

AGENDA - REGULAR BOARD MEETING

Wednesday, April 27, 2022 – 6:30 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGApr27>

PRIVATE SESSION – 5:30 PM

*In accordance with the Education Act, Section 207(2) a meeting of a committee of a board including a committee of the whole board, may be closed to the public when the subject under consideration involves,

- a) The security of the property of the board;
- b) The disclosure of intimate, personal, or financial information in respect of a meeting of the board or committee, an employee or prospective employee of the board or a pupil or their parent or guardian;
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employee of the board; or
- e) Litigation affecting the board.

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

4.1 Regular Board Meeting Minutes – March 30, 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 - 6:30 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 DELEGATION: Parent Involvement Committee: PIC Request for Return of Universal Masking to LDSB

9.2 PRESENTATION: Expanded Opportunities– Associate Superintendent Hedderson

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – March 30, 2022 (Pages 5-20)

11.2 EPOC Meeting – April 13, 2022 (Pages 21-29)

11.3 Special Board Meeting – April 13, 2022 (Pages 30-32)

12. REPORTS FROM OFFICERS

12.1 Chair’s Report

12.2 Director’s Report

13. REPORTS

13.1 OPSBA Report – Trustee French

13.2 Student Trustees’ Report

13.3 Reports For Action – None at this time.

13.4 Reports for Information

- 13.4.1 Renaming of École Kingston East Elementary School** – Superintendent McDonnell (Pages 33-36)
- 13.4.2 Interim Reporting QT2 – 2021-2022** – Superintendent Young (Pages 37-38)
- 13.4.3 Student Trustee Elections 2022-2023** – Director Burra (Pages 39-40)
- 13.4.4 Strategic Plan Monitoring Mid-Year Update** – Director Burra (Pages 41-86)
- 13.4.5 COVID-19 Update** – Superintendent McWilliams, Superintendent Young and Associate Superintendent Gollogly (Pages 87-89)

14. UNFINISHED BUSINESS

None at this time

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

16.1 Correspondence to Minister Steve Clark, Ontario Ministry of Municipal Affairs and Housing; Minister Ahmed Hussen, Minister of Housing and Inclusion and Diversity of Canada; Mayor Bryan Paterson, City of Kingston; Mayor Marg Isbester, Town of Greater Napanee; Mayor Ric Breese, Loyalist Township; Reeve Eric Smith, Township of Stone Mills; Mayor Frances Smith, Township of Central Frontenac; Mayor Ron Higgins, Township of North Frontenac; Mayor Ron Vandewal, Township of South Frontenac; Reeve Henry Hogg, Township of Addington Highlands, dated April 5, 2022, re: Housing Crisis, for information. (Pages 90-91)

16.2 Correspondence to the Director of Education, dated April 10, 2022, from Krista Hanna Thompson, MHSc, ROH, CRSP, Parent and Occupational Hygienist, re: Mandatory Masking in LDSB, for information. (Page 92)

17. NOTICES OF MOTION

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

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18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

19.1 PIC Meeting Minutes – February 10, 2022 (Pages 93-99)

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

20. FUTURE BOARD MEETING SCHEDULE

May 18, 2022

June 15, 2022

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – MARCH 30, 2022

PRIVATE SESSION

Roll Call:

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

1. CALL TO ORDER

Vice-Gingrich called the meeting to order.

2. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Ruttan. Carried.

3. Declaration of Conflict of Interest

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

4. Action Items

- 4.1 Regular Board Meeting Minutes – February 23, 2022
- 4.2 Special Board Meeting Minutes – March 16, 2022

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

5. For Information

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

6. REPORT TO PUBLIC SESSION

Vice-Chair Gingrich called for a motion for the Board to rise and report.

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

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) T. Duncan (Student Trustee) S. Johnson (Student Trustee) (Regrets) B. Roy (Student Trustee)	K. Burra, Director of Education M. Crothers, Communications Officer J. Douglas, Communications Officer S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
B. Lambert M. Lee	W. Moore, Executive Assistant to the Director and Trustee Liaison

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

Chair Ruttan provided the Acknowledgement of Territory. “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and the 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. I hope that this week’s meetings between the residential schools’ survivors and the Pope will result in a recognition of the truth, followed by justice and healing.”

7. ADOPTION OF AGENDA

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

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8. DECLARATION OF CONFLICT OF INTEREST

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

9. DELEGATION/PRESENTATION

9.1 eLearning in Limestone and OELC - Associate Superintendent Hedderson provided Trustees with an overview of eLearning in Limestone. Historically eLearning has primarily served secondary students to help them gain access to courses that might otherwise not be available at their home school or do not fit their timetable during their regular academic year, or students reaching ahead as part of summer session. More recently, eLearning has also supported secondary virtual school students, and moving forward it will continue to support Limestone students in accessing mandatory eLearning credits for graduation. Some of this work happens collaboratively with other school boards as we share services, as part of the Ontario eLearning Consortium, while retaining funding for Limestone students, even when they take eLearning courses with other boards.

Associate Superintendent Hedderson introduced Limestone's Technology Enabled Learning and Teaching Contact and District eLearning Coordinator, Mark Lee, and Principal of Alternative and Continuing Education, Secondary Virtual School and eLearning, Bryan Lambert. They will be sharing with Trustees what is happening in eLearning in Limestone and what Limestone is working on moving forward.

Mark Lee advised that eLearning is defined as a student learning experience that is typically asynchronous. Limestone is a member of the Ontario eLearning Consortium (OeLC) – a grassroots partnership of Ontario school boards that began in 2005. The OeLC uses a registration system named "PRISM" to facilitate course registrations, tracking of student progress, messaging and the recoding of student achievement. Students connect with their classroom virtually, using the Ontario Ministry of Education's D2L Brightspace Virtual Learning Environment. In Limestone, the VLE is referred to as "Minds Online." Students access their OeLC eLearning course classroom space from within the Minds Online environment.

Mark Lee provided a brief overview of the OeLC as well as the governance structure. He noted that for registration, students visit their home school Guidance Counsellor and the PRISM system is checked to see what courses are currently being offered within the OeLC. If a course offering of interest is found, a registration request is completed by the Guidance Counsellor. Mark Lee outlined the waitlist process.

OeLC boards strive to maintain a “zero’ overall “traffic balance.” Mark Lee explained that when a LDSB student takes an out-of-board course this creates a negative effect. When an out-of-board student takes a LDSB course, this creates a positive effect. PRISM maintains a traffic balance for each member board. Automatic proportional limiters prevents boards from getting too far “out-of-balance.” When a limiter is reached, students are prevented from being accepted into out-of-board courses (-) or the board is prevented from accepting additional out-of-board students (+). Mark Lee provided the 2021-2022 LDSB eLearning enrollment statistics, as well as the eLearning enrollment for the past three years.

Principal Bryan Lambert advised Trustees that the Ministry of Education has issued a new online learning graduation requirement which requires students to complete two online courses prior to graduation. Students in Grade 10 during the 2020-2021 school year are the first group of students required to complete this new eLearning graduation requirement. With this requirement our reliance on the Consortium has increased. Our participation in the consortium has been a huge benefit for Limestone students, not just by the number of students that are participating, but also in the courses that they are able to access.

Principal Lambert noted that secondary students taking an eLearning course does so by registering with their Guidance Counsellor through PRISM. Monitoring, support and parent/guardian communication occurs at the school level. He noted that PRISM software allows for progress updates and communication to all members of the student’s support network. He outlined how secondary students are able to satisfy the Ministry of Education eLearning requirement for graduation. He provided an overview of the course delivery models, and looking ahead, provided the 2022-2023 LDSB eLearning Course Offerings for the 2022-2023 school year.

Chair Ruttan thanked Associate Superintendent Hedderson as well as Bryan Lambert and Mark Lee and called upon Trustees for questions or comments.

10. PRIVATE SESSION REPORT

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

- The minutes were approved from the Regular Board Meeting of February 23, 2022 and the Special Board Meeting of March 16, 2022.
- Associate Superintendent Gollogly provided a safe schools update.

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- Superintendent Young provided Trustees with a labour update.
- Director Burra provided Trustees with a personnel update.
- Trustee French provided an OPSBA update.

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

11. APPROVAL OF MINUTES

- 11.1** Regular Board Meeting – February 23, 2022
- 11.2** EPOC Meeting Minutes – March 9, 2022
- 11.3** Special Board Meeting Minutes – March 16, 2022
- 11.4** Special Committee Meeting Minutes – March 23, 2022

MOVED BY Trustee French 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: "Despite Trustees' request to the Minister of Education and Public Health to extend masking requirements in schools for two weeks following March Break, and initial concerns with how students, families and staff would transition to the lifting of COVID protocols, school communities are adjusting to the changes. We have experienced many changes throughout the pandemic, and Limestone has done so with empathy and kindness.

Students, staff, and visitors are still expected to screen daily for COVID symptoms and stay home if they are ill. And, as per Public Health guidance, vaccination remains the best defence against COVID-19.

Students and staff may choose to continue to wear masks at times, or consistently for the remainder of the school year. The Ministry has made it clear that masks will be available for students and staff for the balance of this school year. It's important to support every student's (and family's) decision around masking.

Respecting others' decisions and modeling empathy will help create environments in which all students feel safe.

