

AGENDA - REGULAR BOARD MEETING

Wednesday, October 27, 2021 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/2ZbVE1ALDSBBoardMTGOct27>

PRIVATE SESSION – 5:00 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 his or her 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 – September 22, 2021

5. FOR INFORMATION

5.1 SAFE SCHOOLS UPDATE

5.2 PROPERTY UPDATE

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

6. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 PM

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

7. ADOPTION OF AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. DELEGATION/PRESENTATION:

9.1 CODE Summer Learning

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – September 22, 2021 (Pages 4-19)

11.2 Special Board Meeting – September 29, 2021 (Pages 20-26)

11.3 Education, Policy and Operations Committee – October 6, 2021 (Pages 27-35)

12. REPORTS FROM OFFICERS

12.1 Chair’s Report

12.2 Director’s Report

13. REPORTS

13.1 Requiring Action

13.1.1 Short-term Borrowing Resolutions – Superintendent Young
(Pages 36-37)

13.2 For Information

13.2.1 Financial Update on COVID-19 Expenses – Superintendent Young (Pages 38-40)

13.2.2 School Climate Survey – Associate Superintendent Gollogly (Pages 41-42)

- 13.2.3 Employee Vaccination Attestation Update** – Superintendent McWilliams (Pages 43-44)
- 13.2.4 LDSB Strategic Action Plan – End-of-Year Report 2020-2021**– Director Burra (Pages 45-91)
- 13.2.5 Strategic Action Plan – Areas of Focus 2021-2022** – Director Burra (Page 92)

- 13.3 OPSBA Report** – Trustee French
- 13.4 Student Trustee Report**

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICES OF MOTION

17.1 Notice of Motion brought forward by Trustee Hutcheon: “That LDSB staff be permitted to purchase their own masks if they choose, provided those masks are better than level 2/surgical masks and are Health Canada approved; and the director ensures this measure is operationally workable in its implementation.”

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

- 19.1 Parent Involvement Committee Minutes – May 20, 2021 (Pages 93- 98)
- 19.2 ESAC Meeting Minutes – May 11, 2021 (Pages 99-103)
- 19.3 SEAC Meeting Minutes – June 9, 2021 (Pages 104-109)
- 19.4 SEAC Meeting Minutes – September 15, 2021 (Pages 110-115)

20. FUTURE BOARD MEETING SCHEDULE

November 24, 2021
December 1, 2021 **
January 12, 2022
February 23, 2022
March 30, 2022
April 27, 2022
May 18, 2022
June 15, 2022

21. ADJOURNMENT

REGULAR BOARD MEETING MINUTES – SEPTEMBER 22, 2021

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) B. Roy (Student Trustee) | K. Burra, Director of Education S. McWilliams, Superintendent of Human Resources C. Young, Superintendent of Business Services |
| Guests: | Recorder: |
| None at this time. | W. Moore, Executive Assistant to the Director and Trustee Liaison |

1. CALL TO ORDER

Chair Ruttan called the meeting to order.

2. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Elliott and seconded by Trustee French. Carried.

3. Declaration of Conflict of Interest

Trustee Elliott declared his wife is an employee with the LDSB and is a member of ETFO.
Trustee Godkin declared his daughter is an occasional teacher with another school board.

4. Action Items

- 4.1 Regular Board Meeting Minutes – June 16, 2021
- 4.2 Regular Board Meeting Minutes – August 25, 2021
- 4.3 EPOC Meeting Minutes – September 8, 2021
- 4.4 Audit Committee Meeting Minutes – September 13, 2021

MOVED BY: Trustee Elliott and seconded 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 Labour Update – No update.
- 5.4 Legal Update – No update.
- 5.5 Personnel Update – No update.
- 5.6 OPSBA Update – None at this time.

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report, and that any resolutions, be made public.
MOVED BY: Trustee Gingrich and seconded by Trustee Elliott. 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) B. Roy (Student Trustee) | K. Burra, Director of Education C. Downie, Planning Officer and CUS Supervisor J. Douglas, Communications Officer D. Fowler, Manager of Facility Services 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 K. Smith, Communications Officer C. Young, Superintendent of Business Services |
| Guests: | Recorder: |
| None at this time. | W. Moore, Executive Assistant to the Director and Trustee Liaison |

Chair Ruttan called upon Trustee McGregor to present the Acknowledgement of Territory.

Trustee McGregor stated: “We recognize the unique and enduring relationship that exists between Indigenous peoples and their traditional territories. We acknowledge that we are on the territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. Let this acknowledgement serve as a reminder of our ongoing efforts to recognize, honour and partner with the people whose lands and water we benefit from today.”

7. ADOPTION OF AGENDA

Chair Ruttan indicated that she would like to discuss, under New Business, dates for a potential meeting. She further asked that Item No. 13.2.3 Mandatory Vaccine Attestation Update, be moved to the end of the agenda.

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

8. DECLARATION OF CONFLICT OF INTEREST

Trustee Elliott declared his wife is an employee of the LDSB and a member of ETFO. Trustee Godkin declared his daughter is a teacher with another public board.

9. DELEGATION/PRESENTATION

9.1 Student Census 2020 Preliminary Report

Superintendent McDonnell introduced research analysts Ellyn Clost-Lambert and Laura Gillam to provide some further information on the descriptive report, next steps and the communication plan with the system and our community partners and stakeholders.

E. Clost-Lambert noted that as part of the student census, the land acknowledgement created affirms the commitment to reconciliation in this work and acknowledges the responsibility to honour the voices of students, families, staff and school communities with humility, honesty and integrity.

L. Gillam identified the intentions, plans and processes moving forward. In studying the data, five outcomes have been identified which align with the Equity Action Plan: Identify and address potential systemic barriers and gaps; expand on our strengths; cultivate classrooms and schools that eliminate discriminatory biases; create more equitable outcomes and inclusive learning environment; and support student achieving and well-being. To achieve these goals, we need a shared believe that we can create positive change.

E. Clost-Lambert shared the visual representation of the direction this work is going and plans moving forward, and walked through the components of the infographic on communicating their theoretical, QuantCrit approach to the data.

E. Clost-Lambert indicated that in sharing the preliminary data, the infographics contain the same information as the report, only in a different format. Links to the full report will be

included. Information will be released gradually to help reduce information overload and course correction if needed. Emails will be sent starting Thursday, September 23, 2021, with links to the infographics and report, starting with the consultation participants, and then to all stakeholder groups by Monday, September 27, 2021.

L. Gillam advised that an invitation will be extended to community partners and stakeholders to engage both within and outside of the Technical Advisory Group. She pointed out that this is not just Limestone data but community data as well, therefore this must be unpacked with outside stakeholders.

E. Clost-Lambert advised that engaging with students and families will include providing infographics through public posts on social media and school accounts. The team will evaluate the engagement throughout October and reassess. Once the Technical Advisory Group is formed, there will be more opportunities to bring students and families into interpretation activities.

L. Gillam advised that a Technical Advisory Group will be a group of individuals with research and statistics experience, who can offer a variety of perspectives and lived experiences in the analysis, which will be important in the collaborative data interpretation process. Recruitment will start now, looking for a balance of internal and external stakeholders, reaching beyond our networks and using a multi-pronged approach. The goal is to have a group established by the end of the fall, or going into the winter, with the first meeting in January in 2022.

In conclusion, Superintendent McDonnell acknowledged that the team is focused on progress and not perfection. As a learning organization, and this being a brand new process, there is an understanding that there may be mistakes or feedback from our community or stakeholders that would encourage us to take a different stance or path that we may be sharing with Trustees this evening. They are excited to begin this work, and excited to learn from those in our community and look forward to bringing additional information back to Trustees at a later date.

Chair Ruttan thanked Superintendent McDonnell and research analysts Ellyn Clost-Lambert and Laura Gillam and called upon Trustees for questions or comments.

9.2 Facilities Update

Manager Fowler provided an overview of the projects completed by Facilities Services staff during the summer of 2021. He indicated that 14.3 million dollars were spent on School Condition and Renewal Projects and 3.7 million dollars in COVID-19 Resilience Infrastructure Stream (CVRIS) funded projects were completed. Overall, that included 191 projects that touched 53 schools this summer. Manager Fowler stated that as part of the projects, there were six portable moves. Two new portables were located at two elementary schools and four of the portables from KCVI are being moved to four other schools. Five portables were demolished, due to age and condition.

Charlyn Downie, Capital Planning and Construction Supervisor provided a visual overview of the projects. The slides are organized into the building categories used each year that are established for budget and reporting.

The building envelope is a significant category, and it includes windows and doors, roofing and cladding and masonry projects. It is not uncommon for a building envelope project to combine several of these elements in one project. While there is always a number of annual roofing replacements that happen, this year more window projects were included, as part of the COVID-19 ventilation response.

Another category of really large scale projects is those that involve mechanical projects. This could include the replacement of boilers, plumbing or piping, electrical work, and building automation or fire alarm systems, to name a few. Supervisor Downie noted that the importance of these complex projects and the need to keep these system replacements up to date cannot be understated. This year's planning did include a real focus on heating, ventilation and air conditioning (HVAC). Supervisor Downie included a slide which listed all the large scale HVAC projects that were specifically associated with ventilation.

Supervisor Downie provided a slide to highlight accessibility projects, which is not reported as a separate category, however accessibility is built into every project that is done, as it is a CODE requirement.

Manager Fowler indicated that every year not only do they do large capital projects as discussed, but interior improvements are done. A couple of examples included the hallway improvements at Centreville Public School, new carpeting at Ernestown Secondary School in the learning commons, a new gym floor at Centreville, and interior classroom renovations at Odessa Public School. Manager Fowler listed other school projects and noted that what has

not been listed is upgrading of bathroom partitions. Over time bathroom partitions tend to degrade because of materials and so forth. Staff replaced bathroom partitions in over 20 schools throughout the summer.

Supervisor Downie indicated that they are limited in the capital spending that they can do on site improvement projects and interior improvements, the site improvements category was very important this year. Many of these projects were done to support the school's facility improvement plan (FIP) and result in a tangible improvement to a student's school day outside and a sense of real pride and morale to the school community. The recognition of outdoor classrooms became a true reality over the past two years and the facilities department has worked really hard to support that. Outdoor projects improve traffic flow, improve the bus and car drop off areas, provide adequate parking, deal with drainage issues on site and they beautify. Supervisor Downie highlighted some of the projects.

Chair Ruttan thanked Manager Fowler and Supervisor Downie and called upon Trustees for questions or comments.

10. PRIVATE SESSION REPORT

Vice-Chair Gingrich stated that in Private Session earlier this evening, Private Session Minutes were approved from the Regular Board Meeting of June 16, 2021, the Regular Board Meeting of August 25, 2021, the Education, Policy and Operations Committee Meeting of September 8, 2021, and the Audit Committee Meeting of September 13, 2021.

Associate Superintendent Gollogly provided a Safe Schools update.

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

11. APPROVAL OF MINUTES

11.1 Special Board Meeting – August 18, 2021

11.2 Regular Board Meeting – August 25, 2021

11.3 Education, Policy and Operations Committee – September 8, 2021

MOVED BY Trustee Hutcheon 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: "Welcome to a new school year. It has been a very busy couple of weeks as most Limestone students have returned to in-person learning. It is wonderful to see school and classroom Twitter accounts active again and populated with photos and positive messages about learning and leading.

Staff in all roles, have given so much of themselves over the last weeks making classrooms and routines safe and welcoming for new and returning students both in-person and virtually.

It is with deep appreciation that I express our collective gratitude to Limestone staff for their dedication, comprehensive preparation and positive welcoming to students and families.

The return of some extracurricular activities and athletics this fall has lifted the spirit of so many students and reminded us how important this contact and experience is for students. I cannot thank our volunteer coaches, educators, and students enough for following the protocols put in place to ensure a safe environment for all. The planning is immense to safely navigate through COVID protocols, and our students are benefitting from this incredible effort put forth by staff.

Congratulations to all Limestone staff, students, and families for a great start-up to the 2021-2022 school year. We have a lot of rewarding work ahead of us. As we get underway, I look forward to hearing the important voices of our Student Trustees, who tonight will bring their first, formal report to the Board.

In closing I would like to mention an important online survey the Ontario Public School Boards' Association is undertaking as a result of gathering first-hand accounts of remote learning during the pandemic. OPSBA invites all of the public education community (students, school staff, parents, guardians and education partners) to share their thoughts about learning remotely during the COVID-19 pandemic and the post-pandemic school and learning environment. The survey will take about 10 minutes and closes November 30th. I encourage the Limestone community to participate, and the survey link is available on the OPSBA website, which I understand Limestone has shared through its social media.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

That concludes my report.”

12.2 Director’s Update

Director Burra stated: “Good evening, Trustees, and members of the public who are watching tonight.

We are now mid-way through the third week of school. So far, while not perfect, the feedback from students, families and staff is overwhelmingly positive and everyone is glad to be back learning and/or working in person. Although the start of the school year is a busy time, and a lot of time is spent refamiliarizing folks with routines and helping them learn new ones, it is clear that Team Limestone is back and ready to serve. This is a collective effort from the time students get on buses in the morning to when they leave at the end of the day. As the Director, I have great gratitude for everyone in the system, regardless of their role, in supporting students, supporting the system, and ensuring learning is occurring in classrooms.

Last week, we did see our first cases of COVID-19 in schools. Fortunately, only one cohort needed to move into self-isolation. The others did not require the isolation of cohorts and there was no risk to the broader school communities. Certainly, we will experience additional cases in schools, and we will continue to work closely with KFL&A Public Health to focus on health and safety and help us keep schools open. I cannot emphasize enough how significant and important our historical, close relationship with KFL&A PH has been in helping us navigate this pandemic.

School-based vaccination clinics have also been taking place in many of our secondary schools. The intent of these clinics is to increase accessibility for eligible students, families, and staff who wish to be vaccinated. KFL&A Public Health has shared that to date, 86.6 per cent of eligible students (12 to 17 year olds) have received their first dose of vaccine and 76.3 per cent have their second dose and are fully vaccinated. These numbers closely mirror the overall numbers for all eligible people aged 12 and up – 86.4 per cent first dose and 80.5 per cent second dose. It should be noted the rates for students 12-17 exceed the current rates for the age group from 18-25.

As you know, all Limestone staff were required to submit a formal Vaccination Attestation by September 7, 2021, indicating whether they are “fully vaccinated” against COVID-19. More information will be provided later tonight in a staff report. In addition, tonight, Trustees will learn more about Student Census reporting and the refreshed incident reporting tool, among other items on the agenda.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

Although COVID remains top-of-mind for the board and schools, there is a lot of other exciting initiatives beginning or continuing in Limestone. It has been wonderful to see the range of excellent, engaging learning opportunities on social media that educators are utilizing to support learning in classrooms. It has also been wonderful to see the revitalization of extracurricular activities in schools after the last 19 months of the pandemic. Our critical work with community partners continues to ensure additional supports and wrap-around services for those students requiring additional supports. Re-welcoming these community supports back into schools has been very positive.

