



AGENDA - REGULAR BOARD MEETING

Wednesday, October 26, 2022 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGOct26>

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 (*private*) – September 21, 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 – September 21, 2022 (Pages 4-18)
- 11.2 Education, Policy and Operations Committee – October 5, 2022 (Pages 19-23)

12. REPORTS FROM OFFICERS

- 12.1 Chair’s Report
- 12.2 Director’s Report

13. REPORTS

- 13.1 OPSBA Report – Trustee McGregor
- 13.2 Student Trustees’ Report
- 13.3 Reports For Action
- 13.4 Reports for Information
 - 13.4.1 LDSB Strategic Action Plan – End-of Year Report 2021-2022 – Director Burra (Pages 24-96)
 - 13.4.2 Strategic Action Plan – Areas of Focus 2022-2023 – Director Burra (Page 97)

14. UNFINISHED BUSINESS

15. NEW BUSINESS

16. CORRESPONDENCE

17. NOTICES OF MOTION

18. ANNOUNCEMENTS

18.1 Recognition of Outgoing Trustees

19. COMMITTEE MINUTES FOR INFORMATION

19.1 Parent Involvement Committee - May 5, 2022 (Pages 98-103)

19.2 Environmental Sustainability Advisory – May 10, 2022 (Pages 104-108)

19.3 Special Education Advisory Committee – September 14, 2022 (Pages 109-114)

20. FUTURE BOARD MEETING SCHEDULE

November 16, 2022 (*Annual Meeting – Chair/Vice selection*)

November 21, 2022 (*Nominations Committee/Special Meeting*)

December 7, 2022 EPOC

January 18, 2023

January 26-28, 2023 - OPSBA Education Symposium

February 8, 2023 EPOC

February 22, 2023

March 8, 2023 EPOC

March 29, 2023

April 26, 2023

May 3, 2023 EPOC

May 17, 2023

June 7, 2023 EPOC

June 8-10, 2023 OPSBA AGM

June 21, 2023

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – SEPTEMBER 21, 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) M. Elshrief (Student Trustee) E. Jackson (Student Trustee) J. Kolosov (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:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Gingrich called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE

MOTION: To move into Private Session.

MOVED BY: Trustee Hutcheon. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Gingrich asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes (private) – August 24, 2022

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

5. FOR INFORMATION

- 5.1 Safe Schools Update – No update at this time.
- 5.2 Property Update – No update at this time.
- 5.3 Personnel Update – No update at this time.
- 5.4 Labour Update – Superintendent McWilliams provided a labour update.
- 5.5 Legal Update – No update at this time.
- 5.6 OPSBA Update – No update at this time.

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 Elliot. 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) M. Elshrief (Student Trustee) E. Jackson (Student Trustee) J. Kolosov (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:
C. Downie, Assistant Manager Facility Services, J. Branker, Manager of Youth programming Boys and Girls Club	S. Mitton, Executive Assistant to the Director and Trustee Liaison

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

Trustee Hutcheon provided the Acknowledgement of Territory. "I was raised in Tamworth, in the township of Stone Mills and currently live on Amherst Island in Loyalist Township. I have also lived in Vancouver, BC and Sackville, NB and for less significant periods in Toronto, Belleville and Peterborough in Ontario. My ancestry is Scottish and English neither of which were the original inhabitants of these lands. I honour those peoples who were as I learn the true history of where I live. My connection to the land comes not from where I am but from digging my toes in the ground wherever I go and having a physical and spiritual connection to the Earth itself. From this I gather my strength. I honour those who came before me who kept this land beautiful, my gratitude, and I honour those who come after me by working to keep this land beautiful. I offer, with enormous gratitude and love, this acknowledgement of the traditional lands of the Anishinaabe and Haudenosaunee on which the Limestone District School Board is situated. Thank you."

7. ADOPTION OF AGENDA

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

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

8. DECLARATION OF CONFLICT OF INTEREST

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

9. DELEGATION/PRESENTATION

9.1 Focus on Youth Presentation

Associate Superintendent Gollogly welcomed the Manager of the Youth program Jaahmal Branker from the Boys and Girls club who is responsible for overseeing the Focus on Youth Program. Jaahmal explained how he has a unique history with Focus on Youth program. When Jaahmal was younger, he was a participant in the program. His placement was at the Boys and Girls club where he remains today. This is his second year managing the program and he is looking forward to planning next summer's Focus on Youth session. He stressed the impact that these programs have on young people's lives. A parent testimonial from the LSDB program stated, "Thank you so much for giving my child this opportunity, as you know it takes a village to raise a child and coming out of COVID she could see the change in her youth's mood because of the chance that was provided to her child." In terms of numbers, Limestone had 15 students enrolled in the program ranging from Grade 9 to 12. Students worked approximately 20 hours a week for 8 weeks for Grade 9 and 35 hours a week for Grades 10 to 12. A variety of activities are available for youth throughout the program including resume building, where there is a chance to sit down with the hiring team where they look over their resume, behavior training specifically focused on working with young children and activity planning. Jaahmal reinforced that without funding from LDSB it would not be possible to provide this type of programming which the youth enjoy so much.

Chair Ruttan thanked Jaahmal for his presentation and asked for questions or comments.

9.2 Facility Services Summer Update

Superintendent Young thanked the team at Facility Services for their hard work this summer taking on a significant number of projects. He outlined the instrumental role Assistant Manager Downie played and invited her to start her presentation. Assistant Manager Downie highlighted that \$20.9 million in School Condition and Renewal funding was allocated to 223 projects.

Capital projects were completed at 50 schools including 3 portable moves and 2 portable demolitions. She went through projects including building envelope, mechanical projects, interior improvements, summer operational work and site improvement projects. Some highlights from the update included:

- Clarendon Central PS - A new environmentally beneficial PVC membrane roof was installed.
- Centreville PS – HVAC project boiler replacement with classroom unit ventilator improvement.
- Perth Road PS – Interior improvements for storage, layout and accessibility
- Central PS Phase II - Updates to gym flooring, ventilation improvement and lighting improvements
- Katarokwi LC – The teaching kitchen was moved to the Limestone Education Centre
- Newburgh PS – Grading and drainage improvements, outdoor classroom and accessibility upgrades.
- Napanee District SS – Tennis and Pickleball court installation.
- Lancaster PS – Turf field installation.

Chair Ruttan thanked assistant manager Downie and opened the floor to questions.

10. PRIVATE SESSION REPORT

Vice-Chair Gingrich stated that earlier this evening during Private Session:

- o The minutes were approved from the Regular Board Meeting of August 24, 2022.
- o Superintendent McWilliams provided a labour update.
- o There was no other business conducted, or motions passed in Private Session.

MOTION MOVED By Vice-Chair Gingrich and seconded by Trustee Elliot that the Private Session Report be received. Carried.

Chair Ruttan called upon Trustee French to report on the Audit committee Private Session from September 19th

- The 2022-2023 Audit Plan was approved.
- Some information items however no other business conducted, or motions passed in private session.

MOTION MOVED By Trustee French and seconded by Trustee Elliot that the Audit

committee Private Session Report be received. Carried.

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – August 24, 2022

11.2 EPOC Meeting Minutes – September 7, 2022

MOVED BY Trustee McGregor and seconded by Trustee Hutcheon that the minutes, as presented, be approved. Carried.

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Ruttan stated: "A wonderful start-up to the new school year. Congratulations to all Limestone staff, students, and families for an amazing couple of weeks.

We have a great year ahead of us, lots of rewarding work to do, as we continue to make Limestone a great place to learn, work and grow.

Students and staff are already engaged in a number of extra-curriculars, clubs and sports like this week's soccer tournaments, Terry Fox Runs, football and more. It is a welcome return.

I had the honour of attending the Kick-off for the United Way of Kingston, Frontenac, Lennox and Addington. Limestone employees are key contributors to the success of the annual campaign. The pandemic, food security and youth homelessness remain urgent needs in our communities.

Our neighbours, our students, and each other, benefit from the more than 75 services and programs offered by United Way agencies throughout our school district. Any assistance we can collectively provide serves to strengthen the community by bringing people and resources together to make positive change.

Friday, September 30, marks the second National Day for Truth and Reconciliation, and since 2013, Orange Shirt Day. On this day, and throughout the preceding week, schools and school boards across Ontario, including students, staff, and school communities, will be commemorating the tragic history and ongoing legacy of residential schools. We honour First Nations, Métis, and Inuit children and communities impacted by this system.

In closing, I would like to recognize Limestone Facility Services staff who, as reported in tonight's presentation, were busier than ever over the summer, not only with the typical school repairs and renovations, but also with many projects that improved accessibility for students, families, and staff. My sincere thanks.

And that concludes my report.”

12.2 Director’s Update

Director Burra stated: “Good evening trustees and the viewing public. Overall, and all things considered, I am very pleased to report that Limestone has had a very positive start to the 2022-2023 school year. While there is always room for improvement, it is amazing to see everything come together with almost 20,000 students and almost 3,000 staff starting the school year in 60 Limestone sites and virtual school.

Preliminary enrollment numbers are showing growth within the Limestone community with an increase in both elementary and secondary students. Today was day 12 of the 2022-2023 school year for students, and it has been wonderful to have students back in schools and to see various activities like sports, clubs, field trips, and great learning already underway helping to support the overall Limestone student experience. We must all recognize and have great gratitude for the time and efforts of staff and community members to make all of these extracurricular activities a reality for students. Having started my visits to schools this fall, it has been wonderful to see, hear, and feel the energy and excitement of learning and fun in schools. The Limestone District School Board marked the passing of Her Majesty Queen Elizabeth II, the longest-serving British monarch and Canadian Head of State. Canadian flags at all Limestone schools, education centres, and the Board office were flown at half-mast from the date of the Queen’s death on September 8, to yesterday evening. In addition, to align with the provincially declared day of mourning and moment of silence to honour the Queen, all schools recognized a moment of silence around 1:00 p.m. on Monday, September 19, 2022. I think it is important to note that as a system we honoured the passing of Queen Elizabeth II while also being very clear that we know that some individuals, families, and communities have very different experiences with the British monarchy and we need to be mindful of a wide range of reactions to her passing. Like in so many other areas in education and society at large, as members of the community, we must continue to emphasize the importance of respecting differences in perspective and being open to dialogue to the maximum extent possible.

Looking ahead to next week, a wide range of activities will be taking place in schools and the community to honour the second annual National Truth and Reconciliation Day, and Orange Shirt Day, on Friday, September 30. This is a critical date to recognize the harm and trauma of the Residential Schools system, to honour the survivors and their families, and continue our collective learning and journey of reconciliation. Schools continue to have a critical role in supporting this journey and ensuring the truth is known about Residential Schools and their

legacy in Canada.

Next week we also kick off the annual United Way of KFL&A campaign in Limestone. I invite all trustees to join this effort. As an incentive to Limestone employees, I will be contributing \$1 for every staff member who provides a one-time, or regular, payroll deduction to support the campaign. No amount is too little, and every dollar matters in supporting some of the most vulnerable children, youth, and families in the communities we serve. With almost 3,000 employees in Limestone, I am hoping to contribute almost \$3,000 to this year's campaign. Finally, I would like to bring to trustees' attention the professional learning focus we have launched in Limestone for the 2022-2023 school year. At this stage of the pandemic, we must continue to hone our craft to best serve students. While this work will not be completed this year, I think it is critical to highlight its importance in ensuring schools are making a difference for all students today, and into their futures. We need all of Limestone students to find purpose in school, to find value in school, and to find hope in school. We know this is not the case for all students. As the late and former United Nations Secretary General Kofi Annan said, "Education is the great equalizer of our time. It gives hope to the hopeless and creates chances for those without." As a result, our system focus this year for professional learning, and to center our attention on students, we will be concentrating on three inquiry questions: First, for whom is the current education system not working and why? Second, how do I/we know? And thirdly, what can I/we try to do differently to make a difference? These questions align with the current strategic plan, but also allow us to focus our attention on students who are currently, or have been historically, underserved. All educators want to make a difference in the lives and destinies of children and youth. This inquiry will focus our collective efforts. I look forward to more discussion and updates regarding our progress in the coming days, weeks, months and years.

Thank you Chair Ruttan, that concludes my report."