I think there is a feeling that we are returning to what feels like a more normal existence. The lifting of restrictions has meant that Limestone was able to move forward with the KASSAA finals for basketball, volleyball and hockey this week. Our sincere thanks to all those involved

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with organizing these finals and to our partner St. Lawrence College for hosting the basketball and volleyball finals. Being able to welcome spectators back, has been welcomed by the communities we serve. Congratulations to all finalists, and much appreciation to the volunteers who worked so hard to make this happen. A welcome return to some normal activities, and school spirit has been on full display.

On behalf of all Trustees, I would like to thank those who participated in the Board's Budget Survey. The information will assist the Board throughout the budget process, which we begin in earnest next month.

The new distribution for trustee representation in the City of Kingston was accepted by the Board tonight as part of the Minutes from the Special EPOC Meeting held March 23rd.

The changes mean an equalization of the electoral population across City districts and creating new groupings of schools to ensure every Trustee represents a high school. This updated distribution with the new areas will be used for the upcoming municipal election October 24. The first day to file a nomination paper for School Board Trustees, the offices of Mayor, and Councillors is Monday, May 2, 2022. The Limestone website will be updated shortly with information to support interested candidates.

And finally, as we await the arrival of spring, and warmer temperatures, I hope students, families, and staff gain much needed energy and optimism as we round the corner to the final months of this school year.

And that concludes my report."

12.2 Director's Update

Director Burra stated: "Good evening, Trustees and the viewing public. As the viewing public will notice, we have continued to make significant changes to the Boardroom at Limestone. Given the requirement to continue to stream board meetings moving into the future, these changes are being made to improve the sound and visual quality of the experience. In addition, the technical improvements will improve our ability to provide quality, virtual or hybrid, professional learning for staff for years to come. With the adoption of new systems, there are occasional growing pains. As staff become more comfortable and experienced with the new equipment and software, technical issues or concerns should subside.

Given we have met on a weekly basis for several weeks, the agenda this evening includes fewer reports, but several additional minutes from recent meetings. This evening trustees will hear more about the Ontario e-learning consortium, current initiatives in Indigenous Education, and

obviously there are several motions on the agenda for discussion and decision.

While COVID-19 continues to impact schools and the world around us, in-person learning and a range of student activities have successfully continued across Limestone. Planning for 2022-2023 continues and there are lots of examples of great learning occurring in schools on a daily basis. I would highlight for trustees that later in April, thanks to the Limestone Learning Foundation, Limestone is hosting two Indigenous speakers to engage virtually with students in the system. On April 25, Sheila Watt-Cloutier will be speaking with students in Grades 7-12 focusing on climate change; and on April 28 David Robertson will be speaking with students in Grades 5-8 about his book *Barren Grounds*, as part of the Limestone Learning Foundation's Books are Back initiative.

With the provincial direction regarding the easing and removal of some COVID restrictions or protections starting last week, we continue to see change impacting the communities we serve and Limestone schools. As Trustees know, the lifting of restrictions or protections came into effect on March 21 and was met with a range of reactions from students, families, and staff. As we know any form of change can create challenges and we will continue to monitor the impact across Limestone schools. Thus far, we have not seen significant changes in student and staff attendance. However, we have seen a small uptick in student and staff absences in the past couple of school days, but no school to date has hit a 30% threshold of student absences based on illness. That being said, we did contact Public Health today due to staff absences in one building. This is the first time we have needed to follow up with Public Health regarding absences. At the system level, of the 5 days with the highest number of staff absences in the 8 days prior to the break and 8 days since (16 days total), 3 of the days have been after the break, and 2 were before the break. I would also note from a historical perspective, we did see a couple of similar staff absence numbers in 2019 and 2021 in the two weeks post-March Break. Staffing challenges due to absences have not hit levels we saw prior to the December break, and even at the best of times there is an ebb and flow to staff absences over a week, month, or year. We do continue to see staffing pressures in schools on a regular basis, but thus far we have not seen a dramatic change since the March Break and this has been an issue throughout this school year. Regarding masking, we have seen many examples of students and staff accepting the personal choices of others related to masking. Given we have only had 8 school days since the provincial changes, we will continue to monitor attendance levels and continue to work with KFL&A Public Health as needed.

As the Chair noted, full extracurriculars have resumed in schools and it has been wonderful to see the return of spectators and a revitalization of school spirit related to these activities. I can

say personally that I have enjoyed the chance to start seeing my children engage in these activities live after the pause of the past two years. There was a sizeable crowd at St. Lawrence College last night watching the basketball finals, just as I am sure there is a good crowd this evening watching the volleyball finals. The changes to public health measures also allow schools to plan for more regular activities in the spring, including in-person graduations.

I think it is fair to say that we need to continue to be mindful of things that we took for granted prior to the pandemic and why so many young people have embraced this return to more normal circumstances. I think it is also important for us to be mindful of changes and innovations that took place during the pandemic that we want to see endure into the future. Limestone is a learning organization and we must all continue to assess and reflect on the critical work we do to support children and youth in the communities we serve.

That concludes my report.”

13. REPORTS

13.1 OPSBA Report – Trustee French

Trustee French advised that the Board of Directors meet on Friday, February 25 and Saturday, February 26, 2022.

Trustee French noted there were a number of professional development presentations but highlighted the work that has been done through the Public Council of Ontario Directors of Education (PCODE) on the study of diversity in senior school board leadership. A study was done and a survey on racial gender diversity was completed. The results of that were shared related to racialized leaders and cultural minorities in our leader group. Essentially the strategies coming out of that are very similar to what we are looking at in school boards in the next election: encouraging strategies to reduce barriers for candidates in leadership roles based on cultural diversity or any kind of gender or racial considerations; consider board demographic data in succession planning; and how determining leaders can reflect their communities’ demographics.

The professional development session for Trustees was around Equity, Diversity and Inclusion, and this is further to the audit that was done of OPSBA. The new OPSBA Associate Director, who is supporting EDI and Indigeneity efforts, provided some education for Trustees, with two important statements: ‘equity work is not an event, it is a process,’ and ‘fearlessly interrogating privileged and power imbalances.’

Trustee French advised that there was an Ontario eLearning Consortium Presentation.

Trustee French stated that a report on *Perceptions of Online Learning During COVID-19* was released, and Trustee French included the link for Trustees and encourages all Trustees to review it.

Trustee French advised that the new Student Trustee Handbook was complete and is now available online and was developed through the OPSBA and the OSTA-AECO Liaison Committee to really help Boards improve student voice in their school boards. There is still variation across the province in how Student Trustees are supported and involved in decision-making and governance practices.

The final report for Project Compass was presented and resulted in two recommendations, that were carried. One, that the final recommendations of Project Compass were accepted, as well as a communications review. She noted that was an important piece of the work relative to how OPSBA engages in communication across the province. Two new policies came out of that review as well. There was a policy framework that was approved so there will be consistent approach to that, and a new policy on strategic planning, implementing, and monitoring.

The OPSBA Annual Priorities were updated and the five priorities, which align with previous work are:

- o Transitioning from the COVID-19 School Experience
- o OPSBA Governance Review (Project Compass)
- o Equity, Diversity, and Inclusion
- o Labour Relations
- o Elections and Advocacy

Trustee French was able to deliver the CSBA Report:

- o There has been some financial support from each of the provincial associations including OPSBA in some of the anti-racism work at CSBA.
- o Congress will proceed in July 2022 in-person, with a hybrid option.
- o CSBA has hired an Indigenous Lead to advance the work.

The Federal Advocacy event is happening, including OPSBA in Ottawa in May 2022.

April 9, there are Regional Meetings, and Trustee French hopes Trustees can attend. April 29 and 30 is the next Board of Directors Meeting and June 9 is the Annual General Meeting, at which time Trustee McGregor will take on this role.

13.2 Student Trustees' Report

Student Trustee Duncan provided the Student Trustees' Report. The following items were highlighted:

- Congratulations to the new LDSB Student Trustees.
- March 29 was the Interschool Council meeting. Trustee Johnson chaired the meeting, and Trustee Roy took the minutes. There were only a few schools attending the meeting, however, this could have been for many reasons.
- The meeting started with introductions followed by a round-up of Trustee Roy's Water For Awareness Fundraiser. We are extremely grateful for the money that was raised by the schools in the LDSB.
- Trustee Johnson also gave a round-up of Youth Homelessness Awareness Week, it has been postponed for now until the end of April, this allows Student Trustees to discuss and plan with Interschool Council.
- Trustee Roy also gave an update on Changing The Flow, it was voted on and it was felt that no progress was being made and Interschool Council will just focus on Youth Homelessness.
- Trustee Johnson has also introduced a potential partnership with UNICEF Queen's. More information will be provided to the Board.

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

13.3 Reports for Action – None at this time.

13.4 Reports for Information

13.4.1 Indigenous Education

Superintendent Gillam advised Trustees that initiatives related to Indigenous Education are reported to Trustees through the Strategic Plan twice per year, and at different times throughout the term of the Board. In the fall of 2021, the Indigenous Education Advisory Council (IEAC) met to review the Board Action Plan (BAP). Indigenous representatives and community agency partners worked together alongside the Indigenous Team to review last

year's BAP and create this year's BAP based on past successes, but also identifying ongoing and new needs with respect to supporting Indigenous students and their families. The four areas mandated in the BAP include: (1) Supporting Students; (2) Supporting Educators; (3) Engagement and Awareness; and (4) Using Data to Support Student Achievement. Input from this day was instrumental in creating this year's BAP, which was shared again with IEAC in the winter of 2022. BAP provides the roadmap for staff support and resources for supporting Indigenous students in the four categories as defined.