And finally, I must highlight that community vigilance will continue to be critical in this pandemic to ensure schools remain open, and to allow in-person learning and extracurricular activities to continue. For the sake of students, both for their well-being and their learning, we must do what we can to maximize safety and mitigate risks. This pandemic is not over, and our continued collective efforts and support will be required in the months ahead. That concludes my report Madame Chair.”

13. REPORTS

13.1 REQUIRING ACTION – None at this time.

13.2 FOR INFORMATION

13.2.1 Online Reporting Tool

Associate Superintendent Gollogly advised Trustees LDSB is launching an updated reporting tool that is now on all school websites. The campaign to publicize this reporting tool has begun. It is committed to an equitable and inclusive school climate that ensures that all students, staff and members of the broader school community feel safe, comfortable and accepted. Trustees can go on the board website, or on any school website, and see the reporting tool for themselves. If a student is reporting an incident of a student or a teacher, then the report goes straight to administration or supervisor, and if there is an incident where they are reporting about the administration or supervisor, the report goes to Associate Superintendent Gollogly.

Posters will be made available at schools, that depict a simple tagline: “See it, Hear it, Report it,” and include an easily accessible QR code. Using the QR code the survey will pop up and they will be able to report any harassment that may have happened or any school safety or human rights violations.

Most of the information materials will be going out and we are currently in the process of making a video so that school administrators can show it at the first PA Day to all staff and made aware of exactly why the board has redeveloped the reporting tool and how students and staff will be able to use it. Associate Superintendent Gollogly reviewed the report with Trustees.

Chair Ruttan thanked Associate Superintendent Gollogly for the report and called upon Trustees for questions.

13.2.2 Audio Visual/Live Streaming

Director Burra stated that with the pandemic and the move to virtual or hybrid meetings starting in March of 2019, and now a requirement moving forward that Board meetings be streamed for public access. Trustees are aware that some of that work has started in this room and into the fall there will be additional audio/visual equipment to allow the experience of viewers and participants to improve and also to support virtual, professional learning in the system which will create efficiencies.

Director Burra indicated that with respect to captioning there are some challenges to comply with the Accessibility for Ontarians with Disabilities Act (AODA) to make sure that there is an accurate transcription. While you can opt for close captioning in MS Teams or Google Meet, depending on the quality of the audio, and how clearly people are speaking, that artificial intelligence (AI) doing that transcription can be relatively okay, or can be extremely poor, looking like a different language, based on what that device is picking up. Professionally speaking, that is not an adequate replacement. It is a tool that allows access, but the problem with AODA, if you are going to put the meeting online so people can see it, the transcription cannot be left like that, it actually has to be cleaned up and reflect what spoken. Part of the challenge is that staff would need to manually transcribe the meeting, and in a worst-case scenario, it could take up to 15-20 hours to complete this process per hour of meeting. When doing the captioning you have to get the language right but then it has to be inserted based on the timing to ensure visual and audio are synched. Creating a specialized position for this role

would likely create some efficiencies in terms of the amount of time required, but this position does not currently exist. Director Burra advised that in terms of current staff supporting the virtual meeting we now need several IT staff ready to go, recorders and meeting producers for the statutory meetings we are currently live streaming. Adding captioning or additional meetings for livestreaming, would stretch us significantly, particularly given this load would need to be shared among a relatively small group of employees, that would be outside regular hours to support. Trustees would then have to decide which meetings they wanted to caption. For organizations that are captioning meetings, and putting up on their website, that is happening 2-4 weeks after the actual event has occurred, in order to be compliant with AODA. Director Burra stated he is concerned that without additional resources allocated to support this work this is not something we can feasibility do at this point. Trustees may recall back in the spring, we pulled aside some funding for audio/visual equipment, but that was really to make sure we do not run into some of these technical issues that we are running into, and also to prepare or extended use in the future. If the Board wishes to proceed with captioning, then better audio would be necessary in order to ensure we are capturing that information more effectively, and to increase our ability to support professional learning virtually.

Director Burra provided an overview of virtual attendance at the Board Meetings over the course of the last year. He did caution that this data may not be 100 per cent accurate, and slightly inflated, only because on some occasions, whether it be staff, Trustees or other viewers, they may be connected to the meeting through more than one device. For example, we have seen where Trustees may connect to the meeting by computer and then connect with their phone due to audio issues. It could also reflect participants who connected, disconnected and then reconnected.

Director Burra advised that we are also reaching out to other school boards and municipal partners to gather some more information as to where they are now and solicit additional information that we can share at a later time. He noted that at the end of October a report will come forward outlining how some of the COVID-19 funding is being spent in the system. He said Trustees should be a little bit cautious about allocating additional money captioning services at this point in time when there are so many unknowns because of the pandemic, including looking at increased staffing for hybrid learning.

In conclusion Director Burra stated that at this point we would require some additional help and how much help we would need would be dependent upon how many meetings we are

looking to tackle for close captioning and uploading to the website so people could view the video at a later date.

Chair Ruttan thanked Director Burra for the report and called upon Trustees for questions.

13.2.3 Mandatory Vaccine Attestation Update

This item was moved to the end of the agenda.

Superintendent McWilliams advised Trustees that the report provided is based solely on the attestation of employees and that data with respect to frequent visitors and volunteers is being tracked but not included in this report. All employees were to complete the attestation on September 7, 2021, indicating whether or not they were fully vaccinated or not. As part of that process, they were to upload proof of vaccination to support the attestation. Individuals who chose not to be vaccinated and not medically exempt, must participate in an education program. It is a 20 minute video that they must watch. All staff who are unvaccinated are required to complete rapid antigen testing twice weekly and report this to Human Resources.

Superintendent McWilliams provided some statistics for Trustees.

- o 2,781 employees completed the attestation or 89.4%
- o Those staff who completed the attestation, 138 or 5% are not fully vaccinated (some in process of receiving their second vaccination and/or in that 14 day waiting period
- o 329 employees or 10.5% that have not declared their vaccination status or engaged in the process whatsoever
- o Overall, approximately 85% of Limestone employees are fully vaccinated

For those employees who are not fully vaccinated, they have to be tested twice weekly. They must also complete the education program, by September 30, and Human Resources staff continue to send out reminders. Employees who continue to refuse to complete the attestation, complete weekly testing, and/or participate in the education program, will be managed through the progressive discipline process, as appropriate.

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

13.3 OPSBA REPORT

Trustee French thanked the Chair for highlighting the OPSBA survey. She is hoping as many Trustees as possible will access that to provide input. The Board of Directors will be meeting on September 24-25, 2021, and she will be able to provide a full report following that. Canadian School Boards' Association Annual General Meeting and elections are happening on October 4, 2021, and there is a link available to attend virtually. The fall consultation for OPSBA's project, COMPASS, is taking place in October. All Trustees will be asked to provide input to those reviews.

13.4 STUDENT TRUSTEE REPORT

Student Trustee Johnson was unable to connect to the meeting and Student Trustee Duncan read Student Trustee Johnson's report: "Good evening! I would like to start off by saying that I am extremely appreciative to have this opportunity. On behalf of Trustee Roy and Trustee Duncan, I will be giving the Trustee Report. Yesterday, September 21, 2021, there was an Inter-school council meeting chaired by Trustee Roy and Recorded by myself, Trustee Johnson. Discussed at that meeting were the following items: Homelessness within Youth; Spirit Week; Student Trustee Connections; Student Cultural Differences; Supporting the Community and Donations; Awareness, and Moving Forward. The most pressing topics that were brought up yesterday would be homelessness among youth, Student Trustee Connections and Student Cultural Differences. Moving forward discussions about Youth Homelessness will occur on whether it should be pursued or disregarded for another time. Student Trustee Connections, this was brought up with the context of student trustees going to the other schools they represent and speaking to the students there or reaching out to principals to arrange a Microsoft Team meeting so that all the students' voices are heard and acknowledged. To add, Student Trustee Duncan voiced concerns about Student Cultural Differences, this would include support systems for those of a different culture, celebrating different cultural holidays to make sure that all students are being included and do not feel left out as a result of their culture. Along with this is making sure that all students are supported, no matter what their ethnicity. If you have any questions, please feel free to ask Trustee Duncan or Trustee Roy. Aside from that, students voiced their opinion on not having lockers, when Director Burra joined the meeting for a few minutes he discussed the reasons for not having lockers, possibly this could be a topic to revisit in the near future. Speaking of the near future, the next Inter-school council meeting will be held on October 26, 2021. That is all for now, thank you very much!"

Student Trustee Roy updated Trustees on the Indigenous Representation Meeting held earlier today. While there was not the turnout she had hoped, they did have some of the regular people attending.

First, students talked about the LDSB Indigenous Mentorship Program. This is a mentorship program that will start up in a few schools where older Indigenous students will be paired up with younger Indigenous students and will be attending outside cultural meetings. The website is almost up and ready to go.

At the meeting Orange Shirt Day, September 30, 2021, was discussed, which is Truth and Reconciliation Day. There was some discussion about playing 'Oh Canada' in their schools. Trustee Roy told students at the meeting, that if they felt this is something they should do at their school, to speak to their Principal and Administration, and if it is not, and they do not feel comfortable, it is absolutely not necessary. She did advise them that if there was a possibility of playing 'Oh Canada,' in an Indigenous language, that would be a good idea too.

There was a discussion around a possible survey for schools on Indigenous experience for Indigenous and non-Indigenous students. Students felt this was a good idea as Indigenous Education is still quite new and general, and we do not know whether the experience was good or bad. From personal experience and talking to other people, some of it is not entirely the best and a few things we could fix about that.

There was also discussion around a fundraiser for an Indigenous issue, whether that is clean water or perhaps Missing or Murdered Indigenous Women and Girls (MMIW). Students were on board with that as well.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

Chair Ruttan indicated some things have come up that are COVID-19 related, that will require Trustees input and/or action. One is a letter received today from a parent around vaccinations and the other is correspondence received yesterday from Public Health around extracurriculars, again relating to vaccinations. Additionally, the notice of motion brought forward by Trustee Elliott could be debated at that meeting. Chair Ruttan proposed a Special

Meeting of the Board to address these three items on Wednesday, September 29, 2021, from 5:00 – 6:00 PM. Trustees unanimously agreed to convene a Special Board Meeting.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

17.1 Notice of Motion from the Regular Meeting on August 25, 2021, brought forward by Trustee Elliott: *“That the LDSB write a letter to the Ministry of Education requesting the approval of masking better than level 2, and that the Ministry fund this enhanced PPE for all staff and students.”*

Trustee Elliott read his motion. This motion will be debated at the next Board meeting.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 Audit Committee Meeting Minutes – September 13, 2021.

20. FUTURE BOARD MEETING SCHEDULE

October 27, 2021
November 24, 2021
December 1, 2021 **
January 12, 2022
February 23, 2022
March 30, 2022
April 27, 2022
May 18, 2022
June 15, 2022

21. ADJOURNMENT

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

The meeting adjourned at 8:35 p.m.

SPECIAL BOARD MEETING MINUTES – SEPTEMBER 29, 2021

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) B. Roy (Student Trustee) | K. Burra, Director of Education 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 K. Smith, Communications Officer C. Young, Superintendent of Business Services |
| Guests: | Recorder: |
| None at this time. | W. Moore, Executive Assistant to the Director and Trustee Liaison |

1. CALL TO ORDER

Chair Ruttan welcomed everyone to the Special Board Meeting of the Limestone District School Board of Trustees, which is being held virtually.

Chair Ruttan called upon Superintendent Gillam to read the Acknowledgement of Territory: “To begin, let us acknowledge that the Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee peoples. For many across Turtle Island, this National week of Truth and Reconciliation comes at a time when over 6,000 children’s bodies continue to be brought home to their families and ancestors from the grave sites of former residential schools. We recognize that survivors, families, communities, and individuals including students, their families and community, and staff continue to be personally affected by the

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

residential school experience. These recent findings are a reminder of the many impacts the system has had and continues to have on Indigenous peoples across Turtle Island. As an Indigenous Education Team, we place our focus this week and, in the future, reaffirming our commitment and responsibility to teach our students, staff and educators not only the true history of Turtle Island and the impacts of settler colonialism, but also the ways in which Indigenous knowledge and approach to wellness and learning can enhance and enrich the experience of all students. We must help each other to become more empathetic and culturally aware so that we can recognize our roles and responsibilities as treaty people on Indigenous lands. Education rooted in equity, diversity and inclusion will prepare all students to build a better future for themselves and for the seven generations to come. Miigwetch.”

2. DECLARATION OF CONFLICT OF INTEREST

Trustee Elliott declared that his wife is an employee of the LDSB and member of ETFO. Trustee Godkin declared that his daughter is a full time teacher with another public school board.

3. MOTION

3.1 Motion brought forward by Trustee Elliott:

“That the LDSB write a letter to the Ministry of Education requesting the approval of masking better than level 2, and that the Ministry fund this enhanced PPE for all staff and students.”

Chair Ruttan asked Trustees to read the motion and called upon Trustees for comments on the motion.

Trustee French seconded the motion but asked if the mover would consider changing the word “approval” to “consideration” in his motion. This would make it clearer that the Ministry is considering it more broadly, then just Limestone DSB asking for approvals.

Chair Ruttan stated that an amendment has been brought forward, which seems fairly friendly, unless the mover believes it changes the context of the motion.

Trustee Elliott declined the amendment, however, would consider adding at the end of the motion “across Ontario,” to specify that it is not just specifically Limestone.

Trustee Elliott indicated that his rationale for the motion is that the Health Unit has said that as long as people are vaccinated and there is distance in classrooms, people should be safe with the

current level of masking, but we know those requirements are not being met in certain classrooms.

One-hundred per cent of students from K-Grade 6 are not vaccinated and we know that some classrooms are small, with students packed in them, so the more layers of safety we can add, the better.

Chair Ruttan called the question.

MOTION: That the LDSB write a letter to the Ministry of Education requesting the approval of masking better than level 2, and that the Ministry fund this enhanced PPE for all staff and students across Ontario.

MOVED BY: Trustee Elliott and seconded by Trustee French.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning and Trustee Duncan (9)

NAYS: (0)

ABSENT: (2)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor and Trustee Morning (8)

NAYS: (0)

The motion carried.

