Kingston Transit transportation for their trips.

KSS has started a green bin program at the school in the culinary area of the school.

Dan has been working with the Loving Spoonful to renew the school gardens. Now that the grow grant is finished, the priority is making sure the gardens that have been placed over the past 5 years are being maintained.

This fall, the waste and recycling contract is finished. This is a big job to get all the little pieces that you would like to have in the bidding process.

LLF has secured a guest speaker on Climate Change for grades 7-12 virtually. More information to come.

- Loyalist Township – J. Campbell

Loyalist Township is hoping to have forests planted by Bath Public School in the near future. In the Infrastructure Master Plan, priority is being placed on active transportation infrastructure. A project happening in Odessa on Main Street this year will have a separated multi-use pathway installed on the south side of the street across from Ernestown Secondary School and Odessa Public School.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

The secondary plan for the west end of Amherstview is being finalized which includes a block for a potential new school.

- Loving Spoonful – L. Hanson

The Loving Spoonful is working on reinvigorating the grow project to make it more sustainable and accessible. They would like to leverage outdoor learning, existing resources, and community connections. The hope is to expand to a more school wide focus instead of only grades 4-8. Options are also being provided to schools that cannot maintain a vegetable garden to have either a pollinator or perennial garden.

Loving Spoonful has taken over the Community Harvest Gardens and are now under the urban agriculture program. Vegetables will be grown at local urban farms to enhance access to fresh food for marginalized communities. There will be affordable farmers markets as well as good food boxes between June and October.

- Limestone District School Board – A. McDonnell

Nothing to report in addition to D. Fowler's and D. Hendry's reports, but wanted to say how impressed she is with this committee and the amazing collaboration between the different groups in ESAC.

- KFL&A Public Health – P. Bearse

Public Health has been very busy over the last two years. The focus has been on COVID 19 response but are starting to see some transitioning back to normal programming. Peter is hoping to support the active school travel program through the City of Kingston.

- Cataraqui Conservation – S. Luxford-Oddie

The Maple Sugarbush program started last weekend. COVID 19 protocols are still in place and they are encouraging people to register in advance as there is a 1000 person cap.

Stana has been visiting some school and has offered things such as snowshoeing as well as virtual experiences which encourages students and teachers to get outside into their school yard and celebrate the land and trees that are already there.

Stana shared that she just hosted a teacher candidate from Queen's and will have three new candidates joining her.

- Limestone District School Board – Trustee J. Morning

Trustee Morning noted that if there are suggestions for the LDSB budget survey, to send any requests to her.

The board will be involved with the community group that is looking at safer streets. This group is being led by the City of Kingston and the first meeting will be tomorrow.

7. Brainstorm About Future Presentations

L. Hanson offered to do a presentation on the grow project.

B. Gilmour suggested the behavioral psychology department is doing research on Behavior Impacts on Climate and how we can promote traditional modification techniques.

S. Luxford-Oddie offered to do a presentation on Forest Schools.

Any ideas can be sent to Dan Hendry at a later date.

8. Unfinished Business

No unfinished business reported

9. New Business

C. Pepelea asked - How can Sustainable Kingston support waste audits or other projects?

C. Bevens-Leblanc offered the support of the Parent Involvement Committee for any projects that are running or that we are hoping to run.

10. Next Meeting

Tuesday, May 10th, 2022

4 pm on MS Teams

11. Adjournment

Stana Luxford-Oddie adjourned the meeting.

The meeting adjourned at 5:34 p.m.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

March 23, 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 H. Simson, Learning Disabilities Association of Kingston</p> <p>Regrets:</p> <p>C. Carriere-Prill, Member-at-Large N. Carson, Epilepsy South Eastern Ontario A. Martin, Member-at-Large (Queen's University) C. Norwich-Stevenson, Member-at-Large Z. Rogers, Community Living Kingston C. Roberts, Easter Seals Ontario 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:
E. Clost-Lambert, Educational Services Research and Data Analyst	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 – February 16, 2022

MOVED BY: Trustee Godkin that the February 16, 2022, SEAC Minutes be approved.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Educational Services Data Presentation

Educational Services Research and Data Analyst Ellyn Clost-Lambert introduced herself to SEAC and shared a presentation of her role and responsibilities within LDSB.