Superintendent Gillam outlined the three main funding sources from the Ministry of Education that support Indigenous Education, as noted in the report.

Superintendent Gillam highlighted a few of the initiatives and professional development enacted this year, and despite COVID, which were very successful:

- Beyond Orange Shirt Day Programming.
- Indigenous Knowledge Keepers/Community Member Support and Indigenous Team referrals.
- Language Instruction.

Student Trustee Roy provided Trustees with an update on the class initiatives that she has been involved in.

Superintendent Gillam provided a sampling of some of the language instruction and initiatives across the district:

- March 31 is National Indigenous Languages Day
- Anishinaoemowin, Algonquin and Kanyen'keha initiatives continue to be explored in Limestone District School Board.
- Virtual, in-person and experiential language learning opportunities.
- Collaboration with local Indigenous language organizations.
- Ministry projects.
- Exploration of resources and lang-based programming.
- Continued engagement with community members and community partners to build and implement more opportunities for students.

Superintendent Gillam noted that some long term goals include the addition of Indigenous Support workers, more elementary support for junior and intermediate engagement concerns,

revamping the self-identification form, and increased student leadership/mentorship opportunities for secondary students. He also noted that a sub-group from the Indigenous Education Advisory Council continues to work on draft Terms of Reference to transition the council into a formal board committee. The IEAC also continues to work on Indigenous supports in SHSM certifications and programs.

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

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

15.1 Trustee Godkin read his first motion he brought forward at the February 23, 2022 Regular Board Meeting:

‘That LDSB write letters to all municipal governments in our jurisdiction as well as the provincial and federal ministries and departments responsible for housing and homelessness to request immediate action to tackle the unprecedented increases in the costs of real estate as it relates to housing and the cost of rental units which is and will increase child and student poverty and increases student homelessness. The added stress on families has a direct effect on our students and ultimately impact on their education.’

Chair Ruttan called for a seconder and Trustee Hutcheon seconded the motion.

It was questioned if the second part of the motion could be submitted to the OPSBA AGM Policy Resolutions, and would this be considered a friendly amendment?

Trustee Godkin liked the concept of this going through the representative on OPSBA to be submitted as a policy resolution, however, he felt there is an immediate need to write a letter to the various governments, and as another step, could ask our OPSBA representative to formulate a policy to move forward. He does not see this as a friendly amendment, as there is the urgent need to do something now by getting the letter out.

Director Burra clarified that perhaps these motions should be treated as two separate motions

to allow both things to potentially happen and would allow for a potential amendment to the second part without jeopardizing the first part. Trustee Godkin agreed.

Chair Ruttan asked Trustee to expand on the word “tackle.”

Trustee Godkin modified his motion to remove the word “tackle” and replace with “to outline our concerns.”

Chair Ruttan called the question.

MOTION MOVED BY Trustee Godkin and seconded by Trustee Hutcheon That LDSB write letters to all municipal governments in our jurisdiction as well as the provincial and federal ministries and departments responsible for housing and homelessness to request immediate action to outline our concerns to the unprecedented increases in the costs of real estate as it relates to housing and the cost of rental units which is and will increase child and student poverty and increases student homelessness. The added stress on families has a direct effect on our students and ultimately impact on their education. Carried.

Trustee Godkin read his second motion:

“That the Board through its representatives on OPSBA reach out to its member boards to seek support in having all levels of government address the housing crisis and its effects on children and our students.”

Chair Ruttan asked for a seconder for this motion. Trustee Hutcheon seconded the motion.

A friendly amendment, approved by Trustees Godkin and Hutcheon, was brought forward, that the motion be reworded to:

‘That the Board submit a policy resolution to OPSBA, no later than April 13, 2022, to seek support in having all levels of government address the housing crisis and its effects on children and our students.’

MOTION MOVED BY Trustee Godkin, seconded by Trustee Hutcheon That the Board submit a policy resolution to OPSBA, no later than April 13, 2022, to seek support in

having all levels of government address the housing crisis and its effects on children and our students. Carried.

15.2 Trustee Hutcheon read her motion she brought forward at the February 23, 2022 Regular Board Meeting:

“That the LDSB pursue the appointment of an Indigenous Trustee based on the option through Limestone’s Education Agreement with the Mohawks of the Bay of Quinte.”

Chair Ruttan called for a seconder. Trustee Elliott seconded the motion.

There was concern raised and a question as to whether or not the IEAC or the Mohawks of the Bay of Quinte have been asked if they would be interested in this. It was felt that consultation would be necessary prior to putting this motion to vote. When questioned, Director Burra did clarify that in the spring of 2019 IEAC was aware that Trustees were considering an Indigenous Trustee but there has been no further consultation since that time.

MOTION MOVED BY Trustee French and seconded by Trustee McGregor that this motion be deferred until the Board Meeting of May 18, 2022, to allow consultation with IEAC and the Mohawks of the Bay of Quinte is completed.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee French, Trustee Gingrich, Trustee McGregor, Trustee Ruttan, and Student Trustee Roy (6)

NAYS: Trustee Elliott, Trustee Godkin, Trustee Hutcheon and Trustee Morning (4)

ABSENT: Student Trustee Duncan and Student Trustee Johnson (2)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee French, Trustee Gingrich, Trustee McGregor and Trustee Ruttan, (5)

NAYS: Trustee Elliott, Trustee Godkin, Trustee Hutcheon and Trustee Morning (4)

The motion carried.

16. CORRESPONDENCE

1.61 Correspondence to Premier Doug Ford, Minister of Health Christine Elliott, Minister of Education Stephen Lecce, Dr. Kieran Moore, Chief Medical Officer of Health and Dr. Piotr Oglaza, Medical Officer of Health re: Lifting of Masking Requirements in Schools, dated March 17, 2022, for information.

16.2 Correspondence from Dr. Piotr Oglaza to the Board of Trustees re Extension of Masking dated March 17, 2022, for information.

16.3 Correspondence from Dr. Kieran Moore to the Board of Trustees re Extension of Masking dated March 18, 2022, for information.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

The following committee meeting minutes were provided for information:

19.1 ESAC Meeting Minutes – October 12, 2022

19.2 PIC Meeting Minutes – November 18, 2022

19.3 SEAC Meeting Minutes – January 19, 2022

19.4 SEAC Meeting Minutes – February 16, 2022

20. FUTURE BOARD MEETING SCHEDULE

April 27, 2022

May 18, 2022

June 15, 2022

21. ADJOURNMENT

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

The meeting adjourned at 8:51 p.m.

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – APRIL 13, 2022

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) T. Duncan (Student Trustee) S. Johnson (Student Trustee) (Regrets) B. Roy (Student Trustee)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education J. Silver, Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
Y. Abdulkareem, Equity and Human Rights Officer A. Barrows, Equity Teacher Consultant R. McDonald, Equity Teacher Consultant	W. Moore, Executive Assistant to the Director and Trustee Liaison

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

1. Call to Order

Chair Gingrich called the meeting to order.

2. Adoption of Agenda

Trustee Hutcheon requested a motion be added to the agenda, under New Business:

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

Chair Gingrich advised a two-thirds vote would be required to place this on the agenda.

Roll Call Vote:

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee Morning, Student Trustee Duncan and Student Trustee Roy (7)

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

ABSENT: Student Trustee Johnson (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee Godkin, Trustee Hutcheon and Trustee Morning (5)

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

The motion was lost.

Trustee Godkin requested that Trustees have the opportunity to discuss, with no motion, and not expecting any information from our Director, the current impact of COVID in our schools and communities in Eastern Ontario, and be added to the agenda under New Business. In response to a question, Trustee Godkin clarified that he would like each Trustee to have the opportunity to make a statement about the current COVID situation in our community.

Chair Gingrich noted that again, a two-thirds vote would be required to place this on the agenda.

Roll Call Vote:

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee Morning, Trustee Gingrich, Student Trustee Duncan and Student Trustee Roy (8)

NAYS: Trustee French, Trustee McGregor and Trustee Ruttan, and (3)

ABSENT: Student Trustee Johnson (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee Morning and Trustee Gingrich (6)

NAYS: Trustee French, Trustee McGregor and Trustee Ruttan (3)

The motion carried.

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

3. Declaration of Conflict of Interest

Trustee Elliott declared that his wife is an employee of LDSB, and member of ETFO. Trustee Gingrich advised that his daughter is an emergency relief employee of LDSB.

4. Reports for Information

4.1 Expanded Opportunities Report

Associate Superintendent Hedderson stated that the Ministry of Education's Student Success Strategy helps students in Grades 7 to 12 customize their education to their individual strengths, goals, and interests creating different pathways that will ensure smooth transitions to the post-secondary destinations of their choice. These destinations include apprenticeship, college, universities, and the workplace. In Limestone we value all post-secondary destinations and all sectors of employment. While striving to ensure every program pathway leads students to a rewarding career of choice, while also ensuring they become valued and contributing members of our community. Building a successful pathway through school requires planning, and is a cooperative effort involving students, families, teachers, guidance counsellors, and administrators.

