



AGENDA - REGULAR BOARD MEETING

Wednesday, January 18, 2023 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGJan18>

PRIVATE SESSION – 5:45 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) – October 26, 2022

5. FOR INFORMATION

- 5.1** SAFE SCHOOLS UPDATE
- 5.2** PROPERTY UPDATE

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

6. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 PM

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

7. ADOPTION OF AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. DELEGATION/PRESENTATION

- 9.1 **Prioritizing Equity** - Suchetan James and Lauren McEwen

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1 Regular Board Meeting – October 26, 2022 (Pages 4-16)
- 11.2 Initial/Inaugural Board Meeting – November 16, 2022 (Pages 17-21)
- 11.3 Nominations Committee Meeting – November 21, 2022 (Pages 22-26)
- 11.4 Special Board Meeting Minutes – November 21, 2022 (Pages 27-29)
- 11.5 Education Policy and Operations Committee – December 7, 2022 (Pages 30-35)

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 **Multi-Year Capital and School Renewal Project Plan – Superintendent Young (Pages 36-40)**
 - 13.4.2 **2022-2023 Revised Estimates and Interim Financial Report for Q1 –**

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Superintendent Young (Pages 41-51)

13.4.3 Year 2 Update on the 2021-2024 Mental Health and Substance Use Strategy – Superintendent Gillam (Pages 52-68)

13.4.4 Staff and Student Absence Update – Superintendent McWilliams and Associate Superintendent Gollogly (Pages 69-71)

14. UNFINISHED BUSINESS

14.1 COVID, Influenza and Masks – Dr. Dick Zoutman, MD, FRCPC, CCPE, C. Dir (Page 72)

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

16.1 Public Health Update for Trustees (Pages 73-74)

17. NOTICES OF MOTION

None at this time.

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

19.1 SEAC Meeting Minutes – October 19, 2022 (Pages 75-82)

19.2 SEAC Meeting Minutes – November 9, 2022 (Pages 83-90)

20. FUTURE BOARD MEETING SCHEDULE

February 22, 2023

March 29, 2023 (*5th Wednesday due to March Break*)

April 26, 2023

May 17, 2023 (*3rd Wednesday for Staffing purposes*)

June 21, 2023 (*3rd Wednesday for Budget approval*)

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – OCTOBER 26, 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:
None at this time.	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Ruttan called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE

MOTION: To move into Private Session.

MOVED BY: Trustee Brown and seconded by Trustee Morning. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

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

4. ACTION ITEMS

- 4.1 Regular Board Meeting Minutes (private) – September 21, 2022

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

5. FOR INFORMATION

- 5.1 Safe Schools Update – Associate Superintendent Gollogly provided a safe schools update.
- 5.2 Property Update – None at this time.
- 5.3 Personnel Update – None at this time.
- 5.4 Labour Update – Superintendent McWilliams and Director Burra provided a labour update.
- 5.5 Legal Update – None at this time.
- 5.6 OPSBA Update – None at this time.

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report, and that any resolutions, be made public.
MOVED BY: Trustee Godkin. Carried.

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) 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:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

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

Trustee French provided the Acknowledgement of Territory. “We recognize that 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. But much more than this, the LDSB has committed and continues with real actions towards truth and reconciliation, leading the way in this journey for - students, staff and school communities, sometimes making mistakes, but genuinely making progress. Certainly, the glorious Fall weather this past week has demonstrated the beauty and connection to the land we are so privileged to be able to live, work and play on, and that has been cared for through history by - Indigenous partners. I look forward to seeing this continue and will personally support this in the community as an Ally.”

7. ADOPTION OF AGENDA

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MOVED BY: Trustee Hutcheon and seconded by Trustee Gingrich 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

None at this time.

10. PRIVATE SESSION REPORT

Trustee Elliot stated that earlier this evening during Private Session:

- The minutes were approved from the Regular Board Meeting of September 21, 2022.
- Associate Superintendent Gollogly gave a safe schools update.
- Superintendent McWilliams and Director Burra provided a labour update which resulted in a motion being passed related to potential labour contingencies.
- There was no other business conducted, or motions passed in Private Session.

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

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting - September 21, 2022

11.2 Education, Policy, and Operations Committee Meeting Minutes - October 5, 2022

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

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Ruttan stated "I would like to extend my appreciation to all candidates who ran to become a Trustee of the Limestone District School Board. We appreciate your active commitment to the democratic process, to the students and staff of the Limestone District

School Board, and to the improvement of public education in Ontario.

Congratulations to those individuals who were successful in their candidacy. As elected officials, trustees must balance the demands of the community with the duties required by the Ministry of Education. This can be challenging and takes dedicated leadership coupled with a willingness to seek innovative ideas and the courage to implement them. The new Board of Trustees will start the new term of office on November 15.

Tonight's Board meeting marks the close of the fourth and final year of this Board's term in office. I would like to take this opportunity to thank my fellow Trustees for the work we have done this year representing our constituents and ensuring students at the Limestone District School Board receive quality public education.

The term has not been without its challenges, including supporting teaching and learning through a pandemic, and although extremely difficult at times to balance pressures, trustees remained focused on student achievement and well-being.

I am proud of the work we have done and thank each of you for coming together, at the end of the day, in a spirit of harmony and co-operation despite differences of opinion, and intense and lengthy discussions around this horseshoe.

As this year ends, may we take a moment to be thoughtful and acknowledge some of the achievements attained over the term, including:

- Navigating and continuing to manage the delivery of education through the COVID-19 pandemic
- The opening of Kingston Secondary School and Module Vanier
- Establishing the community Equity Advisory Committee and the Umoja Black Advisory Committee
- Launch of the Human Rights Reporting Form for students and staff
- A continued focus on anti-racism work and equity and inclusion with the administration of the first-ever Student Census
- the election of the first Indigenous Student Trustee
- Major labour disruptions in the first year of the term

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- the renaming of École Maple Elementary School
- unanimous vote for an Indigenous Trustee appointed to the Board
- New mental health and substance use strategy

On behalf of this Board of Trustees, I wish to acknowledge the leadership of retired Director Debra Rantz and Director Krishna Burra, along with Limestone's Senior Staff over the last four years, for the development and delivery of initiatives that support student transitions, career paths, character development, and interventions that ensure success for all students.

Please accept our heartfelt thanks for always being student-focused, and for supporting all of us through this term. Through all of this, Trustees remained focused on making decisions that effectively served all students. And that concludes my report."

12.2 Director's Update

Director Burra stated: "Good evening trustees and the viewing public. We have been very fortunate in our area to be enjoying some fantastic weather the past few days. Having visited a few schools this week and attending a couple of events: the KSS Leadership Camp, and the official Grand Opening/Beginning of the Loughborough PS Teaching Kitchen and Greenhouse; it is clear that educators and students have been taking advantage of learning opportunities outdoors. In addition, I look forward to the ribbon cutting ceremony for the outdoor tennis and pickleball courts at NDSS later this week.

We are also at the point of the year where Elementary Athletics have wrapped up fall seasons and have started late fall/winter extracurricular activities, and secondary athletics have already started, or will be starting, playoffs very shortly. I know I stated this last month, but feedback from students and staff has been resoundingly positive that all of these types of activities have been able to continue or have resumed for younger learners to start the 2022-2023 school year.

I am happy to report that thus far Limestone has achieved 80% of our target of \$50,000 for United Way fundraising this fall. We are hopeful that we will exceed our goal in the coming weeks as the campaign concludes. We all know that these funds are essential in supporting some of the most vulnerable children, youth, and families in the Limestone community.

In the next couple of days, an update will be sent to families sharing a range of information including the following items: we will again be sharing information for accessing tutoring services and information related to ventilation in each building. In addition, we will also be

sharing e-learning opt out information for secondary students, an update regarding the election outcome and the addition of an Indigenous Trustee, an update on the progress in working with the student census data, a reminder for people of the public health guidance regarding masking for 10 days after the onset of illness, and a labour update ensuring clarity for families around which employees within Limestone fall under the CUPE umbrella.

As trustees are aware, CUPE employees in Limestone encompass all clerical staff, custodial staff, EAs, ECEs, maintenance staff, library technicians at secondary, and most of Information Technology Services. We are hopeful that the provincial parties involved in bargaining can arrive at a fair agreement and avert any potential job action. As the media has reported, CUPE will be in a legal strike position toward the end of next week. Given all of the critical and highly valued roles CUPE encompasses in Limestone, there is no question operational viability in Limestone would be challenged to different extents depending on whether we experience a partial or full withdrawal of services.

I would like to express congratulations to the incumbent trustees who were re-elected earlier this week. I look forward to continuing to work with you to best serve students, families, and staff in Limestone. For several months we have known that we would be saying goodbye to Trustees French and Gingrich when we start the new term of the Board in mid-November. I know more will be said to acknowledge them later in the meeting. As the chair has indicated, this current Board has accomplished some very significant work. While more work remains, it is critical to pause and reflect on the positive accomplishments that have been achieved. I am confident that as a Board we can continue to make progress to better serve students, families, and staff as we move into the next term of office.

Thank you Chair Ruttan, that concludes my report.”

13. REPORTS

13.1 OPSBA Report – Trustee McGregor

Trustee McGregor indicated that she attended her first meeting. Some of the highlights included the following:

- A request that trustees make every Land Acknowledgement more customized with a personal note attached to it.
- Susan Humphries, who is the Eastern representative, expressed concerns surrounding the Code of Conduct. OPSBA has been asked to put together a committee to create a clear definition of what the Code of Conduct means across all jurisdictions.

- The property assessment scholarship will end this year and currently OPSBA is finding a way to make a new scholarship which is underway.
- Northern representatives indicated a shortage of school bus drivers.
- Peel does not have enough EA's.
- There is a new program with Peel and U of T to pilot incentive to youth with barriers who are interested in pursuing teaching which will offer one university credit when graduating high school.
- PES has indicated that there could be a 50% turnover of trustees.
- A letter was sent to OPSBA requesting that the Ministry extend their electronic meetings until the end of the year.
- There will be an Advocacy Day at Queens Park on November 28 where trustees will be paired with MPs.
- There were some inconsistencies with municipalities and the election including confusion with paperwork. It was proposed that this should be rectified before the next election.
- The OPSBA Directors watched Module #20 A Journey Towards Truth & Reconciliation.
- The OPSBA Directors wore orange shirts in support of National Truth & Reconciliation Day.
- OPSBA's Election Promotion Phase 1 reached 646,000 people. 2677 followed up with requests for additional information. Phase 2 will promote getting people out to vote
- Congress 2023 will be in Banff.

13.2 Student Trustees' Report

Student Trustee Kolosov stated: "This meeting was the first in-person event in three years. Although this forum had a hybrid participation, most school representatives attended in person and several members participated virtually. It was great to discuss face-to-face our meeting items, such as school initiatives, goals for the year, and new student engagement. At this interschool council meeting, we extended an invitation to Indigenous school representatives to ensure their direct participation, provide a platform to share ideas, and have a greater Indigenous voice at the Interschool council level and incorporate best practices of the Indigenous culture within different schools around the board. The environment and tone of the discussion were very positive and productive and each school representative was eager to participate.

As a group we facilitated a round-table discussion about our goals and initiatives for this school year. For the month of October/ November, schools are working on Halloween spirit days, pep-rallies and dances to bring back the school spirit.

- NDSS is starting their Hogwart's teams' points system where teams are split up by grade and work together to compete against different activities and challenges
- LCVI is running a clothing drive for Ukrainian refugees and LaSalle is running a food drive through the Greenwood neighbourhood to collect non-perishable items from the community to give back to the less fortunate in the community
- Bayridge Environmental Club shared their Green school initiative with the student council and noted the positive impact that having an outdoor classroom, "food forest" and green eating area on the property has had on students.

All schools outlined that they are working collaboratively to increase engagement and encourage grade 9 students to get involved in their schools. One of the post-pandemic trends seen at schools is a lack of representation in younger grades since the students did not get to experience being introduced to student council and other different school clubs that are available at schools. Representatives have discussed that they would like to increase the accessibility of programs to different grades by running initiatives, fairs and establishing a communication system for students to communicate and provide feedback to the student council about their events.

We discussed the different practices that our respective schools use for playing the Canadian anthem. Some schools have designated days where they do not play the anthem in order to provide an opportunity for students to reflect on the negative legacy of the residential school system. Other schools have decided not to play the anthem on the Truth and Reconciliation Day/week. There is one school that plays the Canadian anthem regularly and allocates some time after the anthem for the students to reflect on the past wrongs committed in the residential school system or brings in speakers who share their experience of being part of the residential school system. There are also schools that play the Canadian anthem regularly.

As a committee, we had a discussion of the timing of our interschool meetings and incorporated the member's feedback to adjust our online meetings to coincide with lunch

break and to schedule our in-person meetings in the first half of the day so that we could minimize the class attendance disruptions and encourage consistent participation at meeting for all school representatives.

OSTA-AECO Conference Update:

This past week, all student trustees attended the fall student OSTA-AECO Conference in Toronto. As one of the first items in the conference, we discussed many relevant and interesting items including the OSTA-AECO mission and vision statements and discussed the strategy for strengthening student voice and working collaboratively, while using the student survey results from previous years to form this year's strategies for student engagement and success.

The province's Education Minister, Stephen Lecce, briefly participated at the meeting discussing the government's goals which included the gradual approach of changing the education system for the better (modernization of the curriculum), strengthening equity and strengthening Northern school communities including providing schools with internet, necessary resources, and student services. He also talked about the focus on providing a variety of school courses to rural schools so that students' career pathway and course options are not limited as a result of their geographical location. Minister Lecce described his focus on student well-being and mental health services, particularly in the post-pandemic environment.

OSTA-AECO encourages collaboration among student trustees through many different working groups. For example, the Indigenous relations working groups that I am part of will work with the environmental group on several projects. As part of our Indigenous relations working groups, we discussed how our board is advancing Indigenous education. I outlined to the working group's members what our school is doing to support Indigenous students and make their school experience a positive one. I spoke about our Indigenous Leadership Council, having Indigenous reps at Interschool Council, having the addition of the Indigenous Trustee role, running support initiatives such as Indigenous knowledge-sharing and the alternative education program for self-identified Indigenous students to approach learning through a traditional approach. We had a representative from the Ontario Physical and Health Education Association (OPHEA) and she spoke of the importance of mental health support for students. I

found this speaker and presentation to be the most informative and relevant from this conference as she demonstrated that she was very passionate and knowledgeable of the field she works in. I met with her after her presentation, and we spoke about our family histories and exchanged contacts. She would be a great resource for any school initiatives related to mental health in the future.

13.3 Reports for Action

None at this time.

13.4 Reports for Information

13.4.1 LDSB Strategic Action Plan – End-of-Year Report

Director Burra invited Senior Staff to the podium to present the Strategic end-of-year report for the 2021-2022 school year. He indicated that this is a requirement outlined in the Education Act for review on an annual basis. The progress of specific actions uses the traffic light system which is designed to operationalize the achievement of the strategic goals. Director Burra noted that due to the circumstances of the pandemic, some of the progress has been uneven due to the inability to engage in professional learning due to staff shortages among occasional and casual staff. The evaluations framework will also be reviewed for 2017-2022 with each outcome being assessed on its status 5 years into the 5-year plan. Director Burra reminded trustees that the strategic plan was extended by one year which is what has been historically done during an election year. In 2023 a renewal or review of the strategic plan will be completed.