Educational Services Research and Data Analyst:

- Support service to students by designing data collection and management tools; building data visualizations; analyzing data collaboratively alongside Education Services staff; and mobilizing results.
- Two portfolios as of July 2021: 0.6 FTE Education Centre, 0.4 FTE Educational Services.

Data can be used to advance social change if used responsibly and in community with those seeking change.

Current Work:

- Supporting reflective practice
- Mobilizing data within Educational Services
- Communications
- Act as resource for staff on best practices

Future Directions:

- Triangulate data for intersecting plans, projects, and priorities
- Strengthen collaboration between Educational Services and the central Board Office
- Mobilize issues-based data system-wide

7. CORRESPONDENCE

7.1 Renfrew County Catholic District School Board – Letter to Minister of Education and Minister of Health regarding the nursing shortage, dated February 11, 2022. Provided for information.

7.2 Thunder Bay Catholic District School Board – Letter to Minister of Education endorsing Bill 172, the Education Statute Law Amendment Act in relation to Fetal Alcohol Spectrum Disorder (FASD), dated February 15, 2022. Provided for information.

7.3 Durham District School Board – Letter to Minister of Education regarding Change to definition of “Disability” and supporting Bill 172, dated February 22, 2022. Provided for information.

7.4 Durham District School Board – Letter to Minister of Education regarding Comments with respect to PPM No. 81, dated February 25, 2022. Provided for information.

8. ASSOCIATION UPDATES

Helen Simson, Learning Disabilities Association of Kingston

The Learning Disabilities Association of Kingston will be holding our annual Speak Up for Ability forum on Saturday April 23rd. It will be a virtual event. We are honoured to have two of the lawyers who produced the Ontario Human Rights Commission's Right to Read Report provide a discussion of the report's primary findings and their implications for teaching literacy in Ontario's schools, with a particular focus on the implications for students with learning disabilities. The event is free, and registration will open soon. The OHRC presentation will be followed by a panel of local literacy experts and then a moderated discussion including educators from both local school boards, parents, and other experts. Please check our website, ldakingston.com by the end of March to register.

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

9.1 Ministry Updates:

2022-2023 Grants for Student Needs Funding (GSNs) Highlights

COVID-19 Learning Recovery Fund

The Ministry is providing \$304.0 million in time-limited and temporary additional staffing supports to continue to hire teachers, early childhood educators, educational assistants and other education workers to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards. As part of this grant, school boards will be required to provide the option for remote learning in the 2022-23 school year. School boards are permitted to establish one virtual school per elementary and secondary panel based on local demand, where the funding can support the hiring of principals, vice-principals, school-based administrative support and/or Information Technology support.

Student Mental Health Investment

Recognizing the importance of promoting positive mental health, especially in light of the COVID-19 pandemic, an increase of \$38.3 million is being provided for student mental health within the Mental Health and Well-Being Grant. This amount includes an increase of \$25.2 million through the Supporting Student Mental Health Allocation, transferred from Priorities and Partnerships Funding (PPF). 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.

A new investment of \$10.0 million is being provided, of which \$5.0 million is to be used for evidence-based mental health programs and resources to support student resilience and mental well-being. The ministry will provide more details on the use of these funds in advance of the 2022-23 school year.

Local Special Education Priorities

Funding of \$16.3 million to enhance support for students with special education needs, previously provided through PPF, is being provided through the Differentiated Special Education Needs Amount (DSENA) Allocation as a new Local Special Education Priorities amount. In alignment with the prior year, school boards may use this funding to address local priorities such as retaining additional educational and/or professional and paraprofessional staff (e.g., special education resource teachers, educational assistants, speech-language pathologists, occupational therapists, and psychologists, among others)

and other local priorities such as evidence-based programs and interventions, as well as transition supports.