In Limestone the following program options are included for credit under the Expanded Opportunities umbrella as part of secondary program:

- Cooperative Education
- Dual Credit
 - School Within a College
 - WITTS (Women in Trades)
- Specialist High Skills Major programs (SHSM)
- Ontario Youth Apprenticeship Program (OYAP)

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Associate Superintendent Hedderson provided an update to Trustees on each of the program options. He noted that staff will continue to seek opportunities to enhance programming under the current expanded opportunities umbrella and will continue to promote expanded opportunities to students and families and share information about the skilled trades, SHSM programming and early, flexible, pathway planning. Additional information will be shared regarding Specialist High Skills Major (SHSM) programs and the Ontario Youth Apprenticeship Program (OYAP) in the form of a presentation at the April 27, 2022 Board Meeting.

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

4.2 Equity Action Plan 2020-2023

Superintendent McDonnell introduced the Equity Team, Rae McDonald, an Equity Teacher Consultant, focused on Kindergarten to Grade 8 age range and Andrea Barrow, Equity Teacher Consultants that works within the Grades 7 – 12 age range. They work very collaboratively together in a variety of areas related to Equity. Andrea Barrow began her central position in February 2022. Also in attendance is Yusuf Abdulkareem, the new Equity and Human Rights Officer, who began his position in November 2021. Talya McKenna, Human Resources Lead and Superintendent Susan McWilliams are also present.

Superintendent McDonnell advised that back in November 2020, Trustees received the draft LDSB Equity Action Plan that was drafted based on input from Trustees, data collected from a variety of sources from within the community and within the system and based on the Ontario Equity Action Plan 2017. This draft plan was shared with Trustees for review, and at that meeting it was identified that next steps would include meeting with students, staff and community for their feedback around the draft plan. In spring of 2021, consultation occurred with a variety of stakeholders under the direction of now retired Superintendent Michele Babcock.

Superintendent McDonnell reinforced that the work that is highlighted in the Equity Action Plan is all very important work. As areas of focus are addressed in the system, new areas of focus are added and much of what is new in the plan presented tonight, is in response to new barriers that have been identified and require dismantling. She noted that since Trustees have received this report, there have been a number of new additions and the Equity Team will share these in a version three very shortly.

Superintendent McDonnell acknowledged that in some areas of the Plan it has been very difficult to engage in the work due to the pandemic, particularly the work around Professional Learning. It has not been possible over the past year and a bit to release teachers and other staff members during the work day, and this has been a barrier to focusing on some pieces.

The Equity Team shared areas of focus that they have been working diligently on within Limestone and within the community.

Yusuf Abdulkareem advised that the Community Equity Advisory Committee has been developed to support LDSB in determining strategies for systemic implementation of the Equity Action Plan and in identifying and eliminating barriers to an equitable and inclusive environment. Draft terms of reference have been developed and are currently under review. He reviewed some of the highlights in the terms of reference.

Talya McKenna advised Trustees in order to get a better understanding of the current composition of our workforce with a goal of creating a more inclusive, representative staff, at all levels across the organization, that mirrors equity, the Workforce Census and Belonging Survey will be launched. This survey will be available to all employees of Limestone between April 29 and June 10, 2022.

Superintendent McWilliams highlighted the partnership between the board and KEYS in the context of the development of the Workforce Census and Belonging Survey. Working in partnership with our various organizations in the community it is important to advance the work in creating inclusive and equitable workplaces. The opportunity to engage with KEYS through their Inclusive Charter was an important step for Limestone. The importance of Limestone signing the charter allowed Limestone to work with experts in the field and individuals with lived experiences are able to support the work that we are trying to advance. As signatories on the charter, we have had access to a number of supports from their inclusive coaching team.

Andrea Barrow advised Trustees that in order to build staff capacity on human rights and equity, there are a variety of professional learning opportunities that have been available to support staff in their journey. A few include the Allyship Workshop in collaboration with OSSTF in April; virtual school assemblies for schools to attend on Inclusivity; creation of lessons for Civics classes on anti-Black racism and 2SLGBTQ+; “Be the Change” lessons for Grades 5 and 6.

Rae McDonald provided an update to Trustees on the three Staff Affinity Networks that have been established to ensure that input is received from multiple stakeholders on all organizational levels to

help prioritize and guide equity, anti-oppression, and Human Rights work throughout the system. These include a Black, Indigenous and Racialized staff network, a 2SLGBTQ+ staff network and a staff living with disabilities network. The Affinity Networks have been consulted and have provided feedback on the Workforce Census and Belonging Survey and will continue to be consulted on future equity initiatives/actions.

Superintendent McDonnell advised that the Umoja Black Advisory Committee is a collaboration between Family and Children's Services of Frontenac Lennox and Addington (FACSFLA) and the Limestone District School Board. Its purpose is to improve supports and services for families from the Black community who interact with the LDSB, FACSFLA and other organizations within the KFL&A community.

Trustee Brown, who sits on the Committee provided a personal perspective, advising that 'Umoja' is a Swahili word, meaning unity. Truly this group has unified many in the Black community. More than a few of those who attended have commented how amazing it is to have so many Black people together here in this Kingston community; it gives a certain warm feeling. Trustee Brown indicated that the group has been meeting monthly and have set up a modus operandi. The group will continue to meet monthly and have a focus at each meeting.

Superintendent McDonnell advised that in terms of next steps LDSB will be collecting, analyzing, and sharing data with Trustees, staff and the broader school communities to demonstrate progress toward the goals. Outcomes will be shared with Trustees at the start of each school year on an annual basis.

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

5. Reports for Action

5.1 Housekeeping Policy Updates

Director Burra advised Trustees there are two updates to the bylaws and/or policies. The first stems from revisions to the Municipal Elections Act, adjusting the start of the term of School Board Trustees from December 1 to November 15. Subsequently, a change in date is required for the Inaugural and annual meeting to reflect this provincial change in legislation. This impacts Article IV in the Bylaws, and Policy 11 (Board Committees). Given this is a legislative change, this is an automatic amendment under Article VIII of the Bylaws and is provided to Trustees for information.

The second change is based on the approval of the LDSB Bylaws, and the Agenda Setting Committee, Trustee Selection Committee, and Nomination Committee have now been added to the list of Standing Committees outlined in Policy 11 – Board Committees.

MOTION MOVED BY Trustee French that the policy changes outlined in the report be approved. Carried

6. Unfinished Business

None at this time.

7. New Business

7.1 OPSBA Policy Resolution Submission

Trustee Godkin advised Trustees that the OPSBA Policy Resolution has been revised from the agenda package and Trustees are asked to consider the shortened, revised submission as follows:

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

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

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

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

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

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

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

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

A friendly amendment was brought forward to change: “And be it resolved that OPSBA advocate for increased funding from all levels of government to ensure affordable housing and housing security...” to “And be it resolved that OPSBA advocate for strategies by all levels of government to ensure affordable housing and housing security...” Trustee Godkin agreed with the friendly amendment.

MOTION MOVED BY Trustee Godkin that Trustees approve the revised OPSBA Policy Resolution Submission, as follows, which will be submitted by end of day April 13, 2022:

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

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

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

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

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

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

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

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

Chair Gingrich advised that after adjournment of the EPOC meeting, Trustees would vote with a two-thirds majority to convene a Special Meeting of the Board, immediately, to approve the policy resolution.

7.2 Trustees' Opportunity to Provide a Statement on COVID

Trustees who wished to do so, provided a personal statement on the current impact of COVID-19 in LDSB schools and communities in Eastern Ontario, and in particular, the current COVID-19 situation in the broader community.

It was noted that on the KFL&A Public Health website there is a joint message from the South East Region's Hospital Chiefs of Staff and Medical Officers of Health, which was released today, addressing increased transmission of COVID-19 and how individuals can protect themselves and others. Trustees may wish to view this messaging.

Director Burra provided Trustees with a bit of an analysis on some of the information brought forward, and in particular with regards to absences and bus cancellations. He also advised Trustees, with respect to what was articulated earlier around the enforcement of masking, and that there are some challenges around legal and human resources on the ground to do that. He noted that if there was any notion of going in that direction, Trustees would be advised to have a more in-depth legal consultation to better understand all implications.

8. Correspondence

None at this time.

9. Next Meeting Date

June 1, 2022

10. Adjournment

Moved by Trustee French that the meeting adjourn. Carried.

The meeting adjourned at 7:57 p.m.



SPECIAL BOARD MEETING MINUTES – APRIL 13, 202

PUBLIC MEETING

Roll call:

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

1. Call to Order

MOTION MOVED BY: Trustee Elliott and seconded by Trustee McGregor that the Special Meeting of the Board come to order. Carried.

Chair Ruttan welcomed everyone to the Special Board Meeting of the Limestone District School Board of Trustees, which has been called to address an OPSBA Policy Resolution submission which is time sensitive and must be submitted this evening. As such, no standing reports or other agenda items are included this evening.

2. Declaration of Conflict of Interest

No conflict of interest for this meeting was declared.