13. REPORTS

13.1 OPSBA Report – Trustee McGregor

Trustee McGregor indicated that her first meeting attending as the new Director will take place on September 30. Lisa Reinhardt has made arrangements for all members to have orange shirts for the meeting which takes place on National Truth and Reconciliation Day. Over the summer the Education Policy working group prepared a position paper for mental health and well-being as it relates to advocacy in light of COVID-19 and the effect it has on students. Secondly, a list of exemplary practices on equity, inclusion and human rights from all boards across the province will be available on the OPSPA website. PES will be live again for the first time since 2020 taking

place January 26-28, 2023.

13.2 Student Trustees' Report

Trustee Jackson indicated on Tuesday September 20 the first Inter-School Council Meeting was held. We began with introductions and identified everyone's roles on their respective student councils, as well as the roles Trustee Kolosov, Trustee Elshrief, Mr. Payne, Mr. Morrow and myself hold on this committee. Mr. Burra joined us for introductions to welcome the student leaders and offer some experience about how great of an opportunity this committee is for expressing student voice and making progress on projects. Many schools have not yet held their first student council meeting, so the majority of this meeting was introductions and identifying goals and what each school is looking forward to this year. Whether that be from the inter-school council or their own schools. A recurring theme throughout this portion of the meeting was the hope for normalcy. It was a shared goal for most schools to work toward bringing back student involvement opportunities like spirit days, clubs, and fundraisers. Others expressed how beneficial it will be to be able to share ideas within the council about how to increase student involvement, because we are all going through the same challenges. While most school councils are just beginning to get back to their normal routines of collaboration and have not yet discussed new projects for the school, there were still a few schools that communicated new projects taking place. Specifically, environmentally friendly initiatives happening at BSS. There was representation from 8 schools at this meeting, and we hope to keep those numbers up and stretch the excitement and determination from these meetings into all future meetings.

Trustee Kolosov explained that over the past several months, our school board's Indigenous students' team has introduced several new programs and initiatives. For example, we organized the Clean Water project and Orange shirt day that were very successful and increased the awareness of what happened with the Residential School system in Canada and the importance of reconciliation. We also designed and implemented the Knowledge-Sharing program, which supports Indigenous high school students within the Limestone District School Board by pairing up more senior high school students with the younger students for support and knowledge transfer using the best practices from the Indigenous culture. All these initiatives have helped close the academic achievement gap and increase awareness of the issues faced by the Indigenous students in the community and within our school board. The Knowledge-Sharing Program is starting back up this fall. We have two students who were part of the program in the spring that offered to co-chair the program.

I would like to meet face-to-face with as many Indigenous students within our school board as

possible by visiting their schools this fall. These visits present an opportunity for me to hear directly from the students so that I understand exactly what they want to change and what their hopes are at each individual school, both rural and urban. It will also be a great opportunity for the students to put a name to the face as I am new in this role and for me to get to know the students on a personal level, so that their voices can be more accurately represented at the board room table and other discussion venues.

I would like the school visits to bring out many positive outcomes such as having a stronger and more interconnected Indigenous student community by spreading awareness about our great culture through fun and meaningful initiatives and activities. I am in the process of scheduling visits to Nappanee DSS and Bayridge SS and will be meeting with the students from the Katarokwi Learning Center this Friday. In order to visit other schools, I will need the support of the school board to help me connect with coordinators and principals from each respective school.

Chair Ruttan thanked the Student Trustees for their report.

13.3 Reports for Action

13.3.1 Disposition of School Property at 38 Cowdy St., Kingston

Superintendent Young indicated the purpose of the report is to provide information to Trustees related to the disposition of the Limestone District School Board (LDSB) owned property located at 38 Cowdy St., ON. He stated that in November 2012, the Kingston North Public Accommodation Review Committee report was presented with the recommendation to seek Ministry of Education funding for the construction of a new elementary school. This school was planned to consolidate Frontenac and First Avenue Public Schools. Funding was granted for the building of Molly Brant Elementary School.

First Avenue Public School and Frontenac Public School were officially closed at the conclusion of the 2015-16 school year and Molly Brant Elementary School was opened in September 2016. First Avenue Public School went through the disposition process and was subsequently sold.

The Ministry of Education provided a temporary identification number for the school facility at 38 Cowdy St., for it to be used for a secondary school site while Kingston Secondary School was being constructed. The Ministry's temporary naming of this site is QECVI & Holding. LDSB operated programming at the building under the name Katarokwi Learning Centre.

The building is 4530 m² and the site is .64 hectares. The school yard is partially owned by the board and an agreement with the City of Kingston provides school use on the adjoining city parkette.

The last Ministry facility condition assessment was done on this property in the 2011-2015 inspection cycle. The Ministry does not complete inspections on schools that have been closed and are designated holding.

As it currently stands:

Kingston Secondary School was opened during the school year of 2020-21.

During the 2021-22 school year work has been completed to accommodate the Katarokwi Learning Centre programs at 164 Van Order Drive.

At the conclusion of the 2021-22 school year, all programming was moved from 38 Cowdy St. to the 164 Van Order Drive location.

The facility at 38 Cowdy St. is now closed and does not have regular custodial staff present.

Superintendent Young explained that Ontario Regulation 444/98 illustrates a clear and detailed instruction on how school board property needs to be managed when it is put up for sale including timelines and prioritization of organizations that get first right of refusal as well as when the property can be put on the open market.

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

After some discussion, it was proposed to keep the property or potentially try to have it used for low-cost housing. Director Burra highlighted that the decision to close this property was made 10 years prior due to the significant accessibility concerns and the need for renovations at the site. Concern over operational and maintenance costs associated with holding on to this property when it is no longer being used were also outlined. He addressed the concerns surrounding population pressures in the geographical area and potential capacity issues.

MOTION MOVED by Trustee Godkin to defer voting on the proposed motion outlined in the

report to the new Board, seconded by Trustee Hutcheon. Chair Ruttan called the question. The motion was defeated.

MOTION MOVED by Trustee French and seconded by Trustee Gingrich that the Board hereby resolves that 38 Cowdy St. is not required for the purposes of the Board; and That the Board authorize the Superintendent of Business to undertake the notification and disposition process of 38 Cowdy St in accordance with the Ministry of Education regulations including but not limited to Ontario Regulation 444/98 – Disposition of Surplus Real Property.

Chair Ruttan called the question:

Roll call vote:

The non-binding recoded vote was as follows:

YEAS: Trustee Brown, Trustee Elliot, Trustee French, Trustee Gingrich, Trustee McGregor, Chair Ruttan, Student Trustee Elshrief, Student Trustee Jackson and Student Trustee Kolosov (9)

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

The binding recorded vote was as follows:

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

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

The motion carried.

13.3.2 Honoraria for Board Members

Superintendent Young stated that Ontario Regulation 357/06 Honoraria for Board Members requires an outgoing Board to establish an honoraria policy for the new term of trustees on or before October 15, 2022. He spoke to the minor increases in the honoraria from the current term to the new term. The increases are due to the average daily enrolment. Superintendent Young explained the amounts in Appendix A from the report and referenced the body of the report where calculation details can be found.

Chair Ruttan called upon Trustees for comments or questions.

MOTION MOVED by Trustee Elliot and seconded by Trustee Brown. That the Board approve the

following honoraria policy to be effective for the new term of trustees on November 15, 2022. Trustee Honoraria, Policy (Board Operations) The honoraria for members of the Board will be set in accordance with the Education Act, Ontario Regulation 357/06 and Ministry funding provisions and shall be as follows:

- *a base amount of \$5,900 per Trustee plus 100% of the C.P.I. adjustments as permitted by Regulation;*
- *100% of the annual enrolment permitted by regulation;*
- *an attendance amount of \$50 limit per meeting permitted by regulation, set at \$1,200 per Trustee; and*
- *an additional amount of \$5,000 for the Chair of the Board and \$2,500 for the Vice-Chair of the Board;*

Roll call vote:

The non-binding recoded vote was as follows:

YEAS: Trustee Brown, Trustee Elliot, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee McGregor, Trustee Hutcheon, Student Trustee Elshrief, Student Trustee Jackson and Student Trustee Kolosov (10)

ABSTAIN: Trustee Morning (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliot, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee McGregor, Trustee Hutcheon (7)

ABSTAIN: Trustee Morning (1)

The motion Carried.

13.4 Reports for Information

13.4.1 Compliance Audit Committee

Superintendent Young indicated that the purpose of the report is for information that municipalities and school boards are required to appoint a compliance audit committee by October 1, 2022, in accordance with the Municipal Elections Act to hear and decide on applications for compliance audits of a candidate's campaign expenses. He clarified that there is an error in the report related to the Municipal Elections Act and should read section 88.33-37 instead of 81. We have 5 districts in our Board and 4 municipalities have opted to create Joint Audit Committees. He noted that within the City of Kingston we have not had interest to form a

joint committee as they had formed a committee in March for the June election and have not opted to change their bylaws at this time. We have reached out to neighboring municipalities to cover the Kingston area in the absence of a joint committee. In the event we run into limitations with bylaws, the Limestone District School Board will form a committee with external auditors.

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

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

18.1 Trustee French recognized the success of the Limestone Learning Foundation (LLF) Annual Golf Tournament. She extended thanks to all of the trustees who contributed to the event. Although not finalized, the tournament raised approximately \$49,000. She highlighted the importance of fundraising events such as these where proceeds are brought directly to Limestone students. Last year, the LLF donated \$100,000 to the Food Sharing Project to send food baskets home during COVID when students were not able to access food at school. Trustee French read a statement: In October 2021, the Limestone Learning Foundation launched Books are Back, providing all Grade 4 to 6 classrooms throughout the Limestone District School Board with book sets of 25 curated titles to further support Indigenous Education, Equity, Inclusion, and Diversity. These books ranged from graphic novels, small chapter books, to full length novels with complex plots and sophisticated themes.

This fall, the Limestone Learning Foundation is pleased to deliver classroom book sets to students in Grades 1 – 3. This initiative will bring a total of 277 book sets containing either 18 new English titles or 9 new French titles to Limestone’s 50 elementary schools. Grades 1-3 are wonderful times to build excitement about books and ideas that further support Indigenous Education, Equity, Inclusion, and Diversity.

She concluded with a final thank you to the LLF for their efforts fundraising despite the challenging climate we are in.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 SEAC June 8, 2022

20. FUTURE BOARD MEETING SCHEDULE

October 5, 2022 – EPOC Meeting

October 26, 2022

November 16, 2022 – *Annual Meeting – Chair/Vice selection*

November 21, 2022 – Nominations Committee/Special Meeting

January 18, 2023

January 26-28 – OPSBA Education Symposium

February 22, 2023

March 29, 2023

April 26, 2023

May 17, 2023

June 8-10 OPSBA AGM

June 21, 2023

21. ADJOURNMENT

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

The meeting adjourned at 7:58 p.m.

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – OCTOBER 5, 2022

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) M. Elshrief (Student Trustee) E. Jackson (Student Trustee) J. Kolosov (Student Trustee)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent A. McDonnell, Superintendent of Education S. Sartor, Associate Superintendent J. Silver, Superintendent of Education
Guests:	Recorder:
Y. Abdulkareem, Human Rights and Equity Officer R. McDonald, Elementary Equity Curriculum Consultant A. Barrow, Equity and Inclusion Consultant	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Gingrich welcomed everyone to the meeting. He began the meeting by reading the Acknowledgement of Territory: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

1. Call to Order

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

2. Adoption of Agenda

Trustee Godkin asked, that under New Business an item, “to engage in a conversation on the subject of smudging,” be added to the agenda.

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

3. Declaration of Conflict of Interest

There were no conflicts declared.

4. Reports for Information

4.1 Equity Action Plan 2nd Edition, 2020-2023

Superintendent McDonnell welcomed the LDSB Equity team which is comprised of Yusuf Abdulkareem, Andrea Barrow, Racheal McDonald, Talya McKenna and Susan McWilliams. She introduced the Equity Action Plan and indicated that Trustees last saw this plan earlier this year at the April EPOC meeting. The plan had been revised based on stakeholder feedback and a commitment was made to review the plan annually in the fall to review progress. Superintendent McDonnell explained that the ‘stop light’ method was used throughout the report and indicated that there are several red lights due to challenges relating to professional learning and capacity building. As a result of public health protocols and release time constraints, there was an inability to engage in these areas. These areas will become priority focus areas moving forward.