4. INFORMATION ITEMS

4.1 KFL&A PH Recommendation to Consider Mandatory Vaccines for Extra-curricular Participants

Director Burra indicated on September 21, 2021, KFL&A Public Health, jointly with HPE Public Health sent a letter to the three boards that comprise Tri-Board to ask us to consider mandatory vaccinations for those participants 12 and older, who do not have a medical exemption, who are

part of extra-curricular activities. Director Burra quoted a part in the letter, specifically: “We encourage school boards to consider policies of vaccine requirements for extra-curriculars either as a universal or risk-based policies.” He clarified that the risk-based part has to do with the likelihood of issues arising in the context of that activity.

Human Resources Lead Talya McKenna advised Trustees that in May of last year, three local doctors, Dr. Chris Booth, Dr. Kirk Leifso and Dr. Beth Rubenstein, as well as Ms. McKenna, Kingston Areas Secondary School Athletic Association (KASSAA) and Limestone Elementary Schools Athletics Association (LESAA), as well as Algonquin Lakeshore Catholic District School Board leadership met to discuss with a return to sport would look like. These ideas were shared with the local Public Health, then under the leadership of Dr. Kieran Moore, who was very supportive of these thoughts, plans and ideas. During the summer, these three doctors continued to have influence over the governing bodies, which were responsible for releasing the guidelines that came out in August 2021. When the guidelines came out Limestone was able to put a plan in place, but there was no guidance on the health and safety and operational guidance for the school year, and did not provide clear direction on extra-curricular activities which were deemed high or low risk, only guidance around high contact verses low contact activities. As a result, Limestone worked closely with KFL&A Public Health, HPE Public Health, local KFLA doctors, KASSAA and LESAA leadership to create protocols related to the safe return to extra-curriculars. As of September 22, 2021, proof of full vaccination is required for students to attend facilities where many of our extra-curricular competitions are held, for example, the gyms and fields at Queen’s and St. Lawrence College.

Ms. McKenna touched on some of the activities that have elevated risk based on the updated guidance and public health advisories and other activities which have lower risks because they are conducted outside and have limited contact between participants.

One of the challenges in managing extra-curricular activities is the mixing of cohorts within schools and across cohorts in different schools with inter-school competitions. Ms. McKenna indicated that Ontario Federation of School Athletic Association (OFSAA) guidelines specifically say that students need to be vaccinated when they are leaving their region. Even returning to competition within our schools lead to more contact tracing, leads to the mixing of cohorts and expands the outbreak management in the event of a positive COVID case. This is why the recommendation has come forward from Public Health, that vaccination is the most effective way to mitigate risk, and strongly recommends this happens for extra-curricular activities.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

Director Burra provided an overview of the current status as outlined in his report.

Director Burra noted that under the *Reopening Act of Ontario* there are significant operational considerations that we have to put in place for either indoor or outdoor activities. While intuitively it may seem very simple to suggest that we should be opening up things and having spectators, and having three children in the system he wishes this was the case, but the reality is that the operational side of and the requirements under the *Reopening Act of Ontario* are quite strict around the requirements for different organizations and agencies to do these types of things. Certainly, as a school board and running our extra-curriculars, those run very differently than going to a Queen's or St. Lawrence College event, let alone a Toronto Blue Jays or Raptors game where there are operational staff for a whole range of different processes.

Director Burra stated that several local youth groups and clubs have mandated vaccines for all participants who are eligible for vaccines.

Director Burra indicated that with regards to next steps, notice needs to be provided to families of this move and setting up yard posts in terms of when that potential first vaccination has to be done and then the second vaccine. The plan is not to mandate this immediately as there has not been an opportunity for those students who have not chosen to be vaccinated or cannot be vaccinated to actually have an opportunity to engage in that process. There is also a possibility that we do not have enough rapid tests available to us on hand beyond staff who have to be involved in the testing process. Limestone could try to acquire additional tests to support these participants. Testing could occur through available health centres, at pharmacies at a cost to participants.

In conclusion, Director Burra stated that an online form will be provided to collect questions and/or considerations regarding the implementation of this measure. Based on the recommendation of Public Health, Limestone will begin the work required to implement mandatory vaccinations for extra-curricular participation to increase and maximize safety and minimize risk, and also mitigate the ripple effect that might impact educational programming as well as those extra-curricular activities in the region.

Chair Ruttan thanked Director Burra for the report and called upon Trustees for comments on the report.

Trustee Elliott brought the following motion forward:

MOTION: The Trustees of the Limestone District School Board endorse staff moving forward with operationalizing mandatory vaccines for participants (age 12 and up) of extracurricular activities unless a documented medical exemption exists.

MOVED BY: Trustee Elliott and seconded by Trustee Godkin.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning and Trustee Duncan (9)

NAYS: (0)

ABSENT: (2)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor and Trustee Morning (8)

NAYS: (0)

The motion carried.

5. CORRESPONDENCE RELEVANT TO SPECIAL MEETING OF BOARD

5.1 **Correspondence from KFL&A Public Health re: School Community Partners, dated September 21, 2021.** Provided further information regarding the Admin Report in Information Item No. 4.1

5.2 **Correspondence from Virginia Perry, a parent at École Rideau Public School re: vaccination disclosure among staff working within LDSB, dated September 21, 2021.**

Director Burra stated that there is an opportunity at the EPOC Meeting for Superintendent McWilliams to share an update as it relates to data, and at the October 27 Board Meeting we can share in Private Session as well as Public Session to provide Trustees with a wider

perspective on this particular issue, which is quite complicated and does have a number of ramifications that must be considered.

6. ADJOURNMENT

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

The meeting adjourned at 6:00 p.m.

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – OCTOBER 6, 2021

PUBLIC MEETING

Roll call:

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

Chair 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

MOVED BY: Trustee Elliott that the agenda, as presented, 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 Godkin declared that his daughter is a teacher with another public board.

4. Reports for Information

4.1 2021-2024 Mental Health and Substance Use Strategy

Superintendent Gillam introduced Mental Health Lead, Laura Conboy to provide some key highlights of the 2021-2024 Mental Health and Substance Use Strategy.

L. Conboy noted the number of key stakeholder groups that contributed to the Strategy, and in particular the student population. There was a wonderful response from students in Grades 7-12 and the Student Trustees from last year were very instrumental in providing feedback around the student survey, helped craft questions, and helped disseminating the survey amongst their student body.

L. Conboy stated there is a very explicit connection to equity, and the team worked very closely with the Equity Team last year. Guided by the Equity Action Plan, Limestone will work toward addressing inequitable and oppressive systems and policies that have traditionally marginalized students. Culturally responsive and relevant mental health and substance use supports will be made accessible so that all students may experience positive identity affirming mental health and well-being. She also acknowledged the impacts of COVID-19, and the Team will be working closely with community partners to ensure that students receive timely mental health and substance support.

L. Conboy acknowledged that mental health and achievement go hand in hand and therefore the Team will be working closely with community partners and particularly forging new and innovative partnerships in the area of substance use. Students that need extra support will be bolstered by community services in a very timely manner, and in a way that is easy to navigate for them and their families.

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

promote good mental health among all students. She noted one key factor in each of the areas of focus:

Mental Health and Substance Use Knowledge

- Students learn skills that help them to identify emotions and cope with stress

Student Mental Health and Substance Use Support

- Students and families know where to turn for more intensive support when needed

Culturally-Responsive Mental Health Promotion, Prevention, and Intervention

- Mental health resources and supports that prioritize the voices and experiences of students from racialized, marginalized, and underserved groups

Pathways To/Through/From Care

- Collaborative initiatives with community mental health and substance use partners and cultural organizations to strengthen the framework for effective tiered support for children, youth, and families.

Equipping and Supporting Staff

Role-specific professional learning along a continuum from mental health and substance use awareness through to expertise

A Relationship-based Approach to Student Well-being and Achievement

- Promote learning through the context of relationships

In addition to this three-year action plan that is submitted to School Mental Health Ontario, L. Conboy will prepare, along with the School Mental Health Leadership Committee, a one-year action plan. The three-year action plan that has been submitted to School Mental Health Ontario for review will be used to guide the work, thinking, and monitoring the progress throughout the year.

Chair Gingrich thanked Superintendent Gillam and Mental Health Lead Laura Conboy for their report and called upon Trustees for questions.

4.2 2021 Summer Learning Report

Associate Superintendent Stephanie Sartor indicated that once again, the elementary summer programming was offered virtually, running 12 classes, and enrolling 90 students. At the last minute, funding was secured to enable programming for eight formally identified Indigenous children in Grades 1 to 4, at the Katarokwi Learning Centre. This was an in-person program that ran for the first five weeks of the summer, three days a week, totaling 15 days.

Associate Superintendent Sartor highlighted the partnerships that grew through the Elementary Summer Program. Two Mohawk Knowledge Keepers shared knowledge once a week for the duration of the program. Their sessions were highly engaging and well attended. In addition, the Métis Association of Ontario provided a tutor for the in-person class at KLC. Another partnership developed was with Queen's Engineering students who worked on Robotics for the Grade 7 students for three mornings and Grade 8 students for three mornings. Finally, Limestone engaged in a virtual tour partnership with the Kingston Library. Other meaningful partnerships were created with families. One of Limestone's Speech and Language Pathologist held 30-minute workshops for families to support literacy learning at home. Family drop-in sessions were offered for families to ask questions about their child's learning.

Associate Superintendent Steve Hedderson stated that a new summer program was offered by the Outdoor Education Team, in the form of a Nature Camp. Historically, the Outdoor Education Team has primarily focused on providing outdoor learning experiences, some credit based and some non-credit based at the Gould Lake Outdoor Education Centre. Because of the pandemic, this programming was not allowed to move forward during the summer of 2020, and this past summer in 2021. Not to be deterred, the Outdoor Education Team came up with an idea to run 'Nature Camp,' aimed at students in Grades 1-3. Four separate week-long programs were offered, one at Molly Brant Elementary School, one at Polson Park Public School, one at Loughborough Public School and one at Southview Public School. The program at Loughborough Public School, which happened in August, provided students with a one-day field trip to Gould Lake Outdoor Education Centre with some water-based activities. These were as a result of the Public Health evolving guidelines. As an enhancement to the summer programming, this will be considered to run again next year.

Associate Superintendent Hedderson noted that credit based programming is offered through e-based learning and cooperative education courses. This summer 168 students took an eLearning course which was a significant decrease in enrolment, as 677 students took an eLearning course the previous year. This was anticipated, given that secondary students were scheduled into an octomester last summer and they were taking one course at a time in a very compressed timeframe, which is the format for summer session. We did feel a ninth credit in that kind of format, might be out of reach for a lot of students and that some students just needed a break. It is good to see the cooperative numbers increased from 86 students in 2020 to 101 students this summer. We were able to offer in-person work-related experiences to those students who were successful.

Associate Superintendent Hedderson advised that Lead Success Teachers and Success Teams in secondary schools did a lot of work to successfully re-engage students, two weeks prior to school

starting in September, in order to recover 62 credits, so that those students could have a positive return to in person learning. He wanted to acknowledge those efforts and thank those staff.

Superintendent Gillam stated that Focus on Youth is a yearly program, and even last year through the height of the pandemic, ran with some very stringent health and safety protocols in place. This year the program ran again supported by the Boys and Girls Club Southeast. This year the funding was split into two areas. One targeted Mental Health supports and training for the Focus on Youth leaders, ensuring their own wellbeing and ability to support program participants. The other half of the funding bolstered ongoing Mental Health supports should there be a need. Twelve 'at-risk' youth were hired to be Leaders and Recreational Assistants at a variety of camps offered by the Boys and Girls Club on Bath Road, at Rideau Heights Community Centre and at Napanee. They had extensive training in Mental Health and Well-being, Health and Safety, Leadership and Life Skills. By all accounts these camps were full and very successful.

Superintendent Gillam highlighted some of the offerings for summer learning supports for students with special education needs and mental health needs.

- The Summer ABA Transition Program took place from August 23-27, 2021. The focus was to re-establish new routines which would be required as students re-entered buildings in September. Twenty-four students received supports through this program.
- During the week of August 23-31, 2021, over 400 students with special education needs and/or complex mental health concerns participated in back-to-school transition meetings with school staff, school administration and supports.
- Two-hundred and five students were supported either in-person or virtually by either Student Support Counsellors, Adolescent Care Workers and/or Attendance Councillors to re-establish familiarity with school environment and return to school routines.
- Clinical Consultants and SSCs were available to provide short-term mental health supports through a telephone support line.
- An Adolescent Care Worker was available to support the needs of secondary students enrolled in summer school.
- Twenty-seven students who identify as Indigenous were provided ongoing engagement and connection with the Indigenous Student Support Counsellor.
- Ninety-one Educational Assistants participated in an introductory trauma-informed training.
- Through funding provided by LDSB to support the well-being of students during the summer months, Youth Diversion was able to proactively enhance its supports and services for students through several means. A total of 115 elementary students and 220 secondary students received direct service from Youth Diversion in the areas of substance use and

addictions services, mentoring, youth outreach, and Intersections programming. Additionally, 184 students participated in various groups, activities, and events hosted by Youth Diversion staff, including clothing carousel, wellness kits, and a week-long camp in August.

Chair Gingrich thanked Superintendent Gillam and Associate Superintendents Hedderson and Sartor for their report and called upon Trustees for questions.

4.3 Employee Vaccination Attestation

Superintendent McWilliam advised Trustees that the report presented is an update from what was presented at the Special Board Meeting on September 29, 2021. Employees are required to complete the attestation and we continue to track that data. In comparison to the data that was shared last week and what is presented this week, Superintendent McWilliams indicated the following:

| | SEP 30, 2021 | | SEP 22, 2021 | |
|--|--------------|-------|--------------|-------|
| Total number of eligible employees | 3,004 | 100% | 3,111 | 100% |
| Number of Employees who have completed attestation | 2799 | 93.2% | 2781 | 89.4% |
| Number of employees fully vaccinated | 2666 | 88.7% | 2643 | 85.0% |
| Number of employees not fully vaccinated | 133 | 4.8% | 138 | 5.0% |
| Number of employees who have not completed attestation | 205 | 6.8% | 330 | 10.6% |
| Number of employees completed required Education Program | 173 | 51.0% | - | - |
| Number of employees required to complete Education Program | 338 | 11.0% | - | - |

Superintendent McWilliams noted that this data continues to change as they work through cleaning the data. For example, some of the OTs and casual staff are transient and we have had some staff transfer from not vaccinated to fully vaccinated as they moved through the window of getting their second vaccine and having waited the 14 days. Currently the number of employees required to complete the Education Program is 326, of which 210 are now completed. For the numbers that have not been attested, this number had moved from 330 to 205, and it is now at 94. The number of employees who are not fully vaccinated dropped from 138 to 131. The number of employees fully vaccinated has moved from 2666 to 2272. The numbers are trending in the right direction and will continue to change for a few more weeks as we send out some final reminders for staff to complete the attestation process and as we continue to clean out data.