3. Action Item

3.1 OPSBA Policy Resolution Submission

Trustee Godkin thanked Trustees for supporting this process and the draft policy resolution submission was read.

Rationale:

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

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

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

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

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

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

Resolution:

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

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

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succeed.”

MOTION MOVED BY: Trustee Godkin and seconded by Trustee Hutcheon that Trustees of the Limestone District School Board approve the draft OPSBA Policy Resolution Submission, as presented, and forward to OPSBA for their annual general meeting for consideration. Carried.

4. **ADJOURNMENT**

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

The meeting adjourned at 8:05 p.m.



ADMINISTRATIVE REPORT: RENAMING OF ÉCOLE KINGSTON EAST ELEMENTARY SCHOOL

REGULAR BOARD MEETING

April 27, 2022

Purpose

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

Background

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

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

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

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

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

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

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



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

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

Current Status

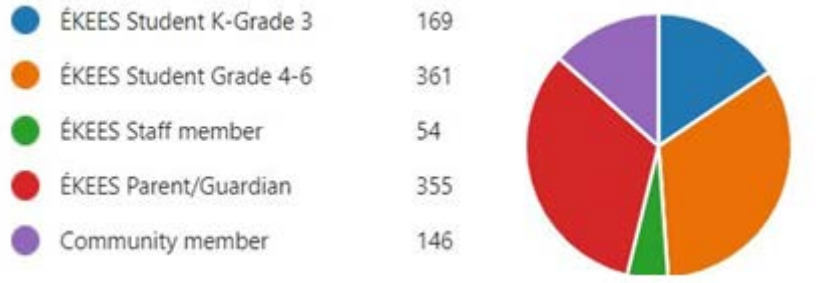
The Renaming Committee, as guided by Administrative Procedure 552, is required to provide the Board of Trustees with three to five name suggestions for consideration, along with rationale and indication of the level of support for the short-listed names.

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

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

Final Online Survey Submission Results:

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



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

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

Recommendations

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

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

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

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

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

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

That as Trustees review the names and rationale, they are guided by the additional criteria developed by the Renaming Committee as well as the Board's Administrative Procedure 552,

That the Board of Trustees join the Renaming Committee for a short tour of the school, and a walk on the land on Monday May 16, at 5 p.m. before Trustees begin any discussion to select a new name. The walk on the land would be voluntary and the intent is to provide Trustees with an opportunity to see where students and staff learn, and experience the connection to the land,

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

That the Board of Trustees send a letter of appreciation to the members of the Renaming Committee thanking them for their leadership through this process.

Prepared by: Alison McDonnell, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: INTERIM REPORTING QTR 2 2021-2022

REGULAR BOARD MEETING

April 27, 2022

Purpose

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

Background

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

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

As at Quarter 2, \$133,332,076 of the \$273,423,893 operating budget or 49% has been spent. The expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period. *(See Appendix 1 for more information.)*

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

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

Recommendations

That this report be received for information purposes.

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

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

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



ADMINISTRATIVE REPORT: STUDENT TRUSTEE ELECTIONS 2022-2023

REGULAR BOARD MEETING

April 27, 2022

Purpose

To provide Trustees with an update on Student Trustee elections for the 2022-2023 school year.

Background

The Limestone District School Board has established three positions for Student Trustees to provide for the interests of students within its school system. One Student Trustee is elected to represent urban schools, one Student Trustee is elected to represent rural schools, and one Student Trustee is elected to represent Indigenous students to ensure accurate representation for students, not only in all secondary schools but also in their families of schools in the board. Students enrolled in the Secondary Virtual School (SVS) are eligible to participate in the elections, and would represent the position (Rural or Urban) according to their home school. Candidacy is open not only to the highest two ranking officials of the respective school's Student Council, but to any senior student in Grade 10 or 11 and returning Grade 12 students.

Student Trustees participate in voting with the elected Board of Trustees however, their votes are non-binding. Student representation on the Board is further outlined in Board Policy 9: Student Trustees.

Elections for the position of Student Trustees typically occur in the spring preceding the next school year. The Student Trustees may occupy the position for a one-year term only unless they are subsequently re-elected during regular Student Trustee elections.

Election Process/Results

Due to the COVID-19 pandemic, similar to elections for the 2021-2023 school year, Student Trustee elections were held virtually. Candidates were required to meet the eligibility criteria for the next academic year and submit a completed application prior to the election. Candidates were required to submit a written or recorded speech not exceeding two minutes, and a written response to platform questions, to present to the incoming and outgoing members of the Inter-School Council who then voted on the positions. The same application process is used for the Indigenous Student Trustee

however, this student is selected by Indigenous Student representatives from each secondary school at a separate meeting. The Indigenous Student Trustee selection is held prior to the Rural/Urban Student Trustee elections to allow the opportunity for Indigenous Student Trustee candidates who not selected for that position to run for a Rural/Urban Student Trustee position.

This year, Limestone saw its largest and most diverse group of students running for Student Trustee. There were nine student candidates in total who ran for one of the three Student Trustee positions.

The Indigenous Student Trustee election was held in February 2022. Julia Kolosov, currently in Grade 11, at Kingston Secondary School was elected by her peers. The Urban/Rural Trustee election was held also held in February 2022. Elayna Jackson, currently in Grade 11, at Granit Ridge Education Centre was elected by her peers for the position of Rural Trustee. Mohammed Elshrief, currently in Grade 12 at Frontenac Secondary School, was elected by his peers for the position of Urban Trustee.

Current Student Trustees will work with the incoming Student Trustees over the next few months to provide mentorship and learning opportunities. Student Trustees are also supported by the LDSB Inter-School Council and Student Trustee Administrator Advisor. The 2022-2023 Student Trustees will begin their role in September 2022.

Recommendations

That this report be received for information

Prepared by: M. Payne and C. Morrow, Admin Advisors, LDSB Inter-School Council & Student Trustees
Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: STRATEGIC PLAN MONITORING REGULAR BOARD MEETING

April 27, 2022

Purpose

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

Background

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

Current Status

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

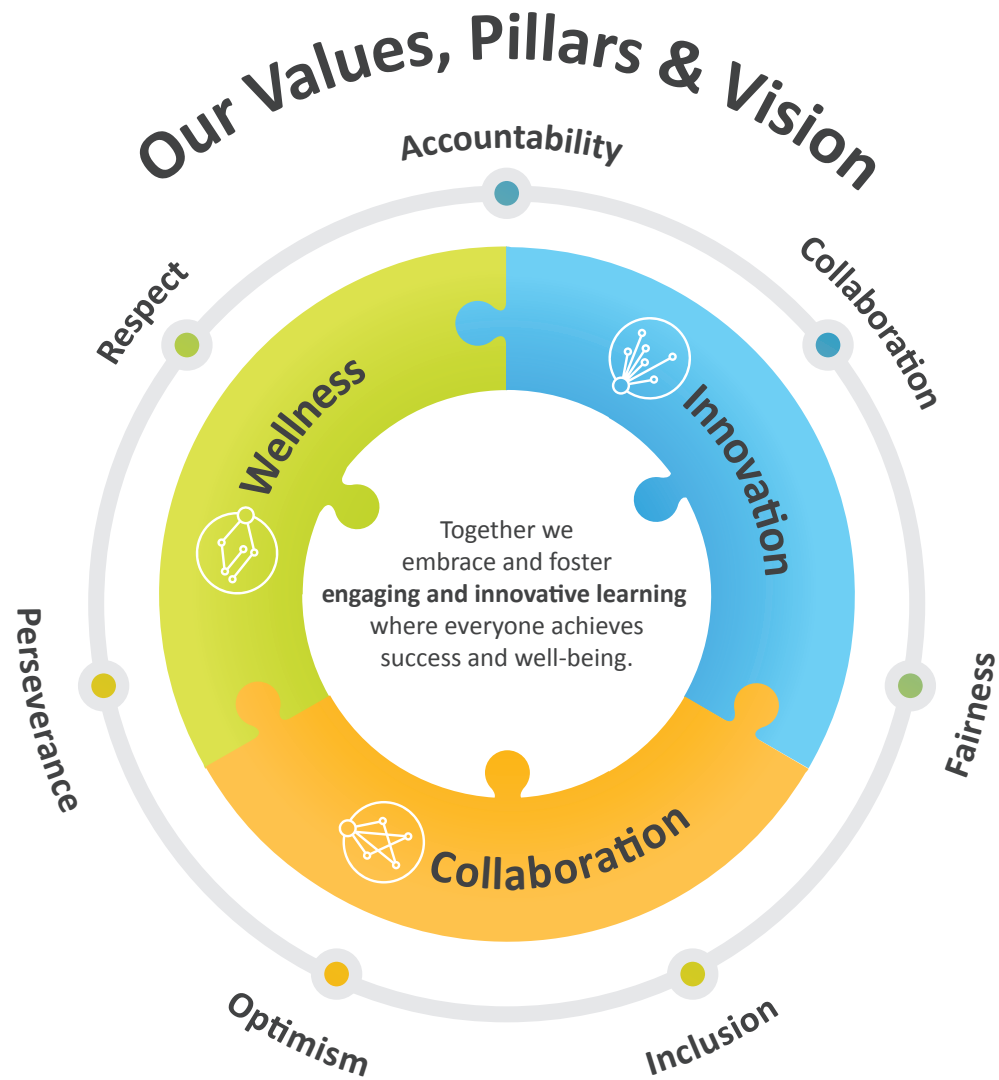
At the Board Meeting on April 27, 2022, Senior Staff will present a monitoring update, focusing on the items that have been assessed as high priorities to focus our work in the coming months and moving into the next school year. These items are assessed using the 'traffic light' system indicating the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

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

Recommendations

That the Board receive the Monitoring Action Plan for information.