Superintendents Gillam, McDonnell, McWilliams, Silver, and Associate Superintendents Gollogly, Hedderson and Sartor presented progress highlights as referenced in the report in each of the three pillars of Wellness, Innovation and Collaboration.

Chair Ruttan thanked the Superintendents and Associate Superintendents and called upon trustees for comments or questions.

13.4.2 Strategic Action Plan – Areas of Focus 2022-2023

Director Burra referred trustees to the Strategic Action Plan with Areas of Focus in the agenda package. He explained that the goal for this year was to eliminate duplication across the different areas of focus. Adjustments to language in each category was included to create a more all-encompassing, consolidated grouping which will help for a more coherent

interpretation of the Strategic Plan.

Chair Ruttan thanked Director Burra and asked Trustees for any 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 Announcement – Bravo Awards

Chair Ruttan congratulated Communications Consultants Maddie Crothers and Jane Douglas on receiving two national awards from the Canadian Association of Communicators in Education (CACE).

18.2 Recognition of Outgoing Trustees

Chair Ruttan read a citation for outgoing Trustee Gingrich and Director Burra read a citation recognizing outgoing Trustee French.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 Parent Involvement Committee May 5, 2022

19.2 Environmental Sustainability Advisory Committee May 10, 2022

19.3 Special Education Advisory Committee September 14, 2022

20. FUTURE BOARD MEETING SCHEDULE

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

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

Limestone District School Board

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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

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

The meeting adjourned at 7:50 p.m.

INITIAL/INAUGURAL MEETING MINUTES – NOVEMBER 16, 2022

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Neill J. Morning S. Ruttan 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:
Liv Rondeau – Vice-Principal of Indigenous Education LCVI Student Performers	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Director Burra stated “In accordance with Section 208 of The Education Act, and LDSB By-Laws Article II, and IV, and under the authority invested in me as the Secretary of the Board, it is my privilege to welcome special guests, [family and friends] to the Initial Meeting of the Limestone District School Board for 2022. Tonight’s meeting is an important occasion for Trustees of the Board as they begin a new term of office. I would like to express my sincere appreciation to each and every one of you for the important contributions you will make to this worthy endeavor. And with that, and as the presiding officer of this Initial, Inaugural

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Meeting, pending the election of the Chair of the Board, I now call this meeting to order. I shall be the presiding officer of this Annual Meeting, pending the election of the Chair of the Board, and therefore call this meeting to order.”

2. OPENING

Director Burra invited Liv Rondeau, Vice-Principal of Indigenous Education to provide an opening address.

3. OPENING GREETING AND INTRODUCTIONS

Director Burra stated “Good evening Trustees and the viewing public. I am very pleased to share this very auspicious occasion with you as we start a new four-year term.

With the recent municipal elections that have led us to this evening and the formation of this new Board, I would also like to acknowledge the service of LDSB educator Robert Kiley who served a term as a counselor in the city of Kingston and chose not to run again. In addition, I would also like to acknowledge and extend congratulations to LDSB educator Wendy Stephen who was elected as a counselor for the city of Kingston last month.

Moving back to this table and new Board, I would like to extend congratulations to each of you for earning the position you now hold. All around this table we have considerable privilege in holding the positions we have, we also hold tremendous responsibility to the students, families and staff we serve. In the field of education, our work is never done, and improvements or growth are always possible, and in many cases needed. Our focus and reason for being must always be focused on the students we serve. This focus will help guide our discussions and decisions. Education is a critical service and greatly matters to all those we serve, and we have important work ahead of us as we continue to navigate this pandemic and labour challenges, but also creating and shaping the next strategic plan for Limestone that will guide our path ahead. While there may be disagreements at times, we must hold space for dialogue and ensure we consistently model civil discourse. I know I speak for all senior staff in saying we greatly look forward to working with you in serving the wider Limestone community.

Director Burra called the roll:

Representing the Townships of Central Frontenac, Addington Highlands, and North Frontenac: Karen McGregor

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Representing the Town of Greater Napanee: Tiffany Lloyd

Representing the Townships of Loyalist and Stone Mills: Robin Hutcheon

Representing the Township of South Frontenac: Suzanne Ruttan

From the City of Kingston:

Representing Pittsburgh and King's Town Districts & the Frontenac Islands: Bob Godkin

Representing Districts of Portsmouth & Sydenham: Joy Morning

Representing Kingscourt-Rideau & Countryside Districts: Jim Neill

Representing Loyalist-Cataraqui, Collins-Bayridge Districts: Judith Brown

Representing Trillium and Lakeside Districts: Garrett Elliott

Indigenous Trustee: Kelly Maracle

Indigenous Student Trustee: Julia Kolosov

Rural Student Trustee: Elayna Jackson

Urban Student Trustee: Mohammed Elshrief

With the beginning of a new term office, Director Burra expressed his appreciation to Trustees for the important contributions and decisions they will make to support student achievement and well-being while ensuring the Board fulfills its duties under the Education Act.

4. STUDENT PERFORMANCE

Director Burra welcomed the students and staff of LCVI and a performance from their school production *Mamma Mia*.

5. A) DECLARATION FOR QUALIFICATION

Under section 209 (1) of the Education Act, all trustees, elected, appointed, or acclaimed, are required to swear the declaration before they begin their term. In addition, under section 209 (3), every trustee, elected, appointed, or acclaimed, before entering on their duties as a board member, may take an oath or affirmation of allegiance to the reigning British sovereign.

Director Burra invited Trustees to the podium to make their Declaration for Qualification, and

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the option of the Oath or Affirmation of Allegiance.

B) DECLARATION OF INVOLVEMENT

Trustees of the Limestone District School Board are committed to accountability and transparency. The Trustee Code of Conduct states: “Trustees shall declare any conflict of interest or involvement, financial or otherwise, between their personal life and/or business interests and their position of the Board.” In support of this, Trustees annually declare their ongoing involvement with agencies, boards, and committees in organizations outside the Limestone District School Board and declare verbally at the Initial Board Meeting.

Trustees read their Declaration of Involvement with respect to what other community organizations they are members or volunteers.

Director Burra stated: “With the completion of these declarations, and the powers vested to me under the Education Act, I hereby declare the Board of Trustees for Limestone District School Board to be legally constituted under the relevant sections of the Ontario Education Act for the period of November 16, 2022 to November 14, 2026.”

6. ELECTION OF THE CHAIR

Director Burra called for nominations for the position of Chair of the Board.

Trustee Neill nominated Trustee Hutcheon and seconded by Trustee Godkin.

Trustee Hutcheon accepted the nomination.

Trustee McGregor nominated Trustee Ruttan and seconded by Trustee Brown.

Trustee Ruttan accepted the nomination.

Director Burra called for nominations two additional times. Hearing none, he stated that nominations would be closed.

Both candidates addressed the Board and thanked their colleagues for the nomination.

Trustees voted on their selection of the Chair of the Board. Superintendent McWilliams and Superintendent Young counted the votes. The vote resulted in an equality of votes. Under section 208, subsection 8 of the Education Act states: “In the case of an equality of votes at the election of a chair or vice-chair, the candidates shall draw lots to fill the position of chair or vice-chair, as the case may be.”

Student Trustee Elshrief made the selection. Director Burra congratulated Trustee Hutcheon on being the Chair of the Limestone District School Board for the session November 16, 2022 to November 14, 2023.

Trustee Hutcheon assumed the Chair.

7. ELECTION OF THE VICE-CHAIR

Chair Hutcheon called for nominations for the position of Vice-Chair of the Board.

Trustee Elliott nominated Trustee Godkin and seconded by Trustee Neill. Trustee Godkin accepted the nomination.

Trustee McGregor nominated Trustee Brown and seconded by Trustee Ruttan. Trustee Brown accepted the nomination.

Chair Hutcheon called for nominations two additional times. Hearing none, she stated that nominations would be closed.

Both candidates addressed the Board and thanked their colleagues for the nomination.

Trustees voted on their selection of Vice-Chair of the Board. Superintendent McWilliams and Superintendent Young counted the votes. Chair Hutcheon congratulated Trustee Godkin on being voted Vice-Chair of the Limestone District School Board for the session November 16, 2022 to November 14, 2023.

8. ADJOURNMENT

MOVED BY: Trustee Neill and seconded by Trustee Hutcheon that the meeting adjourn. Carried.

The meeting adjourned at 7:03 p.m.



NOMINATIONS COMMITTEE MEETING MINUTES – NOVEMBER 21, 2022

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Neill J. Morning S. Ruttan M. Elshrief (Student Trustee) (Regrets) E. Jackson (Student Trustee) (Regrets) J. Kolosov (Student Trustee) (Regrets)	K. Burra, Director of Education M. Crothers, Communications Officer J. Douglas, Communications Officer S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE

MOTION: To move into Private Session.

MOVED

BY: Trustee McGregor. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Godkin 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 Audit Committee Meeting Minutes (Private) – November 7, 2022

MOVED BY: Trustee Brown 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 – Superintendent Young gave a property update.
- 5.3 Personnel Update – No update at this time.
- 5.4 Labour Update – No update at this time.
- 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 Godkin 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.

The meeting adjourned at 6:03 p.m.

PUBLIC MEETING

Roll call:

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

7. CALL TO ORDER

Chair Hutcheon welcomed everyone to the Nominations Committee Meeting and called the roll.

Chair Hutcheon provided the Acknowledgement of Territory “I know my land acknowledgements are personal, and I don’t know if I get them right or if I get them wrong. They are always heartfelt. Tonight, I would like to acknowledge the connection to the Earth that brings us peace as humans upon it. I sat in the water today, water that comes from deep in the Earth and from the lake around me where I live (on Amherst Island, itself named for a colonizer), and I listened to the wind howl, and I felt my connection to the land. There are days we want to stand strong and fight the battles, and there are days we want to run and hide from the pain. In all these times, we find strength in our connection to the water, the Earth, the wind. Limestone District School Board sits on a beautiful and varied landscape; a powerful landscape. I am honoured to sit on these traditional territories of the Anishnaabee and Haudenosounee, where the land lends its strength to those in need.”

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

8. PRIVATE SESSION REPORT

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

- The Private Session minutes were approved from the Audit Committee Meeting of November 7, 2022.
- Superintendent Young provided a property update.
- Director Burra answered some labour questions.
- There was no other business conducted, or motions passed in Private Session.

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

9. COMMITTEE REPORTS FOR INFORMATION

Chair Hutcheon invited Superintendents McDonnell, Gillam and Associate Superintendent Gollogly to review the Special Committee Reports.

10. CHOICE OF STATUTORY COMMITTEE RESPONSIBILITIES

- (a) Audit Committee
 - (1) Trustee Elliott
 - (2) Trustee Lloyd
 - (3) Trustee Ruttan
- (b) Awards Committee
 - (1) Trustee Brown
 - (2) Trustee Elliott
 - (3) Trustee McGregor
 - (4) Trustee Morning (Alternate)
- (c) Special Education Advisory Committee
 - (1) Trustee Lloyd
 - (2) Trustee McGregor
 - (3) Trustee Neill (Alternate)
- (d) Environmental Sustainability Advisory Committee
 - (1) Trustee Maracle
 - (2) Trustee Morning
- (e) Parent Involvement Committee

- (1) Trustee Godkin
- (2) Trustee Neill (Alternate)

SPECIAL COMMITTEES:

- 1. Supervised Alternative Learning
 - (1) Trustee Morning
 - (2) Trustee Maracle (Alternate)
- 2. Expulsion Hearing Committee/Disciplinary Hearing Committee Pool

The following trustees indicated that they would like to be placed in the Expulsion Hearing Committee/Disciplinary Hearing Committee Pool:

 - (1) Trustee Brown
 - (2) Trustee Elliott
 - (3) Trustee Godkin
 - (4) Trustee McGregor
 - (5) Trustee Ruttan
 - (6) Trustee Morning
 - (7) Trustee Maracle
 - (8) Trustee Lloyd
 - (9) Trustee Hutcheon
 - (10) Trustee Neill
- 3. Food Sharing Project
 - (1) Trustee Brown
 - (2) Trustee Hutcheon (Alternate)

1. **DESIGNATION OF TRUSTEE TO PRESENT THE REPORT OF THE NOMINATIONS COMMITTEE RE: TRUSTEE COMMITTEE SELECTION**

Trustee Brown volunteered to present the report from the Nominations Committee for the Trustee Committee selections at the Special Board Meeting.

2. **ADJOURNMENT**

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

The meeting adjourned at 6:58 p.m.



SPECIAL BOARD MEETING MINUTES – NOVEMBER 21, 2022

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin R. Hutcheon T. Lloyd K. Maracle K. McGregor J. Morning J. Neill S. Ruttan 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 (Regrets) C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Chair Hutcheon welcomed everyone to the Special Board Meeting. She called the roll.
 Chair Hutcheon called the meeting to order.

2. LAND ACKNOWLEDGEMENT

Chair Hutcheon stated that the Acknowledgement of Territory was recognized earlier in the evening during the Nominations Committee meeting.

3. DECLARATION OF CONFLICT OF INTEREST

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

4. REPORT OF THE NOMINATIONS COMMITTEE RE: TRUSTEE COMMITTEE SELECTION

Trustee Brown read the report of the Nominations Committee.

The following recommendations are brought forward from the Nominations Committee Meeting held on November 21, 2022:

- (a) Audit Committee
 - (1) Trustee Elliott
 - (2) Trustee Lloyd
 - (3) Trustee Ruttan
- (b) Awards Committee
 - (1) Trustee Brown
 - (2) Trustee Elliott
 - (3) Trustee McGregor
 - (4) Trustee Morning (Alternate)
- (c) Special Education Advisory Committee
 - (1) Trustee Lloyd
 - (2) Trustee McGregor
 - (3) Trustee Neill (Alternate)
- (d) Environmental Sustainability Advisory Committee
 - (1) Trustee Maracle
 - (2) Trustee Morning
- (e) Parent Involvement Committee
 - (1) Trustee Godkin
 - (2) Trustee Neill (Alternate)

SPECIAL COMMITTEES:

- 1. Supervised Alternative Learning
 - (1) Trustee Morning
 - (2) Trustee Maracle (Alternate)
- 2. Expulsion Hearing Committee/Disciplinary Hearing Committee Pool

The following trustees indicated that they would like to be placed in the Expulsion Hearing Committee/Disciplinary Hearing Committee Pool:

 - (1) Trustee Brown
 - (2) Trustee Elliott
 - (3) Trustee Godkin
 - (4) Trustee McGregor

- (5) Trustee Ruttan
- (6) Trustee Morning
- (7) Trustee Maracle
- (8) Trustee Lloyd
- (9) Trustee Hutcheon
- (10) Trustee Neill

3. Food Sharing Project
- (1) Trustee Brown
 - (2) Trustee Hutcheon (Alternate)

Motion moved by Trustee Brown and seconded by Trustee McGregor that the report of the Nominations Committee Meeting of November 21, 2022, as presented, be adopted. Carried.