R. McDonald shared the text and resource selection guide. The guide was launched this year at the September 26, 2022 PA day. The guide uses a series of tools centered around three main areas:

- Centering Student Needs and Interests
- Culturally Responsive Pedagogy
- Opportunities to Think Critically

There is a continuous effort to provide inclusive curriculum content that reflects the intersectional identities of all Limestone students.

Y. Abdulkareem was invited to speak about the Equity Advisory Committee. He articulated that there are 9 committee members made up of community members and LDSB employees. The team has already had their first meeting where they focused on reviewing the Human Rights Reporting Tool. The LDSB Human Rights Reporting Tool includes both a creation of an Administrative Procedure and Reporting Form.

A. Barrow spoke about Equity Champions where each Elementary and Secondary school has been asked to select a teacher to fill the role of Equity Champion. Equity Champions will act as a liaison between the Equity team and the school to bring resources and professional learning resources to monthly staff meetings.

Chair Gingrich thanked Superintendent McDonnell and the Equity Team and called upon Trustees for questions.

4.2 Summer Programming

Associate Superintendent Sartor introduced the report. She began with the Summer Literacy Program, Read-A-Lot. Over 225 students accessed the program over a three-week period. There was a focus on family engagement throughout the program and information sessions were offered to provide guidance on structured literacy.

Associate Superintendent Hedderson spoke to the Summer Credit Programs. He explained that typically these programs were used to repeat a course or upgrade credits where now students are completing courses in summer session to move ahead or clear space in their schedule. Overall, an increase in enrollment was seen compared to last summer.

Associate Superintendent Gollogly highlighted the Focus on Youth program.

Superintendent Gillam reviewed Summer Learning Support for students with special educational and mental health needs. Over 500 students with special education needs and/or complex mental health concerns were supported with transitional supports. During the summer training in the areas of Applied Suicide Intervention Skills Training (ASIST) as well as Community Resilience Initiative (CRI) trauma inform course were offered to staff and community agencies.

Superintendent McDonnell pointed the Trustees to the list of summer programs offered by Gould Lake Outdoor Education Centre in the agenda package. Approximately 420 students accessed these learning opportunities. Due to Public Health restrictions these programs had not run since 2019.

Chair Gingrich thanked all the Superintendents and Associate Superintendents for their report and called on Trustees for questions.

5. Reports for Action

5.1 LSDB Procedural Bylaw Revisions re: Indigenous Trustee

Director Burra explained that with the addition of an Indigenous Trustee from the Mohawks of the Bay of Quinte a review of policies as well as procedural bylaws was required as it relates to the implications of adding a 10th Trustee to the Board. Specifically, Articles I-III outlined in Appendix A of the LDSB procedural Bylaws are impacted. Director Burra guided Trustees through the edits for review.

MOTION MOVED By Trustee French that the Trustees approve the recommended edits to the LDSB Procedural Bylaws (Article I and Article III) as outlined in Appendix A. Carried by unanimous vote.

5.2 Tri-Board Student Transportation Services Banking Agreement

Superintendent Young stated the purpose of the report is to recommend a short-term borrowing resolution for Tri-Board Student Transportation Services to meet cash flow requirements. On occasion, the Tri-Board may be required to borrow funds for current operating purposes to cover interim financing if a cash flow situation should arise.

MOTION MOVED By Trustee Ruttan that the Board authorize the signing officers of the Board to enter into agreements with the Royal Bank of Canada for the following:

- 1. The borrowing of funds to meet operating requirements to a maximum of \$2.28 million for Tri-Board Student Transportation Services. Carried by unanimous vote.*

6. Unfinished Business

None at this time.

7. New Business

7.1 Conversation surrounding smudging

Trustee Godkin opened the floor to conversation around smudging protocols. He proposed that LDSB engages with Indigenous communities surrounding smudging practices to ensure alignment of protocols. Director Burra indicated that there is a smudging protocol in place for smudging practices in schools that has been in place for several years that was created by the Indigenous Education Advisory Committee (IEAC). Superintendent Gillam explained that the smudging protocol will be reviewed again by IEAC for any potential changes or updates. A report on Indigenous Education will be presented to the Board later this school year, and it will include the updated smudging protocol.

8. Correspondence

8.1 Trustee McGregor shared that at the recent OPSBA meeting she learned that the Canadian Cancer Society is putting on a school wide contest called the On Your Feet Challenge. The contest runs from October 8th – 28th 2022. Additional information and resources are available on their website.

8.2 Trustee Ruttan acknowledged that this is the last EPOC meeting of the term and extended appreciation on behalf of all trustees to Chair Gingrich for his work chairing and leading the Board in the work conducted.

9. Next Meeting Date

December 7, 2022

February 8, 2023

March 8, 2023

May 3, 2023

June 7, 2023

10. Adjournment

Moved by Trustee McGregor that the meeting adjourn. Carried.

The meeting adjourned at 7:44 p.m.



ADMINISTRATIVE REPORT: STRATEGIC PLAN – END-OF-YEAR REPORT 2021-2022

REGULAR BOARD MEETING

October 26, 2022

Purpose

To provide Trustees an end-of-year status report on the 2021-2022 Strategic Plan.

Background

Under the Education Act, the Director must review the Multi-Year Strategic Plan (MYSP) annually with the Board of Trustees. This occurs in the fall to capture the previous year. To assist Trustees with their ongoing monitoring, a spring update is provided using a 'traffic light' system to evaluate the progress of specific actions, which were designed to operationalize the achievement of our strategic goals. A semi-annual assessment allows staff to make adjustments to ensure that the MYSP goals remain on track. The mid-year update on the MYSP was provided at the May 2022 Board Meeting.

Current Status

At the Board Meeting of October 26, 2022, Senior Staff will present an end-of-school-year Strategic Action Plan – 2021 - 2022 (attached), focusing on some highlights not previously captured in reports shared with the board over the course of the 2021-2022 year. Trustees will note that progress was made in many areas, but progress was uneven, particularly in areas where we were unable to engage in professional learning based on the stage of the pandemic and/or staffing shortages among occasional/casual staff.

Senior staff will also review the Strategic Action Plan Evaluation Framework: 2017-2022 (attached) employing the same traffic light system. Each outcome will be assessed as to its status, five years into a five-year plan. The Evaluation Framework has been included to assist the Board in tracking progress of goals. Multiple data sets and evidence are used to evaluate the progress toward the desired outcomes. At the June 15, 2022 Board Meeting, Trustees extended the current strategic plan for an additional year. Historically the strategic plan was extended to take into account timing and trustee elections, and obviously the ongoing pandemic significantly impacted the preceding three school

years.

We will continue to provide Trustees with updates to the areas of focus through reports shared as part of Board and Education and Policy Operations Committee (EPOC) agendas throughout the extension of the Strategic Plan through the 2022-2023 school year. Last year's overview is attached mapping the strategic plan to specific meetings/committees.

Recommendations

That the Board receive the Strategic Action Plan – 2021-2022 for information

That the Board receive the Strategic Action Plan Evaluation Framework – 2017-2022

That the Board receive the Strategic Action Plan for 2022-2023 with Areas of Focus.

Prepared by: Krishna Burra, Director of Education

Attachments: Strategic Action Plan for 2022-2023

Strategic Action Plan Evaluation Framework 2017-2022

Board/EPOC Agenda Items 2021-2022


Strategic Action Plan: 2021 – 2022
Year-End 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>Outcome: Bi-weekly activities were shared with the system. Subscription to the Physical Health and Education course increased through the school year.</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 competition as of February. As of March 1, 2022, proof of vaccination was no longer required.</p> <p>Outcome: Training resumed the last week of August with the goal to roll out all sport seasons as per normal.</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> <p>Outcome: Completed.</p>

<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.</p>	<p>September 2021 – August 2022</p>		<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 requirements. 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>
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Strategic Action Plan: 2021 – 2022
Year-End Update
Action Plan W1.2 Mental Health

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

RESPONSIBILITY: Superintendents 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>Outcome: Completed.</p>
Equip and support staff with role specific professional learning opportunities.	September 2021- August 2022	●	<p>Professional Learning opportunities for administrators/educators and/or support staff were 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 (6 LDSB staff and 6 Pathways to Education staff) - 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 (3 LDSB staff) - Community Resilience Initiative Trauma-Informed Training (51 LDSB staff and 3 Community Partners) - Resource Package for Lead Student Success Teachers and Guidance staff - Centering Black Youth Wellbeing: A Certificate on Combatting Anti-Black Racism <p>Outcome: Various staff groups participated in the opportunities listed above 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 racism for Educational Services staff. 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> <p>Outcome: Completed.</p>
Enhance equitable access to and culturally responsive school mental health supports and services.	September 2021- August 2022	●	<p>Created 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. An online self-referral mechanism is accessible on all secondary school websites so that all secondary students can access mental health supports either in-person or virtually. Individual QR codes for each secondary school provided access to the Adolescent Care Worker and Social Worker assigned to the school.</p> <p>Outcome: Completed.</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	●	<p>Collaborated 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.</p> <p>Outcome: A pathway has been created to support newcomers to the area and LDSB schools.</p>
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>Outcome: Unable to action due to COVID-19 and individual caseloads. Hoping to complete in Fall of 2022.</p>
Enhanced communication and resources targeted at families/caregivers and students that support student mental health and substance use concerns.	September 2021-August 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>Outcome: This work is ongoing.</p>
Increase staff awareness of the LDSB Suicide Response Protocol and internal pathways to care.	September 2021 – August 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>Outcome: Protocol updated. Will be shared with staff in Fall of 2022 and a module for all staff to complete prior to September 2022.</p>
Collaborate with the Adverse Childhood Experiences Coalition of KFL&A	September 2021-August 2022	●	<p>Worked with the ACES coalition to promote CRI training, using LDSB and community-based facilitators. Continued to work closely with the coalition to provide wrap around services and support for students/families affected by ACEs. Continued to develop services/programs in collaboration with the ACEs group.</p> <p>Outcome: Ongoing work with ACES continues.</p>

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>Outcome: Year 1 Implementation completed.</p>
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Strategic Action Plan: 2021 – 2022
Year-End 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>Outcome: This work was stalled because of COVID-19 and therefore is 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>Outcome: Summer 2022, 6 programs ran with 400 students. We worked closely with the Covid lead and KFLA Public Health to deliver a safe program for students and staff.</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>Outcome: 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 for use with schools.</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	●	<p>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.</p> <p>Outcome: Multiple projects were completed in the summer of 2022 to improve accessibility at many sites through the Facility Improvement Plan (FIP) process.</p>
Review of Accessibility Levels of each school and provide rationale and plan for potential improvement.	September 2021-August 2022	●	<p>Reviewed school accessibility level and provided rationale for level and potential plan for moving forward.</p> <p>Outcome: Level 3 schools have been inspected and updated.</p>
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 and staff engaged in school-based accessibility audits to identify areas of improvement within schools. Secondary school pilot was to be implemented by June 2022 with full implementation in Sept. 2022.</p> <p>Outcome: One audit took place in 2021/22. Template and sharing with Secondary Principals will take place in 2022/23</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>Outcome: Document will be shared in Fall of 2022.</p>


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

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

RESPONSIBILITY: Superintendents 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>Outcome: Draft of AP and Reporting Tool is complete. Consultation with stakeholders is ongoing including staff, students and community. Professional learning occurred in July 2022 with admin. Release of the Reporting Tool scheduled for Fall 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>Outcome: 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 to select members. The TAG has met multiple times and has provided guidance to LDSB on secondary data analysis.</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>Outcome: The CRRP project finished in Spring 2022, with findings shared back to the Ministry of Education. A series of professional learning PowerPoint Modules were created and will be shared with schools in the 2022-2023 school year and beyond. Collaborators on this project have been invited to share their work on this project at a global conference in January 2023.</p>

<p>Schools will participate in equity-based Arts projects: Expanding Horizons.</p>	<p>January 2022-August 2022</p>		<p>Students will participate in equity-based arts projects dedicated to providing students opportunities to build capacity in arts and equity education.</p> <p>Outcome: 24 Schools (1013) students worked collaboratively with 6 local artists in the area of drama, dance and visual art. In addition, a Virtual Performance series allowed for 6 different artists to share their talents with students. In total, 10 046 students participated. Workshops and projects were completed by June 2022. Feedback and student voice gathered demonstrated interest, learning and strong engagement.</p>
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Strategic Action Plan: 2021 – 2022
Year-End 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 – October 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. Through an additional generous LLF donation, schools will receive a similar group of books for primary level classrooms in October 2022. Students and staff have reported excellent feedback and frequent use of the books. Supervisors have seen multiple classrooms using the books during visits.</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>Outcome: Year 2 of the 3-year audit of course literature in Grade 9 – 12 English classes was completed.</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>Outcome: Given occasional teacher shortages, work on the de-streaming plan was paused during the school year.</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>Outcome: Completed.</p>