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

Student Trustee Roy experienced some Wi-Fi difficulties and was unable to reconnect.

4.4 Final Review of Policies 5, 7, 8, 10, 11, 13 and 20

4.5 Article III – Board of Trustees – Section 3. Vacancies of the Board

4.6 Appendix G Annual Meeting Order of Business

Chair Gingrich stated that Director Burra will review the draft language changes as a starting point for the review of Policies 5, 7, 8, 10, 11, 13 and 20, as well as Article III and Appendix G. No final decisions will be made this evening regarding the draft policy language, and an opportunity for public input for consideration will be shared for the next few weeks. Final approval for the policies will occur at a future Board meeting.

With regards to Policy 5, Trustee Code of Conduct, Director Burra advised that the Ministry of Education is conducting a consultation as it relates to Codes of Conduct for Trustees, so any further input should be directed to the Ministry consultation which should be open until the beginning of November. Therefore, Director Burra suggested that no further changes be made to Policy No. 5 – Trustee Code of Conduct, at this point in time, other than pronoun changes.

In Policy 10, Trustee Honoraria and Expenses, on Page 35 of the agenda, Section 1.2.0, Superintendent Young will confirm if this is applicable or should be removed. At the top of Page 36, in (i) change “he/she” to “their.” Similarly, at the top of page 37, under Section 3.2.2, change “he/she” to “they.”

In Policy 11, Committees of the Board, in Section 5.5.3, change “One representative from each family of schools” to “One representative from each school.” On the top of Page 50 in the agenda, fourth bullet down, remove the word “School” in front of the strikethrough words “Council Liaison.” On Page 53 of the agenda, in Section 8.1.0, change “Policy 9, Board Operations,” to “LDSB Bylaws.”

In Policy 13, under Section 2.1.0 investigate if the word “slanderous” should be changed to “libelous.”

In Policy 20, Section 4.1.0 xii, at “+” at the end of “LGBTQ2S.”

In Appendix G, under the Nomination Committee Meeting, remove number 5 “Reports of Statutory Committees” and add as item number “m” in the Inaugural Meeting and each succeeding Annual Organizational Meeting.

In response to a question with respect to the process for public consultation, Director Burra clarified that there is an expectation to consult, in Policy 16 – Policy Making (former Policy 12), with groups affected by proposed policies or amendments to existing policies, prior to the proposals reaching Board approval. In anticipation of this consultation, an opportunity has been provided for the public to weigh in, but in Policy 16 there is not a process or administrative procedure around what this looks like in terms of operationalizing it.

The following motion was brought forward:

MOVED BY Trustee Elliott that Policies 5, 7, 8, 10, 11, 20 and Appendix G go to the Board for approval at the October 27, 2021, Board Meeting, and that Policy 13 and Article III, Section 3 go for public consultation.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Morning, Trustee Ruttan, and Student Trustee Duncan (6)

NAYS: Trustee Godkin and Trustee Hutcheon (2)

ABSENT: Trustee McGregor, Student Trustee Johnson, and Student Trustee Roy (3)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Morning and Trustee Ruttan (5)

NAYS: Trustee Godkin and Trustee Hutcheon (2)

ABSENT: Trustee McGregor (1)

The motion carried.

5. Reports for Action

None at this time.

6. Unfinished Business

None at this time.

7. New Business

None at this time.

8. **Correspondence**

None at this time.

9. **Next Meeting Date**

November 10, 2021

10. **Resolve into Committee of the Whole – Private Session**

MOVED BY: Trustee Ruttan that the Board move into Private Session. Carried.

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

The Board will report out at the next Regular Meeting of the Board on October 27, 2021.

The meeting adjourned at 8:15 p.m.

ADMINISTRATIVE REPORT: SHORT-TERM BORROWING RESOLUTIONS

REGULAR BOARD MEETING

October 27, 2021

Purpose

To recommend short-term borrowing resolutions for the 2021-2022 year to meet cash flow requirements.

Background

The *Education Act* requires the Treasurer of the Board to furnish to the bank a copy of the resolution(s) authorizing the borrowing of funds.

Current

Operating

In June 2021, the Board approved the borrowing of funds to cover operating cash requirements to a maximum of \$20,000,000.

Capital

The Board also approved in June, the borrowing of interim capital financing to support Covid-19 Resilience Infrastructure stream Educated related Projects.

It has come to the attention of RBC and Limestone District School Board that a new motion will be required for the Board to maintain its short-term bridge financing to support School Condition projects until funds are provided by the province. This was previously supported by a resolution that was passed on August 29, 2018. The credit facility with the Royal Bank for School Condition projects

has been recently restructured and set at \$20,000,000 for this purpose.

The Royal Bank of Canada (RBC) is the Board's primary banker, a relationship that dates back to 1966. The banking services agreement with RBC extends to the end of 2021.

Recommendation(s)

That the Board authorize the signing officers of the Board to enter into agreements with the Royal Bank of Canada for the following:

1. That the Board authorizes interim capital financing with RBC of up to \$20,000,000 to support capital projects planned or underway for School Condition Improvements.

Prepared by: Craig Young, Superintendent of Business

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: FINANCIAL UPDATE ON COVID-19 EXPENSES REGULAR BOARD MEETING

October 27, 2021

Purpose

To provide Trustees with a financial update on the COVID-19 funding from the Ministry of Education and the expected COVID-19 expenditures for 2021-2022.

Background

In the memo 2021:B07 Planning for the 2021-2022 School Year released by the Ministry of Education on May 4, 2021, the Ministry announced funding for Limestone District School Board (“LDSB”) totaling \$5,150,052 to fund additional targeted supports that will be needed to address COVID-19 operating constraints.

Direction was provided by the Ministry of Education in the memo that school boards should only budget for ½ of the funding that was announced to cover expenses for ½ of the school year. With this direction and funding, Boards are still required to:

- offer remote learning options consistent with PPM164
- plan to operate elementary schools full time in-person
- adopt secondary timetabling methods that emphasize cohorting of students as much as possible
- maintain health and safety measures
- a continued learning and renewal approach that focuses on mental health and well-being, early reading and math, re-engaging students, special education, targeted French language supports and educator readiness

Announcing a release of only ½ of the total funding has created operational challenges for LDSB. The implementation of all the funded student supports for only ½ of the school year may create gaps for students. As a result, where possible, LDSB has planned for a reduced level of support in order for the supports to span the length of the entire school year.

The Ministry has advised that they will confirm the use of the second half of the funding if needed, in the fall of 2021 pending vaccine distribution across the province and public health advice.

Attached in Appendix A is a budgetary template of the announced COVID-19 funding revenues and the expected expenses that will be incurred in the current school year to meet the directives of the Ministry of Education. These expenses will address the COVID-19 pandemic responses, as well as meet the expectations of our various collective agreements.

Recommendations

That this report be received for information.

Prepared by: Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix A

| Appendix A | | | | | |
|--|--|---------------------|--------------------|---------|------------------|
| Limestone District School Board | | | | | |
| 2021 - 2022 | | | | | |
| COVID-19 Funding | | | | | |
| Funding Description | Expense Description | 2021-2022 Estimates | | | |
| | | Revenue | Revenue @ 50% | | Expenses |
| Additional Staffing Supports (Custodial) | | (313,965) | (156,983) | | |
| | Additional Cleaning Time Provided to Schools | | | | 156,983 |
| Additional Support for Special Education | | (189,008) | (94,504) | | |
| | Secondary Teacher | | | 34,317 | |
| | Elementary Teacher | | | 60,187 | 94,504 |
| Additional Mental Health Supports | | (311,315) | (155,658) | | |
| | Social Worker | | | 41,399 | |
| | Adolescent Care | | | 43,648 | |
| | Student Support Counsellor | | | 43,648 | |
| | Psychologist | | | 26,963 | 155,658 |
| Student Transportation Funding Support for Enhanced Cleaning and PPE for Drivers | | (1,037,400) | (518,700) | 518,700 | 518,700 |
| Funding for Additional Staff | | (3,101,025) | (1,550,512) | | |
| | 0.33 VP (EVS) | | | 39,868 | |
| | Elementary Technology-Enabled Learning Support Teacher | | | 107,630 | |
| | Additional Elementary Teachers (EVS) | | | 404,322 | |
| | Additional Office Support at LEC (SVS) | | | 14,786 | |
| | Secondary Prep Coverage | | | 134,566 | |
| | 10 Additional Sections for Quad 2, 3 & 4 (SVS) | | | 193,034 | |
| | Short Term EA Support | | | 296,306 | |
| | EVS & SVS School Budgets | | | 10,000 | |
| | Tech Device Replacement | | | 250,000 | |
| | Internet / Cell Phone COVID Expenses | | | 100,000 | 1,550,512 |
| Re-Engaging Students and Reading Assessment Supports | | (197,339) | (197,339) | | |
| | Guidance Supports (SVS) | | | 51,632 | |
| | Lead Student Support Teacher (SVS) | | | 120,012 | |
| | Supplies | | | 25,695 | 197,339 |
| Total | | (5,150,052) | (2,673,696) | | 2,673,696 |

ADMINISTRATIVE REPORT: SCHOOL CLIMATE SURVEY

REGULAR BOARD MEETING

October 27, 2021

Purpose

To provide the Board of Trustees with an update on the upcoming school climate survey.

Background

School boards are required to conduct school climate surveys at least once every two years as one way to gather data that supports creating a positive school climate. School climate may be defined as “the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.” - *Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour"* Limestone has conducted school climate surveys since 2010. Historically Limestone used the *Learning Bar's Tell-Them-From-Me* surveys for students in Grades 4-12.

Current Status

A School climate survey will be available to students in Grades 4 to 12 in November 2021. The goal of this anonymous survey is to collect student voice regarding their perspectives on the school climate in their school. This school-based data will provide indicators related to site-specific perceptions on safety and bullying, pathways and transitions, achievement and learning, human rights and equity, mental health and substance use, and overall sense of belonging. This information will enable schools to create, responsive, site-specific, equity actions to cultivate a more equitable and inclusive school climate.

On the November 1 PA Day, school staff will have an opportunity to review the survey in advance and provide any feedback for consideration, prior to the board-wide rollout. Families and students will receive information about the school climate survey during the first week of November. This communication will provide clarity about how the school climate survey is different from the recent student census and what it aims to achieve.

The survey will be open from November 8-30. Students will be provided with class time to complete the survey which is estimated to take about 10 minutes. Answers will remain anonymous and only

aggregate data will be shared with schools to support school climate goals. Each school prepares an annual school climate goal document that includes training strategies and resources, awareness-raising strategies for a positive school climate, support strategies for school climate concerns and a monitoring and review process.

Recommendations

That this report be received for information.

Prepared by: Patty Gollogly, Associate Superintendent of Education

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: EMPLOYEE VACCINATION ATTESTATION REGULAR BOARD MEETING

October 27, 2021

Purpose

The following is intended to provide Trustees with an update with respect to the status of Employee Vaccination Attestation completion.

Background

An update was provided to Trustees September 29, 2021, with respect to the status of employee mandatory vaccination attestation completion, including number of staff fully vaccinated and number of staff who have completed the Ministry of Education educational session. Staff who have not completed the attestation and/or who have not engaged in regular rapid antigen testing have been advised that failure to adhere to these requirements may result in their being placed on a leave without pay.

Current Status

| | <i>Oct 5, 2021</i> | | <i>Oct 20, 2021</i> | |
|---|--------------------|-------|---------------------|------|
| <i>Total number of employees required to attest</i> | 3,067 | 100% | 2,987 | 100% |
| <i>Number of Employees who have completed attestation</i> | 2,860 | 93.3% | 2,835 | 95% |
| <i>Number of employees reporting as fully vaccinated</i> | 2,729 | 90.0% | 2,718 | 91% |
| <i>Number of employees reporting as not fully vaccinated</i> | 131 | 4.3% | 117 | 4% |
| <i>Number of employees who have not completed attestation</i> | 94 | 3% | 152 | 5% |

As indicated, the statistical information as provided will continue to change as numbers of employees change, and as we continue to ‘clean’ the data. As a point of comparison, according to KFL&A Public Health, as of October 21, 2021, 90% of 12–17-year-olds in the area have received at least one vaccination. Currently, 84% of 12–17-year-olds are fully vaccinated.

Next Steps

Human Resources will continue to send reminders to employees who have not completed the attestation, testing and/or education program. Employees who continue to refuse to complete the attestation, complete weekly testing, and/or participate in the education program, will be placed on a non-disciplinary leave without pay, as appropriate, in the coming weeks.

Recommendations

This report is provided for information purposes.

Prepared by: Susan McWilliams, Superintendent of Human Resources

Reviewed by: Krishna Burra, Director of Education

Attachments: N/A

ADMINISTRATIVE REPORT: STRATEGIC PLAN – END-OF-YEAR REPORT 2020-2021 REGULAR BOARD MEETING

October 27, 2021

Purpose

To provide Trustees an end-of-year status report on the 2020-2021 Strategic Plan.

Background

Under the Education Act, the Director of Education must review the Multi-Year Strategic Plan (MYSP) annually with the Board of Trustees. To assist Trustees with their ongoing monitoring, normally a spring update is provided using a 'traffic light' system to evaluate the progress of specific actions, which were designed to operationalize the achievement of our strategic goals. A semi-annual assessment allows staff to make adjustments to ensure that the MYSP goals remain on track. However, given the disruptions during the 2019-2020 school due to provincial labour challenges and the onset of the COVID-19 pandemic, and resultant school closures, a mid-year check-in was not completed.

Current Status

At the Board Meeting of October 27, 2021, Senior Staff will present an end-of-school-year Strategic Action Plan – 2020-2021 (attached), focusing on the items that have been assessed as 'red' or 'yellow' on the attached action plans. Given the disruptions present during the 2020-2021 school year, more 'red' and 'yellow' indicators are evident. Consequently, senior staff will focus on those areas where this work has been resumed in the 2021-2022 school year, or areas we were unable to focus attention during the spring of 2021.

Senior staff will also review the Strategic Action Plan Evaluation Framework: 2017-2022 (attached) employing the same traffic light system. Each outcome will be assessed as to its status, three years into a five-year plan. The Evaluation Framework has been included to assist the Board in tracking progress of goals. Multiple data sets and evidence are used to evaluate the progress toward the desired outcomes.