5. ACTION ITEMS

5.1 Audit Committee Meeting Minutes – November 7, 2022

MOVED BY Trustee McGregor and seconded by Trustee Godkin that the Audit Committee Meeting minutes, as presented, be approved. Carried.

6. ADJOURNMENT

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

The meeting adjourned at 7:10 p.m.

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – SEPTEMBER 7, 2022

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin R. Hutcheon T. Lloyd K. Maracle K. McGregor J. Morning J. Neill S. Ruttan 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 (Regrets) C. Young, Superintendent of Business Services
Guests:	Recorder:
Ellyn Clost-Lambert, Research & Data Analyst Melissa Baker-Cox, Secondary Curriculum Consultant	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Godkin welcomed everyone to the meeting. He began the meeting by calling upon Trustee Elliot to read the Acknowledgement of Territory: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land. Even though it is dark early on, the hope is that people have time to enjoy nice weather and take a moment to take in the sunsets and enjoy nature before it begins to snow and hopefully feel a connection with the land”

1. Call to Order

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

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

2. Adoption of Agenda

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

3. Declaration of Conflict of Interest

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

4. Delegation/Presentation

4.1 COVID, Influenza and Masks – Dr. Dick Zoutman, MD, FRCPC, CCPE, C. Dir

Chair Godkin welcomed Dr. Zoutman who joined the meeting virtually. Dr. Zoutman explained that he is a physician and Infectious Disease Specialist in the Kingston area with 40 years of experience. He indicated that we are currently in the midst of a drawn-out health care crisis with a specific concern in the area of pediatric care. He described that we are currently in the middle of a wave of Respiratory Viral Disease (RSV), Influenza and COVID in our community. Dr. Zoutman would like to emphasize the importance of available vaccines and asks the Board to advocate with Public Health to encourage a higher vaccination rate for the LDSB Community. He highlights that Covid is airborne making the quality of air within facilities of the LDSB very important. Dr. Zoutman's recommendation is that the LDSB consider a policy for mask implementation with N95 masks across the board in an effort to curtail the spread of RSV, Influenza and COVID.

Chair Godkin thanked Dr. Zoutman and asked Trustees for any questions of clarification.

Chair Godkin reminded Trustees that this item would be brought back for potential discussion at the January 18, 2023 Regular Board Meeting.

5. Private Session Report

Trustee McGregor stated that during the Private Session from the Special Meeting of the Board December 2, 2022:

- An OPSBA Update was provided and discussed.

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

MOTION MOVED By Trustee McGregor that the Private Session Report be received. Carried.

6. Reports for Information

6.1 School Visit Presentation

Student Trustee Kolosov stated: “During my first 3 months in the position of the Indigenous Student Trustee, I have visited all schools within LDSB and have had many opportunities to interact in one-on-one meetings and team settings with self-identified Indigenous students, Indigenous Student School Representatives and Staff Coordinators responsible for Indigenous Initiatives at their respective schools. I have been able to hear directly from the Indigenous students what their hopes are, what they would like to change, and see first-hand what opportunities and support they have and what challenges they face at each school. This experience has provided me with evidence of this team’s potential and deep interest in Indigenous culture and has helped me to identify a number of recommended strategies and actions that need to be considered at both the organizational and individual school levels. I believe the following key strategies, and themes are necessary and relevant for the work being done by LDSB Indigenous students, their representatives and school staff coordinators who support them at each respective school. Below I will provide a high-level overview of the recommended strategies and approaches that I believe will be critical in supporting the Indigenous students within the school board and help them reach their full potential.

- Throughout my visits it was obvious that there is a great diversity of different school environments within the school board, given the large geographical area that the board covers and how diverse the communities are as well as where the schools are located. Some school communities have strong Indigenous presence (e.g. NDSS) because of its proximity to the reserve. Others have smaller student bodies of Indigenous youth. Despite the obvious differences among different schools, it was clear to me that Indigenous students are well-supported by the school board’s staff (i.e. Indigenous student coordinators, principals and the head office).
- Indigenous culture is present in everyday life at our schools. There are Indigenous and Allies group meetings, quiet/mental-health rooms, and drumming and beading sessions present across the school

board. This helps support Indigenous youth and makes it easier to engage them in culture-specific activities that are based on our traditions, language, land and culture.

- Perhaps because of the strong support and presence of the Indigenous culture in every school, Indigenous students at almost every school voiced that they would enjoy even more frequent visits from Elders to their classes to talk about teachings and organize hands-on experiences where students can learn to bead, drum, or make commitment strings. There is an opportunity to increase our culture's presence and appreciation through several specific initiatives, such as inviting our elders and knowledge speakers into our classrooms to teach and provide their perspectives when we learn about our people in history and other classes.
- It will be important to continue filling all Indigenous school representative positions at each school with interested, well-supported student leaders and help develop their skills for those key positions. This will help us with communication, engagement and participation of the Indigenous students in different initiatives and building the environment within the schools that supports Indigenous youth, the environment where they are heard and valued, and have more Indigenous role models. For succession-planning purposes it will be critical to have a focus on developing Indigenous student leaders from younger grades by encouraging their participation as back-up school representatives to ensure that we have a strong sense of community and continuity beyond any given school year so that they could hit the ground running right from the start of each new school year.
- It is crucial to include non-Indigenous student allies in Indigenous events and activities at each school in order to share the knowledge, traditions and appreciation of our culture with others. We are in the process of connecting the schools, which have Indigenous and allies' groups, with the schools that are in the process of setting up those groups. Building an understanding and mutual respect between Indigenous and non-Indigenous students within the school board will make a positive change for all students. Given that the school environments are different at each school, the approach will need to be tailored to meet the needs of each location. For example, this winter Ms. Michie and I are planning a drumming circle to be held at GREC with catered Indigenous cuisine to connect Indigenous students and their allies together through a cultural experience/activity. The Indigenous students from North Addington have volunteered to join us for this event to provide additional support and participation in the inter-school activities. "

Chair Godkin thanked Student Trustee Kolosov for the report and called upon Trustees for questions.

6.2 School Climate Survey

Associate Superintendent Gollogly explained that a School Climate Survey is a requirement of the Ministry of Education Policy/Program Memorandum 145. The survey is designed to provide feedback to each school about how students feel their school supports learning and positive behavior, perceptions of safety and bullying, and how effectively the school promotes a safe and inclusive environment. Superintendent Gollogly invited the data team, Ellyn Clost-Lambert and Melissa Baker-Cox to present the November 2021 School Climate Survey for students in Grades 4-12.

Melissa Baker-Cox took Trustees through the School Climate dashboard and explained some of the resource guides and tools which can be used at the school level. Ellyn Clost-Lambert highlighted demographics of the survey stating that 9,855 students took the survey. The survey questions were specially designed to gather key information while ensuring anonymity for students taking the survey. The data team provided examples of how the survey data within the dashboard can be viewed with the ability to drill down to specific details.

Chair Godkin thanked Associate Superintendent Gollogly and the Data team for their presentation and called upon Trustees for questions.

6.3 2021-2022 EQAO Results

Associate Superintendent Sartor indicated that the Education Quality and Accountability office has released EQAO results for the 2021-2022 school year. She explained that the delivery and format of the EQAO testing has significantly changed since previous years offering an entirely online digital platform for students to complete the testing. Given the significant changes and to provide a better representation of data, an average over a 4-year period which includes pre-pandemic data from 2016-2019 will be presented. Both Primary and Secondary data were presented to Trustees by Associate Superintendent Sartor and Associate Superintendent Hedderson.

Chair Godkin thanked Associate Superintendent Sartor and Hedderson for their report and called upon Trustees for questions.

6.4 Director's Annual Report

Director Burra stated that the Director's Annual Report is a legislated regulatory, annual requirement. The Annual Report is a summary of the previous 2021-2022 School Year. Director Burra explained that this is a legal requirement to publicly share information about LDSB including budget information, EQAO, as well as an opportunity to highlight and celebrate different Board initiatives. The report has been posted to the website on the "See Yourself in Limestone" page and will be submitted to the Ministry of Education in compliance with the January 31, 2022 deadline.

Chair Godkin thanked Director Burra and called upon Trustees for questions.

5. **Reports for Action**

None at this time.

6. **Unfinished Business**

None at this time.

7. **New Business**

Trustee Elliott made a request for information surrounding illness and absences from Health partners to come forward at a future meeting.

8. **Correspondence**

None at this time.

9. **Next Meeting Date**

February 8, 2023

10. **Adjournment**

Moved by Trustee Neill that the meeting adjourn. Carried.

The meeting adjourned at 7:28 p.m.



ADMINISTRATIVE REPORT: MULTI-YEAR CAPITAL AND SCHOOL RENEWAL PROJECT PLAN

BOARD MEETING

January 18, 2023

Purpose

To provide the Board with the Multi-Year Capital and School Renewal Project Plan for the current school year and to make a recommendation for approval.

Background

Starting in 2011-2012 the Board prepared a 10-Year Capital - School Renewal Project Plan (the plan) that is updated each year. The project categories are now aligned with Ministry Asset reporting and include all assets of school buildings and sites. Each category has projects which improve or replace aging infrastructure. The purpose of the plan is to highlight proposed school renewal project activities under the following project types:

Heating/Ventilation/AC
Structure
Site Improvements
Lighting
Plumbing

Electrical
Communications (ITS)
Conveyance
Interior Renovations
Building Envelope

Budget

At the June 15, 2022, Board Meeting the 2022-2023 Budget was approved including a capital budget consisting of \$21.3 million in School Renewal funded projects.

School Renewal	\$ 4,556,953
School Condition Improvements	\$ 16,751,791
Total	\$ 21,308,744

The 2022-2023 Budget contained a preliminary plan of proposed renewal projects by category

type to highlight how the \$21.3 million would be invested.

Current Status

The Facility Services Department has developed the Capital and School Renewal Project Plan based upon the VFA Building Condition reports for all schools; assessing local needs with school staff, analysis from maintenance work orders; knowledge from facilities trades and maintenance staff, and expertise from engineering and other consultants.

The Multi-Year Capital plan includes an updated 2022-2023 listing of \$21,308,744 projects by school or various schools (Appendix A). Project work estimates are based upon the best available project scope and costing information at the time of evaluation.

Capital Funding 2022-2023	
SCIA	16,751,791
Renewal	4,556,953
Funding Total	21,308,744
Planned Capital Projects 2022-2023	
Conveyance	750,000
Building envelope	4,445,000
Interiors	605,000
Electrical/Lighting	610,000
HVAC	1,420,000
Communications/ITS	970,000
Plumbing	1,605,000
Site	6,385,000
Planned Project Total	16,790,000
Balance (Contingency)	4,518,744
TOTAL	21,308,744

For the 2022-2023 to 2031-2032 school years, the 10-year plan includes an estimated \$4,500,000 in proposed annual school renewal project activity per year based upon prior year Ministry funding levels. This plan may/will change to reflect actual Ministry school renewal funding levels when announced.

Annual Project Plan for 2022-2023 to 2031-2032

Building envelope	1,500,000
Interiors	150,000
Electrical	300,000
Lighting	100,000
ITS	275,000
HVAC	1,000,000
Plumbing	25,000
Site	700,000
Contingency	450,000
<hr/>	
Estimated School Renewal Total	4,500,000

Recommendations

That the Board:

- Approve the Multi-Year Capital and School Renewal Project Plan.
- That a revised copy of the 10-Year Capital and School Renewal Project Plan be posted on the Board's website.

Prepared by: Charlyn Downie, Assistant Manager of Facility Services
 Dave Fowler, Manager of Facilities
 Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education

Attachments:

Appendix A: 2022-2023 Capital and School Renewal Project Plan Detail

Appendix A
2022-2023 Capital and School Renewal Project Plan Detail

School	Project Description	Planned Estimate
Amherstview PS		
Amherstview PS	Accessibility Improvement - Entrance door ramp	\$ 5,000
Amherstview PS	CCTV	\$ 50,000
Bath PS		
Bath PS	HVAC Review	\$ 20,000
BSS		
BSS	Site Improvements - Accessible pathways & outdoor classroom construction	\$ 150,000
Cataraqui Woods ES		
Cataraqui Woods ES	Millwork - Washroom and Classroom	\$ 25,000
Cataraqui Woods ES	Lighting	\$ 60,000
Cataraqui Woods ES	Roofing	\$ 450,000
Centennial PS		
Centennial PS	CCTV	\$ 50,000
Centennial PS	Plumbing Fixture Replacement	\$ 400,000
Central PS		
Central PS	CCTV	\$ 50,000
ESS		
ESS	CCTV	\$ 100,000
ESS	Music Room Improvement	\$ 5,000
ESS	Site Improvement - realign entrance and create a bus loop	\$ 1,800,000
Fairfield ES		
Fairfield ES	CCTV	\$ 50,000
Fairfield ES	Ceiling and Lighting Replacement	\$ 200,000
FSS		
FSS	Small capital renovation - Resource Centre	\$ 75,000
FSS	Falcon's Nest phase II	\$ 250,000
FSS	Plumbing Fixture Replacement	\$ 150,000
GREC		
GREC	CCTV	\$ 100,000
GREC	Fire Safety System Upgrade	\$ 50,000
GREC	Site Improvement - Retaining Wall redesign and construction	\$ 350,000
JG Simcoe PS		
JG Simcoe PS	CCTV	\$ 50,000
Joyceville PS		
Joyceville PS	HVAC Upgrade	\$ 200,000
JR Henderson PS		
JR Henderson PS	Interior Door Replacement	\$ 150,000
LCVI		
LCVI	CCTV	\$ 100,000
Lord Strathcona PS		
Lord Strathcona PS	Roof, windows & cladding - Phase III & IV	\$ 1,500,000
Lord Strathcona PS	Kindergarten Play-yard	\$ 150,000
Lord Strathcona PS	Lighting & Ceilings	\$ 100,000
LSCE		
LSCE	Gym Improvements	\$ 25,000
LSCE	PA System Replacement	\$ 20,000
LSCE	HVAC Upgrade	\$ 500,000
LSCE	Signage	\$ 25,000
LSCE	Site Improvement - fencing and programming need	\$ 10,000
LSCE	CCTV	\$ 50,000
LSS		
LSS	Exterior and Interior Columns - Phase II	\$ 400,000
LSS	CCTV	\$ 100,000
LSS	Flooring	\$ 20,000
Maple ES		
Maple ES	HVAC Upgrade	\$ 300,000
Maple ES	CCTV	\$ 50,000
NAEC		
NAEC	Courtyard renovation to improve drainage	\$ 200,000
NDSS		
NDSS	Roofing	\$ 1,405,000
NDSS	Washroom renovation	\$ 150,000
NDSS	Paving Phase 1	\$ 1,500,000
Newburgh PS		
Newburgh PS	Partitions - Washroom	\$ 20,000
Newburgh PS	Washroom Renovation	\$ 150,000
Odessa PS		
Odessa PS	Washroom Renovation	\$ 150,000
Odessa PS	Site Improvements - Pedestrian Walkways and Bus Loop - combined with ESS project	\$ 500,000
Perth Road PS		
Perth Road PS	Classroom renovation - Phase II	\$ 200,000
Polson Park PS		
Polson Park PS	Washroom Partitions	\$ 25,000

RG Sinclair PS		
RG Sinclair PS	Washroom Renovations	\$ 500,000
Rideau Heights PS		
Rideau Heights PS	Building Envelope Assessment	\$ 10,000
Rideau Heights PS	CCTV	\$ 50,000
Rideau Heights PS	Site Improvements - Kindergarten yard and accessibility	\$ 500,000
Rideau PS		
Rideau PS	CCTV	\$ 50,000
SHS		
SHS	Partitions - Washroom	\$ 40,000
SHS	CCTV	\$ 100,000
SHS	Plumbing Fixture Replacement	\$ 100,000
SHS	Site Improvements - Front entrance and outdoor classroom	\$ 200,000
Sydenham PS		
Sydenham PS	Accessibility improvements	\$ 750,000
Sydenham PS	Roofing - Replacement - PVC Membrane	\$ 300,000
Tamworth ES		
Tamworth ES	Window & Doors Replacement	\$ 375,000
Truedell		\$ 500,000
Welborne ES		
Welborne ES	HVAC Upgrade	\$ 400,000
WJ Holsgrove PS		
WJ Holsgrove PS	Washroom Partitions	\$ 25,000
WJ Holsgrove PS	Site Improvements - Parking and Traffic Flow	\$ 500,000
* Various Schools	Contingency & to be committed	\$ 4,468,744
Total \$ 21,308,744		\$ 21,308,744



ADMINISTRATIVE REPORT: 2022-2023 REVISED ESTIMATES AND INTERIM FINANCIAL REPORT FOR Q1

REGULAR BOARD MEETING

January 18, 2023

Purpose

To report on the 2022-2023 revised estimates and interim financial operating expenditures for the period ending November 30, 2022 (Quarter 1).