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



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

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

RESPONSIBILITY: Associate Superintendent Gollogly and Associate Superintendent Sartor

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

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

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

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

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

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

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



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

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

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

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

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

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

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

RESPONSIBILITY: Superintendent Alison McDonnell

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

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

Action Plan W2.1 Accessibility

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action Plan W3.2 Safe Schools Prevention & Intervention

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

RESPONSIBILITY: Associate Superintendent Patty Gollogly

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

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

Action Plan W3.3 Capital Improvements

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

RESPONSIBILITY: Superintendent Craig Young

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

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

Strategic Action Plan: 2021-2022
Mid-Year Update

Action Plan I1.1 Environmental Sustainability

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

RESPONSIBILITY: Superintendents Alison McDonnell and Craig Young

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

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

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

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

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

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

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

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

RESPONSIBILITY: Superintendent Jessica Silver and Associate Superintendent Stephanie Sartor

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

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

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

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

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

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

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

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

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

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

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

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

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

RESPONSIBILITY: Superintendent Jessica Silver

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

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

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

RESPONSIBILITY: Superintendent Jessica Silver

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

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

Action Plan I2.1 Destreaming

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

RESPONSIBILITY: Superintendent Jessica Silver

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

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

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

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

Action Plan I2.3 Universal Design for Learning

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

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

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

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

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

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




RESPONSIBILITY: Associate Superintendent Steve Hedderson




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

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

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

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




 Status:  On Target  Making Progress  Needs Further Attention





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

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

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

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

Status:  On Target  Making Progress  Needs Further Attention

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



Mid-Year Update

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

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

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

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



Actions	Timelines	Status	Evidence of Success
Improve the device: student ratio Board-wide and remove obsolete equipment to ensure safe, equitable access to technology.	September 2021-August 2022		<p>Continue to provide replacement devices to maintain an adequate device to student ratio so technology remains available to the extent possible to support learning while exploring the costs and benefits of a 1:1 program for Grades 5-12.</p> <p>Update: ITS continues to gather pricing from vendors and feedback from other school boards related to current 1:1 programs to help determine potential viability in LDSB.</p>
Increase educators' access to current technology systems that provide secure data access to carry out a variety of administrative tasks efficiently and build staff capacity.	September 2021-August 2022		<p>Aspen Student Information System was launched last school year. Training opportunities will continue to be provided for staff as required to learn to use the system effectively for secure access to relevant student information, scheduling, and for the reporting of student achievement.</p> <p>Update: Asynchronous learning resources continue to be produced and hosted on the Aspen Support Services site. Synchronous training sessions are offered as required.</p>

Action Plan I3.3 Expanded/Experiential Opportunities

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

Status: On Target Making Progress Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Increase Specialist High Skills Major (SHSM) participation and completion rates.	September 2021 - August 2022	 	<p>LDSB updated its SHSM 3 Year Plan and met with all SHSM sites to explore supports needed to continue to increase completion rate. Several SHSM sector programs at different LDSB schools will apply for additional SHSM Ministry funding to help address areas for program innovation and to help improve completion rates.</p> <p>Update: Applications are underway for new programs and innovation funding.</p> <p>A centralized process for offering virtual certifications across a variety of sectors</p> <p>Update: Applications are underway for new programs and innovation funding.</p>

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

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

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

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

Strategic Action Plan: 2021-2022
Mid-Year Update

Action Plan C1.1 Enrolment Analysis

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

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

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

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

Action Plan C1.2 Communications

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

RESPONSIBILITY: Director Krishna Burra and Associate Superintendent Patty Gollogly

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

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

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

RESPONSIBILITY: Associate Superintendent Patty Gollogly

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

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

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

RESPONSIBILITY: Superintendent Scot Gillam

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

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

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

RESPONSIBILITY: Superintendent Scot Gillam

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

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

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

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

RESPONSIBILITY: Superintendent Scot Gillam

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

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

Strategic Action Plan: 2021-2022

Mid-Year Update

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

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

RESPONSIBILITY: Superintendent Scot Gillam

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

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

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

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

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

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

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

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

RESPONSIBILITY: Superintendent Alison McDonnell

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

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

Action Plan C3.2 Labour Relations

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

RESPONSIBILITY: Superintendent Susan McWilliams

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

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

Strategic Action Plan: 2021-2022
Mid-Year Update

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

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

RESPONSIBILITY: Superintendent Susan McWilliams

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

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

Action Plan C3.3 Human Resources Process Enhancements

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

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

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

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

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

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

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

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



ADMINISTRATIVE REPORT: COVID-19 UPDATE

REGULAR BOARD MEETING

April 27, 2022

Purpose

To apprise Trustees of absence trends across the district due to COVID-19.

Background

As the landscape of COVID-19 evolves, the absence rates in our system continue to fluctuate. This report will highlight the trends in both student and staff absences between February 14, 2022, and April 20, 2022. A verbal update will be provided at the meeting for absences between April 21 and April 27.

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, and student activities. It should be noted that long-term absences also impact statistics.

Since mid- February 2022, we have had on average 395 daily absences, with the largest number of absences following the March break, but not exclusively since the break. As of the week of April 11, absences began to plateau and decrease on a daily basis. For the week of April 19, absences mostly continue to trend down. The five-day forecast from April 22, 2022, shows a continuing decline in absences. However, absences will increase based on morning-of absences that are not yet entered.

Comparatively speaking, looking at the same period last year, we had fewer absences (on average 340/day). The KFL&A region was one of the leaders in low community spread at this time, whereas since December 2021, COVID indicators in our region have been relatively higher.

Overall, looking at elementary and secondary teachers, educational assistants and early childhood educators specifically, absences have been higher during the pandemic. However, this could be for a range of reasons beyond COVID illness. Overall, trends are improving and we have not had to resort to closing or pivoting classrooms or schools to date. In addition, our overall ability to fill positions on a daily basis is another factor that exerts pressure on the system.

Student Absences due to COVID Related Reasons:

Since the start of January, schools have been required to report student absences to the Ministry of Education on a daily basis and connect with local public health units if absences cross a 30% threshold due to COVID-related reasons. Up to April 21, Limestone has sent KFL&A Public Health letters to six school communities. All six letters have been sent since March Break.

Given we continue to work closely with KFL&A Public Health in monitoring student absences due to COVID-related reasons, LDSB has created a COVID-19 Related Absence Reporting Dashboard to support our school communities with information about student COVID-19 related absences within our schools. In recent weeks, this data is what we have been monitoring and we will be making the information publicly available on our website.

The information presented in this dashboard is provided on a voluntary basis by parents or guardians when reporting their child's absence from school due to a COVID-19 related reason. The dashboard only includes COVID-19 related absences 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. We are sharing school level information because collecting and sharing voluntarily provided test results at the classroom level is problematic for two reasons:

1. This would require us to store and share private, personal medical information.
2. Very limited PCR testing is occurring and based on reports of public health officials and medical practitioners, Rapid Antigen Test (RAT) results have become less reliable as a gauge of positive or contagious cases, even if the person is symptomatic. In other words, when a person develops symptoms does not always align with when they may test positive on a RAT.

Providing school level data based on COVID related absences may provide greater insight into COVID activity in a school community because it encompasses testing and symptoms, while also mitigating privacy concerns.

It should be noted that the data we are sharing is based on voluntarily provided information from students and/or families through our regular attendance reporting. This data should not

be confused with the PCR testing and reporting that was being led by KFL&A Public Health from September to December 2021. Currently we are seeing a downward trend across the district in COVID related absences. From February 14 to March 11, daily student absences for COVID related reasons ranged from a high of 853 on February 24 to a low of 368 on March 7. From March 21 to April 1, student absences due to COVID related reasons ranged from a low of 323 on March 21 to a high of 759 on April 1. Since April 4, Limestone's COVID-related absences peaked on April 8 with 1030 students absent due to COVID-19 related reasons. We are currently experiencing a sharp downward trend with between 550-600 students absent for COVID related reasons each day thus far this week (week of April 19-22).

Tri-Board Transportation:

Tri-board transportation continues to experience run cancellations due to driver shortages. These shortages are caused by Covid as well as a general shortage of labour across the entire service sector. We acknowledge the difficulties that this causes for parents and students alike. These cancellations are currently running around 2% of runs per day. Replacement driver shortages are common across the province and Tri-board is not unique to this struggle. In an effort to reduce the impact to our community, Tri-board has engaged in an advertising campaign to assist the operators in hiring replacement drivers. As these drivers complete their training, and are put in rotation, we expect the frequency of cancellations to diminish.

Recommendations

That this report be received for information purposes.