Staff's commitment to Trustees is that the areas of focus will also populate Board and Education and

Policy Operations Committee (EPOC) agendas throughout the five-year Strategic Plan. Last year's overview is attached mapping the strategic plan to specific meetings/committees.

Recommendations

That the Board receive the Strategic Action Plan – 2020 - 2021 for information.

That the Board receive the Strategic Action Plan Evaluation Framework – 2017-2022, Year 4 update: 2020-2021.

That the Board receive the Strategic Action Plan for 2021-2022 with the Areas of Focus.

Prepared by: Krishna Burra, Director of Education

Attachments: Strategic Action Plan for 2020-2021

Strategic Action Plan Evaluation Framework 2017-2022

Board/EPOC Agenda Items 2020-2021

Strategic Action Plan: 2020 – 2021

Year-End Update

Action Plan W1.1 Healthy Schools (including COVID Response)

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

RESPONSIBILITY: Superintendent Scot Gillam and Associate Superintendent Stephanie Sartor

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

| Actions | Timelines | Status | Evidence of Success |
|---|------------------------------|--------|---|
| A collaborative group comprising Program Team staff, elementary educators and secondary educators will be formed to develop and share resources and activities that adhere to Covid Safety protocols required during Health and Physical education. | September 2020- August 2021 | ● | <p>A K-12 Guide to Physical Health and Education document was collaboratively developed with LDSB staff and KFL&A and is updated regularly.</p> <p>School visits and frequent check ins with educators will confirm that guidelines are followed.</p> <p>Outcome: Document continued to be updated as public health regulations changed. Clicks/usage was monitored. A group was developed comprising a community member, secondary staff member and elementary staff member. The group offered regular feedback. Staff and administration referred to the document often, and guidelines were discussed/reviewed during School Visits.</p> |
| Modified physical activities and games developed and shared with elementary and secondary educators based on Covid Safety Protocols. | September 2020- August 2021 | ● | <p>Subscription to the Minds Online Physical Health and Education course will continue to increase.</p> <p>Weekly emails with ideas and videos will be sent to staff. Administrators and senior staff will report implementation of these activities.</p> <p>Outcome: Educators offered positive feedback related to the weekly emails, particularly those that included short how-to videos. Registration in the course continued to increase throughout the school year.</p> |
| A team, led by LESSA, will support the development and coordination of 'intramural' sports, adapted to Covid Protocols | October 2020- August 2021 | ● | <p>Participation in the events will be monitored. Schools will be encouraged to participate. The goal is to increase the total number of schools engaging in the activities and challenges throughout the school year.</p> <p>Outcome: This initiative was commenced in October, but did not continue as planned because of a pivot to virtual learning for the majority of the system.</p> |
| Work with KFL&A Public Health in providing Immunizations and Oral Hygiene programming during COVID restrictions. | September 2020 – August 2021 | ● | <p>KFL&A Public Health and LDSB worked cooperatively to ensure that Immunizations and the Oral Hygiene Program were able to operate during COVID. KFL&A and school staff will follow and support COVID protocols so that these invaluable services can operate within schools.</p> |

Strategic Action Plan: 2020 – 2021

Year-End Update

Action Plan W1.1 Healthy Schools (including COVID Response)

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

RESPONSIBILITY: Superintendent Scot Gillam and Associate Superintendent Stephanie Sartor

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

| Actions | Timelines | Status | Evidence of Success |
|---|-------------------------------------|----------|---|
| <p>COVID Protocols - worked with KFLA Public Health on ensuring COVID protocols were established in all schools prior to September 2020 and ongoing</p> | <p>September 2020 – August 2021</p> | <p>●</p> | <p>In consultation with KFL&A Public Health and following Ministries of Education and Labour directives, COVID 19 training and safety protocols were established for all schools and board buildings. Health and Safety Training and COVID 19 Protocols were reviewed prior to the school year start up. Further training provided as required by Ministry of Education after both school breaks and mandated closures. Schools were provided signs to ensure distanced school traffic and adherence to common room capacity levels. Students, staff and community supports 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 supported by school line lists and staff risk assessments. Asymptomatic testing was offered to Family of Schools. Included the set-up of signs for school traffic, screening prior to entry and room capacity limits. Screening protocols for staff and students were established and adjusted regularly to conform to Public Health and Ministry standards. Contract tracing was supported by school line lists and staff risk assessments. Asymptomatic testing was offered to Family of Schools.</p> <p>Outcome: Completed for face to face learning blocks</p> |

Strategic Action Plan: 2020 – 2021

Year-End Update

Action Plan W1.2 Mental Health

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams and Scot Gillam

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

| Actions | Timelines | Status | Evidence of Success |
|--|------------------------------|--------|--|
| Enhance direct mental health services to students through COVID related funding. | September 2020 - August 2021 | ● | <p>Created opportunities for elementary (grade 6-8) and 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>Outcome: A total of 33 new referrals were made to the end of June.</p> <p>Created opportunities for elementary students engaged in remote learning through the LDSB Virtual School to access virtual mental health supports provided by a Student Support Counsellor.</p> <p>Outcome: A total of 53 new referrals were made to the end of June.</p> |
| Strengthen engagement of students, families, staff and the community through expansion of the Mental Health Leadership Team. | September 2020 - August 2021 | ● | <p>Inclusion of Indigenous representative.</p> <p>Inclusion of Educational Assistant representative.</p> <p>Inclusion of Addictions representative (Kairos).</p> <p>Outcome: The Mental Health Leadership Team includes an Indigenous rep, an Educational Assistant rep and an Addictions (Kairos) rep.</p> |
| Provide professional development opportunities related to anti-Black and anti-Indigenous racism and its impact on student mental health and wellbeing. | September 2020 - August 2021 | ● | <p>Resource sharing in the areas of anti-Black and anti-Indigenous racism is a standing item on Educational Services PA days and monthly staff meetings and a focus on ongoing professional learning in order to build staff capacity, unlearn, and action changes to current beliefs and practices.</p> <p>School Mental Health Ontario resources developed to address anti-Black racism shared with the Mental Health Leadership Committee (MHLC) for actioning.</p> <p>Outcome: Release time for professional learning has been on hold due to COVID. However, the monthly resource sharing for Ed Services staff and SMHO resource sharing with the MHLC did happen.</p> |
| Enhance equitable access to and culturally responsive school mental health supports and services. | September 2020-August 2021 | ● | <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. This position has been advertised three times.</p> <p>Outcome: A registered Social Worker was hired and began in this position in May 2021.</p> <p>An online self-referral mechanism is accessible on all secondary school websites in November 2020 so that all secondary students can access mental health supports regardless of engaging in person or virtual learning.</p> <p>All Student Support Counsellors and Adolescent Care Workers are trained to provide virtual supports to students.</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 Scot Gillam

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

| Actions | Timelines | Status | Evidence of Success |
|--|------------------------------|--------|--|
| Provide professional learning opportunities to administrators, educators and support staff to build capacity in creating and leading mentally healthy schools. | September 2020 - August 2021 | ● | Professional learning opportunities for administrators/educators/and, or support staff were provided in the areas of: <ul style="list-style-type: none"> • Promoting student mental health & wellness during the transition back to school • ASIST training • MH LIT: Mental Health in Action • The Third Path – A Relationship-Based Approach to Well-being and Achievement • Foundations in Early Childhood Mental Health Practice Modules • Managing Anxiety at School and Home with Lynn Lyons • School-Based Interventions Related to Student Cannabis Use • Promoting Student Mental Health & Well-being • Kids Have Stress Too! • Suicide Risk Assessment & Management Outcome: Complete |
| Support staff wellness in the workplace by implementing the Not Myself Today campaign through the Canadian Mental Health Association (CAMH). | September 2020- August 2021 | ● | Re-launched campaign by distributing resources and promotional materials to all schools to engage and promote staff well-being at the individual, school and organizational level with regular messaging by the Director. Enhanced LDSB staff well-being portal to include a webpage dedicated to information about Not Myself Today. The Mental Health Lead hosted a voluntary virtual learning session for interested ambassadors focused on the importance of the campaign, how to navigate the online staff portal and how to implement the campaign within schools. Outcome: Complete |
| Participate in training and implementation of school-based intervention to promote resilience and reduce distress among newcomer students. | September 2020 - August 2021 | ● | Social Workers and Mental Health Lead to attend upcoming 2-day training in the STRONG (Supporting Transition Resilience of Newcomer Groups) Liaise with Equity and Inclusion Consultants and ESL team to develop implementation plan for the 2021-2022 school year. Outcome: Four Social Workers and Mental Health Lead attended the 2-day STRONG training. Implementation will occur after release of Student Census information in September 2021. |
| Develop a new three-year Mental Health and Substance Use Strategy for 2021-2024. | September 2020 - August 2021 | ● | Reviewed and considered the information and data provided by School Mental health Ontario Board Scans and LDSB Emergency Remote Learning data. Data from the 2020 LDSB Student Census will be reviewed when available. Engaged key stakeholders, including staff, families, grades 7-12 students and community partners to identify collaborative goals and key strategies to achieve goals. Outcome: The 2021-2024 Mental Health and Substance Use Strategy was completed and shared with Senior Team for approval in June 2021. |

Strategic Action Plan: 2020 – 2021

Year-End Update

Action Plan W1.3 Outdoor Education

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

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

| Actions | Timelines | Status | Evidence of Success |
|--|------------------------------|------------------------------|--|
| Maximizing Student Safety and ensuring compliance with OPHEA & Ministry guidelines/expectations for student safety. | September 2020 - August 2021 | ● ● | Compliance with Ministry expectations regarding Outdoor Education Safety. Outcome: All safety considerations outlined by OPHEA are adhered to. Ensuring proper certifications to meet requirements for different outdoor activities and arranging training for areas of need (i.e. NLS, First Aid, Paddling, etc.) Outcome: The Outdoor Education team completed requisite certifications to prepare for the safe continuation of regular outdoor programming. |
| Providing and/or enhancing Outdoor Education spaces at the Gould Lake Outdoor Education Centre. | September 2020 - August 2021 | ● | Creating natural playground structures and outdoor classroom spaces in the upper campground space for students. Outcome: This work has been stalled because of COVID. |
| Increasing the online presence for Outdoor Education in Limestone for communications, promotion, and celebratory purposes. | September 2020 - August 2021 | ● ● ● ● | Add lessons to the Minds Online LMS for LDSB teachers to access and use with their classes. Outcome: Over 40 lessons were added to the Minds Online LMS for LDSB teachers to access and share with their classes to support in-person and remote online learning now and going forward. Create accessible online bookings for GLOC staff to visit schools to engage classes in outdoor learning. Outcome: completed. Increase social media presence on Twitter to join the LDSB educators' professional learning network, sharing what learning staff are engaged in, and share more of outdoor learning with the public. Outcome: The Outdoor Education team increased its presence and followership on Twitter, successfully promoting outdoor learning throughout the district. Virtual field trips are being offered to classes during periods of remote learning and can also be arranged upon availability during in-person learning. Outcome: Outdoor Education staff have been supporting educators and students with virtual field trips throughout the school year. |

Action Plan W1.3 Outdoor Education (Cont'd)

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

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

| Actions | Timelines | Status | Evidence of Success |
|--|------------------------------|--------|--|
| Continuing to improve and refine programming offered to students visiting the Gould Lake Outdoor Education Centre. | September 2020 - August 2021 | ● | <p>Develop pre- and post-visit activities for teachers to engage with students who visit the Gould Lake Outdoor Education Centre.</p> <p>Outcome: The pre- and post- follow-up activities continue to be developed by the Outdoor Education team for regular programming and enhanced itinerant programming provided for 2020-21.</p> <p>●</p> <p>Programming has been adapted to have GLOC staff visit schools to support outdoor learning rather than have classes visit the Gould Lake Outdoor Education Centre.</p> <p>Outcome: For the first time, every school in LDSB was able to book time with the Outdoor Education team to visit their school to support outdoor learning for students.</p> <p>●</p> <p>Revise summer programming offerings to meet most up-to-date public health requirements as per KFL&A Public Health and guidelines from the Ministry of Education.</p> <p>Outcome: The Outdoor Education team hosted four, week-long Nature Camps at four different elementary schools in July and August: Polson Park Public School, Southview Public School, Molly Brant Elementary School and Loughborough Public School for students in Grades 1-3. This is the first time outdoor summer programming was provided for students in this age range.</p> |
| Continued infusion of Indigenous Education into existing K-12 curriculum programs at the Gould Lake Outdoor Education Centre | September 2020 - August 2021 | ● | <p>Further collaboration between the Katarokwi Learning Centre (KLC) and Gould Lake Outdoor Education Centre (GLOC).</p> <p>Outcome: Some in-class visits to KLC to support students replaced field trips to GLOC that were not permitted because of COVID-19.</p> <p>●</p> <p>Further enhancement of the presence of Indigenous Education at the Gould Lake Outdoor Education Centre.</p> <p>Outcome: 3 days of educator professional learning were held at Gould Lake Outdoor Education Centre focused on land-based Indigenous Education facilitated by local Indigenous elders and knowledge keepers.</p> <p>Supporting Indigenous Student Leadership days at the Gould Lake Outdoor Education Centre.</p> <p>●</p> <p>Outcome: This work was stalled because of COVID-19.</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 McDonnell, McWilliams, Young and Associate Superintendent Sartor

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 2020- August 2021 | ● | Installation of accessibility features in new builds as per AODA requirements at new Kingston Secondary School and renovations to existing structures as required. Implemented a Facility Improvement Process whereby schools can make proactive requests to remove physical barriers through building modification renovations. |
| Administrative Procedure 302: Service Animals for Students with Special Needs to align with PPM 163: School Board Policies on Service Animals | September 2020- August 2021 | ● | Implemented revised Administrative Procedure (AP) 302: Student Use of Guide Dogs, Service Dogs and Service Animals and monitored requests: 1 Service Dog at Kingston Secondary School, 1 Service Dog at Napanee District Secondary School. Outcome: Complete |
| Increase the number of schools participating in purchasing online texts (SORA) to support programming at their school site. | September 2020- August 2021 | ● | School subscription and student usage will be tracked. Outcome: Implementation of school based accounts proved to be a significant challenge due to problematic customer service, support and communication by Overdrive (SORA). Student usage of system wide subscription increased slightly, but individual schools were unable to create their own accounts to support programming. The subscription will not be renewed and alternatives to SORA will be researched. |
| Provide equity of opportunity and inclusion of all students and strengthen student voice through the establishment of school-based accessibility audits. | September 2020- August 2021 | ● | Students are engaged in school-based accessibility audits to identify areas of improvement within schools. Secondary school pilot to be implemented by June 2021 with full implementation in Sept. 2021. Outcome: This did not occur due to school closures from April-June 2021 due to the Pandemic. |
| Ensure board communication tools are accessible and AODA compliant. | September 2020- August 2021 | ● | Communications has created an 'Accessibility Tips for Social Media' (YouTube, Twitter, Facebook, Instagram) and shared it with the Accessibility Planning Committee for input. Outcome: Document to be shared with administrators for implementation during 2021-2022 school year. |
| Ensure board and school websites are accessible and meet Web Content Accessibility Guidelines (WCAG) 2.1 | September 2020- August 2021 | ● | Monsido platform feature was added to websites to ensure ongoing WCAG 2.1 accessibility compliance. Outcome: Monsido platform feature implemented. |