Increased Special Equipment Amount (SEA) Per-Pupil Amount

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 component, the base is increasing to \$20,000 and the amount per pupil is increasing to \$39.461.

Priorities and Partnership Funding (PPF) Transfers to GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, the following PPF allocations are being transferred into the GSN:

Well-Being and Mental Health Bundle

Funding of \$3.0 million for the Well-Being and Mental Health Bundle is moving from PPF into a new Well-Being and Positive School Climates Allocation within the Mental Health and Well-Being Grant as previously noted above. This new Well-Being and Positive School Climates Allocation, funded through a base amount of \$10,000 per district school board and a per-pupil amount of \$1.14, supports school boards in meeting local needs and priorities that promote and support well-being and inclusive education, including strengthening positive school climates. This funding enables school boards to support activities in their improvement and multi-year strategic plans.

2022-23 Priorities and Partnerships Funding (PPF)

Summer Learning for Students with Special Education Needs

The ministry will provide \$10 million for the 2022-23 school year school boards to deliver transition programs and additional staffing during the summer for students with special education needs.

Supporting Students with Special Education Needs/ Students with Disabilities

Application-based funding for school boards to implement initiatives to prevent and remove accessibility barriers experienced by students with special education needs and/or disabilities. Applications would be submitted to fund projects that related to Awareness & Training, Curriculum-Instruction-Assessment, Digital Learning & Technology, and Organizational Barriers.

Special Education Additional Qualification (AQ) Subsidy for Educators

Funding will support educators' participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses.

Developmental Disabilities Pilot: Student Transitions

Funding to support select school boards to explore and implement successful practices in transitioning students with developmental disabilities to work through an intensive job-placement program.

Early Intervention in Math for Students with Special Education Needs

The funding is intended to support school boards in implementing early interventions in Math for students with special education needs. Funding may be used to support elementary students with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math.

Mental Health and Well-Being PPFs**School Mental Health Ontario (SMH-ON)**

As part of the government's commitment to build a comprehensive and connected multi-year mental health and addictions system across the lifespan, funding for School Mental Health Ontario (SMH-ON) will continue. SMH-ON will receive \$6.5 million in 2022-23 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, the delivery of consistent professional learning to school-based mental health clinicians and cross-sectoral work with partners in other sectors to ensure alignment with the broader provincial system of mental health services.

Health Resources, Training and Supports

This funding is used to develop new resources and supports, and to deliver local training to principals/vice-principals, educators and other school staff related to current and emerging health and safety issues. In past years, this has included supports connected to cannabis use, vaping, gaming, and nutrition. For school year 2022-23, school boards are encouraged to continue using funds to support effective implementation the ministry's Policy Program Memorandum (PPM) on anti-sex trafficking.

Tutoring Supports Program

In order to address the impacts of the COVID-19 pandemic, the ministry is making an historic investment of approximately \$175 million over the current and next school year for a new

Tutoring Supports Program to be administered by school boards. Boards will receive amended 2021-22 PPF transfer payment agreements (TPAs) with 50% of the allocation to be spent by August 31, 2022.

The remaining 50% will be included in 2022-23 school board PPF TPAs at the start of the school year. Program implementation can begin immediately and must begin no later than the first week of April based on the following criteria:

- An average group size of 5 students
- Smaller average group size, including 1:1 individual tutoring, for students who would benefit from more attention based on student need
- Options will be provided to students to access tutoring during a variety of time slots to meet student need (i.e., before and after school, during the school day, on weekends, and during the summer)
- Tutoring programs will prioritize math and literacy and other foundational learning skills
- Programs may be offered in collaboration with community partners

9.2 Ontario Human Rights Right to Read Inquiry

On February 28th, the Ontario Human Rights Commission released the Executive Summary of the Right to Read Inquiry.

You can access that summary at this link: [Right to Read Executive Summary](#).

A copy was also included in the SEAC package. Further information will be brought to SEAC as this report and other documentation from the Ministry are discussed with Senior Team and Trustees.

Chair McGregor called upon SEAC Members for questions regarding the March 2022 Superintendent's Report.