Prepared by: Susan McWilliams, Superintendent of Human Resources
Craig Young, Superintendent of Business
Patty Gollogly, Associate Superintendent
Reviewed by: Krishna Burra, Director of Education

5 April 2022

Minister Steve Clark
Ontario Ministry of Municipal Affairs and Housing

Via email: steve.clark@pc.ola.org

Minister Ahmed Hussen
Minister of Housing and Inclusion and Diversity of Canada

Via email: ahmed.hussen@parl.gc.ca

Mayor Bryan Paterson
City of Kingston

Via email: mayor@cityofkingston.ca

Mayor Marg Isbester
Town of Greater Napanee

Via email: mayorisbester@greaternapanee.com

Mayor Ric Bresee
Loyalist Township

Via email: rbresee@loyalist.ca

Reeve Eric Smith
Township of Stone Mills

Via email: esmith@stonemills.com

Mayor Frances Smith
Township of Central Frontenac

Via email: mayor_smith@centralfrontenac.com

Mayor Ron Higgins
Township of North Frontenac

Via email: mayorhiggins@outlook.com

Mayor Ron Vandewal
Township of South Frontenac

Via email: rvandewal@southfrontenac.net

Reeve Henry Hogg
Township of Addington Highlands

Via email: henryh@sympatico.ca

Dear Partners in Education:

As a school board, Limestone DSB frequently sees the impact of housing security on children, youth, and families in schools. We have also seen the uneven consequences of the current pandemic on different children, youth, and families within our school communities. The economic dislocation caused by the pandemic, combined with the unprecedented increases in the cost of housing and rental units, have created a crisis in many of the communities we serve. The lack of affordable housing is becoming a significant barrier in ensuring the success and well-being of an increasing number of children and youth we serve.

The additional burdens of increases to the cost of living and stagnant wages have created significant challenges and increased child/student poverty, homelessness, and housing fragility for some families. As a result of this current crisis, we request the immediate action of all levels of government to address housing security to help ensure children and



**We're Putting
Wellness First**



**We're Turning
Innovation into Action**



**We're Committed
to Collaboration**

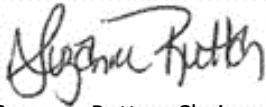
Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.
Suzanne Ruttan (Chair) | Krishna Burra (Director of Education and Secretary) | Craig Young (Treasurer)

youth have the necessary conditions in place to support their wellness outside of school and help support their success learning -- in school.

Ensuring the success and health of children, youth, and families is a shared responsibility, and right now efforts to increase housing security are of critical importance. The combined efforts of all levels of government are critical at this time.

We appreciate your attention to this matter in helping serve the critical needs of children, youth, and families within our communities.

Sincerely,



Suzanne Ruttan, Chair
Limestone District School Board Trustees

Sunday, April 10, 2022

Good day Director Burra,

Covid is rampant in many schools of LDSB right now. My daughter caught Covid in school, and we are certain it was school because of the high absences in her class. From talking to friends with kids in other LDSB schools, they are also reporting absences in their kids' classes; so I believe Covid is high in many schools. My daughter's only exposures were school + bus. Her vaccination and the fact she has no underlying health issues kept her healthy.

On Friday, [Public Health Ontario](#) recommended mask mandates be reinstated in Ontario, including in schools. Given this public health guidance from this large provincial agency, it is time for to re-instate mask mandates. I would like to highlight 2 quotes from the document. The first highlights that PHO expects increase in children having severe disease. The second highlights their recommendation.

From PHO page 1 of the document:

"With expected increased infections among children associated with increased transmissibility of BA.2, removal of public health measures, and limited vaccine eligibility and two-dose coverage in children less than 12 years, the number of children with severe disease is likely to increase. This may impact pediatric hospital and intensive care unit (ICU) capacity, and also lead to further disruption to in-person learning in Ontario." (Emphasis mine)

From PHO page 2 of the document:

"Optimizing layers of prevention in K-12 schools, including temporary re-implementation of masking requirements indoors and improved air quality can reduce the risk of in-school transmission and related disruption for students, families and educational settings." (Emphasis mine)

Failure to re-instate mask mandates in LDSB may result in children with severe disease. I have seen that you are a kind and conscientious person in your actions, and I genuinely believe you will be as concerned about this statement as I am.

As more educators and support staff get Covid, you may also see WSIB claims increase if sick days' allotment is exceeded. WSIB may allow the claim if the worker can reasonably demonstrate it was caught at work. This is another reason to keep Covid rates low.

Finally, our largest regional hospital system, KHSC, has reported their concern about local Covid-19 trends in this Twitter thread:

<https://twitter.com/kingstonhsc/status/1512503785293332486?s=21&t=gpzeA4V2XKmpKk0i7EcYKQ>

It is time to reinstate mask mandates in LDSB to ensure you are following public health guidance from Public Health Ontario. I delegated a few months ago about allowing N95s from my perspective as an occupational hygienist. I am writing today as an occupational hygienist and as a concerned member of the LDSB community.

Please consider this email to be official correspondence.

Sincerely,

Krista Hanna Thompson, MHSc, ROH, CRSP
Parent & Occupational Hygienist



PARENT INVOLVEMENT COMMITTEE MEETING MINUTES – February 10, 2022

Roll call:

Members:	Staff:
Crystal BevenLeblanc Shayla Bradley Constance Carriere-Prill Lucy Aron Melissa Rickey Jen Trussell Rob Richer Rena Petrick Crystal Hudson Kristyne Ross Virginia Venditti Kim Harper Alejandra Zamora Vanessa Wood Colleen Notley Mary Collada-Meyer Christine Innocente Susan Coleman Josephina Smyth Mary Willock Terri Macdonald Stephanie Gratto	P. Gollogly, Associate Superintendent S. Gillam, Superintendent A. Andretta, Administrative Assistant C. Wilson, Teacher
Trustees:	Guests:
Robin Hutcheon Judith Brown Joy Morning Bob Godkin	Laura Conboy

Limestone District School Board

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

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Constance Carriere-Prill offered the land acknowledgment:

"This evening we acknowledge that we are here on behalf of families in the Limestone District School Board, where we all live as uninvited guests on the traditional territories of the Anishinaabe and Haudenosaunee people. In being open and honest about this, we recognize the history that dates hundreds and thousands of years before the establishment of European colonies in this area, but also validate and acknowledge the importance of this territory for the Indigenous peoples who lived, and continue to live here, along with their sacred relationship to this land and its other relations. We should always strive to remember this in treating this land, and those who are stewards of it, with respect."

1. Call to Order

Called to order at 6:04 pm.

2. Adoption of Agenda

The membership adopted the agenda with the note that there will be no IEAC report, and that PRO Grant funding would be added as a new item.

3. Declaration of Conflict of Interest

No conflict of interest

4. Approval of Minutes

November's minutes still need to be finalized for the next meeting.

5. Reports for Information

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

Co-Chairs Bradley and Bevens-Leblanc stated: "With gaps in our meeting schedule, we have been mostly working with one another online and through email and the phone. We appreciate all your commitment to parent engagement in the board and in your schools. We encourage you to continue reaching out and to continue working with one another outside of our meetings.

We sent two letters, the first letter was sent to Director Burra and Chair Ruttan requesting local COVID case reporting and tracking in Limestone as other boards across Ontario have put into place. We received communication back from Director Burra indicating that, based on public health advice and legal advice, the board is not able to do this as they do not have the authority to collect personal health information in this capacity, and that any data collected would not necessarily reflect an accurate picture given it would be voluntary disclosure.

Our second letter was to Minister Lecce and other government stakeholders requesting several things, including a strong test to stay program; expanded access to testing and quality masks for students; the return of case reporting; and clarity on who is being hired as emergency teachers. We have not received any communication back from our government, not even a confirmation that the letter was received, though we know it has been.

We attended a formal Ministry of Education consultation on curriculum and provided feedback. We advocated for more life skills learning; expanded opportunities for experiential learning and earlier access to it; and for online credits to be opt-in, versus the opt-out format they will be as of now. We also advocated for EQAO testing to be removed.

Crystal joined the school calendar committee which met over the last several weeks. The final calendar submission is going to the next board meeting for approval.

The 2SLGBTQIA+ Focus Group delegated to the Board in November. We are now following up with the Board to seek responses to their recommendations as we have not heard anything substantial. Our PRO- Grant committee met and reviewed applications. All are approved! A reminder that refreshments can only make up 10 per cent of the total grant, and that everyone will need to be prepared with a COVID back-up plan for anything that is not already virtual. There will be specific details sent out to every applicant shortly. Also, a reminder to complete your reporting on time. Thank you to our volunteers on the committee. We still have money to spend, which we will discuss further in this meeting.

A final note: Municipal Elections are coming soon, and the Board is dealing with trustee boundary review and determination models at its upcoming meetings. If you as an elector are interested in this, the February Board Meeting will be focused on working with demographic information and the March 9 EPOC Meeting is when the final decision will be made.”

This concludes Co-Chairs report for this evening.

5.2. Board Update-Associate Superintendent Gollogly

Since in-person learning resumed a few weeks ago, it has been wonderful to see the teaching and learning occurring in schools. While provincial masking requirements remain in place on all student transportation and inside schools, KFL&A Public Health has lifted the requirement for masking outdoors when students are in cohorts.

Black History Month provides us with the opportunity to recognize and learn about the achievements and contributions of Black Canadian changemakers. We are particularly proud of our partnership this year with Kingston Frontenac Public Library offering a variety of exciting opportunities for students and families.