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 Michèle Babcock, Sue McWilliams, Alison McDonnell, and Associate Superintendent Scot Gillam

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

| Actions | Timelines | Status | Evidence of Success |
|---|--------------------------------|--------|--|
| Administrator Training in Equity & Inclusion | September 2020- August 2021 | ● | School Principals and Vice-Principals will engage in professional learning regarding Equity & Inclusion at every administrator meeting. Outcome: Complete |
| <i>See Yourself in Limestone: Student Census</i> will be administered Fall 2020. | September 2020- August 2021 | ● | Staff administered a voluntary student census for students in Grades 4-12 November / December 2020. Families responded on behalf of students in Kindergarten to Grade 3. Data analysis will take place Summer 2021 with initial findings reporting to begin in Fall 2021. Outcome: A Descriptive Report was created based on the data collected. |
| Culturally Responsive Relevant Pedagogy | January – August 2021 | ● | Primary educators in four schools will participate in a CRRP project using Mentor Texts to teach anti-racism with primary students. Outcome: Educator/Administrator professional learning occurred in May and June focused on identifying own bias and positionality and the creation of a skeletal framework for Fall in class sessions. |
| Monthly Equity Newsletter for all staff | September 2020- August 2021 | ● | <i>Limestone Lens</i> will be published monthly and emailed to every Limestone employee including Trustees. The newsletter will focus on elements and language of anti-racism as an education tool for staff. Outcome: Complete |
| English course literature review | September 2020- 2021 | ● | An audit of course literature will be done by staff with the development of guiding principles for selecting texts with an anti-racist lens. Outcome: 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. |
| De-streamed Gr. 9 Math Planning | January 2020 – August 2021 | ● | A plan for the implementation of the De-streamed Grade 9 Math Program will be developed. Outcome: Complete. Educators attended professional learning in Spring 2021 which focused on the “why” of destreaming, and how to best support students in a destreamed classroom through effective instructional practices. |
| Schools will participate in equity-based projects supported by grants through the Ontario Arts Council. | September 2020- August 2021 | ● | Students will participate in equity-based projects through funding from the Ontario Arts Council. Outcome: 441 elementary students (33 teachers) in the K-8 virtual school participated in equity-based projects through this funding, along with one high school (LCVI). |
| Black Community Advisory Committee | January 2020 – August 2021 | ● | Two Black Community Focus Group meetings will take place Spring 2021 to establish the structure of an advisory committee for 2021-2022. |

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 Michèle Babcock, Sue McWilliams, Alison McDonnell, and Associate Superintendent Scot Gillam

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

| Actions | Timelines | Status | Evidence of Success |
|---|------------------------------|--------|---|
| Minimize disruptions to school attendance and provide stability and continuity for child and youth in care within the education system. | January 2020 – August 2021 | ● | Worked collaboratively with Family and Children’s Services of Frontenac and Lennox and Addington (FACSFLA) and Tri-Board Student Transportation to provide transportation to students in care who had been removed from their home and benefited from remaining in their home school. Outcome: 8 students have been served. Worked collaboratively with Family and Children’s Services of Frontenac and Lennox and Addington to provide stability supports to children and youth in care. Outcome: Over 230 students have been provided supports through FACSFLA including: Kewaywin Circle Events, BookWorm Reading Program, Psychological Services, tutoring and technology. |
| Review interview process to identify and eliminate potential barriers for applicants. | September 2020 – August 2021 | ● | LDSB Equity Consultant observed group interview process through Equity, Diversity, and Inclusion lens to identify areas to be addressed. Recommendations have been received and implemented by Human Resources. |
| Expand outreach to attract more diverse applicant pools when filling vacancies or new positions | September 2020 – August 2021 | ● | Job opportunities posted to a variety of Job Boards, including the Aboriginal Job Board and the Ontario Alliance of Black School Educators and others . Human Resources continues to explore alternative strategies to further diversify applicant pools. |
| Standardize job posting templates that include EDI messaging. | September 2020 – August 2021 | ● | A new See Yourself in Limestone posting template has been developed and implemented with implicit EDI statement. |
| Include ability for applicants to voluntarily self-identify | September 2020 – August 2021 | ● | 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. |
| Incorporate our commitment to Equity, Diversity, and Inclusion into the hiring process | September 2020 – August 2021 | ● | All interviews include an Equity, Diversity, and Inclusion component. |

Strategic Action Plan: 2020 – 2021

Year-End Update

Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver, and Associate Superintendent Stephanie Sartor

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

| Actions | Timelines | Status | Evidence of Success |
|---|------------------------------|--------|--|
| International Education | | | |
| International student enrolment. | September 2020-August 2021 | ● | Increase current levels of student enrolment which dropped due to COVID-19 from a range of countries by continuing to build further capacity at additional sites to support the growth of international students. Outcome: With the ongoing challenge of changing health and safety requirements and post-pandemic economic factors, the focus was enrollment levels for 2021-2022. International student enrollment Sept 2021 was 107, expected enrollment for Sept 2022 anticipated to be over 200. |
| 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 2020-February 2021 | ● | 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. International students arrived in LDSB beginning January 2021 through February 2021 for inclusion in Semester 2 programming. Outcome: The International Education program continues to follow all safety protocols in place, and have added the requirement that all International Students attending LDSB programs must be vaccinated. |
| Open up different markets for enrollment to increase diversity for the LDSB IEO, specifically: Bangladesh, Czech Republic, Italy, Germany, Vietnam, Thailand. Re-establish link in China. | September 2020-August 2021 | ● | Connections in all identified markets, and rebuilding enrollment after decline due to COVID-19. There are students attending LDSB from Czech Republic and Italy. Positive market growth has occurred in Italy, Germany, Spain, Czech Republic, France and Turkey. European markets are strong and demand post-pandemic is rising in that area. All international travel currently on hold and attempting to continue connections virtually. Homestay spaces are at a premium due to COVID-19 and recruiting strategy planned for Spring 2021. Outcome: International markets continue to fluctuate based on post-pandemic economic factors. Connections in markets has resulted in Korea showing positive market growth, with France, China, Vietnam, Nigeria, Poland and Ukraine being targeted as “next step” markets for connection in 2021-2022. |
| Increase profile and social media presence of the IEO for the board and Internationally | September 2020-August 2021 | ● | Increased International Education profile within the Board with new website, logos, social media and FAQs for registration. Updated materials have been shared with global partners. International Education presentation to trustees at the April board meeting. Outcome: Positive social media presence, included addition of Instagram Site for International Education. |

Strategic Action Plan: 2020 – 2021

Year-End Update

Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: Director Burra, Superintendents Michèle Babcock, and Associate Superintendent Stephanie Sartor

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

| Actions | Timelines | Status | Evidence of Success |
|--|-----------------------------|--------|---|
| International Education (Cont'd) | | | |
| Homestay Recruitment | January 2021- August 2021 | ● | <p>COVID-19 has impacted the number of homestays for 2020-2021, and 2021-2022. Marketing and communication will focus on homestay recruitment in the Spring of 2021 to ensure enough homestay availability for expected enrollment in 2021-2022.</p> <p>Outcome: Homestay placements continued to be a limiting factor for International student enrollment, and the recruiting strategy was not implemented, based on school closures and continued anxiety related to COVID-19. Plan to resume Homestay recruitment in 2021-2022 as vaccination rates increase locally.</p> |
| English as a Second Language | | | |
| Support the continued professional learning of the K-12 ESL team and align that learning with our current K-12 literacy practices. | September 2020- August 2021 | ● | <p>Professional learning plan that is ongoing, involves the literacy program team members and is responsive to the learning needs of our K-12 ESL team. ESL team will report a deeper understanding of literacy practices that support K-12 English language learners.</p> <p>Outcome: Complete. The literacy program team and ESL team met three times over the year to engage in professional learning together. Feedback gathered from the surveys following the professional learning demonstrated a deeper understanding and alignment of literacy practices, particularly in the area of oral language development and reading.</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 2020- August 2021 | ● | <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>Outcome: This was able to occur until the last pivot to virtual learning in April 2021. Following release time, both educators and administrators reported increased knowledge toward the STEP assessment tool. Requests for future sessions were received. Results of the CBAM displayed an increase in comfort/decrease in concern.</p> |
| System audit, review and update of information related to ELL population by ESL team and office administrators. | September 2020- August 2021 | ● | <p>Increased system understanding of how to correctly register and record English Language Learners in our Student Information System database. ESL team will find fewer errors in the SIS (student information system). Continued communication and learning offered to our community partners related to the correct registration procedures will further facilitate this process.</p> <p>Outcome: The ESL team was able to complete a system audit in the student information system (SIS). However, given the change to a new SIS (Trillium to Aspen), learning within the system and with community partners did not take place.</p> |

Strategic Action Plan: 2020 – 2021

Year-End Update

Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: Director Burra, Superintendents Michèle Babcock, and Associate Superintendent Stephanie Sartor

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

| Actions | Timelines | Status | Evidence of Success |
|--|----------------------------|--------|---|
| English as a Second Language (Cont'd) | | | |
| Create a consistent 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 2020-August 2021 | ● | A standardized communication tool (Google folders) developed between classroom educators and the ESL team will lead to increased communication and collaboration of assessment information. All educators of ELLs will receive ongoing assessment support and collaboration related to report card writing from the elementary ESL team. Outcome: Complete. ESL educators collaborated in report card writing for students they supported. Information and reinforcement of procedures and assessment sharing will continue to be a focus for the upcoming 2021/22 school year. |
| Develop a system transition support document for students with ESL needs that includes communication with our community partners, transition meetings, and system communication between our schools and the LDSB ESL department, upon school registration. | November 2020-August 2021 | ● | Transition of all ELLs into our schools will be standardized. Administrators and school teams will understand and follow this process. Results following a research project with Queen’s University faculty will further support the development of this tool. Community partners will report an awareness of this tool. Outcome: The research project with Queen’s University was not approved and did not continue. A flow chart for the transition process was created and finalized. Sharing this flowchart in order to standardize the transition and registration process will be a focus for the upcoming school year. |

Strategic Action Plan: 2020 – 2021
Year-End Update
Action Plan W2.3 International Education and Second Language Development

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

RESPONSIBILITY: Director Krishna Burra, Superintendent Michèle Babcock and Associate Superintendent Stephanie Sartor

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 3 of three-year FSL plan) | September 2020-August 2021 | ● | Educators will participate in professional learning focused on building student confidence in listening and speaking French. Outcome: Limited opportunities were available for professional learning due to COVID-19. |
| Increase the number of students remaining in FSL programs (Core and Immersion) (Year 3 of Three-year FSL Plan) | September 2020-August 2021 | ● | Data to date does not indicate an increase over the past year. Outcome: Some students have changed programs for 2020-21 due to interruptions in learning related to COVID-19 |
| Ongoing professional learning focused on teacher practice. | September 2020-August 2021 | ● | Educators will voluntarily participate in after-school workshops focused on topics identified through an educator survey: Technology; Accommodations / Modifications; Action-oriented French. Sessions will be organized by FSL educator steering committee. Outcome: Optional virtual professional learning sessions were held in February (Technology and engagement in FSL), March (IEPs: Accommodations and Modifications in FSL), April (Oral Language: Increasing confidence and competence through guided speaking), May (Book Creator Info Session). |
| OPSBA Labour Market Pilot Project to incorporate green screen technology. | September 2020-August 2021 | ● | Twelve educators will participate in collaborative professional learning to incorporate the use of green screen technology for encouraging greater student engagement in oral language activities and developing educator confidence. Outcome: Green screens and Do Ink app purchased and distributed to 6 core French educators. Professional learning sessions occurred with these educators to co-plan engaging learning activities for students, incorporating CEFR practices. |
| Professional Learning for Virtual School FSL educators. | September 2020-August 2021 | ● | Immersion FSL educators will participate in early literacy skills with a focus on phonemic awareness. Core FSL educators will focus on supporting and promoting student oral language in an online platform. Outcome: Synchronous virtual learning sessions were held with Elementary Virtual School Core French educators, focusing on oral language development and confidence and engagement in core French programs. |

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 Scot Gillam 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 2020- August 2021 | ● | 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. Outcome: Despite limitations on in person training, training has continued for both administrators and worker representatives. |
| Deliver training for Health and Safety COVID protocols at various points in the year. | September 2020- August 2021 | ● | 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. Outcome: Completed initially and also as required with changes to Ministry or Public Health directives. |
| Implement online reporting system for both Worker Injuries and Safe Schools Incident reports. (SSIRs) | September 2020 – August 2021 | ● | All staff are now able to report Worker Injuries and Safe Schools incidents (SSIR) online using the same platform and the same program. Outcome: Completed |
| Development of Health & Safety Training for return to school, related to new COVID Protocols | August 31, 2020 – December 2020 | ● | New Health and Safety training developed for LDSB COVID context as well as all other mandatory training implemented prior to start of school for students. Outcome: Completed |

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 Scot Gillam

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 2020-August 2021 | ● | 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 2020-August 2021 | ● | 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 |
|---|------------------------------|--------|---|
| Kingston Intermediate/Secondary School contract and begin construction. | September 2020 - August 2021 | ● | <p>Ministry approval received in September 2017 and construction contract successfully negotiated with low bidder, Bondfield Construction. Acquisition of Kingscourt Public Library site in October 2017 allowing Bondfield Construction to begin construction activity on the Kirkpatrick /Lyons Street property (former QECVI location) shortly thereafter. New Kingston Intermediate/Secondary School groundbreaking ceremony held on October 20, 2017. In January 2019, Trustees received a construction update regarding Kingston Secondary School. The contractor has experienced a number of weather day delays during the winter 2019-2020. An updated construction schedule placed occupancy for the end of 2020. Students moved into the school in December 2020 and started classes in the new facility.</p> <p>Outcome: Complete</p> |
| Renewal Project Plan | September 2020- August 2021 | ● | <p>The approved project 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 2021 and contracts awarded for construction work to begin in spring/summer 2021.</p> |

Action Plan I1.1 Environmental Sustainability

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

RESPONSIBILITY: Superintendents Michèle Babcock and Craig Young

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

| Actions | Timelines | Status | Evidence of Success |
|---|------------------------------|--------|--|
| A Green Bin Pilot program will take place in one voluntary City of Kingston school. | September 2020 - August 2021 | ● | One secondary teacher and their class will participate in a pilot program that uses green bins to dispose of food wastes with the support and partnership of the City of Kingston. Outcome: Complete |
| Collaborate with the St. Lawrence College data analytics program to build a data portal for our energy consumption in schools. | September 2020- August 2021 | ● | Six placement students from St. Lawrence College Business Analytics program worked with Facilities Services to build a data portal for school energy consumption. Outcome: Due to a change in personnel within Facility Services Energy Management, the program scope and outcomes are currently under review. |
| To increase the number of schools who participate in "How our School Works" workshop that focuses on students driving Climate Action. | September 2020 - August 2021 | ● | "How our school works" workshops were postponed as they have a large activity-based component that involves groups being in close proximity in small boiler rooms etc. therefore social distancing is not possible. Outcome: No schools participated in this workshop. One Virtual presentation was conducted. |
| Increase number of schools registering as ECO Schools. | September 2020 - August 2021 | ● | EcoSchools Canada Platform underwent a major overhaul. The changes were made to promote more individual and small group initiatives inside and outside of the school. Outcome: Three schools have registered for EcoSchools this year. |
| Facility focus on ventilation adjustments, projects, and staff education. | September 2020 – August 2021 | ● | School Principals received individualized ventilation overview reports. These reports outlined all existing equipment and modifications that have been made to reduce the spread of Covid-19 in their schools. Detailed HVAC inspections were conducted at every school and HEPA units were supplied to all classrooms without mechanically supplied filtered fresh air. Outcome: Complete |

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 Michèle Babcock, Jessica Silver and Associate Superintendent Stephanie Sartor.