9.3 Educational Services SEAC Update

Building Our Vision for the Future: Enhancing Special Education Services in Our District – March 2022 Monitoring Report - Principal Michael Blackburn and Vice Principal Jenn Grasse presented a report illustrating the indicators of success in key areas of focus under the four Big Ideas of the Special Education Services Monitoring Document.

1. **Reallocation of Resources:** Restructuring supports, services, teams and programs to meet the changing needs of students and schools and to equitably distribute resources.
 - **Key area of focus:** Continuing – Critically examine application processes for District programs and explore alignment with goals/purpose of specialized programs.

- **Indicators of Success:**
 - Review of District Program Goals (Mission and Vision).
 - Aligning of District Program application processes.
 - Monitoring student progress through mid-year review meetings and team check-ins.
 - Developing consistent tools/templates to identify student strengths, needs and goals.
- 2. **Professional Learning:** Provide ongoing and relevant professional learning to a variety of staff in order to build capacity to meet the needs of diverse learners in an inclusive learning environment.
 - **Key area of focus:** Continuing – Embed Universal Design for Learning (UDL) principles in professional learning opportunities.
 - **Indicators of Success:**
 - Addition of Special Educator Support Teacher role to support UDL strategies and supports at the secondary level (de-streaming).
 - Intentional focus on UDL at SST/LPS course professional learning sessions.
 - Ongoing UDL resource sharing at system-wide SST meetings.
 - Resource sharing with Educational Services.
- 3. **Strengthening Partnerships and Leveraging Supports:** Strengthen and enhance partnerships with families and community partners to leverage supports and maximize student learning and well-being.
 - **Key area of focus:** Continuing – Develop supportive resources for students and parents (IEP and IPRC).
 - **Indicators of Success:**
 - Development of Parent and Student IEP Guide—student-centred with a focus on building self-advocacy.
 - IPRC Guide for Parents—critical and accessible information.
 - IPRC/Waiver Flowchart for SSTs—system alignment and support.
- 4. **Learning for All:** Support the implementation of differentiated, precise and research-based instructional strategies to support the learning and well-being of all students.
 - **Key area of focus:** Continuing – Collaborate with Program Team/Curriculum Department to explore literacy and numeracy supports and interventions.

➤ **Indicators of Success:**

- Ongoing information sharing and collaboration with SSTs in the area of literacy and numeracy intervention.
- Prioritizing regular connection between Special Education Coordinator and Program Team to share special education perspective.
- OHRC Right to Read Report—continuing the work in the area of early screening, intervention and assessment.

Chair McGregor called upon SEAC Members for questions regarding the March 2022 Monitoring Report.

10. NEXT MEETING DATE

Wednesday, April 20, 2022

11. ADJOURNMENT

MOVED BY: Trustee Godkin that the meeting adjourn.

The meeting adjourned at 6:12 pm.



PARENT INVOLVEMENT COMMITTEE MEETING MINUTES – April 14, 2022

Roll call:

Members:	Staff:
Crystal Bevens-Leblanc Shayla Bradley Jennifer Foster Lucy Aron Melissa Rickey Rob Richer Rena Petrick Gelareh Monajemi Virginia Venditti Kim Harper Alejandra Zamora Vanessa Wood Susan Coleman Mike Hipson Mark Foster Jim Jodoin Kelley Packalen	P. Gollogly, Associate Superintendent A. Andretta, Administrative Assistant C. Wilson, Teacher
Trustees:	Guests:
Robin Hutcheon Judith Brown	Leigh Wood-Landry

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

Shayla Bradley offered the land acknowledgment:

The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. When we acknowledge this traditional territory, I also want to recognize this longer history before colonization and the terrible impacts of colonization and cultural genocide, including in education. As we all know, and the ongoing impacts of today and I want to acknowledge the many Indigenous peoples who are still here, who are resilient, who are stewarding land and remind all of my fellow settlers that we still have a lot of work to do and supporting land and language reclamation and representation in our systems, including the education system. If you tuned into EPOC last night, you would have heard an update on the board equity action plan. There was a lot of discussion around representation in all our various committees and groups.