Background

2022-2023 Revised Estimates:

The Ministry requires school boards to submit revised estimates by December 15 of each year, reflecting updated enrolment, revenue, and expenditures.

This report provides an update on enrolment and staffing changes since the budget was approved by the Board on June 15, 2022. Also included, are updated operating and capital sections of the budget, reflecting revenue and expenditure information at revised estimates.

Enrolment:

Average daily enrolment (ADE) is the basis on which most Ministry grants are calculated and is based upon the average of enrolment at two established counts in the school year.

The revised estimates include updated enrolment projections based upon actual enrolment levels at the October 31 count date and projected enrolments for the upcoming March 31 count date. (See *Appendix 1 for more information.*)

Overall enrolment is expected to be 355 ADE higher in the 2022-2023 school year than originally forecast in the budget, with the elementary panel increasing by 137 students, and the secondary panel increasing by 218 students.

Staffing:

There was an increase of 30.6 FTE staffing overall. An additional 28.9 (FTE) teaching staff, 0.5 additional (FTE) educational assistants, (0.4) reduction (FTE) para-professionals, 2.5 additional (FTE) Coordinators and Consultants, and (0.9) reduction (FTE) Continuing Education. No other staffing changes were made.

28.5 (FTE) of the net increase was a result of increased enrolment, 2.1 (FTE) of the net increase was a result of PPF funding announcements.

Operating Budget Revenue:

Grant for Student Needs (GSN) - operating allocation increased overall by \$3.3M. An increase of \$5.1M in various grants such as pupil foundation, school foundation, special education, language, transportation, school operations, and Ministry Funded in-kind PPE, which are offset by a decrease of \$1.8M in various grants such as teacher qualification and experience, and the Indigenous Education grant.

Other Government Grants - increased by \$2.3M primarily due to new PPF grant announcements and other supplemental grants. *(See Appendix 2 and Appendix 2A for more information.)* It is important to note that PPF grants are for specific government initiatives and are supported by detailed agreements, accountability, and reporting criteria. These agreements normally indicate that any underspending is to be returned.

Tuition Fees – decreased by \$0.3M primarily due to a reduction to Continuing Education fees that are now included in other Government grants.

Other Revenues – increased by \$1.1M primarily due to increased interest income projections.

Over-all operating revenues at the 2022-2023 revised estimates has increased from \$268,843,493 to \$275,296,673 or a net increase of \$6,453,180.

Operating Budget Expenditures:

Over-all operating expenditures have increased by \$6,928,789 to \$277,826,881 which is \$2,530,208 greater than the total operating revenues.

The additional \$6.9M in expenditures is a result of increased salary and benefits expenditures due to staffing changes, expenditures pertaining to new PPF grants received from the Ministry, additional computer expenditures, Ministry Funded in-kind PPE, and planned use of the accumulated surplus

internally appropriated funds. *(See Appendix 3 and Appendix 3A for more information.)*

Capital Budget Revenue and Capital Budget Expenditures:

For the 2022-2023 revised estimates there was no change to the School Condition Improvement funding allocation. School Renewal funding allocation decreased by \$193,175. Total capital revenue and expenditures reflect a decrease of \$169,433, for a total of \$24,116,701. *(See Appendix 4 and Appendix 5 for more information.)*

Interim Financial - Operating Expenditures for the period November 30, 2022 (Quarter 1):

Interim financial operating expenditures for the period ending November 30, 2022 (Quarter 1) are being presented in a similar format as the 2022-2023 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 1, \$71,004,215 of the \$277,826,881 operating budget or 26% has been spent. This is comparable to the 25% results from the same quarter last year.

It is important to note, that expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period. *(See Appendix 6 for more information.)*

Recommendations

That this report be received for information purposes.

Prepared by: Paula Carson, Manager of Financial Services.

Reviewed by: Craig Young, Superintendent of Business Services
Krishna Burra, Director of Education

Attachments:

- Appendix 1 - Average Daily Enrolment (ADE)
- Appendix 2 - Operating Budget - Revenue
- Appendix 2A - PPF Grant Announcements
- Appendix 3 - Operating Budget – Expenditures
- Appendix 3A - Programs Supported by Accumulated Surplus
- Appendix 4 - Capital Revised Budget Revenue
- Appendix 5 - Capital Revised Budget Expenditures
- Appendix 6 - Interim Financial Report – Operating Expenditures (Quarter 1)

**Limestone District School Board
2022-2023
Regular Day School
Average Daily Enrolment (ADE)
Appendix 1**

ADE Categories	2022-2023 Estimates	2022-2023 Revised Estimates	Variance
Elementary			
Kindergarten	2,565	2,564	(1)
Grades 1 to 3	4,097	4,122	25
Grades 4 to 8	6,870	6,983	113
Elementary Total	13,532	13,669	137
Secondary			
Grades 9 to 12	5,986	6,203	218
ADE Total	19,518	19,872	355

Includes - Other Fee Paying Students
Excludes - Students over 21 years old

Limestone District School Board
2022 - 2023
Operating Budget - Revenue
Appendix 2

Revenue Categories	2022-2023 Estimates	2022-2023 Revised Estimates	Variance
Grants for Student Need (GSN) Operating Allocation			
Pupil Foundation	\$ 111,329,668	\$ 113,516,926	\$ 2,187,258
School Foundation	17,005,475	17,282,293	276,818
Special Education	31,909,800	32,290,387	380,587
Language	4,969,435	5,438,576	469,141
Supported School	2,430,340	2,445,172	14,832
Remote and Rural	257,909	261,182	3,273
Rural and Northern Education	531,810	531,810	-
Learning Opportunities	4,971,204	4,928,267	(42,937)
Continuing Education and Other Program	1,501,883	1,667,072	165,189
Cost Adjustment and Teacher Qualification	23,109,892	21,759,838	(1,350,054)
New Teacher Induction Program	179,479	179,479	-
ECE Qualification and Experience	1,400,274	1,313,100	(87,174)
Transportation	17,878,173	18,462,197	584,024
Administration and Governance	6,572,672	6,641,606	68,934
School Operations	24,132,276	24,669,393	537,117
Community Use of Schools	311,990	311,990	-
Indigenous Education	2,701,383	2,395,959	(305,424)
Mental Health and Well-Being Grant	1,312,875	1,323,679	10,804
Program Leadership Grant	1,000,496	1,000,496	-
Supports for Students Fund	2,168,564	2,216,992	48,428
Ministry Funded In-Kind PPE	-	349,386	349,386
COVID-19 Learning Recovery Fund	3,101,025	3,101,025	-
Grants for Student Need (GSN) Operating Allocation Total	258,776,623	262,086,825	3,310,202
Other Government Grants			
Literacy and Basic Skills - Training, C&U	327,386	330,386	3,000
Ont Youth Apprenticeship - Training, C&U	198,896	221,296	22,400
Adult ESL - Citizenship & Immigration	199,980	206,121	6,141
MOE-PPF-Current Year Funding	2,175,850	2,852,123	676,273
MOE-PPF-Prior Year Carryforward	-	628,191	628,191
MOE PPF-Continuing Education		227,069	227,069
Other Supplemental Grants	65,000	804,073	739,073
Other Government Grants Total	2,967,112	5,269,259	2,302,147
Tuition Fees			
International Students	1,333,500	1,297,750	(35,750)
First Nations Students	51,496	128,740	77,244
Community Education & Outreach Fees	923,989	631,614	(292,375)
Tuition Fees Total	2,308,985	2,058,104	(250,881)
Other Revenues			
Term Lease Rentals to Agencies	249,840	249,840	-
Community Use	150,000	150,000	-
Cafeteria and Beverage	-	-	-
Interest	300,000	1,500,000	1,200,000
Administrative Cost Recoveries	203,500	220,000	16,500
Instructional Cost Recoveries	1,660,883	1,799,220	138,337
International Students Other Fees	869,250	844,825	(24,425)
Continuing Education Contracts	245,700	7,000	(238,700)
Accumulated Surplus Interally Appropriated Funds	1,111,600	1,111,600	-
Other Revenues Total	4,790,773	5,882,485	1,091,712
Operating Revenue Total	\$ 268,843,493	\$ 275,296,673	\$ 6,453,180

Limestone District School Board
2022 - 2023
PPF Grant Announcements
Appendix 2A

Description	2022-2023		2022-2023	
	Estimates		Revised Estimates	Variance
Summer Transitions: Special Education	\$ 118,900	\$	23,293	\$ (95,607)
Math Strategy	657,000		657,000	-
Skilled Trades Bursary Program	13,000		13,000	-
Learn and Work Bursary	21,000		21,000	-
De-Streaming Implementation Supports	34,500		34,452	(48)
Additional Qualifications Subsidy for Math Courses	-		19,500	19,500
Connectivity at Schools Program	-		241,962	241,962
K-12 Cyber Protection Strategy Pilot	-		85,440	85,440
Autism Spectrum Disorder AQ Subsidy	11,600		11,647	47
Specialist High Skills Major Expansion	323,000		323,000	-
Anti-Sex Trafficking Protocol Development and Implementation	13,800		13,872	72
Demographic Data Gathering	-		32,586	32,586
Transportation and Stability Supports for Children and Youth in Care	-		123,000	123,000
Entrepreneurship Education Pilot Projects	30,000		30,000	-
Early Intervention in Math for Students with Special Education Needs	111,200		111,224	24
Tutoring Supports	841,850		841,850	-
Professional Assessments and Systematic Evidence-Based Reading Programs			170,612	170,612
Ukrainian Student Supports			34,425	34,425
Experiential Learning for Guidance-Teacher Counsellors			39,260	39,260
Supporting Students with Disabilities			15,000	15,000
Cricket	-		10,000	10,000
Total	\$ 2,175,850	\$	2,852,123	\$ 676,273

**Limestone District School Board
2022 - 2023
Operating Budget - Expenditures
Appendix 3**

Expenditure Categories	2022-2023 Estimates	2022-2023 Revised Estimates	Variance
Instruction			
Classroom Teachers	\$ 136,771,206	\$ 138,249,349	\$ 1,478,143
Supply Staff	7,745,727	7,851,254	105,527
Teacher Assistants	16,668,274	17,441,208	772,934
Early Childhood Educator	4,827,727	4,763,118	(64,609)
Textbooks and Supplies	5,525,610	6,321,962	796,352
Computers	4,165,092	5,867,528	1,702,436
Professionals/Paraprofessionals	9,463,430	9,768,210	304,780
Library and Guidance	3,036,036	3,053,936	17,900
Staff Development	1,073,739	1,296,659	222,920
Department Heads	310,024	310,024	-
Principals and VPs	11,582,579	11,769,119	186,540
School Office	6,811,418	6,853,960	42,542
Coordinators and Program Teacher Support	3,681,587	4,041,248	359,661
Continuing Education	2,318,242	2,033,442	(284,800)
Instruction Total	213,980,691	219,621,017	5,640,326
Administration and Governance			
Trustees	172,743	172,743	-
Directors and Supervisory Officers	832,699	842,216	9,517
Board Administration	7,037,172	6,882,542	(154,630)
Administration and Governance Total	8,042,614	7,897,501	(145,113)
Transportation			
Transportation	19,550,419	19,532,518	(17,901)
Transportation Total	19,550,419	19,532,518	(17,901)
Pupil Accommodation			
School Operations and Maintenance	27,542,875	28,554,234	1,011,359
Pupil Accommodation Total	27,542,875	28,554,234	1,011,359
Other			
Other Non-Operating Expenses	1,781,493	2,221,611	440,118
Other Total	1,781,493	2,221,611	440,118
Operating Expenditures Total	\$ 270,898,092	\$ 277,826,881	\$ 6,928,789

Some expenditure mapping adjustments have been made to comply with Ministry reporting guidelines

**Limestone District School Board
2022-2023
Programs Supported by Accumulated Surplus
Appendix 3A**

Description	2022-2023 Estimates	2022-2023 Revised Estimates	Variance
Expenses			
VOIP Retrofit	\$ 250,000	\$ 250,000	\$ -
Equity and Inclusion positions - Human Rights Officer and Teacher	277,392	278,187	795
Additional IT Devices & Technology	750,000	1,318,000	568,000
Food Sharing Project		72,000	72,000
Support for transportation deficit	777,207	677,912	(99,295)
			-
Total Expenses	\$ 2,054,599	\$ 2,596,099	\$ 541,500

Limestone District School Board
2022-2023
Capital Revised Budget Revenue
Appendix 4

Revenue Categories	2022-2023 Estimates	2022-2023 Revised Estimates	Variance
Ministry Funded Projects			
School Renewal	\$ 4,245,163	\$ 4,051,988	\$ (193,175)
School Condition Improvement	16,751,791	16,751,791	-
Ministry Funded Projects Total	20,996,954	20,803,779	(193,175)
			-
School Generated Funds - Playground Structures	30,000	30,000	-
			-
Ministry Financing			-
Interest on Long Term Debt	2,998,106	2,998,106	-
Short Term Interest	261,074	284,816	23,742
Ministry Financing Total	3,259,180	3,282,922	23,742
			-
Capital Revenue Total	\$ 24,286,134	\$ 24,116,701	\$ (169,433)