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

| Actions | Timelines | Status | Evidence of Success |
|---|------------------------------|--------|--|
| Empower Literacy Program (Tier 3 literacy intervention tool) will be implemented in 8 schools across our district | September 2020 – August 2021 | ● | <p>Elementary Literacy Itinerant Team (E-LIT) will be trained in and implement the Empower Program in 4 different schools. 4 SSTs will also be trained in and implement this program in their school.</p> <p>Varied student data (Reading Assessment Data, Empower assessment tools, perceptual surveys, PAST assessment) will display significant student growth in the area of confidence and literacy achievement (decoding, fluency).</p> <p>Caregiver, educator and administrator feedback will also be gathered throughout the program.</p> <p>Outcome: Complete. Student, family, educator and administrator feedback demonstrated significant increases in student achievement, and student confidence.</p> |
| The Literacy Team will collaborate with the Speech Language Pathologists (SLP) and Clinicians to consider the <i>Phonemic Awareness Screening Test (PAST)</i> as a metric to determine phonemic awareness, a foundational reading skill, throughout our district. | September 2020-August 2021 | ● | <p>The Literacy Team will collaborate with SLPs and Clinicians to discuss the feedback on The PAST assessment versus the LDSB Phonemic Screener and will bring recommendations to the Senior Team in May 2021 for a preferred tool. A communication and support plan will also be developed for the district.</p> <p>The Literacy Team will have three meetings with SLPs and Clinicians over the year.</p> <p>Outcome: There were 3 meetings that occurred during the 2020/2021 school year. Recommendations regarding a preferred tool have not yet occurred. Communication and a support plan has been developed and will be released for the 2021/22 school year.</p> |
| Summer Learning Literacy Conference will be offered to the system to build understanding in the area of phonemic proficiency | September 2020-August 2021 | ● | <p>Two half day virtual conference sessions with Dr. Kilpatrick on July 6 and 7 is scheduled to occur. 150 LDSB educators are registered.</p> <p>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 2020/2021 and 2021/2022 school year.</p> <p>An exit survey will be used to gather participant feedback, in order to determine next steps in supporting continued educator knowledge and confidence in delivering responsive literacy instruction.</p> <p>Outcome: Over 150 educators attended the Summer Learning conference. The exit survey was reviewed and literacy professional learning for the 2021/22 school year was planned based on the feedback received from the exit survey. Educator knowledge and confidence will continue to be measured and monitored.</p> |

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 Michèle Babcock, Jessica Silver and Associate Superintendent Stephanie Sartor.

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

| Actions | Timelines | Status | Evidence of Success |
|---|------------------------------------|--|--|
| <p>Student Support Teachers (SSTs) will explore early literacy learning and intervention during two ½ day learning sessions.</p> | <p>Sept. 2020- August 2021</p> | <p style="text-align: center;">●</p> | <p>SSTs will increase their understanding of the LDSB Map of Skills, with a focus on student strengths, preferences and needs.</p> <p>Outcome: Complete. Feedback from these sessions led to two additional half day sessions to explore the PAST assessment in order to support the development of phonemic proficiency.</p> |
| <p>Program team members will provide literacy support to virtual school educators.</p> | <p>September 2020-August 2021</p> | <p style="text-align: center;">●</p> | <p>Program team members meet virtually with educators to support the use of diagnostics, prevention and intervention strategies, online tools and platforms and high yield strategies. Individual support is provided, in addition to whole group sessions that are offered during 40 minute blocks. While sessions are voluntary, educator attendance will increase, and evidence of high yield strategies will be observed during classroom visits.</p> <p>Outcome: Individual and group professional learning sessions continued throughout the school year. Educators reported positive feedback following the sessions which was used to plan future professional learning sessions. Attendance continued to climb throughout the year. Administrators and Superintendents responsible for virtual school engaged in regular online classroom visits and reported evidence of high yield instructional strategies.</p> |
| <p>Literacy Program team members and Elementary Literacy Itinerant educators will support educator teams during the school day with a focus on embedding high yield literacy assessment practices into their literacy block. The focus will be using the LDSB Balance and Map of Skills to assess student strengths, preferences and needs.</p> | <p>September 2020- August 2021</p> | <p style="text-align: center;">●</p> | <p>Educators will increase their understanding of the components of sound literacy instruction. These components will be visible during administrator and school supervisor visits. Educator requests for support from the teams will increase.</p> <p>Outcome: While this work commenced at the beginning of the school year, it was not able to continue as frequently as planned because of a pivot to virtual learning for the majority of the system. This work will continue to be a focus for the 2021/2022 school year. Educator requests for support continued to increase over the school year.</p> |
| <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)</p> | <p>September 2020 –August 2021</p> | <p style="text-align: center;">●</p> | <p>FNMI Studies Support/Coach supported 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. Other engagement for Grade 10 Canadian History students and Grade 11 English students included participation in the Kingston Canadian Film Festival to see a film by Indigenous artists and a “talk back” with the Director</p> <p>Outcome: Individual support was provided to educators, but the work did not continue as planned because of a pivot to virtual learning for the majority of the system.</p> |

Strategic Action Plan: 2020-2021

Year-End Update

Action Plan I1.2 Literacy (Cont'd)

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver and Associate Superintendent Stephanie Sartor.

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

| Actions | Timelines | Status | Evidence of Success |
|---|------------------------------|--------|--|
| K-12 Literacy resources and supports: the literacy team will create and curate relevant electronic resources in a K-12 Minds Online site. | September 2020 – August 2021 | ● | The K-12 Minds Online course is developed, and content continues to be added. 510 educators have signed up for the course. The course is accessed during all professional learning sessions and literacy support sessions. Outcome: This work continues and content continues to be added. Educator registration continues to increase. This past year, there was a significant increase in registration from educators in support positions (ECEs and EAs) as well as school administrators. |
| Engage English teachers in collaborative discussions on including anti-racism and anti-oppression issues into their classrooms, and how best to engage students to think critically about current world events. | September 2020 – August 2021 | ● | One voluntary after school session was held for English teachers to continue the collaboration which occurred in the spring with the Black Lives Matter movement. There was interest from educators in continuing the collaboration, but the structure of secondary school with the Octomester model made participating a challenge, due to condensed timelines to meet curriculum expectations. Outcome: This work did not continue as planned because of a pivot to virtual learning for the majority of the system. |
| 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 2020 – August 2021 | ● | 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. Outcome: Hundreds of books were purchased for schools for classroom libraries, curricular book clubs, and class novels. Books were purchased primarily for grade 9, 10, 12 and collated lists of purchased books were shared with all schools. Over \$8000 was spent on books to increase the diversity of texts students were exposed to within English classrooms. |
| 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 2020- August 2021 | ● | English Department heads were asked to share the core texts being read in English classrooms as part of the curriculum. The snapshot of texts was consolidated and will be shared with administrators and English Departments at schools. Outcome: 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. |

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 Michèle Babcock, Jessica Silver and Associate Superintendent Stephanie Sartor.

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

| Actions | Timelines | Status | Evidence of Success |
|--|-----------------------|--------|--|
| Support English and Social Studies teachers in teaching texts through an anti-racism and anti-oppression lens. | January - August 2021 | ● | <p>Secondary teachers will participate in a “Q and A” with an expert to explore the “nuts and bolts” of teaching Own Voices texts. The session will be an introduction session and is in response for more information from teachers who are teaching new texts (Own Voices texts).</p> <p>Outcome: Educators attended a session with Dr. Alana Butler, Queen’s University Faculty of Education on addressing racism in the English/Social Science Classroom. The session included a presentation and Q and A, and was recorded and shared with school administrators and teachers.</p> |

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 2020 - August 2021 | ● | 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. Outcome: This work continued throughout the year, and approximately 60 elementary and secondary virtual teachers were engaged in professional learning through individual and small group sessions. |
| Math coaches in targeted schools will be supported through collaboration and professional learning throughout the year. | September 2020 - August 2021 | ● | 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. Outcome: This work did not continue as planned because of a pivot to virtual learning for the majority of the system. |
| Program team will support professional learning for secondary math educators, focused on the implementation of de-streamed grade 9 math for September 2021 | January – August 2021 | ● | Mathematics educators are engaging in virtual professional learning which is offered each Octomester. Professional learning has focused on the “why” of destreaming, with LDSB data shared to support the local context for destreaming. Learning has also been focused on improving teacher efficacy to differentiate instruction including high yield instructional strategies, using diagnostic assessments, and closing the gaps in student achievement. Future support will include a focus on the new Grade 9 destreamed curriculum, once it has been released. Outcome: Virtual professional learning sessions were offered during 3 Octomesters, and approximately 50 educators attended. |
| 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. | January – August 2021 | ● | Educators will have improved understanding and efficacy of the mathematics curriculum content continuum from Grades 7 through 9 with a focus on new math curriculum at the Grade 7/8 level, and implications for a destreamed Grade 9 class beginning September 2021. Outcome: This work did not continue as planned because of a pivot to virtual learning for the majority of the system. |
| Summer writing teams will create resources and supports for educators to be used with Grade 9 destreamed math. | July 2021 | ● | A voluntary opportunity will be made available to math educators to join a summer writing team. The goal will be to create resources and supports for educators that are aligned with the strands of the new destreamed math curriculum. Outcome: A summer writing team met during July and August, 2021. The team of 4 math educators and 1 administrator consulted with the equity consultant, the literacy consultant, and the Indigenous re-engagement teacher prior to creating resource: Building an Equitable Math Classroom for educators to support implementation of Grade 9 destreamed math. |

Action Plan I2.1 Experiential Learning

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson, Superintendent Michele Babcock

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

| Actions | Timelines | Status | Evidence of Success |
|--|----------------------------|--------|--|
| Increase experiential learning opportunities. | September 2020-August 2021 | ● | The Experiential Itinerant Teacher continues to visit elementary schools to support CLASS 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. Outcome: 832 intermediate students, 840 junior students, 796 primary students had the opportunity to engage in experiential learning opportunities 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. Virtual support was provided during periods of remote learning and to the Elementary and Secondary Virtual schools, including supporting 496 secondary students. |
| Increase participation in Regional and Provincial Skills competitions | September 2020-August 2021 | ● | Provincial Skills competitions will be held virtually in 2021 due to COVID-19. Outcome: With the provincial pivot to remote online learning, the Provincial Skills competition involved having students compete at home, where feasible. For safety and supervision reasons, many of our students were not able to compete. One secondary student competed in the graphic presentation category, which could be safely done online on a computer from home. |
| Artist in Residence Virtual sessions for Elementary Virtual School classes. | January 2021-August 2021 | ● | Through the support of the Ontario Arts Grant funding, art kits will be sent to students for participation in six Artist in Residence sessions with their virtual classes. Sessions will include Visual Art, Music, and Media Literacy. Outcome: 441 elementary students (33 teachers) in the K-8 virtual school participated in equity-based projects through this funding. |
| Increase cooperative education opportunities for students and expand community partnerships. | September 2020-August 2021 | ● | Students continue to be offered experiential learning opportunities across a variety of economic sectors based on student interest, and with a variety of community partners. Outcome: Some placements continued face-to-face throughout the school year with public health sector-specific approval while other placements moved back and forth between face-to-face and virtual experiences during periods of remote learning in 2020-21. It was challenging to add new co-op placements as a result of the pandemic. Summer Session (July-August 2021) had 101 students completing in-person co-op placements, up from 85 students in summer of 2020. |

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 |
|---|---------------------------------|--------------------------------------|--|
| Implement Succession process for the selection of elementary Principal and Vice Principals. | September 2020- April 2020 | ● | A pool of placement ready candidates is established. |
| Implement the mentoring program for new leaders. | October 2020 – August 2021 | ● | All new Principal and Vice Principals are engaged in the Board's mentoring program and achieve the goals of the program in their first two years in the role. Mentoring placed on hold due to COVID and loss of funding from the Ministry. Informal structure implemented virtually spring 2021 for new administrators. |
| LDSB Staff supporting and instructing the EOSDN Leadership Program as well as staff participating in the program. | September 2020 – March 2021 | ● | Staff participating and feedback provided by participants indicating positive Updates. |
| Professional Learning developed and implemented for newly appointed Vice-Principals and Principals. | September 2020 – August 2021 | ● | A newly developed Professional Learning Series has been development and implemented for newly appointed Vice-Principals and Principals. Sessions began in February and run until May. Focus areas include Absence Management, Health & Safety, Budgeting, Timetabling/Scheduling, Communication and Planning & Organization. |

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: Superintendent Alison McDonnell and Associate Superintendent Stephanie Sartor