1. Call to Order

Called to order at 6:02 pm.

2. Adoption of Agenda

The membership adopted the agenda with the note that there will be no IEAC report, and C. Bevens-Leblanc requested to add a motion to the agenda, that PIC write a letter to the local Medical Officer of Health and the Board of Trustees to request a mask mandate. There was no opposition to adding the motion to the agenda as new business.

3. Declaration of Conflict of Interest

Not at this time

4. Delegation/Presentation

4.1 Leigh Wood Landry- KMFRC Presentation

Nationally, there are approximately 85,000 military children, and up to 25% of them have both parents serving in the Canadian Armed Forces (CAF). Since our community includes CFB Kingston, RMCC, HMCS Cataraqui and the Princess of Wales Own Regiment, many regular and reserve force members live, work, and raise families in the Kingston area. About 85% of military families now live off-base. As a result, the experiences and needs of children in military family's impact teachers, childcare educators, civilian peers, and other people encountered in the community. This resource was created through a partnership between Canadian Forces Morale and Welfare Services, and Kids Help Phone. It can be accessed by visiting <https://www.cafconnection.ca/workingwithkids>. The guide speaks about the importance of military family literacy: being aware of and responsive to the experiences of children in military families.

The primary challenges facing military families are frequent relocation, parental absence, and risk. Few careers bring this combination and intensity of challenges. Postings occur at the discretion of

the CAF, in response to operational needs. Frequent relocations require acclimatizing time and time again, which includes needing to rebuild support networks, and learning how resources differ from one location to another (generally without family or friends in the area). Parental absence involves unpredictable work hours, and work-related separations lasting from one day to fifteen months at a time. Risk of injury or death is inherent to the profession of arms.

Military children are often incredibly resilient, but they may also face challenges that are relatively unique. When we consider the need behind behaviour, military children may feel isolated or misunderstood, miss friends they met in previous postings, and feel an overall lack of choice and agency. These experiences can be especially difficult for children who are neurodiverse, or who have a more introverted temperament and/or anxiety. Military children will also face significant differences among provinces and school districts or boards, in areas such as curriculum, language of instruction, timetables, testing, credit transfers, and graduation requirements (as well as available extra-curricular activities, and corresponding registration procedures).

Five suggestions to offer support and nurture community: Show flexibility, when feasible. For example, consider ways to welcome and include military children who arrive outside of usual try-out or registration times; and welcome acknowledgement of Month of the Military Child (April). Be approachable and empathetic; build connection. Nurture engagement – consider opportunities for mentorship and/or strength-based small groups, to promote belonging. Collaborate with military families, to help bridge any gaps in learning that are related to relocation. Connect with the MFRC for further information about the deployment cycle and how it commonly affects families (for instance, repeated periods of separation and reunion may be more difficult than longer deployments).

Leigh Wood-Landry answered questions about what has been successful in terms of embedding military kids into school culture and supporting families. She noted that partnerships are very important.

She also noted that KMFRC is happy to provide presentations to individual councils.

5. Approval of Minutes

February minutes were approved by consensus.

6. Reports for Information

6.1. Chair Update from Co-Chairs Crystal Bevens-Leblanc and Shayla Bradley

Co-Chairs Bradley and Bevens-Leblanc stated:

“Since our last meeting there has been several changes to COVID protocols and all of our experiences within the education system as caregivers and as people involved with School Advisory Councils as a result. We always encourage you to connect with your classroom teachers,

administrators, or superintendents as appropriate for school-related issues and to reach out to trustees for board governance issues, and we're always here as Co-Chairs to help you navigate where to go if you're not sure.

We've had a lot of questions about communication of absences in schools, what the numbers mean, why there are buses canceled – the last family-facing update from the Director hopefully answered some of those questions along with information from Superintendent Gollogly explaining that absences are reviewed at the 30% absent mark and the school information is passed along to public health if the reason for increased absences is determined to be illness. For information, last night the Director told trustees that the percentage of COVID-related absences appears to have peaked mid-last week.