**Limestone District School Board
2022 - 2023
Capital Revised Budget Expenditures
Appendix 5**

Expenditure Categories		2022-2023 Estimates	2022-2023 Revised Estimates	Variance
Ministry Programs				
School Renewal				
Various Schools	Interior/Small Capital	\$ 1,068,283	\$ 605,000	\$ (463,283)
Various Schools	Site Improvements	3,176,880	3,446,988	270,108
School Renewal Total		4,245,163	4,051,988	(193,175)
School Condition Improvement				
Various Schools	Building Envelope	8,710,932	6,289,000	- 2,421,932
Various Schools	Communications		970,000	970,000
Various Schools	Conveyance		750,000	750,000
Various Schools	Electrical	3,182,840	610,000	- 2,572,840
Various Schools	Heating and Mechanical	4,858,019	2,009,047	- 2,848,972
Various Schools	Plumbing		1,655,000	1,655,000
Various Schools	Contingency		4,468,744	4,468,744
School Condition Improvement Total		16,751,791	16,751,791	-
Ministry Programs Total		20,996,954	20,803,779	(193,175)
School Generated Funds - Playground Structures		30,000	30,000	-
Ministry Financing				
Interest on Long Term Debt		2,998,106	2,998,106	-
Short Term Interest		261,074	284,816	23,742
Ministry Financing Total		3,259,180	3,282,922	23,742
Capital Expenditures Total		\$ 24,286,134	\$ 24,116,701	\$ (169,433)

Limestone District School Board
Interim Financial Report - Operating Expenditures
For the Period Ending November 30, 2022 (Quarter 1)
Appendix 6

Expenditure Categories	2022-2023 Revised Estimates	2022-2023 Expenditures at (Q1)	2022-2023 % Spent at (Q1)	2021-2022 % Spent at (Q1)
Instruction				
Classroom Teachers	\$ 138,249,349	\$ 34,879,335	25%	25%
Supply Staff	7,851,254	1,761,099	22%	18%
Educational Assistants	17,441,208	4,559,509	26%	26%
Early Childhood Educators	4,763,118	1,221,753	26%	27%
Textbooks and Supplies	6,321,962	1,607,921	25%	23%
Computers	5,867,528	1,487,753	25%	19%
Professionals/Paraprofessionals	9,768,210	2,439,698	25%	25%
Library and Guidance	3,053,936	820,623	27%	27%
Staff Development	1,296,659	370,005	29%	18%
Department Heads	310,024	83,314	27%	27%
Principals and VPs	11,769,119	3,021,411	26%	24%
School Office	6,853,960	2,248,385	33%	31%
Coordinators and Consultants	4,041,248	912,809	23%	22%
Continuing Education	2,033,442	300,132	15%	16%
Instruction Total	219,621,017	55,713,747	25%	25%
Administration and Governance				
Trustees	172,743	36,185	21%	22%
Directors and Supervisory Officers	842,216	201,731	24%	25%
Board Administration	6,882,542	1,808,686	26%	25%
Administration and Governance Total	7,897,501	2,046,602	26%	25%
Transportation				
Transportation	19,532,518	5,850,613	30%	29%
Transportation Total	19,532,518	5,850,613	30%	29%
Pupil Accommodation				
School Operations and Maintenance	28,554,234	6,843,280	24%	24%
Pupil Accommodation Total	28,554,234	6,843,280	24%	24%
Other				
Other Non-Operating Expenses	2,221,611	549,973	25%	11%
Pupil Accommodation Total	2,221,611	549,973	25%	11%
Operating Expenditures Total	\$ 277,826,881	\$ 71,004,215	26%	25%



ADMINISTRATIVE REPORT: YEAR 2 UPDATE ON THE 2021-2024 MENTAL HEALTH AND SUBSTANCE USE STRATEGY

REGULAR BOARD MEETING

January 18, 2023

Purpose

To provide Trustees with highlights from the completion of Year 1 of the 2021-2024 Mental Health and Substance Use Strategy, as well as some key goals and objectives for Year 2.

Background

As per School Mental Health Ontario (SMHO), a Board Mental Health Strategy is a “written expression of school board priorities and goals in the area of mental health, and the related initiatives designed to enhance student well-being in the short and longer term.” Each Ontario school board is required to have a three-year mental health and addictions strategy, along with a one-year action plan that defines priorities and actions related to school mental health.

At the October 2021 Education, Policy and Operations Committee Meeting, Limestone’s Mental Health Lead, Laura Conboy, shared the 2021-2024 Mental Health and Substance Use Strategy.

Current Status

Limestone committed to monitoring this strategy through the development of annual action plans. These annual action plans will set out goals within each area of focus of the Mental Health and Substance Use Strategy:

- Relationship-based approach to student well-being and achievement;
- Mental Health and Substance Use knowledge;
- Student Mental Health and Substance Use support;

- Culturally Responsive Health Promotion, Prevention, and Intervention
- Pathways To/Through/From Care; and
- Equip and Support Staff

Recommendations

That the Trustees of the Limestone District School Board receive this report and a copy of the 2021-2024 Mental Health and Substance Use Strategy, and the 2022-23 Action Plan.

Prepared by: Scot Gillam, Superintendent & Laura Conboy, LDSB Mental Health Lead

Reviewed by: Krishna Burra, Director of Education

Attachments:

2021-2024 Mental Health and Substance Use Strategy

2022-2023 Mental Health and Substance Use Strategy Action Plan

2021-2024 MENTAL HEALTH & SUBSTANCE USE STRATEGY

September 2021



Limestone
DISTRICT SCHOOL BOARD



INTRODUCTION

Growing Mentally Healthy Schools

We're putting wellness first.

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.

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

Stakeholders

A variety of stakeholder groups were engaged in multiple formats to enhance, reach and offer as much opportunity as possible for participation in the development of the 2021-2024 Mental Health and Substance Use Strategy. Stakeholders included:

- Students Grades 7-12
- Student Trustees
- Mental Health Leadership Committee
- Limestone families
- Special Education Advisory Committee
- Indigenous Education Advisory Committee
- Community partners
- Staff (administrators, educators and support staff)
- Unions and Federations
- Mental Health Lead
- Superintendent of Learning for All
- Senior Staff

OVERVIEW

The Limestone District School Board recognizes that schools play an essential role in the promotion of mental health and as such, has made a commitment to putting student well-being first. The 2021-2024 Mental Health and Substance Use Strategy offers six key areas of focus that promote good mental health among all students. These include: mental health and substance use knowledge, pathways to/through and from care, student mental health and substance use support, culturally-responsive mental health promotion, prevention and intervention, equipping and support staff, and a relationship-based approach to student well-being.

Equity

While mental health, equity and student achievement have always been important, there has never been a time when uniting these priorities has been more essential. Persistent exposure to discrimination and marginalization, may create trauma, which has a significant impact on one's mental health. Limestone District School Board is committed to providing environments in which all students can explore their diverse selves by identifying and removing barriers to success. In order to best support the mental health of students who traditionally have been marginalized in the education system we must first understand how long-term exposure to oppression and systemic racism contributes to negative mental health outcomes. Guided by the [Limestone Equity Action Plan](#), the board will work toward addressing inequitable and oppressive systems and policies that have traditionally marginalized students. Culturally responsive and relevant mental health and substance use supports will be made accessible so that all students may experience positive identity affirming mental health and well-being.

COVID-19 Pandemic

It is important to acknowledge that all students, families and school board staff have been navigating unprecedented circumstances throughout the COVID-19 pandemic. As we learn more about the long-term impacts of this pandemic on children's mental health, we will work closely with our community partners to ensure that students receive timely mental health and substance use support.



MENTAL HEALTH & ACHIEVEMENT

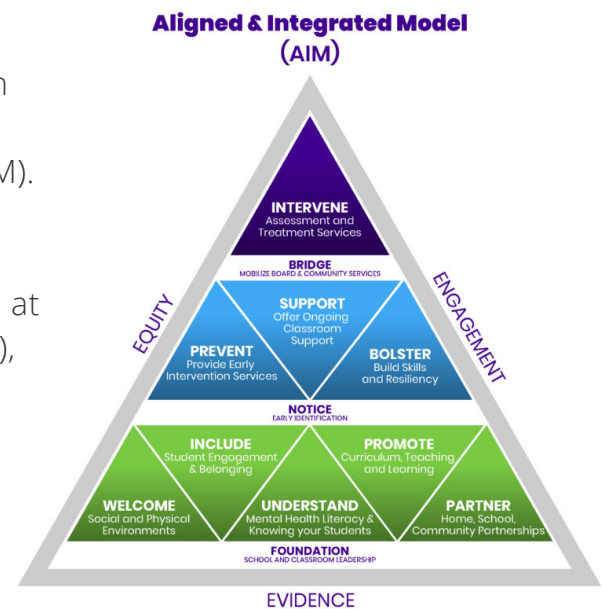
Schools are an ideal place for the promotion, prevention and early intervention for mental health and substance use issues. Through an evidence-based and systematic approach, we can help students flourish, both academically and with their well-being. School and classroom environments have an important impact on a student's sense of belonging and overall mental health. Maintaining positive relationships with students within a caring school community and safe, welcoming, inclusive classrooms, contributes to students' social-emotional wellness and readiness to learn.



Despite our best efforts to create mentally healthy schools, there will always be some students who struggle with a mental health problem. When students are struggling with mental illness, it is critical to engage services provided within a community or healthcare setting. By creating mentally healthy school environments, introducing high-quality mental health promotion, offering prevention and early intervention services, and ensuring a safety net for students who are struggling with mental health problems, schools can support students and families within a circle of support to, through and from community-based care (*School Mental Health Ontario*).

STRATEGIC FRAMEWORK

School Mental Health Ontario depicts the continuum of various supports and services within the school setting using the Aligned and Integrated Model (AIM). This model helps to organize mental health promotion efforts offered in a universal way for all students (Tier 1), services for students who may be at risk and needing targeted skill development (Tier 2), and supports for students who have a diagnosable mental health problem who need treatment and ongoing care (Tier 3).



Foundational Principles

Through consultation with stakeholders, Limestone has identified four foundational principles which support the mental health and substance use prevention, promotion and intervention work in schools.



Engagement - Optimizing student and family voice, engagement and leadership to enhance momentum in school mental health.



Organizational Conditions - Structures and processes that serve to enhance uptake, implementation, scalability and sustainability of evidence-based practices in school mental health to enhance system coherence.



Equity - Responsive supports and resources co-designed and co-delivered alongside specific student populations with greater or unique mental health needs to enhance equity in service delivery.



Evidence - Sustainable implementation of mental health promotion, prevention and intervention practices that are both evidence-based and implementation sensitive to enhance the quality of mental health programming in schools (*School Mental Health Ontario*).

STAKEHOLDER ENGAGEMENT

Limestone District School Board is committed to centring student voice. Understanding student perspective is needed to support a positive approach to student mental health and substance use. We heard from more than 1300 Grade 7 to 12 students, via online survey. Students reported who they seek support from at school and their ideas about their school's needs and strengths engaging with student mental health, substance use and well-being. Surveys were developed in partnership with our Student Trustees and the *Mental Health Leadership Committee*.



To help us understand how students' diverse lived experiences are tied to mental health and substance use, students were asked their self-identified race, sexual orientation and gender. Knowing how racialized and marginalized students experience mental health and substance use services is critical to advancing equitable practices within the board.

Limestone families and staff were also engaged via online survey. Their responses regarding the board's strengths and needs have been analyzed separately to differentiate between student and adult priorities, and also in combination with student responses to develop a holistic understanding of how mental health, substance use and well-being affects all members of a school community. Focus groups were also held with frontline mental health staff to help better understand how services are delivered to students. All data collection and analysis was led by the Data Research Specialist at Educational Services.

The results of this combined analysis are six areas of focus to inform school mental health and substance use work in the board over the next three years. We look forward to continuing to work alongside students, families, and community partners to bring these recommendations to fruition.

Student Survey Snapshot

WHAT WE HEARD

Students were asked **who they turn to at school** when they need support or information on mental health.

50%
turn to a friend

21%
turn to a teacher

13% of respondents **don't feel like they can talk to anyone** at school about mental health.

more than

1300

Grade 7 to 12 students responded



408

Elementary



904

Secondary

Students were asked what their school **could do better** to support student mental health, substance use issues and well-being. The most common answer was

TALK
about it more



Students appreciate



- Talking openly about mental health at school
- Check-ins from staff
- Knowing who and where their supports are

Students want more open conversations about



substance use

Family & Staff
Survey Snapshot

WHAT WE HEARD

936 families
responded to the survey

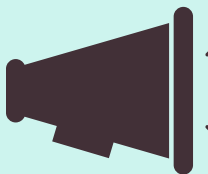


Families recognize that **supportive staff and safe, caring environments** promote good mental health at school.



Families asked for **more communication** about support services offered at their student's school.

551 staff responded to the survey



Staff appreciate the board's **positive mental health messaging**.



Staff asked to be **equipped with the tools and resources** to do this work.



Staff want students and families to have **easy access to information, resources, and services**.