Strategic Action Plan: 2021 – 2022
Year-End 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>Outcome: Secondary Schools participated in Anti-Racism professional learning on the April 2022 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>Outcome: Meetings occurred monthly throughout the school year. The Terms of Reference and work plan are complete.</p>
Revise LDSB Equity Action Plan	September 2021- August 2022	●	<p>Review feedback from Spring 2021 Consultations and revise Equity Action Plan.</p> <p>Outcome: The revised equity action plan was shared with Trustees at the April 2022 EPOC meeting and is accessible on the LDSB website to the public. The outcomes of the plan will be monitored and shared with Trustees in Fall of 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>Outcome: 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 were created and have met.</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>Outcome: There are 53 members in the 2SLGBTQ+ school staff collective who continuously collaborate on Outlook Group, as well as afterschool meetings. This group has provided book recommendations to be used in collaboration with the LIFT grants; provided input on the rollout of the Intersex Inclusive Flag, and provided input on newly created 2SLGBTQ+ lessons for Senior Social Science.</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>Outcome: A terms of reference was developed including an expression of interest process. Candidates were notified in July 2022. The first meeting will occur in September 2022.</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>

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	●	<p>Job opportunities posted to a variety of Job Boards that attract diverse applicants.</p> <p>Outcome: Human Resources continues to explore alternative strategies to further diversify applicant pools.</p>
Include ability for applicants to voluntarily self-identify.	September 2021 – August 2022	●	<p>Prospective and current applicants/employees begin to self-identify providing data from which to monitor progress.</p> <p>Outcome: 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.</p>
Expand modules in Apply to Education in order to establish a formal applicant tracking database.	September 2021 – August 2022	●	<p>All applications tracked and data available to monitor progress.</p> <p>Outcome: New module purchased with implementation and training planned for fall 2022.</p>
Incorporate our commitment to Equity, Diversity, and Inclusion into the hiring process	September 2021 – August 2022	●	<p>All interview processes to embed Equity, Diversity, and Inclusion.</p> <p>Outcome: Continue to collaborate with administrators and hiring managers to embed Equity, Diversity and Inclusion throughout the hiring process.</p>
New Human Rights & Equity Officer position created to support Equity, Diversity & Inclusion work within LDSB.	September 2021 – December 2022	●	<p>Position posted and incumbent hired.</p> <p>Outcome: Complete. Incumbent meeting with internal and external stakeholders to support and advance EDI work in Limestone.</p>

Develop and build partnerships with community organizations to advance Equity, Diversity, and Inclusion goals.	May 2021 – August 2022	●	<p>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.</p> <p>Outcome: KEYS Inclusion Team supported the development of the Workforce Census & Belonging Survey, including attending, and supporting Workforce Census meetings with labour partners and other internal stakeholders, providing training to this committee and assisting with development of questions.</p>
See Yourself in Limestone Workforce Census developed, communicated, and implemented by spring 2022, for all LDSB employees.	September 2021 – August 2022	●	<p>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.</p> <p>Outcome: 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 launched April 29 – June 10, 2022.</p>

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>Outcome: 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
Year-End Update
Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: Superintendent Jessica Silver, Associate Superintendents 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>Outcome: Student enrollment is expected to be similar for 2022-23. Low host family enrollment is limiting the number of students enrolled. COVID and rising costs are stated as the factors by non-returning families.</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 in December 2020. Ongoing monitoring of new travel restrictions and requirements continued in 2021-2022. International Students arriving in the LDSB International Program had to be fully vaccinated to be in our homestay program for the 2021-2022 school year.</p> <p>Outcome: Complete.</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	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>Outcome: Recruitment Fairs have been booked and/or Outreach has occurred in all identified markets. Recruitment Fairs are a mix of hybrid and in-person events.</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>Outcome: Ongoing.</p>

Homestay Recruitment	September 2021 – August 2022		<p>COVID-19 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> <p>Outcome: Ongoing.</p>
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Strategic Action Plan: 2021 – 2022
Year-End Update
Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: 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>Outcome: One professional learning session with the literacy program team occurred, along with one collaborative learning session with the Literacy program team, ESL team and SLP team. Due to a shortage of available occasional teachers, the second two planned sessions were cancelled.</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 to assess 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>Outcome: This project was not able to occur 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>Outcome: The transition document was shared with the system at the beginning of Term 2, revised and then was re-released in August. Regularly scheduled meetings with community partners and a shared understanding of the registration process has led to shorter transition times, and positive feedback from families.</p>

Strategic Action Plan: 2021 – 2022
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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>Outcome: A flowchart was created and shared with educators. All team members shared assessment for, as, and of learning; and reporting comments with educators of ESL students. A review of the reports indicated the inclusion of ESL comments and information. This partnership will continue to be a focus for the 2022/23 school year.</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>Outcome: 3 meetings occurred. These meetings led to a commitment to engage in bimonthly wrap around support meetings involving the LDSB mental health lead, community partners and members of the ESL team during the 2022/23 school year.</p>

Strategic Action Plan: 2021 – 2022
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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.</p> <p>Outcome: Survey not completed this school year given re-assignment of central FSL staff to support staffing shortages in system. Survey moved to 2022-23 school year.</p> <p>●</p> <p>Investing to support FSL teachers in providing authentic learning experiences while speaking in French.</p> <p>Outcome: FSL teachers submitted proposals for funding to provide rich, culturally relevant learning experiences for students in French. As a result, 2313 students in elementary and secondary, Core French and French Immersion classes benefitted from one of these activities including a virtual concert with a French performer, a visit from a French author and illustrator. Book Club bins were also introduced to Grade 7/8 French Immersion classes, representing a diversity of authors and content.</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.</p> <p>Outcome: Some students have changed programs for 2021-22 due to interruptions in learning related to COVID-19, while some who were learning virtually where French Immersion was not offered, 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.</p> <p>Outcome: Optional virtual professional learning sessions were held over the course of the year emphasizing Technology and engagement in FSL, including the use of Book Creator. Fifty-four educators participated.</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.</p> <p>Outcome: This professional learning did not occur due to a shortage of available occasional teachers. Alternatively, resources to support the foundational literacy skills of oral language, phonemic awareness and phonics were developed, based on Dr. David Kilpatrick's <i>One Minute Activities</i>. These activities were piloted in schools, reviewed and refined, and then shared with educators.</p>

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 December 2022, 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
Year-End 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. Adjusting to changing protocols/expectations as the year evolved.</p> <p>Regular communication with unions and employees with respect to the above.</p> <p>Outcome: Completed.</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>
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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	●	<p>Level 1 Training will be provided to LDSB staff and Community Partners twice during the 2020/21 school year.</p> <p>Outcome: Unable to complete due to training restrictions as a result of COVID-19.</p>
Work with Police/Board Protocol Partners to ensure that policies and procedures are continually adapting to new laws and legislation.	September 2021 - August 2022	●	<p>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.</p> <p>Outcome: Due to Covid restrictions this was placed on hold. Police Board Protocol Partners are aware that we plan to plan to update in 2022-2023.</p>

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		<p>The approved Facility Improvement Plan highlighting school renewal projects by school or various schools is posted on the board's website.</p> <p>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.</p> <p>Outcome: Ongoing.</p>

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>Outcome: Complete. 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>Outcome: A secondary student from NDSS and a representative from Loving Spoonful joined 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, and with updates posted publicly in compliance with provincial expectations.</p> <p>Outcome: 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>Outcome: Grow Garden resources were created and are accessible to all schools on Minds Online. A Grow Garden contract was created and shared with admin that outlined participant responsibilities.</p>



Strategic Action Plan: 2021-2022
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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>Outcome: Complete. Data gathered displayed significant improvement in student literacy achievement as well as student confidence. Caregiver, educator and administrator feedback was overwhelmingly positive.</p>

<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 and diagnostic tools. As an example, the teams will continue to support implementation of the <i>Phonemic Awareness Screening Test</i> (PAST) as a tool to plan for targeted and explicit instruction for each student.</p>	<p>September 2021- August 2022</p>		<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>Outcome: One meeting occurred. Subsequent meetings were cancelled because the Literacy Team was deployed to cover unfilled absences.</p>
<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.</p>	<p>September 2021- August 2022</p>		<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>Outcome: One Professional learning session was offered to educator teams during the first PA Day. Subsequent sessions were been paused due to an occasional teacher shortage.</p>

Strategic Action Plan: 2021-2022
Year-End 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>Outcome: These sessions were cancelled 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>Outcome: Due to Occasional Teacher shortages, daytime sessions were cancelled. However, after school sessions were offered in May and June and were well attended. Exit tickets from participants revealed educator growth in understanding of foundational literacy skills.</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 FOR program's implementation in the junior grades.</p> <p>Outcome: A support document was created and shared through the Literacy Minds Online course. All elementary schools received the books and participated in the Forest of Reading program. School participation was documented on social media and schools reported positive student engagement with the chosen FOR books.</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>Outcome: This project was paused due to an occasional teacher shortage.</p>

Strategic Action Plan: 2021-2022
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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>Outcome: Complete. Qualitative and quantitative data collected suggested significant gains in phonemic awareness and phonics, and an increase in student confidence. This was a highly successful project.</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>Outcome: Complete. Data gathered displayed significant growth in student reading and writing skills. Qualitative data gathered from students, staff and caregivers was overwhelmingly positive. The virtual site was smaller than expected which allowed the in-person sites to be larger.</p>
Online and asynchronous professional learning opportunities in structured literacy will be offered to elementary and secondary educators.	June – August 2022	●	<p>Educators and support staff will be invited to participate in an online, asynchronous course in structured literacy. Three courses will be offered, with a French language option. The cost of the course will be covered by Limestone District School Board.</p> <p>Outcome: Over 400 staff elected to participate in the learning. Anecdotal comments and emails of thanks were received throughout the summer. Structured literacy implementation will continue to be a strategic focus for the 2022/2023 school year.</p>

A group of educators will be invited to participate in a Summer Literacy project to develop instructional literacy supports, focused on phonics instruction.	August 2022	●	<p>For one week in August, educators (French and English) will work collaboratively to review the LDSB Phonics Assessment and the Phonics Scope and Sequence. They will also develop instructional tools that will be shared with the system this Fall.</p> <p>Outcome: Complete. Over 30 educators worked for 5-7 days (based on participant availability). Planned work in phonics was completed and will be shared with the system this Fall. The team was also able to create and share a wide variety of instructional tools, vet decodable resources, and build a literacy block template for elementary educators. The system response to this work has been very positive.</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>Outcome: This work was ongoing through the end of June.</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>Outcome: This work is ongoing and content continues to be added. Educator registration increased throughout the school year.</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>Outcome: Due to Occasional Teacher shortages, this work was cancelled.</p>

Strategic Action Plan: 2021-2022
Year-End 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>Outcome: Over \$15000 in resources were provided to secondary English classes during the 2021-2022 school year.</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>Outcome: Year 2 of the 3-year snapshot was completed.</p>

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

RESPONSIBILITY: Superintendent Jessica Silver

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

Actions	Timelines	Status	Evidence of Success
Program team members will provide support to elementary and secondary virtual school educators.	September 2021 - August 2022	●	Program team members will meet virtually with educators to support diagnostics, gap closing strategies, online tools and platforms, manipulatives, and high yield strategies. Outcome: Complete.
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 will 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. Outcome: Due to staffing shortages, this was cancelled.
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. Outcome: Professional learning was offered during Quad 1, 3, and 4, for grade 9 math teachers.
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 the new math curriculum. Outcome: Due to Occasional Teacher shortages, this work was cancelled.
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. Outcome: Elementary and secondary educators engaged in three after-school book clubs, with ongoing support as requested for classroom implementation.