We will leave the board updates to Trustee Brown, but we have been told through the board that public health and provincial ministries are an appropriate place to send any additional advocacy regarding public health measures like mandated masks.

In terms of how PIC is responding to our local COVID situation, we have, as a group, been discussing what everyone wants in terms of a return to meeting in person. The majority are interested in continuing virtual meetings or at least having a hybrid option for any in-person meetings, not just due to COVID concerns but also for equity in terms of childcare, travel, and other personal responsibilities. As Co-Chairs we feel that's important, and we don't want to leave anyone out.

We're planning to use some parent engagement funding to have Lynn Lyons present on managing anxiety after many of you said that it would be something you'd like; we don't have dates yet, but this would be open to the whole board. The 2SLGBTQIA+ focus group is also discussing a workshop opportunity on equity and inclusion.

A reminder that PRO Grant funding must be spent by May 27 and the final report submission is due June 3. C. Bevens-Leblanc noted the School Pedestrian Safety Working Group has been organized by the city of Kingston and that she is representing parents of LDSB on the committee. The city launched a survey that day, which she urged all families and schools to complete.

The goal of the group is to have a list of recommendations to go before the city in June, hopefully to be implemented September." This concludes Co-Chairs report for this evening.

6.2.Board Update-Associate Superintendent Gollogly

Limestone continues to work closely right now with KFL&A public health to monitor COVID-19 activity within the schools and surrounding communities. When there is an increase of COVID-19 activity, there has been an increase in staff and student absences. We started to see a peak, or at least we hope we saw the peak and things have started to taper off, which has been great to hear. We are hopeful that the circumstances will be improving by the end of April. Although masks are no longer required for students, staff and visitors in the school, masks are

strongly encouraged. If schools cross the 30% threshold of absences due to COVID related reasons, KFL& A public health and LDSB will come together and discuss what will happen for that school. If the reasoning is behind that is COVID related reasons, then a letter will be sent to the community and families recommending that they strongly encourage masking.

What are the new things that is coming out? Our workplace census and belonging survey, which is being launched April 29th. We strongly believe that if we know better, we can do better. We recognize that the lived experience of our staff and students contribute to the diversity of ideas and perspective, which in turn are teaching, learning, and are working environments.

Some exciting things that are changes with public health is the fact of graduation and extracurriculars, are back. Full extracurriculars have resumed in schools and has been wonderful to see the return of spectators in the school sports. I can personally say I was at St. Lawrence College a couple of weeks ago to watch the basketball championships, and it was just wonderful to see the energy amongst everyone.

The changes to public health measures also allow schools to plan for more regular activities in the spring, including graduation. Graduation ceremonies and celebrations may look different from school to school and may not resemble graduations prior to the set pandemic. But we are still excited that this is coming into play for us.

6.3. Trustee Update-Trustee Brown

Trustee Brown stated: “Trustee Brown shared that at the EPOC meeting April 13, trustees heard a report on expanded opportunities for students in Limestone. There is a selection of credits and experiences a student may create or choose in secondary school that lead to one of four possible post-secondary destinations: apprenticeship programs, college, university, or the workplace. These include co-op, school within a college, programs for women in the trades, Specialist High Skills Major programs, and the Ontario Youth Apprenticeship Program.

The second report at EPOC was on the Equity Action Plan. Feedback from many consultations was provided and more detail will be given in September 2022. Trustee Brown shared that she gave an update on the Umoja Black Advisory Committee, which is making great progress, and looking for more diversity in the members. She invited PIC representatives to reach out if they knew anyone who would be interested.

She provided an update on policy housekeeping, Trustee Godkin’s policy resolution to OPSBA on affordable housing, and a motion on mask mandates that was not tabled.

Trustee Brown answered a question about whether translation services would be available for people who want to attend Umoja meetings. She asked for the contact information of people interested in attending. Representatives, Trustee Brown, and Associate Superintendent Gollogly also discussed student access to guidance counsellors to understand the various educational

pathways available.” This concludes Trustee Brown’s report.