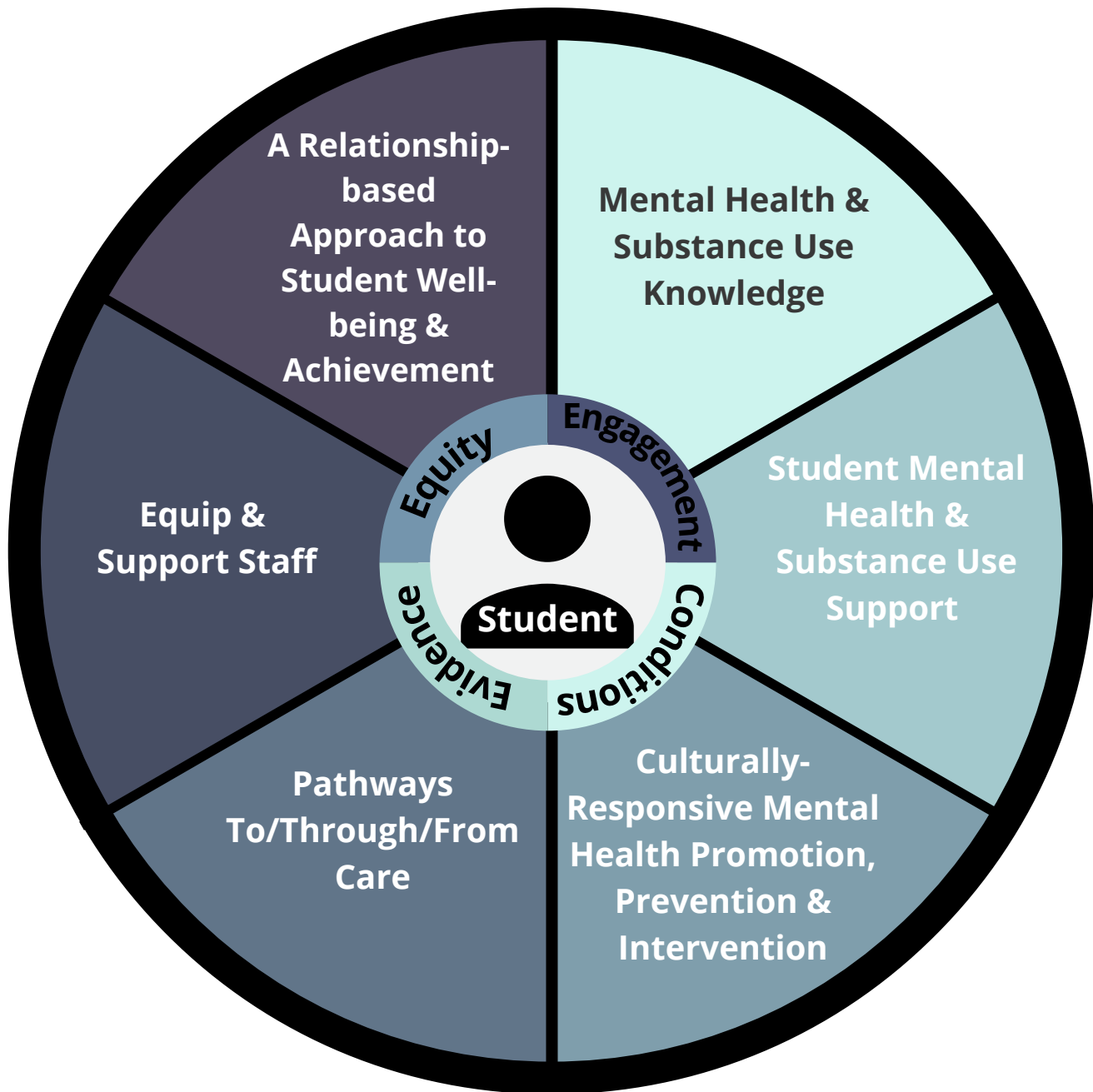
Families and staff said that students

need more mental health and substance use education at school



2021-2024 MENTAL HEALTH & SUBSTANCE USE STRATEGY

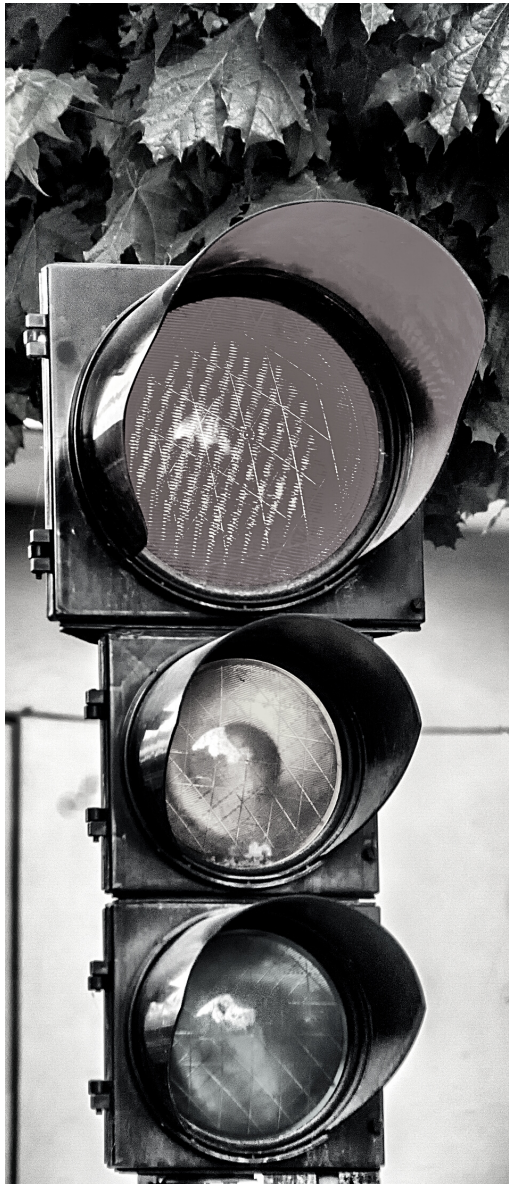
Students are at the centre of all mental health and substance use promotion, prevention and intervention efforts. Supported by the four foundational principles of engagement, organizational conditionals, equity, and evidence, Limestone has identified six areas of focus that promote good mental health among all students.



2021-2024 ACTION PLAN OVERVIEW

Mental Health and Substance Use Knowledge	<ul style="list-style-type: none"> • Promote student mental health and substance use literacy, help-seeking & peer help-giving • Students learn skills that help them to identify emotions and cope with stress • Communication and resources for caregivers and families to support student mental health and substance use
Student Mental Health & Substance Use Support	<ul style="list-style-type: none"> • Ensure students receive timely and responsive evidence-based prevention and intervention services at school • Students and families know where to turn for more intensive support when needed • Ongoing learning for system/school leaders, educators and mental health support staff to reinforce mentally healthy systems, schools and classrooms
Culturally-Responsive Mental Health Promotion, Prevention & Intervention	<ul style="list-style-type: none"> • Mental health resources and supports that prioritize the voices and experiences of students from racialized, marginalized and underserved groups • Ongoing learning, resources and supports to assist staff with effective implementation of culturally-responsive social emotional learning at school • Ongoing training in evidence-based, culturally-responsive promotion, prevention and early intervention protocols
Pathways To/Through/ From Care	<ul style="list-style-type: none"> • Suicide prevention, intervention, and postvention programming • Ongoing work in supporting school pathways • Collaborative initiatives with community mental health and substance use partners and cultural organizations to strengthen the framework for effective tiered support for children, youth and families
Equip & Support Staff	<ul style="list-style-type: none"> • Role-specific professional learning along a continuum from mental health and substance use awareness through to expertise • Familiarize staff with evidence-based resources designed to promote good mental health and address student substance use, that connects to the delivery of classroom curriculum
A Relationship-based Approach to Student Well-being and Achievement	<ul style="list-style-type: none"> • Create and sustain environments that simultaneously support well-being and achievement • Promote learning through the context of relationships

NEXT STEPS



Limestone District School Board is committed to monitoring this strategy through the development of annual action plans. These plans will set out goals within each area of focus that the board will endeavor to implement and monitor throughout the year. The plan which is created by the Mental Health Lead and Superintendent of Mental Health, and reviewed annually by the Mental Health Leadership Committee. Annual actions plans will take emerging evidence into account, including the results of the 2020 Student Census.

Learn more at limestone.on.ca



@MentalHlth_LDSB



@ldsbewell

Limestone District School Board 2022-2023 Mental Health and Substance Use Action Plan

Area of Focus	Key Activities	Audience	Timeline	Status	Actions for Success
Mental Health & Substance Use Knowledge	Pilot of School Mental Health Ontario (SMHO) MH Lit: Student Mental Health in Action Lesson Plans in select secondary school classrooms to support mental health literacy, help-seeking, and peer help-giving.	Secondary students Secondary educators	September 2022 - June 2023		
	Communication and resources targeted at students, families/caregivers that support mental health and/or substance use concerns.	All students Families/caregivers	September 2022 - June 2023		
	Implementation of evidence-based brief interventions connected directly to learning and mental health needs, as identified by a comprehensive clinical consultation or psychoeducational assessment.	K-12 students identified during the course of a clinical consultation or psychoeducational assessment	Ongoing		
Mental Health & Substance Use Support	Ensure that students and families/caregivers are: <ul style="list-style-type: none"> • aware of available school-based mental health and substance use supports • how school-based supports may be accessed 	All students Families/caregivers	September 2022 - June 2023		

	Evaluate the impact of enhancements to the LINKS District Learning Centre program on student well-being and academic achievement.	LINKS students	September 2022 - June 2023		
	Participate in PreVenture initiative through KFL&A Roadmap to Wellness. in select elementary sites.	Students aged 12-18	September 2022 - June 2023		
	Implementation of Kids Have Stress Too!/Stress Lessons to help students learn skills to identify emotions and cope with stress.	Elementary and secondary classrooms	September 2022 - June 2023		
Pathways To/Through/ From Circle of Care	Increase awareness of: <ul style="list-style-type: none"> • Suicide Response Protocol • Internal pathways to care • Suicide prevention resources 	All board staff	September - October 2022		
Culturally-Responsive Mental Health Promotion, Prevention and Intervention	Pilot the Supporting Transition Resilience of Newcomer (STRONG) group at one elementary and one secondary site.	Newcomer elementary and secondary students	September 2022 - 2023		
	In partnership with Human Rights and Equity staff, establish mental health and substance use supports that that prioritize the voices and experiences of students from racialized, marginalized and underserved groups.	2SLGBTQI+, Black, Indigenous, and racialized students; students experiencing socio-economic inequities	September 2022 - June 2023		
	Educational Services staff will enhance awareness and access to evidence-based, student-centered, culturally-responsive promotion, prevention and early- intervention practices to address the complex needs of underserved and marginalized students.	Educational Services staff All students	September 2022 - June 2023		

Equip and Support Staff	Provide evidence-based resources and/or professional learning opportunities to all staff to support in-class learning/ teaching/discussion about student mental health and substance use, including harm reduction approaches.	All staff	August 2022 - June 2023		
	Introduction of emotion coaching as a brief and effective way to respond to student emotions in the classroom.	Educational Services staff Lead Student Success/Guidance educators	October 2022 - June 2023		
	Applied Suicide Intervention Skills Training (ASIST).	Administrators Educators Educational Services support staff	August - December 2022		
	safeTALK training.	Administrators Educators Educational Assistants Support staff	November 2022		
	Enhance Mental Health and Wellness Minds Online resource site.	All staff	January 2023		
A Relationship-based Approach to Student Well-being and Achievement	Introduce The Third Path to all schools.	Administrators	September 2022 - June 2023		
	Expand staff's understanding of the origins of trauma and the impact of adversity on the developing brain.	Administrator Educators Educational Assistants Educational Services staff	August 2022 - June 2023		
	Facilitate student engagement with Mental Health and Substance Use Leadership Committee .	Secondary students	September 2022 - June 2023		

	Support early years classroom participation in Roots of Empathy (ROE) to promote resilience, well-being, and positive mental health.	Early Childhood Educators Kindergarten students	October 2022 - June 2023		
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ADMINISTRATIVE REPORT: STAFF AND STUDENT ABSENCE UPDATE

REGULAR BOARD MEETING

January 18, 2023

Purpose

To apprise Trustees of absence trends across the district from November 2022 to January 18, 2023.

Background

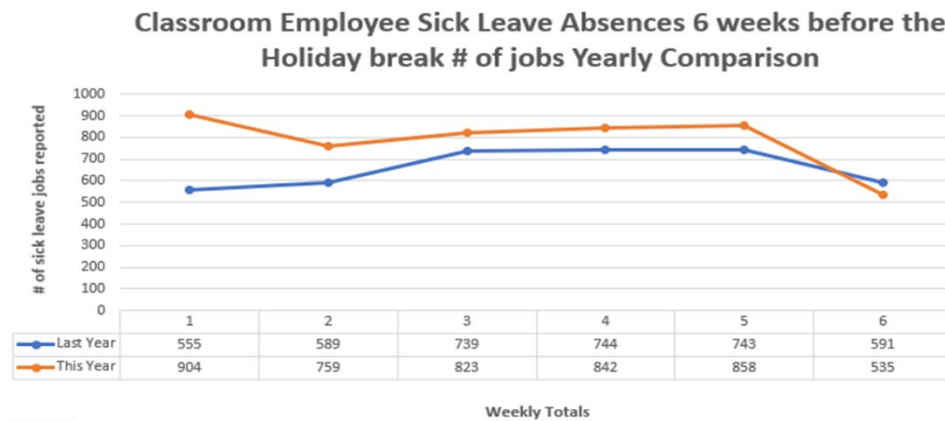
As the landscape of illnesses evolves, the absence rates in our system continue to fluctuate. This report will highlight the trends for both staff and student absences for the six-week period leading into the December break. A verbal update will be provided at the meeting for absence trends between January 9, 2023, and January 18, 2023, relative to staff absences upon the return to in-person learning in January 2022.

Status

Staff Absences

There are several reasons staff may require coverage, including, but not limited to, sick leave (majority of reasons currently), medical appointments, personal leave, bereavement, professional development and student activities. It should be noted that long-term absences also impact statistics. Since mid-November 2022, we have had an overall average of 366 daily absences.

From the graph below, you will see that absences related specifically to sick leave were highest in mid-November, dropping slightly over the next four weeks with a decline leading into the break. It should be noted that week 6 was a four-day week, given the December Break commenced on December 23, 2022.



The five-day forecast from January 12, 2023, shows a continuing decline in absences. However, absences will increase based on morning-of absences that are not yet entered. A verbal report will be provided to share the data from January 9, 2023 – January 18, 2023, relative to the first eight days upon the return to in-person learning in January 2022.

Comparatively speaking, looking at the same period last year, the overall average for all absences for this period was 362 absences per day, which mirrors the overall average of 366 absences per day for the current period as noted above. During this period last year, we had fewer absences due to sick leave, although there was a similar trend for the four weeks leading into the December break.

Upon reviewing elementary and secondary teachers, educational assistants, and early childhood educators specifically, absences for reasons of sick leave have been slightly higher, for this school year; however, the week leading into the Break had fewer absences this year than last. Overall, trends seem to be stable.

Student Absences due to illness Related Reasons

We continue to work closely with KFL&A Public Health in monitoring student absences due to illness. LDSB has created an absence due to illness reporting dashboard to support our school communities with information about Limestone schools. In recent weeks, this data is what we have been monitoring and we make the information publicly available on our website.

The information presented in this dashboard is provided on a voluntary basis by families when reporting their child's absence from school due to illness. The dashboard only includes absences due to illness on a school level and does not include information on a grade or classroom level. As indicated, we have made the decision to share this information with everyone because we are tracking the numbers closely and continuing to work with KFL&A Public Health in monitoring Limestone schools, and we experienced some higher student absences at the start of November.

Currently we are seeing a downward trend across the district in absences due to illness. From November 1, 2022, to November 30, 2022, we had a peak in absences due to illness on November 08, 2022 with 1429 students absent and on November 18, 2022 we had a low of 754. From December 1, 2022, to December 22, 2022, we had a peak in absences due to illness on December 5, 2022, with 1257 students absent and on December 16, 2022, we had a low of 456 students absent due to illness. Comparing last year's data during the same time period, we had a high on November 26, 2021 with 1318 students absent and a low on November 11, 2021 of 566 students absent due to illness. On December 14, 2021, with 1328 student absences due to illness and a low on December 3, 2021, with 818 student absences.

A verbal report will be provided at the Board Meeting on January 18 to share the student absence data from January 9, 2023 – January 18, 2023, relative to the first few days upon the return to in-person learning in January 2022.

Recommendations

That this report be received for information purposes.