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		<p>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.</p> <p>Outcome: Due to Occasional Teacher shortages, this was cancelled.</p>
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		<p>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.</p> <p>Outcome: Just over 300 students at 29 schools received tutoring to fill gaps in their understanding of multiplication, fractions, integers and algebra. Students showed measurable growth in these areas, and student voice indicated an increase in self-confidence and students' view of themselves as mathematicians for most students.</p>

Strategic Action Plan: 2021-2022
Year-End 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>Outcome: The LPS coach worked in three schools with 9 educators between February and June.</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>Outcome: Due to Occasional Teacher shortages, this work was cancelled.</p>
Spring tutors (post-secondary students) will support individual and small group numeracy instruction in elementary schools, grade 7/8	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 numeracy instruction, closing gaps, building student confidence and increasing numeracy skills in number and operational fluency</p> <p>Outcome: Complete. Qualitative and quantitative data collected suggested significant gains in the area of student confidence, and operational fluency.</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>Outcome: There are currently 970 K-12 educators enrolled in this resource, with different elementary and secondary educators accessing the resources every day to support their math teaching. Popular topics include diagnostics and next steps, and resources for building thinking classrooms.</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	●	<p>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.</p> <p>Outcome: This work was completed.</p>
Grade 8-9 Transition processes will be reviewed and updated to align with the Ministry Guide to De-streaming	December 2021 – August 2022	●	<p>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.</p> <p>Outcome: The Grade 8-9 Transition process was updated.</p>
A De-streamed working group will be created to support implementation September 2022	January 2022 – August 2022	●	<p>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.</p> <p>Outcome: Due to Occasional Teacher shortages, this was cancelled.</p>
A 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 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.</p> <p>Outcome: The LPS coach worked in 3 secondary schools with 9 educators, as well as supporting LPS teachers through Educational Services. Resources have been created and will be shared with schools and educators this fall.</p>
Secondary writing teams will form during summer 2022 to create resources to support a De-streamed Grade 9 program	July 2022	●	<p>Secondary teachers will create resources to support a De-streamed grade 9 program beginning September 2022.</p> <p>Outcome: Almost 20 Educators came together in July and created resources for English, Science, and Geography which were shared with Secondary educators in August 2022.</p>

Strategic Action Plan: 2021-2022
Year-End 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>Outcome: Leadership Profile for School Leaders developed and used as the framework for succession planning. Revisions to process implemented with a number of Vice-Principal and Principal pool placements 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>Outcome: 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>Outcome: Two sessions provided including Teacher Performance Appraisals and Hiring.</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>Outcome: Planning underway to develop relevant content of program. Introductory session delivered in August 2022 highlighting corporate services roles and responsibilities.</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>Outcome: This work was disrupted due to the inability to provide release time for professional learning due to occasional teacher shortages.</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, prior to the pandemic.</p> <p>Outcome: Due to the decision to pause work on School Learning plans and the OT shortage, the Instructional Data Team pilot was paused 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.</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 submission. This supports multiple means of action and expression.</p> <p>Outcome: Complete.</p>
A 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>Outcome: Complete.</p>

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, OneRoof and YouthHub.</p> <p>Outcome: Some of this work resumed in-person as public health restrictions were lifted. There were approximately 15 students participating in 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>Outcome: There were 17 students enrolled in SWAC in semester 1, including 1 student from KLC and 3 from SVS. A second SWAC section was added in second semester with 18 students we were able to successfully re-engage in school to complete their Ontario Secondary School Diploma.</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>Outcome: There were 136 students enrolled in Dual Credits at St. Lawrence College in Semester 2. A new SHSM Transportation sector dual credit was held at Napanee District Secondary School in Quadesters 3 and 4, with 16 students participating after school on Fridays.</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>Outcome: 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 our refreshed PSW program in the 2022-23 school year.</p>

Strategic Action Plan: 2021-2022
Year-End 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>Outcome: Due to occasional teacher shortages, professional learning opportunities for educators were limited. However, work with the program team, and after school sessions continued throughout the 2021-22 school year.</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>Outcome: The vetting process continued 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, was moved to a new platform so it could be organized in a more user-friendly way, including by instructional purpose. The refreshed site will be launched internally for LDSB educators in September 2022.</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 were provided to educators for using Minds Online and/or Teams to support both fully remote, hybrid, blended, and face-to-face learning.</p> <p>Outcome: 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. The new Innovation and Technology-Enabled Learning Support Teacher was added to the Program Team to focus on educator capacity-building, specifically at the elementary level and they provided multiple coaching and voluntary after-school virtual professional learning sessions for educators.</p>

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

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

RESPONSIBILITY: Superintendents 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	●	<p>Resources supporting K-12 Mathematics and Mathematics Diagnostics and Gap Closing.</p> <p>Outcome: Diagnostics and Gap Closing resources were created by the math team and uploaded to the K-12 Mathematics course in Minds Online. Almost 800 LDSB educators have registered for the course to regularly access resources.</p>
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	●	<p>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.</p> <p>Outcome: EVS and SVS continued to transition students into virtual school and back to in-person learning into the Spring based on caregiver requests, and space permitting. Ongoing review of student achievement and wellness needs led to adjustments in supports for EVS and SVS.</p>
Improve end-user effectiveness with the Microsoft Teams virtual collaboration space.	September 2021-August 2022	●	<p>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.</p> <p>Outcome: Online resources continued to be developed and updated as required over the course of the 2021-22 school year on the LDSB Teams Support Services site. Usage of Microsoft Teams across the system increased over the course of the year to facilitate staff and student collaboration, as well as the continuity of students' learning.</p>
New hardware for educators to assist with supporting in-person, blended, fully remote online and hybrid learning.	September 2021-August 2022	●	<p>Targeted technological (hardware) devices for contract educators to facilitate teaching and learning and necessary administrative tasks in all contexts.</p> <p>Outcome: Completed. 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.</p>

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
Improve the device: student ratio Board-wide and remove obsolete equipment to ensure safe, equitable access to technology.	September 2021-August 2022	●	<p>Continue to provide replacement devices to maintain an adequate device to student ratio so technology remains available to the extent possible to support learning while exploring the costs and benefits of a 1:1 program for Grades 5-12.</p> <p>Outcome: ITS continued to gather pricing from vendors and feedback from other school boards related to current 1:1 student device programs across the province to help determine potential viability in LDSB. At this time, we cannot financially commit to a 1:1 program, but future opportunities to provide more equitable access to technology across the district will be explored going forward.</p>
Increase educators' access to current technology systems that provide secure data access to carry out a variety of administrative tasks efficiently and build staff capacity.	September 2021-August 2022	●	<p>Aspen Student Information System was launched last school year. Training opportunities will continue to be provided for staff as required to learn to use the system effectively for secure access to relevant student information, scheduling, and for the reporting of student achievement.</p> <p>Outcome: Asynchronous learning resources continue to be produced and hosted on the Aspen Support Services site. Synchronous virtual training sessions were offered to office staff and educators as required to help people become more comfortable with using Aspen within their respective roles.</p>

Action Plan I3.3 Expanded/Experiential Opportunities

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
Increase Specialist High Skills Major (SHSM) participation and completion rates.	September 2021 - August 2022	 	<p>LDSB updated its SHSM 3 Year Plan and met with all SHSM sites to explore supports needed to continue to increase their completion rate. Several SHSM sector programs at different LDSB schools applied for additional SHSM Ministry funding to help address areas for program innovation and to help improve completion rates.</p> <p>Outcome: At the end of the 2021-22 school year, LDSB secured an additional \$323,000 in Ministry funding to support the expansion of SHSM programming across the district, an additional \$76,000 to centrally support SHSM programs, and got approval to add 4 new SHSM programs in the 2022-23 school year: 3 Information and Communications Technology (ICT) Programs at Bayridge SS, Napanee DSS and North Addington Education Centre, and a new Transportation SHSM at North Addington Education Centre.</p> <p>A centralized process for offering virtual certifications across a variety of sectors.</p> <p>Outcome: 1229 industry-recognized certifications were completed at the end of the 2021-22 school year by secondary students across a variety of economic sectors.</p>


Strategic Action Plan: 2021-2022
Year-End 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	●	<p>Provide more frequent and different virtual opportunities for students and parents/guardians to learn more about SHSM programs at different LDSB schools.</p> <p>Outcome: A virtual information session was held for all secondary students 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. Family information evenings were also held virtually.</p>
Increase experiential learning opportunities to more students in the district.	September 2021-August 2022	●	<p>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.</p> <p>Outcome: Experiential learning opportunities continued 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. Over 1,500 students were 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. Not all activities could run as planned due to occasional teacher shortages.</p>
Increase participation in Regional and Provincial Skills competitions	September 2021-August 2022	●	<p>Provincial Skills competitions will be held in-person at St. Lawrence College in Spring 2022.</p> <p>Outcome: Skills competitions were not able to be held in-person as had been hoped. Where it was feasible, some secondary students were able to compete in-person locally at their home secondary school in some local mini-competitions in a variety of skills competitions ranging from heavy equipment mechanics to photography to hairstyling. A celebration of with students and families to acknowledge the winners was held in the Spring.</p>

Increase cooperative education opportunities for students and expand community partnerships.	September 2021-August 2022		<p>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.</p> <p>Outcome: Many students across the district engaged in face-to-face placements throughout the 2021-22 school year, while completing the other portions of their program through eLearning.</p>
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Strategic Action Plan: 2021-2022
Year-End 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	●	<p>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.</p> <p>Outcome: Ongoing on an annual basis.</p>



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 - June 2022	●	<p>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.</p> <p>Outcome: Complete. Regular updates and changes were made as required.</p>
Support further adoption of SchoolMessenger suite of enhanced electronic communications to support families.	September 2021 - June 2022	●	<p>Ongoing education and support regarding electronic communication tools. Additional training for school administrators and office staff took place on each tool.</p> <p>Outcome: This work continues as needed as required for new employees, or people in new roles, and as needed.</p>
Promote Strategic Plan progress.	September 2021 - June 2022	●	<p>2021-2022 mid-year update provided in the spring of 2022. In addition, 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.</p> <p>Outcome: Ongoing as updates are made.</p>
Enhance Trustee communication to stakeholders.	September 2021 - June 2022	●	<p>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.</p> <p>Outcome: Ongoing updates continue.</p>

Rebranding of LDSB logo.	September 2021 - June 2022		<p>Rollout of various collaterals with updated LDSB rebranding continues. Several schools received new signage (as part of planned facilities upgrades) with co-branding.</p> <p>Outcome: This work will continue for several years.</p>
Support of Parent Involvement Committee.	September 2021 - June 2022		<p>Promotion of PIC meetings on social media. Work to refresh content on PIC portion of board website is underway.</p> <p>Outcome: PIC portion of the website has been updated but will continue to be updated as needed and additional information is shared.</p>

Strategic Action Plan: 2021-2022

Year-End Update

Action Plan C1.3 Parent Engagement

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

RESPONSIBILITY: Associate Superintendent 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- June 2022	●	<p>Creation of a focus group for caregivers of 2SLGBTQ2+ students. Due to 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. PIC walked in the Kingston Pride Parade</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- June 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- June 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 2022-23 school year.</p>

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

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	<div style="display: flex; flex-direction: column; align-items: center;"> ● ● </div>	<p>Summer camp opportunities for self-identified Indigenous students in both elementary and secondary were planned with a focus on 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> <p>Outcome: Summer camps were not able to run due to staffing constraints. Students at Loughborough Public School were provided Anishnaabemowin instruction online.</p>
Indigenous Student Leadership	September 2021-August 2022	<div style="display: flex; flex-direction: column; align-items: center;"> ● ● ● ● </div>	<p>Indigenous Youth Leadership Programs were planned 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 were to be offered in secondary schools with the Indigenous lead at that school. Due to COVID restrictions and staff shortages to support, these opportunities were not well subscribed this year</p> <p>A goal of establishing a secondary Indigenous Student Council similar to the Inter-School Council was unable to take place due to COVID meeting restrictions and staffing shortages.</p> <p>Collect student voice with respect to Indigenous education and Indigenous Studies classes including NBE.</p> <p>Outcome: First round of student classes completed at NDSS. Schools scheduled for Fall of 2022</p>