6.4. Indigenous Education Advisory Committee

No update to report

6.5. 2SLGBTQIA+Focus Group

2SLGBTQIA+Focus Group had Fae Johnstone who is a trans woman and an advocate with Wisdom to Action, conduct a wonderful workshop on support kids who come out, and what they can do as family members and community members. We were able to record so if you go to the PIC public Facebook page you should see the link and the video and that will work for anyone even if you don’t have Facebook. If you can’t find it email me.

The focus group has signed up to be part of Kingston Pride this year. You’re welcome to join us; we’ll be walking in the parade and we’re looking forward to it a lot, both as a show of representation and care for our entire school community but also because it’s going to be the first time a lot of us have met in person.

The group is also looking at hosting a Get Real workshop, so these are workshops that are going to be happening for students and staff, but they’ve asked if we want a parent-facing session and if it works out that’s something we could potentially use parent engagement funding for.

We are still working with staff, still trying to reach students to make sure that we’re amplifying what they want and need because that’s what this is all about. If you are a member of the queer community or have a child, who is you’re welcome to join us. Our next meeting is May 10 at 7:30.

Following the report, PIC approved a funding request for the get REAL workshop, via consensus, coming from general parent engagement funding.

7. Reports for Actions

None currently.

8. Unfinished Business

Not at this time.

9. New Business

9.1.Motion to advocate for masking

Crystal Bevens-Leblanc brought forward the following motion:

PIC would write a letter to the local Medical Officer of Health and the Board of Trustees to request a mask mandate.

S. Bradley clarified that PIC would be writing two different letters; one to Dr. Oglaza and one to the Board of Trustees, noting that the issue is very legally murky. Those in attendance were invited to speak on the issue.

Discussion clarified that the letters would be written on behalf of PIC, with each PIC representative representing their school community and school community voice.

S. Bradley offered that, when PIC has written letters in the past, it has been where there is a consensus of majority of PIC representatives who vote, feeling their schools would be in support of the motion. She advised that reps should look at what their schools would support, as much as they can, because PIC does not poll every individual person at a school. She noted that there is no judgement based on how anyone is voting because every school is different. Participants discussed the OCDB motion and that OCDB had public health backing.

A participant expressed the need for consultation as part of the process when dealing with a contentious issue and noted that there was not enough time to do that at the meeting itself. Another participant expressed concern about trying to go beyond existing public health measures.

Associate Superintendent Gollogly suggested taking some time for representatives to consult with their school communities.

S. Bradley paused the speakers list and offered a change to the motion; given that some PIC representatives were asking for more time and others were concerned about the urgency of the motion, that the actual voting on the motion take place electronically with a deadline.

She suggested that PIC reps reach out to their councils, SAC chairs, and/or school community and find out, however the rep can, what their school community thinks. She noted that it is perfectly fine to say no to the motion and that it is okay to disagree.

Representatives agreed on a deadline of end of day April 22. There was a request for rationale for the motion to be provided in writing, which S. Bradley agreed would be sent as part of the electronic vote information.

S. Bradley clarified that if the motion went forward PIC would be writing a letter saying that the advisory committee supports a return of mask mandates, and that PIC wouldn't and doesn't operationalize our advice.

9.2.Other Business

PIC members were reminded of an upcoming literacy conference with LDKA, that PIC is working on an anxiety workshop with Lynn Lyons, that an event with the KFL&A mental health family advisory committee is happening May 4 and that bylaw review is upcoming.

PIC members were also asked to consider how many meetings they want in the upcoming school year with four as a minimum.

PIC members also discussed bullying prevention in general and shared some ideas and strategies. They discussed the many structural and systemic issues that lead to injustice especially for newcomers and marginalized people. They discussed the equity action plan and how caregiver voice should be shared with the board.

A member requested advice in dealing with a later autism diagnosis for a child. PIC members and Associate Superintendent Gollogly offered some ideas.

10. Next Meeting

Thursday, May 5, 2022

11. Adjournment

The meeting adjourned at 8:13 PM.