Limestone will continue to offer elementary and secondary virtual schools next year. In the coming weeks we will be sharing a survey with elementary families to indicate their desire for a virtual option. Short-term remote learning-Schools will also be reaching out to ensure continuity of learning. The ongoing need to offer the option of short-term remote learning will continue to be assessed moving into the coming weeks.

Additional Rapid Antigen Test kits are available in schools for students to take home if they are exhibiting symptoms at school or who have 'screened out' resulting in an unplanned absence from school. Please connect with your child's/children's school(s) if this is the case. Public Health authorities continue to emphasize the importance of vaccinations. Information about local clinics can be found <https://bit.ly/3GzRmQW>

A return-to-train model started in the past couple of weeks to allow extracurricular athletics to resume by having teams practice. We are very pleased we will see a full return to play that will allow all inter-school competitions to resume in our region next week.

With the end of quadmester two at secondary and term one at elementary, report cards will be shared with students/families soon. Once the 2022-2023 calendar has been approved by Trustees and confirmed by the Ministry of Education, Limestone will promptly share the information to families."

There was a question as to the deadline for virtual school in the 2022/23 school year — presently, there is no deadline. A parent also asked about EA support and shortages, with the response that there are an additional 50 EAs hired.

5.3. Trustee Update-Trustee Brown

Trustee Brown stated: "Last night, as many of you know was our EPOC meeting of the year and our first report on the agenda was: *Preparing for the 2022 School Board Elections*. There will be boundary information so watch out for further discussion related to this change. School Year Calendar was set for 2022-2023. It was approved by Trustees but now must be approved by the Ministry. There was a lengthy discussion on Policy 13 (Delegates and Submissions and Bylaw Article III, Section 3) focused on Trustee Replacement. For the first article, input was sought from the public and based on this, plus some Trustees input, the basic outcome was that delegations would be received and would be allowed 5 minutes if their application is received four (4) days prior to the meeting, (by 4 p.m. on that day). Any late requests will be allowed 2 minutes. There is also to be an accessible clause added; for example, if a person needs a translator that will be considered. The selection committee for choosing a trustee, if the need should arise, would consist of all trustees and the Director. Applications will be public, but the interviews will be private.

As you know, there is a Black Caucus Advisory Group in Limestone. We are finalizing our Terms of Reference. The group is also anxious to have new members. It is open to any parents of Black children. I was happy to participate in the Queen's / Community Celebration for the Opening of Black History Month. With the help of Superintendent Jessica Silver, I was able to report on many of the initiatives already in place by Limestone to address EDII issues." This concludes Trustee Brown's report.

5.4. Indigenous Education Advisory Committee

No update to report

5.5. 2SLGBTQIA+Focus Group

Constance Carriere-Prill stated: "The 2SLGBTQIA+ Focus group continues to meet monthly, with participation from parents, administrators, and Trustees. During the last meeting they were joined by Andrea Barrow, new EDI Consultant for the board, introduced by Trustee Judith Brown. The meeting prior, they were joined by Rae MacDonald, Yusuf Abdulkareem (the new Human Rights and Equity Officer) and Liv Rondeau, who are leading the staff working group. The focus group plans to continue to collaborate on relevant projects. They have been invited to contribute anything related to the focus group into the staff monthly newsletter. They have been asked by Yusuf to contribute feedback towards the Anonymous Reporting Tool and have been providing that feedback.

The focus group has been working on setting up a parent resource page on the LDSB website- Stay Tuned! Some projects that the group is working on is to create a parent support group for parents of 2SLGBTQIA+ students and establishing some sort of point of contact for personal support. They have reached out to Student Trustees for collaboration and are looking at ways they can connect with the Equity Reps in each of the schools. They are also looking at setting up additional future educational events for families. The group is growing, please join!

2SLGBTQIA+ focus group has applied for a PRO Grant funding and has been approved. The plan is to set-up a parent workshop on "Beyond Tolerance - How to Support your 2SLGBTQIA+ kids after coming out." This concludes Constance Carriere-Prill's report.

There was a question about how the focus group started, with an interest in creating a similar group for families with neurodivergent students. The PIC Co-Chairs are eager to do this and would be happy to hear from anyone with an interest in doing so.

6. Reports for Actions

None currently.

7. Unfinished Business

Not at this time.

8. New Business

8.1. Laura Conboy-LDSB Mental Health Lead

Laura Conboy, Mental Health Lead, attended to solicit feedback about the Mental Health and Wellness pages on the LDSB website. She has also solicited feedback from the Family Advisory Committee. The purpose of this exercise was to gather information regarding the website content so that it can be better tailored to share communication and resources with families/caregivers and students that support mental health and substance use concerns. Feedback gathered from the 2021 Mental Health and Substance Use Strategy Survey indicated that many caregivers are unaware of school-based mental health supports and how they can help their child to access them. Updates to the website will hopefully be completed by the end of June 2022.

Laura Conboy expressed that there is a vacancy on the Mental Health and Substance Use Leadership Committee. Laura is looking for two parent representatives, a primary delegate, and a backup, to attend four meetings per school year. This is a two-year commitment. If you are interested, please reach out to Laura Conboy at conboylaura@limestone.on.ca.

The PIC Members gave feedback to Laura from their schools and what items can be changed including greater ease of finding the information, more resources for elementary age students, and support for suicide awareness and prevention information.

Many of the questions were addressed around student and caregivers' privacy.

After hearing more from Trustee Brown and Trustee Godkin the members shared ideas of recourses of what other schools are doing around curriculum and EDI. They suggested that we need to incorporate Black history learning all the time.

8.2. Motion of Funding Transfers from Parent Engagement to PRO-Grant

Crystal Bevens-Leblanc brought forward the following motion:

MOTION Moved by: Crystal Bevens-Leblanc That PIC transfer \$5000.00 from parent engagement funds to PRO-Grant account to support the remainder of the PRO-Grant applications that were submitted. Carried.

The PIC PRO Grant committee awarded all applicants for the 2021/22 school year but there were additional applications brought forward. To fund those, the PIC will take some money from the general parent engagement 'bucket' given there are few opportunities for whole-system gatherings and events.

Stemming from this conversation, Co-Chairs gave a reminder that Alejandra Zamores is interested in supporting newcomers and English language Learners in engaging with the school system and places like SACs and PIC. If anyone has interest or skill in this area, please reach out.

8.3 Vaping in Washrooms

As a new business item, Colleen Notley noted an increase in vaping in washrooms at FSS, with the understanding that this is happening in other LDSB schools and is a board-wide issue. The problem is something administration is aware of, and families are encouraged to follow the resolution protocol. It is something the board is aware of and is being discussed.

9. Next Meeting

Thursday, May 5, 2022

10. Adjournment

The meeting adjourned at 8:02 PM.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

March 23, 2022

PUBLIC MEETING

Roll Call:

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

Limestone District School Board

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

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1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

MOVED BY: Trustee Godkin that the agenda be approved.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes – February 16, 2022

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

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Educational Services Data Presentation

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

Educational Services Research and Data Analyst:

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

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

Current Work:

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

Future Directions:

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

7. CORRESPONDENCE

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

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

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

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

8. ASSOCIATION UPDATES

Helen Simson, Learning Disabilities Association of Kingston

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

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

9.1 Ministry Updates:

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

COVID-19 Learning Recovery Fund

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

Student Mental Health Investment

Recognizing the importance of promoting positive mental health, especially in light of the COVID-19 pandemic, an increase of \$38.3 million is being provided for student mental health within the Mental Health and Well-Being Grant. This amount includes an increase of \$25.2 million through the Supporting Student Mental Health Allocation, transferred from Priorities and Partnerships Funding (PPF). This funding will continue to support student mental health to foster the continued learning and well-being of students. The base amount is increasing to \$301,723 per school board and the per-pupil amount is increasing to \$6.67. Starting this year, this allocation is enveloped meaning that it must be utilized for school or school board-based mental health staffing, programs, and initiatives.

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

Local Special Education Priorities

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

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

Increased Special Equipment Amount (SEA) Per-Pupil Amount

Funding of \$7.4 million is being provided through the SEA Allocation to support more assistive technology for students with special education needs. In the SEA Per-Pupil Amount component, the base is increasing to \$20,000 and the amount per pupil is increasing to \$39.461.

Priorities and Partnership Funding (PPF) Transfers to GSN

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

Well-Being and Mental Health Bundle

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

2022-23 Priorities and Partnerships Funding (PPF)

Summer Learning for Students with Special Education Needs

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

Supporting Students with Special Education Needs/ Students with Disabilities

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

Special Education Additional Qualification (AQ) Subsidy for Educators

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

Developmental Disabilities Pilot: Student Transitions

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

Early Intervention in Math for Students with Special Education Needs

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

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

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

Health Resources, Training and Supports

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

Tutoring Supports Program

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

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

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

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

9.2 Ontario Human Rights Right to Read Inquiry

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

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

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

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

9.3 Educational Services SEAC Update

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

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

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

➤ **Indicators of Success:**

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

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

10. NEXT MEETING DATE

Wednesday, April 20, 2022

11. ADJOURNMENT

MOVED BY: Trustee Godkin that the meeting adjourn.

The meeting adjourned at 6:12 pm.