<p>Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency.</p>	<p>September 2021 - August 2022</p>	<p>●</p> <p>●</p> <p>●</p>	<p>Teachers had increased efficacy in the delivery of Indigenous curriculum, building teacher resources, and cultural competency.</p> <p>Outcome: Professional development was completed online and attendance at <i>Indspire</i> was virtual.</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>Outcome: Resources compiled and stored in Minds Online</p>
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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>Offered 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>Supported Indigenous Education project proposals from school sites to increase cultural awareness and competency.</p> <p>Due to COVID and staffing shortages, we were unable to provide the KAIROS Blanket Exercise learning experience for all Educational Assistants, Clerical, and Caretaking staff and some school sites.</p> <p>Indigenous authored mentor texts were sent to all elementary schools. Online learning opportunities for schools to create gift bundles for attending Knowledge Keepers and Community members were provided.</p> <p>Outcome: Seven Teachers were provided a subsidy for Additional Qualifications courses. Project proposals were completed across over 20 elementary and secondary schools. Mentor texts were provided and multiple opportunities for the Indigenous team to support classroom learning.</p>
Maintaining and increasing the presence of Indigenous Knowledge Keepers and Community members to support Indigenous Education in Limestone.	September 2021 - August 2022	<div>●</div>	<p>Increase 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 occurred in the Fall of 2021. The referral process was used to best align school/class needs with the offerings of various Knowledge Keepers/Community Members. These supports and visits were funded through Indigenous Education.</p> <p>Outcome: Schools received 76 visits from Knowledge Keepers/Community Members via the referral process. Several dozen other visits were completed through already established relationships with schools.</p>
Community engagement and partnership.	September 2021 - August 2022	<div>●</div>	<p>Continued to develop and foster community partnerships to support student and teacher learning, for example the Indigenous Family Network.</p> <p>Outcome: Due to COVID restrictions, the Indigenous Family Network has been on hold. We anticipate continuing this in Fall of 2022.</p>

Strategic Action Plan: 2021-2022
Year-End 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>●</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 organizations and supports for Indigenous students and families.</p> <p>Outcome: A large increase in membership which includes agencies that directly support Indigenous youth and families, including the Public Library, Sexual Assault Centre, and Housing.</p> <p>Developing Terms of Reference for the Indigenous Education Advisory Council and making it a formal Advisory Committee of the Board.</p> <p>Outcome: The completion of the Terms of Reference is ongoing.</p> <p>Indigenous team members will work alongside the Ministry of Education on the Algonquin and Mohawk Languages Steering Committee.</p> <p>Outcome: Ongoing</p>

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

RESPONSIBILITY: Superintendent 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	●	<p>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 to inform school learning, planning, and future student voice groups at the school level.</p> <p>Outcome: Complete. Analysis and next steps will continue during the 2022/23 school year.</p>
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	●	<p>School learning plans will refer to the student voice survey assessment tools.</p> <p>Outcome: Due to Ministry direction, the development of School Learning Plans was 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.</p>
Through the use of survey tools, students will be invited to offer feedback throughout the school year (i.e., Budget Survey, Virtual Learning Survey, secondary schedule)	September 2021- August 2022	●	<p>Student participation will be tracked, and responses reviewed for implementation.</p> <p>Outcome: Complete.</p>
Student voice will be gathered as an important data source throughout the Empower program.	September 2021 - August 2022	●	<p>Student interviews and student videos will be reviewed as a source of qualitative data to review program success and future considerations.</p> <p>Outcome: Complete.</p>

Strategic Action Plan: 2021-2022
Year-End 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>Outcome: Complete. Two ECCs established during January school closure at FES and TPCS through LARC. One ECC established at ÉKEES through YMCA. No further school closures occurred after January 2022.</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>Outcome: No additional professional learning occurred due to elementary OT shortages.</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>Outcome: Complete. Community/family survey data was collected and utilized to establish New EarlyOn at Lord Strathcona and new BASP at Harrowsmith. No additional BASPs established during the 2021-2022 school year.</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>Outcome: Ongoing.</p>

Strategic Action Plan: 2021-2022
Year-End Update


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	●	<p>Bargaining teams to be selected, stakeholders surveyed for input on priorities, mandate established.</p> <p>Outcome: Bargaining teams were selected for the current round of bargaining.</p>
Communicate new Collective Agreement language.	September 2021 – August 2022	●	<p>All Collective Agreements updated, communicated and distributed to all staff, as appropriate.</p> <p>Outcome: All 2019-2022 Collective Agreements communicated/distributed to relevant employee groups and administrators/managers.</p>
Collaborate with union leadership to administer current collective agreements and continue to problem solve.	September 2021 - August 2022	●	<p>Continued engagement and collaboration with unions in problem solving to address concerns locally thereby minimizing the need for arbitration, where possible.</p> <p>Outcome: Regular meetings scheduled with Federation/Union partners to problem solve, including resolution of a variety of issues.</p>
Complete local discussions for Principal/Vice-Principal Terms & Conditions of Employment, once Central terms established and ratified.	September 2021 – August 2022	●	<p>Updated Terms & Conditions finalized and shared with Senior Staff, HR and all Principals and Vice-Principals.</p> <p>Outcome: Discussions completed resulting in new Terms & Conditions. Document to be communicated to all stakeholders.</p>
Support OPSBA through involvement in the Labor Relations Council and negotiations central bargaining in 2019.	September 2021 - August 2022		<p>Continued involvement by Limestone staff in LRC and senior negotiators meetings, as well as participating in negotiations and contract administration.</p> <p>Outcome: 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.</p>

<p>Complete Pay Equity maintenance process for CUPE employees, as per Collective Agreement.</p>	<p>September 2021- August 2022</p>		<p>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.</p> <p>Outcome: Meetings have begun with respect to process and timelines. Job Information Questionnaires have been distributed and the majority have been completed and returned. JIQ's will be sent for review and evaluation.</p>
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Strategic Action Plan: 2021-2022
Year-End 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>

Strategic Action Plan: 2021-2022

Year-End Update

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. Additional employee groups being reviewed for implementation.</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>Outcome: Teacher hiring process resource and checklist completed for administrators with all relevant document links embedded for ease of access.</p>

Strategic Action Plan: 2021-2022
Year-End 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>Outcome Similar process implemented with a few small changes based on collaboration with CUPE. 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 2022	●	<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>Outcome: KPMG worked with Human Resources and Payroll staff to identify areas of concern. A draft version of the report has been received and is currently under review for implementation.</p>

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>Outcome: OSRs continue to be purged and organized at several schools including LCVI, QECVI/KLC, KCVI/KSS, LSCE, Gateway NDSS and ESS. School Audits have been completed at the LaSalle, LCVI and NDSS Family of schools as well as our Alternative Education Sites. Developed and implemented Records & Information Management and Privacy online training course for frontline staff. Work with IT to set up new electronic records management system with a pilot started at LCVI. Designed and continue to organize new Records Room at Education Centre. 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> <p>Outcome: Ongoing.</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>Outcome: 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 have been finalized and communicated to the 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>Outcome: Procedure developed and communicated to the system.</p>








Strategic Action Plan *Evaluation Framework*: 2017 – 2022


Year-End 2021-2022 Update

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

Pillars	Goals	Outcome	Progress	Data
 Wellness	To improve student achievement and well-being, we will:	Improved student achievement and well-being will be demonstrated through:		1.1. Mental Health Strategy 1.2. School Visits 1.3. Family of Schools meetings 1.4. School Learning Plans (SLPs), Board Improvement Plan (BIPSA) 1.5. Administrator Meetings
	1. Implement positive physical, mental and emotional health strategies.	1. School Learning Plans that identify strategies to promote positive student wellness.	●	2.1 Staff PD numbers 2.2 Indigenous Studies Courses 2.3 Equity Advisory Committee Minutes 2.4 Equity-Based Data Collection Focus Groups 2.5 Student Census Data Collection 2.6 School Climate Data Collection 2.7 Workplace Census and Belonging Data Collection
	2. Promote diversity and foster a sense of belonging.	2. Inclusive, accessible, and culturally responsive and relevant pedagogy that are fundamental to and can be demonstrated in school and classroom planning.	●	3.1 SEF assessments (learning environment) 3.2 Instructional Data Team Project 3.3 Interschool Council agenda/minutes 3.4 Mental Health Strategy 3.5 School Climate and Workplace Belonging
	3. Provide safe, inclusive and respectful learning environments.	3. Students reporting feeling safe and accepted in school climate surveys.	●	

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

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

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

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




Vision Statement

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

Date	Item
18 August Special Board Meeting	September 2021 School Re-entry and Pandemic Protocols W1.1; W3.1
25 August Regular Board Meeting	Interim Reporting Third Quarter W3.3 C1.2 Ventilation and HVAC Improvements to Address COVID-19 W3.1, W3.3 September 2021 School Re-entry – Update W1.1, W3.1 Masking Information W1.1, W3.1
8 September EPOC	See Yourself in Limestone Student Census 2020 Preliminary Report W2.2
22 September Board Meeting	Student Census 2020 Preliminary Report – Presentation W2.2 Facilities Update – Presentation W3.3 School Safety and Human Rights Reporting Tool W2.2, W3.2 Live Streaming and Captioning Update C1.2 Mandatory Vaccine Attestation Update W1.1, W3.1
29 Special Board Meeting	KFL&A PH Recommendation to Consider Mandatory Vaccines for Extracurricular W1.1, W3.1
6 October EPOC	2021-2024 Mental Health and Substance Use Strategy W1.2 2021 Summer Learning Report I 1.2, I 1.3 Employee Vaccination Attestation W1.1, W3.1 Final Review of Policies 5, 7, 8, 10, 11, 13 and 20 Governance Article III Board of Trustees – Section 3. Vacancies of the Board Governance Appendix G Annual Meeting Order of Business Governance
27 Oct Board Meeting	Short-term Borrowing Resolutions Governance COVID-19 Funding Report W1.1, W3.1, W3.3 Mandatory Vaccine Attestation Update W1.1, W3.1 Strategic Action Plan – End of Year Report 2020-2021 Governance Strategic Action Plan – Areas of Focus for 2021-2022 Governance
10 November EPOC	Kingston Secondary School Integration Update C1.2 Renaming École Kingston East Elementary School (ÉKEES) C1.2 Policy Feedback Governance, C1.2, C1.3 Staff Attestation Update W1.1, W3.1
24 Nov Board Meeting	Empower Presentation I1.2 Masking/PPE Update Information W1.1, W3.1
1 December Caucus	Initial/Inaugural Governance Election of the Chair and Vice-Chair Governance COVID Update W1.1, W3.1
6 December Special Meeting of the Board/ Nominations Meeting	Selection of Committees Governance

12 Jan Board Meeting	Staff Affinity Groups Presentation W2.2 Appointment of Special Education Advisory Committee (SEAC) Member- at- Large Governance 10-Year Capital Project Renewal Plan W3.3 De-streaming Grade Nine I1.2, I1.3, I2.1 COVID-19 Update W1.2, W3.1 Addendum to COVID-19 Update W1.1, W3.1
9 February EPOC	Preparing for the 2022 School Board Election Governance COVID-19 Update W1.1, W3.1 School Year Calendar 2022-2023 C1.2, C1.3, C2.2 A Summary of Policy Input through Consultation Governance, C1.2, C1.3
23 Feb Board Meeting	ÉKEES Renaming Committee C1.2, C1.3, C2.1 Trustee Determination and Distribution for the 2022 Election Governance AP 166 Anti-Sex Trafficking School Board Protocol W1.1, W1.2, W3.2 Gender Neutral Washrooms in Secondary Schools W2.2 2022-2023 Budget Development Schedule Governance 2021-2022 Revised Estimates and Interim Financial Report for Quart 1 Governance
9 March EPO	Mandatory eLearning Credits I3.2 Board Composition – Indigenous Trustee Governance, C2.1 Trustee Distribution for the 2022 Election Governance
30 Mar Board Meeting	eLearning in Limestone and OELC I3.2 Indigenous Education C2.1
13 April EPOC	Expanded Opportunities Report I3.3 Equity Action Plan 2020-2023 (Revised) Report W2.2 Housekeeping Policy Updates Governance OPSBA Policy Resolution Submission Governance
27 April Board Meeting	Expanded Opportunities I3.3 Renaming of École Kingston East Elementary School C1.2, C1.3, C2.1 Student Trustee Elections 2022-2023 Governance COVID-19 Update W1.1, W3.1
18 May Board Meeting	Renaming of École Kingston East Elementary School C1.2, C1.3, C2.1 Interim Reporting QT2 – 2021-2022 Governance Strategic Plan Monitoring Mid-Year Update Governance Indigenous Trustee Consultation with IEAC and MBQ C2.1 OPSBA Resolution Governance
1 June EPOC	Outdoor Education Report W1.3 OCT Sexual Abuse Prevention Training for Certification W3.2 Graduation Rates W2.2, I1.2, I1.3, I3.1, I3.3, C2.1
15 June Board Meeting	Next Steps for the LDSB Strategic Plan (2017-2022) Governance 2023-2024, 2024-2025 Deficit Elimination Plan Report Governance Surplus Funding Report C1.2, C1.3, C2.2 School Pedestrian Safety Working Group Recommendations W3.2 Budget Approval Governance