Prepared by: Susan McWilliams, Superintendent of Human Resources
Patty Gollogly, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education

December 8, 2022

Via email: dzoutman@me.com

Dear Dr. Zoutman,

Thank you again for your delegation on the topic of “COVID, Influenza and Masks”, presented to the LDSB Board of Trustees at the Education, Policy, and Operations Committee Meeting on Wednesday, December 7, 2022. The purpose of this letter is to acknowledge your delegation at the meeting and outline some potential follow up.

As you were made aware after your presentation, Trustees will have the opportunity to discuss this delegation at the next Regular Board Meeting on January 18, 2023. Any potential outcomes from those discussions will be provided in writing to you as well.

In the meantime, if you have any feedback on your experience presenting at the Board Meeting, and how staff can assist to ensure delegations have a smooth presentation, kindly reach out to our producer, Jane Douglas at douglasj@limestone.on.ca with your feedback.

Thank you again for sharing the information with the Board.

Sincerely,



K. Burra
Director of Education

cc: Chair Robin Hutcheon



**We're Putting
Wellness First**



**We're Turning
Innovation into Action**



**We're Committed
to Collaboration**

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

SEE YOURSELF IN LIMESTONE

Submission to LDSB for meeting of January 18, 2023

Dear Limestone District School Board Trustees,

In response to your December meeting request for an update on respiratory illness and hospital capacity in the KFL&A region, I am providing you with local public health data and context. I am grateful that after more than two years of significant adjustments, you are still wanting to prioritize the health and well-being of both students and staff.

Screening daily for symptoms, staying home when sick, staying up-to-date on all vaccines, and practicing frequent hand hygiene to help limit transmission of respiratory illness is key. In addition to other layers of protection, KFL&A Public Health is strongly recommending mask use in all indoor public settings and crowded outdoor settings. This will help reduce risks for severe illness and protect our region.

The use of well-fitting masks can protect individuals from contracting respiratory viruses and also help to reduce the spread of viruses from those who are infected. It's important to note that even with masking, additional preventive measures should be taken, like avoiding close contact with sick individuals, staying home when sick, and regular hand washing, to lower the risk of contracting or spreading respiratory illness. Additionally, wearing a mask does not replace the importance of getting the COVID-19 and influenza vaccine.

We have created and shared communication toolkits, that included resources supporting mask wearing in indoor spaces, that amplified this information to our local school boards and other partners. In November a letter from the Chief Medical Officer of Health with an updated call-to-action aimed at parents and caregivers was shared with school boards and child-care settings.

Current respiratory illness data

As is typical during respiratory season, there are multiple circulating respiratory viruses in KFL&A currently, including COVID-19. Recent COVID-19 indicators, including percent positivity, wastewater concentrations in the Kingston and Amherstview areas, and local hospitalizations suggest that COVID-19 activity is increasing locally. An increase in COVID-19 was not unexpected post winter holidays.

COVID-19 strains are constantly changing and fluctuating. Currently in our region, the majority of tested cases are the BQ.1 Omicron sub strain. In recent weeks, there has been considerable media attention on the XBB.1.5 sub strain. While we have seen cases of the new XBB.1.5 sub strain locally, there is no evidence at this time that local cases are increasing. KFL&A Public Health continues to closely monitor all COVID-19 indicators and evidence of new strains.

The influenza A virus started earlier than usual this season. The KFL&A region saw a peak in influenza A during late November/early December, and currently very few new influenza cases are being reported within the region. RSV and other seasonal viruses such as rhinoviruses and enteroviruses continue to be presented in our community at fluctuating levels.

Hospital Capacity

Respiratory activity in local emergency departments (ED) is currently below typical (pre-pandemic) levels, with approximately 11% of ED visits during the week ending January 7 being respiratory-related. Historically, there is a spike in respiratory-related ED visits over the winter holidays, which was not observed this year.

Kingston, Frontenac and Lennox & Addington Public Healthwww.kflaph.ca

Main Office 221 Portsmouth Avenue
Kingston, Ontario K7M 1V5
613-549-1232 | 1-800-267-7875
Fax: 613-549-7896

Branch Offices	Cloyne	613-336-8989	Fax: 613-336-0522
	Napanee	613-354-3357	Fax: 613-409-6267
	Sharbot Lake	613-279-2151	Fax: 613-279-3997

Most notably, after an extremely high and early peak in early November, ED visits in both school-aged (five to nine years of age) and younger children (zero to four years of age) have been decreasing and are now far below typical (pre-pandemic) seasonal rates. Additionally, pneumonia, influenza-like illness (ILI) and COVID-19 related admissions in children of all ages are similar to anticipated seasonal rates. Overall, admissions for pneumonia, ILI and COVID-19 during this season were similar to the typical winter holiday peak of pneumonia and ILI admissions in the pre-pandemic years.

Further local epidemiological information can be found on our [COVID-19 dashboard](#), and on our [Viral Respiratory Mapper](#).

Use of infection prevention and control measures

Prevention of respiratory illness depends on a multi-layered approach. Combined personal actions can contribute to protecting the population when applying multiple protective measures including:

- Wearing well-fitted masks in indoor public spaces, including schools and childcare centers.
- Staying up-to-date with COVID-19 and influenza vaccines.
- Monitoring daily for symptoms and staying home when sick.
- Practicing frequent hand hygiene.
- Cleaning high-touch surfaces regularly.

All these measures are recommended but none are currently mandatory under provincial legislation.

Throughout the pandemic, KFL&A Public Health has consistently recommended wearing masks in indoor crowded spaces, as one layer of a multi-layered approach, to limit the spread of respiratory viruses.

The situation we are currently in is different from earlier stages of the COVID-19 pandemic, where a new virus was rapidly spreading among non-immune populations. Influenza and RSV have long been circulating among the population prior to the COVID-19 pandemic. It is essential for the community to enhance the use of multiple protective measures. The intention of expanding mask usage now is not to eliminate all transmission, but to decrease risk of transmission and possibly severe outcomes on a population level.

KFL&A Public Health will continue to communicate to keep residents of KFL&A informed about the current state of respiratory viruses and actions that individuals can take to reduce transmission. Additionally, we will maintain collaboration with schools and school board staff to monitor absenteeism and evaluate and resolve issues related to infection prevention and control within schools.

Thank you for the opportunity to provide and update on local circumstances related to respiratory illness, infection prevention and control measures and capacity.

Sincerely,



Dr. Piotr Oglaza, MD, CPHI (C), MPH, CCFP, FRCPC
Medical Officer of Health and Chief Executive Officer KFL&A Public Health



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

October 19, 2022

PUBLIC MEETING

Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	<p>Present:</p> <p>H. Simson, Learning Disabilities Association of Kingston S. Henderson-Todd, Lennox and Addington Resources for Children Z. Rogers, Community Living Kingston A. Martin, Member-at-Large (Queen's University) L. Clouthier, Easter Seals Ontario C. Carriere-Prill, Member-at-Large</p> <p>Regrets:</p> <p>C. Tooley, Down Syndrome Association Kingston C. Norwich-Stevenson, 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 T. Vail, Special Education Program Coordinator</p>
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting. 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 – September 14, 2022

MOVED BY: Trustee Godkin that the September 14, 2022, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 Accessibility Committee Member – Helen Simson, Learning Disabilities Association of Kingston has put forth her name as a member of SEAC that would join the Accessibility Planning Committee in the work that we are doing to support accessibility across the Board and removing barriers for students and families to access Limestone District School Board (LDSB). Superintendent Scot Gillam formally welcomed Helen and thanked her for taking on this additional role as a SEAC Member.

6. EDUCATION SERVICES UPDATE

6.1 Presentation - Modifications: A Journey of Learning and Reflection

In the absence of Special Education Jessi Lalonde, due to illness, Principal Michael Blackburn presented.

The purpose of Modifications is to build our system capacity in understanding the purpose and impact of modifying programming for students. Every journey begins with the first step. The data is telling us that often we are modifying students' programs early in their academic career and gaps are not being filled over time, and this is, in many ways, limiting their pathway choices in secondary and post-secondary. We are focusing on this group and working to build capacity across our system and understanding the purpose behind modifications and how to address concerns around student progress.

A working version of a table entitled, *What to do When You are Concerned About Student Progress* was shared and explained. This document has been distributed across our system to support school teams in examining their current processes around addressing student concerns and student progress, specifically around academic areas like literacy and mathematics. This document is a graphic that takes the school teams through the steps they might go through when they are supporting a student who is struggling in a variety of areas. We have tried to articulate to our system that there are several different steps we should be taking to work alongside students, their families, and the educator teams to support them in addressing students' need.

Educators considering making modifications to a student's program should consult with their in-school team and administration. The following are some questions that should guide this discussion:

- What do you know about the student? Do you have a full understanding of their profile?
- What information (data, reports in the OSR, conversations, products, and conversations) has been collected to show the strengths and needs of the student? Are there other diagnostics that should be used to focus more precisely on the student's needs?
- What classroom and school-based interventions have been implemented and what impact did they have?
- What supports (Tier 1, accommodations, etc.) have been tried and how successful were they? Are there more supports that can be accessed? Has enough time been given to judge the effectiveness of the supports?
- What is the plan to close the gaps and move towards removing the modification? Who on your in-school team can support you with this?
- How will student progress be monitored and tracked? What measures will be used to judge when the modification is no longer needed?
- Is the student's family supportive of the modifications? Do they understand the reason for the modifications, the plan to work towards closing the gaps, and the potential future implications of having their student on a modified program?

Modifications

Modifications are changes to the curriculum expectations that a student is working towards. They can be a change to:

- The grade level at which the student is working.
- The complexity of the expectations.
- The number of expectations that a student is working towards.

The report card of a student working on a modified program will reflect their progress on the modified program, not the grade level expectations.

Modifications are intended to help students close gaps in their learning. Modifications are developed by the school team working with a student and will be shared on the student's Individual Education Plan (IEP). Families will have the opportunity to review and give input.

Future Implications

Students with significant modifications may have challenges with Grade 9 curriculum. These challenges may limit their pathway options and post-secondary options.

What Questions Should I Ask if Modifications are Recommended:

- At what grade level is my child working independently without modifications?
- What supports (accommodations) are in place to support my student without the need for modifications?
- What is the plan for closing the gaps in my child's learning?
- How will you know when it is appropriate for the modifications to be removed from my child's IEP?

Chair McGregor called upon SEAC Members for questions. Trustee Bob Godkin would like a copy of this presentation. Administrative Assistant Jill Senior will send copies to all SEAC Members with the November 9, 2022, Agenda Package.

6.2 Presentation: Summer Special Education and Mental Health Supports

Special Education and Mental Health Funding

The Ministry has acknowledged the ongoing impact of the COVID-19 pandemic on student learning, mental health, and well-being. Continued funding was provided to school boards to support summer learning opportunities and mental health supports.

Educational Services focused on supporting student participation in the summer learning opportunities, facilitating successful transitions for students with special education and mental health needs and bolstering educator training to address student well-being.

Summer School

Special Education funding was allocated to the Limestone District School Board (LDSB) summer school to provide ongoing support for students with an Individual Education Plan (IEP) through the Learning Program Support Teacher (LPS). This support was provided for the entirety of the summer school program, which was delivered virtually in 2022.

Literacy Camp Support

Educational Assistant (EA) support was provided to Camp Read-A-Lot to enable the full participation of students with special education needs in summer literacy programming. This support was allocated over three weeks at three LDSB sites.

Back to School Transitions

Back to School Transitions were supported by EAs and Early Childhood Educators (ECE) from August 29 until September 2, 2022. Supportive transitions back to school occurred through school visits, team meetings, connections to caring adults and classroom tours.

- Over 500 students with special education needs and/or complex mental health concerns were supported.

Adolescent Care Worker (ACW) for Summer School

An ACW was available to support the needs of secondary students enrolled in summer school who were experiencing social, emotional, behavioral and/or attendance issues.

- Three secondary students were supported.
- Support was also offered to the three summer literacy camps.

Community Resilience Initiative (CRI) – Level 1 Trauma-Informed Training

A full-day (6 hours) introductory trauma-informed training focused on brain science, resilience, and the impact of adverse childhood experiences.

- Fifty-one LDSB staff
- Three Maltby staff

Applied Suicide Intervention Skills Training (ASIST)

A two-day interactive workshop in suicide first aid. Participants learned to identify the key elements of an effective suicide safety plan and the actions required to implement it.

- Six LDSB staff
- Six Pathways to Education Staff

Intensive Y-Skills Training

A two-and a half-day training where participants learned and demonstrated the skills necessary to successfully support students with complex behavioural and mental health needs. Facilitators provide strategies for working with students through teaching, modelling, demonstration, and role playing. Participants are also certified in Behaviour Management Systems Training.

- Twenty-one EAs

Behaviour Management Systems (BMS) Training

The primary emphasis of BMS Training is prevention and includes strategies such as knowing the student, acting on early warning signs, the effective use of calming and de-escalation technique are key areas of focus. The training also addresses personal safety techniques such as avoidance, releases, and blocks.

- Forty-seven casual Educational Assistants

Chair McGregor called upon SEAC Members for questions.

6.3 Presentation: Monitoring Plan/Student Story

Enhancing Special Education Services in our District – Monitoring Document 2022-2023

We know how much you appreciate hearing about student outcome and the positive impact that the provision of special education supports have on the lives of our students. The area that we will focus on are the strong partnerships we have with families and community partners. Working together supports have been leveraged all with the goal of maximizing student learning and well-being.

Strengthening Partnerships and Leveraging Supports

- Communicate and collaborate with students, families, staff, and community partners to gather voice and lived experiences.
- Enhance collaboration with community partners to support strengths-based transition planning for students to/from school.

Special Education Program Coordinator Tiiu Vail presented a video of three student stories that bring the goal of the Monitoring Document to life.

7. CORRESPONDENCE

7.1 Easter Seals Ontario – Letter to nominate Linda Clouthier as the member representative to the Limestone District School Board Special Education Advisory Committee (SEAC). Provided for information.

7.2 2022-2023 Special Education Plan Checklist – Submitted to the Ministry of Education. Provided for information.

8. ASSOCIATION UPDATES

Easter Seals Ontario

Linda Clouthier has been appointed and confirmed as the member representative to the Limestone District School Board Special Education Advisory Committee (SEAC), for the remainder of the current term, and for the new term, 2022-2026. Linda is a parent of a student with special needs and is employed by Easter Seals Ontario in the Kingston office. Chair McGregor will ensure that her nomination and acceptance are formalized at the next Board Meeting on October 26, 2022.

Helen Simson, Learning Disabilities Association of Kingston (LDAK)

October is Learning Disability Awareness Month – Lots of information on LDAK website:

<https://www.ldakingston.com/>

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report

A. Ministry Updates:

Special Incidence Portion (SIP)

For the 2022-23 school year, the Ontario Ministry of Education will be returning to a claims-based process for the Special Incidence Portion (SIP) allocation. Boards have been provided SIP Guidelines for the 2022-23 school year for awareness of key reporting dates, and to ensure that all submissions align with Guideline requirements, including eligibility criteria.