Strategic Action Plan: 2022 – 2023

Pillars	Goals	Area of Focus
 Wellness	<p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> 1. Implement positive physical, mental and emotional health strategies. 2. Promote diversity and foster a sense of belonging. 3. Provide safe, inclusive and respectful learning environments. 	<p>W1.1 Student Well-Being (Healthy Schools, Mental Health, Safe Schools Prevention and Intervention) W1.2 Outdoor Education</p> <p>W2.1 Equity & Inclusion (Including Anti-Black and Anti-Indigenous Racism) W2.2 International Education W2.3 Second Language Development (FSL & ESL)</p> <p>W3.1 Health & Safety W3.2 Accessibility W3.3 Capital Improvements</p>
 Innovation	<p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> 1. Cultivate problem solving, creative and critical thinking skills. 2. Remove systemic barriers in order to support individual learning needs. 3. Advance relevant and engaging learning experiences to support all pathways. 	<p>I1.1 Environmental Sustainability I1.2 Operational Enhancements (Comms, Facilities, Finance, Human Resources, & ITS) I2.1 Student Achievement & High Quality Instruction (Literacy, Math, UDL, Modifications, Accommodations, & Technologically Enhanced Education) I3.1 Student Pathways (Alternative and Continuing Education, Expanded Opportunities, Experiential Learning, Destreaming, & Virtual School) I3.2 Leadership Development/Succession</p>
 Collaboration	<p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> 1. Work with families to support every student's learning journey. 2. Maximize student engagement in classrooms and schools. 3. Enhance partnerships with parents/guardians, employees, government and community groups. 	<p>C1.1 Enrolment and School Capacity Analysis C1.2 Family Engagement C2.1 Student Engagement (Student Voice) C2.2 Early Years/Childcare C3.1 Indigenous Education C3.2 Staff Engagement and Labour Relations C3.3 Community Engagement and partnerships</p>

Mission Statement

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

Vision Statement

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



PARENT INVOLVEMENT COMMITTEE MEETING MINUTES – May 5th, 2022

Roll call:

Members:	Staff:
Crystal Bevens-Leblanc Shayla Bradley Jennifer Foster Melissa Rickey Gelareh Monajemi Alejandra Zamora Susan Coleman Mark Foster Jim Jodoin Kelley Packalen Josephina Smith	P. Gollogly, Associate Superintendent A. Andretta, Administrative Assistant
Trustees:	Guests:
Judith Brown Bob Godkin Robin Hutcheon	

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.

1. Call to Order

Called to order at 6:02 pm.

2. Adoption of Agenda

Adopted

3. Declaration of Conflict of Interest

Not at this time

4. Delegation/Presentation

Not at this time

5. Approval of Minutes

April minutes were approved by consensus.

6. Reports for Information

6.1. Chair Update from Shayla Bradley

Chairs Bradley stated:

“I’d like to talk about who we are and what we do, and why it’s important. Earlier this week someone gave me some advice about PIC, which they believed was friendly advice. It was, “Just because you have the power doesn’t mean you should use it.” I’ll be honest and tell you that I did not love that advice. But I spent some time thinking about it. When we look at our role in education, when we look at where we are in the overall structure, my first reaction is that we don’t have a lot of power. We’re parents and caregivers. We’re volunteers. We don’t make policy or procedure. But we are an official committee of the board. We are as mandated and as codified in the Education Act as the Special Education Advisory Committee. The power that we have is the power to advise. It might not sound powerful, but it is. Our advice matters. Our advice makes an impact. The act of giving advice makes an impact. I hope that nobody in the system would tell SEAC not to advise, or ESAC, or IEAC.



This is your reminder that being a committee of caregivers doesn't make our voice less valid — it makes it incredibly important. We should use it.

The way that we choose to use the power of advice is determined around this table. We are the ones who decide where our time and energy and expertise are best spent in advocating for wellbeing and good outcomes for students. We're kept in the bounds of our mandate by our superintendent which is important. It may not always be comfortable for people to hear our advice. It may not always be comfortable to figure out what advice we want to give. And as we know, just because we give it doesn't mean that advice will be taken. But it's up to us to decide when, and why, and how we use our voices. So, as we close out another year, I want to thank all of you. I try to do it often and I mean it every time. You are all making a difference. Our power comes from our people. I say all this leading up to what has brought on a lot of these conversations about PIC and who we are and what we do and how we showed up on a lot of people's radar recently.

Thank you for navigating the proposed motion advocating for universal masking in Limestone schools. I want to reiterate that there is not one right way to seek input on anything as a rep or a PIC. I want to reiterate that as your school's official PIC rep, you vote, here, with us, on PIC issues. At the core, you are here representing your community as you are charged with doing — there are a ton of ways to do it, and you choose what works. I think it was an educational experience for lots of people. I apologize for any confusion or conflict that came about. We'll talk about this more later in the meeting, but we have some ideas for better communication and training at the start of each school year, so people aren't surprised when PIC advises in the future and so that all of our reps feel comfortable doing the work that we do. You all need to be supported in your role. The motion itself passed. From 39 responses, 22 PIC representatives voted yes. We had nine nays and eight abstentions. We wrote and sent a letter to KFL&A Public Health and to the board of trustees with advice from PIC to reinstate universal masking. As we know, PIC can't mandate — we offer advice. KFL&A Public Health has rejected that advice; reps, if you have not had access to the letter from them let me know and I'll make sure you get it.

As for the trustees, after sending our letter my co-chair Crystal and I delegated at the April board meeting to share our advice verbally. Five trustees did support it but a board motion on reinstating masking failed — I'll leave the board report to Trustee Brown. We did get a letter from Director Burra today acknowledging the delegation and acknowledging that there was a lot of discussion at the April meeting so we may or may not have additional communication from the board.

Sometimes the things we do are contentious. Sometimes we don't agree with each other. Sometimes we decide to not take a motion or an idea forward because it's not how we want to use our time, our resources, or our power be that what it is. That's okay. Discussion is okay. Discomfort is okay. Working through things together is okay. It's what we ask our kids to do. With great power comes great responsibility — thank you for being ethical, responsible, and dedicated people." This concludes Chairs report for this evening.

6.2. Board Update-Associate Superintendent Gollogly

Associate Superintendent Gollogly stated: “We are already into May, which is amazing and frightening at the same time. Every time we get to this point in the year, it's always exciting but it flies by so fast. A student told me today that there is 28 days left of school. Education Week is the first week of May. It's time for students, school staff and families to celebrate excellence in education. This year's theme was moving forward. Limestone is so grateful and so appreciative of the dedication of our staff, our parents, our community to come together and celebrate these times. During May 2nd to 8th, we're recognizing Canadian Mental Health Association Awareness Week. We've had themes throughout the week such as physical self-care, emotional self-care, social self-care, spiritual self-care and helping a friend.

The next announcement, I am extremely excited about and the first year that Limestone is going to be participate in the Pride parade and we are going to be participating in Kingston as well as Napanee. We're just starting to get some the details about the parade and the Napanee is June 5th, and the Kingston is June 18th. We will be communicating to schools about save the dates. We want families, educators, community members and anyone that would like to be with us because we see everyone in Limestone.” This concludes Associate Superintendent Gollogly report.

6.3. Trustee Update-Trustee Brown

Trustee Brown stated: “The reported from the last board meeting that was held on April 27th and that was a long one. However, the public meeting was preceded by a private session in which a personnel matter was discussed. The main meeting began with the presentation by the Co-Chairs of PIC to deal with mandating masking in our schools. This was followed by a presentation on expanded opportunities available in Limestone for students. Next, we heard regular reports from the Chair, the director OPSBA. That's the Ontario Public School Boards Association and student trustees. Among the reports for action there was one concerning the renaming of Ecole Kingston East Elementary School by the naming committee. The following names were suggested: Butternut Creek Elementary School, Maple Elementary School, Forest View Elementary School, and Maple View Elementary School. The trustees have been invited to join the naming committee for a walk on the land on May 15th, before any discussion will take place regarding the name choice. We were fortunate also to have two students and the principal join us and share their views with us on the naming of the school.

We were delighted to hear that the student trustee elections went well. They were held virtually this year and Limestone saw its largest and most diverse group of students running for student trustee.

The newly elected are:

Julia Kolosov, Indigenous Student Trustee, attending Kingston Secondary School

Mohammed Elshrief, Urban Student Trustee, attending Frontenac Secondary School

Elayna Jackson, Rural Student Trustee attending Granite Ridge Education Centre

Finally, there was a motion brought forward by trustee Hutcheon to temporarily reinstate masking requirements in schools. Beginning May 2nd, 2022, until the end of June. This motion failed.” 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 no update to report but a reminder to everybody if you are a member of the queer community or have a child who is, you’re welcome to join us at our next meeting on May 10 at 7:30. If you would like to attend, you can just reach out Chair Bradley.

7. Reports for Actions

None currently.

8. Unfinished Business

Not at this time.

9. New Business

9.1.Bylaw review-expressing of interest for subcommittee

The PIC membership reviewed bylaws and shared suggestions via email prior to the meeting. At the meeting, suggested changes were shared with membership. Suggestions included removing gendered references, adjusting wording around PIC chairs attending Ministry training, a provision for what happens if an 'ideal candidate' does not run in the Co-Chair election, quorum for electronic voting, and how to handle situations in which both Co-Chairs are completing their terms at the same time.

Co-Chair Bradley requested PIC members share their interest in working on bylaws via subcommittee over the summer, so that bylaws can be wrapped up before or by the first meeting of the 2022-23 school year.

9.2.October PIC Election and Training

CO-Chair Bradley discussed how chair workshops need to add in information about PIC and how PIC and school council intersect and how school council can work through the PIC reps to manage board level issues. Other feedback from school councils is that they would like training around financial fundraising and how to support the schools. A suggestion was to have the financial fundraising part be a separate workshop. PIC Reps are looking for a training workshop handbook. Associate Superintendent Gollogly will review the AP with our administrators and to have them understand the process better.

Co-Chairs Bradley suggested separate trainings meeting and hosting them on weekends or evenings. She is looking at the PIC Rep training and do a school council chair training handbook for administrators. PIC membership discussed some best practices and ideas for engaging a wider range of families, both at PIC and at SAC meetings. Those ideas included determining how to engage marginalized communities in our schools, offering childcare and transportation, and ensuring meetings don't fall on days of significance for every culture.

9.3.Meeting Schedule for 2022-2023

Associate Superintendent Gollogly agreed to have one extra meeting added to the school calendar for the 2022-2023 school year. PIC will now have five meetings in total: October, November, February, April, and May. Other boards in the eastern regionals range from four to five meetings in a school year. It was also discussed that a hybrid option would be available for the 2022-2023 school year. This option will make it accessible for families to attend due their schedules and family lives after the workday.

Trustee Godkin inquired about if PIC Reps could be reimbursed for their travel to the board as well the PIC chair could be reimbursed for mileage at attend the PIC meeting at the board office.

Associate Superintendent Gollogly will investigate this request.

A PIC Member also mention that in the past, PIC meetings were held at different schools within the board. The member expressed their suggestion and hope to see this in the future.

Co-Chair Bradley mentioned supporting our multicultural community with translation of meetings and maybe paying for an interpreter.

10.Next Meeting

Thursday, October 6th, 2022

11.Adjournment

The meeting adjourned at 8:40 PM.



ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – May 10, 2022

Roll Call:

Members:	Staff:
<p>S. Luxford-Oddie, Cataraqui Conservation</p> <p>J. Campbell, Loyalist Township</p> <p>P. Bearse, KFL&A Public Health</p> <p>C. Bevens-Leblanc, PIC Representative</p> <p>R. Healey, Kingston Coalition for Active Transportation</p> <p>J. Salter-Keane, City of Kingston</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>B. Gilmour, St. Lawrence College</p> <p>H. McGregor, Queen's University</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>
Trustees:	
J. Morning	
Guests:	Recorder:
None	J. Dooley, Administrative Assistant

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1. Call to Order

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

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 and Land Acknowledgement

Stana Luxford-Oddie, Co-Chair, welcomed everyone to the meeting.

Stana Luxford- Oddie shared the Land Acknowledgment.

5. Community Presentation – Cataraqui Conservation

Stana Luxford-Oddie shared a presentation on Eco-Anxiety. Stana discussed the impact of climate change and how this can cause eco-anxiety in ourselves and our children.

6. Community Presentation – Kingston Coalition For Active Transportation (KCAT)

Roger Healey gave an update on School Streets in Kingston. School Streets are a closure of school streets for a brief period of time before and after school which are meant to compliment current active transportation infrastructure. The current School Street project at Winston Churchill was very successful. Some possible sites for next year are: Central Public School, Mother Teresa/Lancaster, Molly Brant, Kingston East Elementary School and Rideau Public School.

7. Reports For Information (Community Organizations' Updates)

- Parent Involvement Committee – C. Bevens-Leblanc
The parent involvement committee is in the process of writing a recommendation to the school board that they focus more on outdoor education and would like to see this as a priority.
- Limestone District School Board – J. Dooley
Nothing to report
- Limestone District School Board – D. Fowler
Nothing to report
- Limestone District School Board – D. Hendry
Many schools participated in Earth Hour last month and also saw much success in Pitch In organized by Sustainable Kingston.

The board is currently working with Kingston Transit and planning for the fall for the transit orientation and field trip passes. LDSB, Algonquin Lakeshore Catholic District School Board and Hastings Prince Edward District School Board are all renewing the waste contract which provides the opportunity to look at improvements to our contract.

- Loyalist Township – J. Campbell
The tree planting by Bath Public School is moving forward and will be happening next week. Seedlings will be planted on township lands. As well, construction will begin this year by Ernestown SS and Odessa Public School and will create a multi-use pathway with better access.
- Loving Spoonful – L. Hanson provided by D. Hendry
Loving Spoonful has received 3 grants:
 1. Community Foundation for Kingston and Area to run hands-on events at each GROW school this spring or fall. Events are tailored to each school and open to K-8. They include garden planting, seed saving activities, cooking workshops, local food and food system activities and discussions. Many schools are putting in pollinator gardens as well as vegetable gardens this year.
 2. Ontario Trillium Foundation Resilient Communities Grant This grant will start in July and be used to create an online portal for GROW to make our workshops, materials and resources more accessible and expand the GROW Project beyond Kingston and area. We

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will also offer farm and community garden field trips to connect GROW schools with local food systems and hands-on learning.

3. Loving Spoonful and partners are building a Kingston and Region Community Training Farm on the land by Collins Bay Institution through a grant from the Government of Ontario. There will be 30 participants who will learn the skills needed for a career in farming and agriculture. There will be affordable farmer's markets as well as good food boxes between June and October.

- Limestone District School Board – A. McDonnell
Nothing to report

- Limestone District School Board – Trustee J. Morning
Trustee Morning stated that she is on the City School Safety Pedestrian Committee and is so impressed with this group and the dedication to doing something positive and bringing change for the safety of the children.

- KFL&A Public Health – P. Bearse
Public Health is also part of the School Safety Pedestrian Committee and is recommending the adoption of an active school travel charter. This puts forth a vision where active and sustainable travel becomes more normalized and a preferred choice of mode of transportation. This will increase safety in school zones and reduce traffic.

- Kingston Coalition for Active Transportation - R. Healey
The Commuter Challenge has gone to the wayside the last few years with COVID but it is being revived. People are becoming more aware of the importance of commuting in different ways. Kingston has always done well in supporting this initiative.

KCAT as part of the bicycle week in June is hoping to have a round table/panel meeting to discuss where active transport is in Kingston. They are hoping to meet late May or early June with the transportation services staff.

- Cataraqui Conservation – S. Luxford-Oddie
Stana is very happy to report that they have been hosting schools from both boards as well as private schools out at Little Cat where they are offering forest therapy walks to the general public in between the school trips. They are still offering remote programs to support the virtual schools.

- City of Kingston - J. Salter-Keane

The City of Kingston will be looking to partner with the school board again in the Climate Leadership Plan which was approved by Council in December. They will be looking to establish a community advisory group.

A new program called the Better Homes Kingston Program has been developed. It is a retrofit program for single detached dwellings, duplexes or rowhouses. The City has received funding from the Federation of Canadian Municipalities in the amount of \$18,000,000. They are offering zero interest loans up to \$40,000.

8. Unfinished Business

No unfinished business reported

9. New Business

No new business reported

10. Next Meeting

TBA Fall 2022 (MS Teams)

11. Adjournment

Stana Luxford-Oddie adjourned the meeting.

The meeting adjourned at 6:00 p.m.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

September 14, 2022

PUBLIC MEETING

Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	<p>Present:</p> <p>C. Norwich-Stevenson, Member-at-Large H. Simson, Learning Disabilities Association of Kingston S. Henderson-Todd, Lennox and Addington Resources for Children</p> <p>Regrets:</p> <p>C. Tooley, Down Syndrome Association Kingston Z. Rogers, Community Living Kingston A. Martin, Member-at-Large (Queen's University) C. Carriere-Prill, Member-at-Large</p>
	Staff:
	<p>M. Blackburn, Principal of Educational Services A. Ward, 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 J. Lalonde, Special Education Program Coordinator L. Rose-Hartwick, Educational Services Secondary Student Support Teacher</p>
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

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1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting. Principal Michael Blackburn introduced the Educational Services SEAC Team for the 2022-2023 School Year.

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. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes – June 8, 2022

MOVED BY: Trustee Godkin that the June 8, 2022, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. ASSOCIATION UPDATES

Candice Roberts, Easter Seals Ontario

Candice Roberts has decided to step down from SEAC for this year. We thank Candice for her time and service over the past years. We are currently seeking a representative from Easter Seals Ontario to join SEAC.

7. OTHER BUSINESS

7.1 Administrative Report – Superintendent’s Report:

Superintendent Scot Gillam shared highlights of our Summer Learning Programs. Supports were provided to summer school, the elementary literacy camps, and to support transitions back to school for students with special education needs. An Adolescent Care Worker and a Student Support Counselor were provided to summer school for four weeks. We also had Educational Assistant support for some students who were attending our camps that required extra assistance. Lastly, Educational Assistant time was provided to support transition meetings for students with special education needs in late August and early September. A more fulsome report will be brought back to the October SEAC meeting as the data is still being finalized.

Ministry of Education Updates:

Additions to Support Mental Health

• Social Worker	1.60
• Adolescent Care Worker	0.80
• Student Support Counsellor	0.50
• Registered Psychological Associate	0.40
• Speech Language Pathologist	0.10

Educational Services Update:

Program Updates and Locations

- Frontenac Nexus to Bayridge SS
- Holsgrove DAC to Bayridge PS
- RG Sinclair LD to Rideau Heights

Fetal Alcohol Spectrum Disorder (FASD) Awareness Month

September is Fetal Alcohol Spectrum Disorder (FASD) Awareness Month and the International FASD Day took place on September 9, 2022. Information packages, compiled with the assistance of FASD workers from Kingston Health Sciences Centre and KidsInclusive, were shared with our schools, and social media posts are being sent out during the month. Educational Services staff, including Intervention Assistants, District Team Members, Student Support Counsellors, and members of the Behaviour Action Team will be provided with professional learning opportunities that support students and families dealing with FASD. Resources will be shared across the district and at the Educational Services September staff meeting.

K-12 Accessibility Standards

The K-12 Accessibility Standards Development Committee was created in 2017 to address barriers facing students. The role of the Standards Development Committee was to provide recommendation to the government on removing and preventing accessibility barriers in the publicly funded education system. The long-term objective is that by 2025, the publicly funded K-12 education system will be fully accessible, equitable, inclusive, and learner-centred:

- By removing and preventing accessibility barriers impeding students with disabilities from fully participating in, and fully benefiting from, all aspects of the education system.
- By providing a prompt, accessible, fair, effective, and user-friendly process to learn about and seek programs, services, supports, accommodation, and placements tailored to the individual strengths and needs of each student with disabilities.

The K-12 Accessibility Standards identifies recommendations in 10 areas:

- Attitudes, behaviours, perceptions, and assumptions
- Awareness and training
- Curriculum, instruction, and assessment
- Digital learning and technology
- Organization barriers
- Social realms
- Physical and architectural barriers
- Planning for emergency and safety
- Timelines and accountability
- Transitions

The Limestone District School Board (LDSB) Accessibility Committee's 5-year plan is due for renewal beginning in January of 2023. The Committee will be integrating the recommendations of the K-12 Standards into the next 5-year plan to assist with meeting the provincial goal discussed above by 2025.

SEAC Accessibility Committee Representative

The Limestone District School Board Accessibility Committee is extending an invitation for a SEAC member to join the committee. Meetings take place five times a year on Tuesday mornings. Meetings are hybrid in nature.

SEAC Presentation Schedule

SEAC members are asked to submit a list of potential presentations for the 2022-2023 school year. Topics will be discussed with Educational Services administration and teams and a schedule will be provided at an upcoming SEAC meeting.

Special Education Plan: Building our Vision for the Future

Principal Blackburn began presentation by sharing with SEAC an overview of past practices and outlined future opportunities for SEAC to engage in the Special Education Review Process.

As SEAC members will recall, the Building our Vision for the Future: Enhancing Special Education Services in our District (2016-2021) was extended for the 2021-22 school year. For the 2022-2023 school year, we will continue to use this document to monitor and review services to our system. However, beginning in the Fall of 2022, Educational Services will begin the process of reviewing/updating and adjusting the previous Special Education Plan.

The purpose of the Special Education Review is to gather information, input, and voice from students, families, staff, and community partners to inform our Special Education Plan and the supports and services that we provide system wide. The Special Education Review is typically conducted every five years, but as you know, we extended that timeline due to the impact of COVID19 on our system and our department. We do continue to implement the recommendations from the existing plan and monitor those recommendations. The last review was completed in June of 2016, and out of that review came many important recommendations which our department has implemented and actioned over the last five years. We have brought that information to you through our Monitoring Plan three times a year, around key goals that we work to ensure an inclusive and equitable system for students with special education needs.

Review Process – Past Practice

The past practice of the review was extensive. Consistent questions were asked of our stakeholders to gather their input through the review:

- Within the area of Special Education, what does our school/school board do well?
- What innovative ideas would you suggest for Special Education within our school/system to enhance student well-being, learning, and inclusion?

Multiple approaches were used to gather input:

- Focus groups with schools
- Interviews with students
- Surveys that were sent to staff and school council committees
- Town Halls that were facilitated through our community partners

When we find ourselves at the end of a five-year cycle, we should pause long enough to think about how we might do things differently, what have we learned since the last time we completed a review, and do we have new thinking or ideas we want to bring to the table.

Educational Services have already discussed the following future possibilities:

- Centering and elevating student voice
- Using technology to support information gathering
- Support from Data Team
- School and Staff Leadership
- Building on our existing plan and system strengths

Input from SEAC is very important. You have committed your time to being on this committee, and you have a very important role to play in guiding Special Education Services and providing us with input and advice. We are thinking about how we, as a system, might gather the important information we are looking for to gather next steps.

At the October SEAC Meeting, we would like to hear your thoughts on how we might engage in an open, accessible way of engaging our community. You may be a member of a community organization, you may have a child with special educational needs within our system, and we are interested in your opinion on how we might approach this work. If you could give some thought to that question of how we might gather this important information, we would value your input as we begin to craft our plan collaboratively for this year.

Anticipated Timelines:

- Sept – Dec: Development of process and methods for information gathering
- Jan – March: System wide information gathering
- April – June: Analysis and Interpretation of information gathered
- July/August: Review Writing
- September 2023: Review Sharing
- 2023-24 School Year: The important work continues!

8. NEXT MEETING DATE

Wednesday, October 19, 2022

9. ADJOURNMENT

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

The meeting adjourned at 6:16 pm.

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