The Special Incidence Portion (SIP) benchmark for an eligible full time (1.0 ADE) student, where approved, will be increased to a maximum of \$28,803 in 2022-23.

All school boards seeking to apply for a three-year claim for students with diagnosed medical conditions will be required to submit a new application for Ministry approval.

School boards may submit paper copies or an electronic copy of certified SIP forms, with e-signature and/or attestation email to their respective Regional Office by December 16, 2022.

B. Educational Services Update:

Enhanced Autism Training Program

In addition to the Ministry's Ontario Educator Autism Training funding, Limestone District School Board (LDSB) was allocated an additional \$20 719.31 for the Enhanced Autism Training Program. This program provides training units separate from the funds provided by the Ontario Educator Autism Training Program and offers only two course options: Registered Behaviour Technician and Charting a Path to Success in Your Classroom. Both courses include an online component, and a 5-hour live (virtual) practice session. In addition to covering the cost of the course, the funding will provide release time reimbursement.

Twenty spots for the Charting a Path to Success in Your Classroom course will be offered to our Student Support Teachers (SSTs), and nine spots in the Register Behaviour Technician course will be offered to our District Learning Centre and District Autism Classroom teachers who have not previously participated in the Enhanced Training Program.

Ontario Educator Online Autism Training Program

Once again, the Ministry has provided funding to the Geneva Centre for Autism to offer the Ontario Educator Online Autism Training Program to publicly funded school boards for the

2022/2023 school year. The objectives of this program are to increase the understanding of Autism Spectrum Disorder (ASD) and Applied Behaviour Analysis (ABA) methods; enhance the delivery of programming to students with ASD; and improve their educational, social, communication, and behavioural outcomes. These online courses are presented in a user-friendly format, providing practical tools to take you beyond just awareness.

Limestone District School Board will currently be offering four Ministry-funded courses (see attached flyers for details about each course and how to register):

- ABA for Educators - Level 1
- ABA for Educators – Level 2
- Core Teaching Strategies for Autistic Students
- Supporting Play-Based Learning for Kids with ASD

Student Support Teacher (SST)/Learning Program Support (LPS) Learning Sessions

Student Support Teachers were able to meet face-to-face on September 28, 2022, at the Education Centre. Learning Program Support Teachers are tentatively scheduled to meet on October 26, 2022. Once the dates are approved for the SST/LPS Course, information will be shared with the system about this amazing opportunity.

9.2 Special Education Plan – Ministry Submission – Superintendent Scot Gillam

Link: [Special Education Plan](#)

9.3 SEAC Input on Presentations and Special Education Review – Superintendent Scot Gillam and Principal Michael Blackburn asked SEAC Members for suggestions on presentation topics as well as input for the following Special Education Review questions:

- How might we (the system) gather the important information we are looking for to guide our next steps?
- Who do we need to gather the information from and how?

Topics were discussed and a list will be generated by Educational Services Staff and Superintendent Scot Gillam for sharing at the November 9, 2022, SEAC Meeting.

10. NEXT MEETING DATE

Wednesday, November 9, 2022

11. ADJOURNMENT

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

The meeting adjourned at 7:04 pm.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

November 9, 2022

PUBLIC MEETING

Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	<p>Present:</p> <p>S. Henderson-Todd, Lennox and Addington Resources for Children</p> <p>Z. Rogers, Community Living Kingston</p> <p>A. Martin, Member-at-Large (Queen's University)</p> <p>L. Clouthier, Easter Seals Ontario</p> <p>C. Carriere-Prill, Member-at-Large</p> <p>C. Norwich-Stevenson, Member-at-Large</p> <p>Regrets:</p> <p>C. Tooley, Down Syndrome Association Kingston</p> <p>H. Simson, Learning Disabilities Association of Kingston</p>
	Staff:
	<p>M. Blackburn, Principal of Educational Services</p> <p>A. Ward, Special Education Program Coordinator</p> <p>L. Conboy, Mental Health Lead</p> <p>W. Fisher, Educational Services and Safe Schools Coordinator</p> <p>S. Gillam, Superintendent, Learning for All</p> <p>J. Grasse, Vice-Principal of Educational Services</p> <p>C. Snider, Special Education Program Coordinator</p> <p>T. Vail, Special Education Program Coordinator</p> <p>J. Lalonde, Special Education Program Coordinator</p>
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting. 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 – October 19, 2022

MOVED BY: Andrea Martin that the October 19, 2022, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

Presentation – Individual Education Plans (IEPs), Modifications and Student Story – Special Education Program Coordinator Jessi Lalonde began the presentation with a video showcasing the student voice reflecting the work being done and the student’s understanding and connection to this work.

Modification Document

This document is intended to guide school staff through the decision-making process prior to modifying a student. Because we know that modifications can have an impact on a student’s future choices, we use the decision-making process on the Modification Document to ensure we deliberately slow down and fully consider each of these steps.

The Modification Document steps defined below:

Whole Class Instruction

- What information will you gather about students to guide your instruction? Think about strengths, interests, etc.
- Implement Universal Design for Learning (UDL) strategies that are necessary for some and good for all. UDL Resource – Coming soon!
- Complete assessments on students that you have concerns about using the *Diagnostic Toolkit*.

Step 1: Tier 1 – Get to Know Your Learner Really Well

- What is it you are concerned about and how can you find a baseline for where the student is now? Try products, conversations, and observations as well as diagnostics (*Diagnostic Toolkit*).
- Make a Student/Class Learning Profile (Samples in the *Diagnostic Toolkit*).
- Think about how you will continue to track and monitor progress on a regular basis.
- Continue implementing UDL. Try some classroom-based interventions. Could you work individually or in small groups more frequently with this student?
- Talk to the family to gather important information they can share.

Step 2: Tier 1 – Seek Help and Advice

- Continue to refine the UDL strategies that work best for your students.
- Review what you have done and observed with the Student Support Teacher (SST).
- What strategies and resources do they recommend? What resources can they suggest for you?
- Monitor and document the student's progress.

Step 3: Tier 2 – Keep Trying and Give Time

- Continue communication with the In-School Team. Are there more assessments that they would recommend?
- Access In-School Supports and Services in collaboration with the SST.
- Have you given interventions an adequate amount of time before judging their effectiveness?
- Trial classroom-based accommodations and observe their impact.
- Think about reaching out to curriculum consultants, instructional coaches, and Educational Services Staff for more ideas.

Step 4: Tier 2 – Consider Individual Education Plan (IEP) with Accommodations

- Consult with the In-School Team about whether the student would benefit from having an accommodated IEP.
- What unique instructional, environmental, and assessment accommodations would help this student access their learning WITHOUT changing the curriculum goals they are working towards?

Step 5: Tier 3 – Consider Modifying and Seek Approval/Input

- Does this student need modifications and/or alternative expectations? Is the In-School Team in agreement with this?
- Consult with the principal to ensure that they support the decision to modify the student's program.
- Consult the family to make sure they are in agreement with modifying the student's programming.
- Write personalized and precise goals for the student with a focus on gap closing.
- If modifying, focus on the smallest difference possible from grade level expectations.

Step 6: Tier 3 – Monitor Progress and Review the Need for Continued Modifications

- Review student progress with the In-School Team and continue to adjust and refine classroom-based accommodations, interventions, and supports.
- How will you check in on a regular basis and track progress to make sure the student is progressing towards their goals?
- How will you know when it is time to update or remove the modifications from the student's IEP?
- If the student is not making progress towards the goal, adjust your expectations.
- Who will you reach out to for more support.

Chair McGregor called upon SEAC Members for questions. The SEAC Members would like an electronic copy of this presentation and Administrative Assistant Jill Senior will send along with the minutes.

7. CORRESPONDENCE

7.1 Join School Mental Health Ontario's Parent/Caregiver Collaboration Group Today!
Information poster in English and French provided for information and sharing. Provided for information.

8. ASSOCIATION UPDATES

None at this time.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam

A. Ministry Updates:

None currently.

B. Educational Services Update:

Professional Development

BMS and Emotion Coaching

On the October 24, 2022, PA Day, Laura Conboy and Wendy Fisher provided Emotion Coaching for Educational Services staff. Emotion Coaching is a practical technique that can help when students are feeling strong emotions at school and prioritizes listening and validating emotions before moving to problem-solving. Emotion coaching offers school staff another tool for supporting student mental health and well-being and is designed to help students to return to learning.

Also, during this time, seven newly hired casual Educational Assistants (EAs) were provided Behaviour Management Systems (BMS) training. The training was facilitated by Kevin Hulton, Scott Nichol, Katherine Coles, and Shona Ribbel. Along with the seven new hires, twenty-nine other EAs were recertified in BMS.

safeTalk

On November 3, 2022, safeTalk training took place and was facilitated by Student Support Counsellors (SSCs) Christa Cox and Victoria Cadue. safeTALK is a three-hour alertness training that prepares individuals to become a suicide-alert helper. safeTALK-trained helpers can recognize these invitations and act by connecting individuals at risk with life-saving intervention resources, such as caregivers trained in Applied Suicide Intervention Skills Training (ASIST). We currently had twenty-nine EAs registered to attend.

Violence Threat Risk Assessment (VTRA) Training

On October 27-28, 2022, forty-one Limestone District School Board (LDSB) staff and community partners received Level Two Violent Threat Risk Assessment or VTRA Training which was facilitated by Kevin Cameron. This two-day training is for those professionals who have already obtained their Level I Certification. Level Two Training builds on the theory and practice of threat/risk assessment, but also includes the more comprehensive process of data analysis and strategic interviewing. In all threat assessment cases, the practice is broken down into two simplistic categories: assessing the threat and assessing the threat maker. We were very fortunate to have Kevin join us. Our relationship with Kevin and the VTRA Process is nearly two decades old. Community partnerships are critical to VTRA and were pleased to have several in attendance as well.

Student Support Teacher (SST)

An opportunity for Student Support Teachers (SSTs) to connect and learn together was held in person on September 28, 2022. This session included a discussion around System Goals/Messages (Lexia, School to Community Services Enhanced Criteria, Structure for Team Meetings), Individual Education Plan (IEP) and Specialized Equipment Amount (SEA) Updates, Universal Design for Learning (UDL), Modifications, and Literacy Supports (Science of Reading and Structured Literacy). SST Sessions to follow: November 30, 2022, February 23, 2023, and April 25, 2023.

Learning Program Support (LPS)

A full day learning session for Learning Program Support (LPS) teachers was held on October 26, 2022. Topics included Goals/System Messages (Lexia, School to Community Services Enhanced Criteria), Key Areas of Focus (UDL, Data Driven decisions, Multi-Disciplinary Teams), a data discussion, Modifications, Learner Profiles and Literacy Diagnostics. We invited current LPS teachers to share and discuss their evolving support models. Follow-up sessions are scheduled for January 17, 2023, and May 2, 2023.

SST/LPS Course

The SST/LPS Course will be held this year on November 24, 2022, December 15, 2022, January 19, 2023, February 9, 2023, March 2, 2023, and March 30, 2023 (Thursdays) from 4:30 pm—6:30 pm. This certificate course is designed for all LDSB elementary and secondary teachers who are interested in growing their knowledge of evidence-based best practices in the implementation of special education, programming, and strategies. This course will offer a multitude of access points through an engaging six-part series that includes a focus on the following areas:

- Knowing the Learner
- Individual Education Plans (IEPs)
- The role of the SST and LPS teacher
- Creating Equitable and Inclusive Classrooms
- Supporting Literacy and Math in Limestone (Structured Literacy and Math Intervention)
- Educational Services Supports.

District Autism Classes (DAC)

DAC Teachers and the Autism Team had a Collaboration Meeting on October 6, 2022, for a half day. Work was completed on resource sharing, program planning, and support strategies. Three more meetings are planned for December 8th, 2022, February 16, 2023, and April 27, 2023.

District Learning Centres (DLC)

DLC Educators will be coming together on November 8, 2022, for a half day. Topics include System Messages, Key Areas of Focus, Student Profiles, Collaborative Problem Solving, The Third Path resource, Safety Planning, and the Mid-Year Review Process. A second half day of release is planned for January, in addition to opportunities to connect virtually in March and May.

Fetal Alcohol Spectrum Disorder (FASD) – Team Professional Development

This year's FASD Symposium will take place on January 23-24, 2023. This year, seven sites (six elementary and one secondary) have been identified by Kids Inclusive FASD System Navigators as sites with one or more students who have FASD and have been targeted for the opportunity to attend this Symposium. If interested, sites will identify a school-based team with up to four individuals (classroom teacher, Educational Assistant, Student Support Counsellor, Student Support Teacher, or School to Community teacher) to participate in this online symposium. The goal is to have participants share their experience and new knowledge with their broader school staff team.

New School to Community Teachers (SCS)

On September 21, 2022, an orientation was held for new elementary and secondary School to Community (SCS) teachers. The day focused on assisting educators in navigating the intricacies of the role of a School to Community Teacher including referrals, community resources, IEPs, district supports, and much more.

Elementary School to Community (SCS) Staff Meetings

Four SCS elementary staff meetings (October/December/February/April) will be held for itinerant elementary SCS teachers to discuss relevant system updates, community partnerships, and programming best practices.

Universal Design for Learning (UDL) Resource

A SharePoint website has been developed to support LDSB staff as they learn more about the Universal Design for Learning (UDL) and continue in their efforts to make this an important part of their teaching practice. Staff can use this website to learn more about UDL and find easy-to-implement strategies that they can use right away to support students. Resources are being developed to support administrators with the sharing of this website with staff. We would be happy to share the site at a future meeting, but it will only be available to LDSB staff at this time.

9.2 Enhancing Special Education Services in our District: Special Education Plan Renewal –

Superintendent Scot Gillam let SEAC Members know that the Admin Leadership Team at Educational Services will be meeting on November 10, 2022, to review the feedback that was received around presentation topics. A schedule of presentation topics for the remainder of the year will be submitted at the December 14, 2022, SEAC Meeting.

Principal Michael Blackburn reminded SEAC Members that the purpose of the Special Education Review is to assess our current supports and services as outlined in our Special Education Plan and to identify the strengths and areas for enhancement within that plan. This is a process that occurs every five years. As a team, we work on that review in collaboration with our community partners and schools and as part of that process, it is important for us to gather stakeholder voice, in particular students and families who access our services and supports. Our intent is to carry out the Special Education Review throughout the 2022-2023 school year to report back and inform the plan for the 2023-2024 school year.

As we begin this process, we are interested in SEAC's input into how we might engage with our stakeholders to gather the important information that we need. In preparation for this meeting, an email was sent asking two questions we would like input from SEAC:

Special Education Review Questions:

- How might we (the system) gather the important information we are looking for to guide our next steps?
- Who do we need to gather information from and how?

Input was gathered from each SEAC Member in response to the Special Education Review Questions. Input from SEAC will be used in the next phase of the review. An update will be provided at the December 14, 2022, SEAC Meeting.

10. NEXT MEETING DATE

Wednesday, December 14, 2022

11. ADJOURNMENT

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

The meeting adjourned at 6:41 pm.