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

| | | | |
|--|-----------------------------------|----------|---|
| <p>Program Team will build a common understanding of the principles of Universal Design for Learning (UDL).</p> | <p>September 2020-August 2021</p> | <p>●</p> | <p>Program Team will continue to engage in professional learning focused on UDL at program team meetings. Tenets of UDL will be embedded into the work that the program team does with educators throughout the system.</p> <p>SSTs and LPS educators will continue their learning in the area of UDL at SST/LPS meetings throughout the year.</p> <p>Outcome: This work 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> |
| <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).</p> | <p>September 2020-August 2021</p> | <p>●</p> | <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>Outcome: Due to the Ministry direction to pause work on School Learning plans, the Instructional Data Team pilot was paused temporarily this school year. This work is targeted to begin again during the 2021/22 school year.</p> |

Strategic Action Plan: 2020-2021

Year-End Update

Action Plan I3.2 Technology Enhanced Education

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

RESPONSIBILITY: Superintendents Babcock, 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 2020-August 2021 | ● | Members of the Program Team will provide professional learning in schools through staff meetings and voluntary after school synchronous sessions in-person or virtually. Outcome: 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 can be paid to coding going forward to support the continued implementation of the revised elementary math curriculum and the revised Grade 9 math curriculum. |
| Review technology user agreements and access to different third-party apps and extensions to ensure educational value and protection of privacy. | September 2020-August 2021 | ● ● | 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 pedagogical of app requests, ensuring safe, effective technological applications for educators and students to support learning. Outcome: The vetting process is moving slower than anticipated at the provincial level. Updating of internal board website to recommend apps and platforms for educators to refer to for guidance around privacy and terms of service; as well as pedagogical activities for various grade levels in all subject areas. Outcome: 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. |
| Increase capacity building in the LDSB approved learning management systems: Minds Online (D2L) & Microsoft Teams | September 2020-August 2021 | ● | A combination of synchronous and asynchronous learning opportunities will be provided to educators relating to using Minds Online and/or Teams to support both fully remote, hybrid, blended and face-to-face learning. Outcome: Asynchronous resources were 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 was established and continues to host a variety of documentation and step-by-step videos to support educators. Some members of the Program Team were able to provide in-person support to in-person educators and most attention was given to educators in the Elementary and Secondary Virtual Schools. We expect this work to continue in 2020-21. |

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 Michèle Babcock, Jessica Silver and Craig Young, and Associate Superintendents Stephanie Sartor and Steve 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 2020- August 2021 | ● | Resources supporting K-12 Mathematics and Mathematics Diagnostics and Gap Closing. Outcome: 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 be created for students opting to learn virtually. | September 2020- August 2021 | ● | Student engagement, student wellness and student achievement will be monitored. Ongoing professional learning will be offered to staff joining the virtual school. Processes (student support, attendance, communication and safety protocols) will be created, communicated with stakeholders, and updated as necessary. A School Advisory Council will be created for both the elementary and secondary virtual schools. Student, staff and parent/guardian surveys will be conducted through the school year to gather data and respond to feedback. Outcome: Complete. Processes were created, implemented and revised as necessary. Student engagement, wellness and achievement was monitored and support plans were actioned as necessary. A School Advisory Council was created for the elementary and secondary virtual schools and feedback from these sessions was collated and shared forward to the 2021/22 administrative team. Surveys were conducted throughout the school year. Data was reviewed and shared in order to inform the 2021/2022 school year planning. |
| Improve end-user effectiveness with the Microsoft Teams virtual collaboration space. | September 2020- August 2021 | ● | Continue the development 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. Outcome: completed. Online resources continue to be developed and updated as required. |
| Targeted hardware supports for educators in LDSB Virtual Schools to assist with supporting full-time online learning, and student success in the virtual space | September 2020- August 2021 | ● | Targeted technological (hardware) supports to support the delivery of fully online learning through LDSB Virtual Elementary and Secondary schools. Outcome: New educator laptops, dual screens, keyboard, mice and headsets were provided to educators to support their work, along with LDSB soft phone support. |

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 Babcock, Silver and Young, and Associate Superintendents Sartor and Hedderson

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

| Actions | Timelines | Status | Evidence of Success |
|---|--------------------------------|--------|---|
| Strengthen capacity of educators for the use of Google Read & Write and pedagogies related to supporting all learners. | September 2020- August 2021 | ● | Google Read and Write licenses for all learners were renewed for 2020-2021. Individualized Google Read & Write sessions are offered onsite involving co-plan/co-teach supports related to diagnostic, formative, summative, considerations. Outcome: In-person or virtual support sessions were provided to educators and students upon request. |
| Improved IT service response to improve technology usage and productivity, emphasizing capacity building. | September 2020- August 2021 | ● | Expand access to ITS support to include more stakeholders and ways to access support. Outcome: Field technicians checked in with Principals and made weekly visits to schools while students were learning in-person. Analyst staff were engaged in virtual support queues via phone or Microsoft Teams. ITS continues to not only support LDSB staff, but students and parents/guardians directly with both software and hardware requests. |
| Improve the device: student ratio Board-wide and remove obsolete equipment to ensure safe, equitable access to technology. | September 2020- August 2021 | ● | Continue to provide replacement devices to maintain an adequate device to student ratio so technology remains available to the extent possible to support learning. Outcome: We established a ratio of 1.09 students per LDSB student device, through the infusion of new Chromebooks, Windows laptops and iPads for students. 1,794 devices (338 iPads & 1456 Chromebooks) were added to schools between September 2020 and June 2021. |
| Improve students' home Internet access to make learning and learning supports more accessible. | September 2020- August 2021 | ● | Hard-wired broadband connections (where available) and Wi-Fi hotspots will be provided at no cost to families to increase access to learning for students during periods of remote learning and to access learning resources as required including during in-person learning. Outcome: In addition to the 50 hard-wired broadband Internet connections provided to LDSB students at home, 155 Rogers MiFi hubs were purchased to provide all students without any Internet access at home with connectivity to support the continuity of learning. |
| 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 2020- August 2021 | ● | Transfer the student information system from Trillium to Aspen and provide training for staff as required in order to use the system effectively for secure access to relevant student information and for the reporting of student achievement. The project is on target for cutover in February 2021. Outcome: The cutover to Aspen, a more modern Student Information System was completed in February 2021, on time, as scheduled. The new Aspen Support Services site provides a wealth of asynchronous learning resources that are ready on-demand. Conversion data continues to be cleaned and new system processes developed. Although some progress has been made, continued attention toward capacity building is required. |

Action Plan I3.3 Expanded Opportunities

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

RESPONSIBILITY: Superintendent Alison McDonnell and Associate Superintendent Steve Hedderson

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

| Actions | Timelines | Status | Evidence of Success |
|---|-----------------------------|---------------------------------------|--|
| Increase Specialist High Skills Major (SHSM) completion rate. | September 2020- August 2021 | ● | LDSB updated its SHSM 3 Year Plan and met with all SHSM sites to explore supports needed to increase completion rate. Several SHSM sector programs at different LDSB schools have applied for additional SHSM Ministry funding to help address areas for program innovation and to help improve completion rates. Outcome: We successfully secured \$254,000 for additional sections to support SHSM expansion in 2021-22 (coop, tech) and for innovation funding to host events to increase awareness and participation in 2021-22. We received Ministry approval to introduce two new SHSM programs for 2021-2022: Construction at Kingston Secondary School and Transportation at Ernestown Secondary School. |
| Former LDSB Focus Programs will move under the umbrella of SHSM to market all programs equitably, to provide clarity for students and families about program options related to technology and the skilled trades and ensure greater consistency in the student experience. | September 2020- August 2021 | ● | Secondary schools will align former LDSB Focus programs (and OYAP where applicable) to 1 of the 19 Specialist High-Skills Major (SHSM) economic sectors to include a defined bundle of credits, 5-7 sector-specific certifications, 2 coop credits, and other related experiential and reach ahead learning opportunities. Outcome: completed |
| 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 2020- August 2021 | ● | Provide more frequent and different virtual opportunities for students and parents/guardians to learn more about SHSM programs at different LDSB schools. Outcome: 5 virtual information sessions were held in the evening to promote SHSM programs in LDSB schools to students and families. Women Mean Business Kingston community group assisted with promotion and registration for the virtual events. In addition, 5 lunch-and-learn sessions were held throughout the year to help promote SHSM programs directly to secondary students. |
| Move SHSM program registration for 2021-22 school year online to a central registration process | September 2020- August 2021 | ● | Implement an online registration process to ensure accurate registration numbers and transparency in terms of who is registered for what SHSM program. Outcome: completed |
| Improve educational outcomes for students with developmental disabilities by supporting their transition into post-secondary pathways (work, community or post-secondary) | September 2020- June 2021 | ● | Build the capacity of secondary school to community teachers to support effective pathway planning using MyBlueprint. Outcome: This work was disrupted because of the inability to provide release time for professional learning due to occasional teacher shortages and COVID-19. |

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 |
|----------------------------|------------------------------|--------|--|
| Pupil Accommodation Review | September 2020 - August 2021 | ● | In June 2017 the Ministry announced that new Pupil Accommodation Review (PAR) guidelines will be created and that school boards are not to start any new PAR until the revised guidelines are complete. Draft PAR guidelines were released in February 2018 and a final version was sent to boards on April 27, 2018. The final version mentioned that some additional work on templates and guidelines will be forthcoming in the fall 2018 and a new PAR will take effect upon the release of these resources. The Board still has not received the updated guidelines and as such, the Board cannot begin the process of updating our Pupil Accommodation Review Policy #15. Outcome: Not completed. Waiting on revised guidelines from the Ministry of Education |

Action Plan C1.2 Enhanced 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 Superintendent Scot Gillam

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

| Actions | Timelines | Status | Evidence of Success |
|--|------------------------------|--------|---|
| Support further adoption of SchoolMessenger suite of enhanced electronic communications to support families. | September 2020 - August 2021 | ● | Ongoing education and support regarding new suite of electronic communication tools including postcards for families promoting various tools including mobile app. Additional training for school administrators and office staff took place on each tool. |
| Promote year two of Strategic Plan. | September 2020 - August 2021 | ● | 2019-2020 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 2020 - August 2021 | ● | Continued use of "Boardroom Briefs" - a monthly update of Board meeting highlights shared on Board website social media feeds. |
| Rebranding of LDSB logo. | September 2020 - August 2021 | ● | Rollout of various collaterals related to LDSB rebranding began in Fall 2020. LDSB Brand Guidelines document supports use of new branding in various situations and formats. Digital items swapped out immediately. Static items refreshed at end-of-life and/or as budget allows. All new school signage to incorporate new co-branding. |

Strategic Action Plan: 2020-2021

Year-End Update

Action Plan C1.3 Parent Engagement

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

RESPONSIBILITY: Associate Superintendent Stephanie Sartor

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 2020- August 2021 | ● | Creation of a focus group for caregivers of LGBTQ2S+ students. Participation at meetings will increase. As a result of the Equity presentation in March 2021, School Advisory Councils will engage in initiatives that support equity and inclusion. Outcome: LGBTQ2S+ focus group was created. The group met approximately once per month following the first meeting. Following the equity presentation, 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. |
| A Speaker Series focused on Equity, Diversity and Inclusion will be planned | January 2021- August 2021 | ● | Engagement will be tracked. The Speaker Series will reflect the survey completed by caregivers. Outcome: The PIC Co-Chairs organized and offered a session facilitated by Salem Debs which was well attended. |
| Create a PRO Grant Committee to review school based PRO Grant applications, and make decisions on how to distribute the available funding | September 2020- August 2021 | ● | Schools will apply for PRO Grants. Given COVID restrictions related to in-person gatherings, PIC is has set a goal of participation from 25% of all schools. PRO Grant applications will reflect the goals of the Transfer Payment agreement. Outcome: Complete. A process was created and shared with schools. All monies provided for PRO Grants was spent. Applications and outcomes reflected the goals of the original Transfer Payment Agreement. |
| PIC Bylaws will be reviewed, updated, presented and passed by the PIC committee. | September 2020- August 2021 | ● | Bylaw review process was completed in November 2020, and bylaws have been posted on the website. 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. |

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 2020 - August 2021 | ● | For secondary self-identified students, provide pathway-related opportunities such as post-secondary information, leadership opportunities, and opportunities to work with a mentor. Outcome: completed |
| | | ● | For elementary students - provide direct literacy support for students identified as being academically in-risk and provide a leadership opportunity for junior and intermediate students. Outcome: supports for literacy were actioned, however, leadership opportunities were limited due to COVID-19 protocols and cohorting. |
| | | ● | Providing a \$500 bursary to each secondary school to provide to a graduating Indigenous student who is pursuing post-secondary studies. Outcome: completed |
| | | ● | Offering direct wellness supports for students who self-identify who are experiencing wellness challenges. Outcome: focus for Indigenous Student Support Counselor and Secondary Engagement teacher |
| | | ● | Continue to support the placement of Indigenous Education EAs in schools to support Indigenous Education and Indigenous student activities Outcome: completed as Indigenous EAs were available and schools were in session. |
| | | ● | Indigenous students and allies are being offered the ability to attend <i>Soaring by Indspire</i> , virtually in April. Outcome: completed |
| | | ● | Elementary gathering and leadership programs at Gould Lake. Outcome: Due to COVID-19 this was not completed. |
| | | ● | During COVID-19, resources, school supplies, medicine bundles, outdoor play equipment, and books were sent to more than 90 Indigenous families. Outcome: completed |
| | | ● | Tutoring support for both elementary and secondary students to support academic achievement Outcome: completed |

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 2020 - August 2021 | ● | <p>Establish an Elementary Indigenous Classroom for students who are unable to engage in both virtual and face to face learning. Focus will be on Ontario Curriculum with access to land and cultural-based teachings</p> <p>Outcome: completed</p> |
| Indigenous Student Leadership | September 2020 - August 2021 | ● | <p>Indigenous Youth Leadership Program for secondary students to network, explore cultural activities and expanded opportunities within a culturally supportive space.</p> <p>Outcome: Due to COVID-19 we were unable to generate this opportunity for secondary students.</p> <p>●</p> <p>Indigenous Student groups/clubs and supports/cultural activities offered in secondary schools with the Indigenous lead at that school.</p> <p>Outcome: Due to COVID-19 we were unable to generate this opportunity for secondary students.</p> <p>Created an Indigenous Drop In opportunity virtually to support Indigenous Leadership at school sites.</p> <p>Outcome: completed.</p> <p>Establishing a secondary Indigenous Student Council similar to the InterSchool Council.</p> <p>Outcome: Making progress as this has been established virtually.</p> |
| Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency. | September 2020 - August 2021 | ● | <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>Outcome: limited ability to provide professional learning due to COVID-19.</p> <p>●</p> <p>System-wide engagement with educators related to Indigenous Education (Curriculum resources, Treaty Maps, Indigenous Ed. Week).</p> <p>Outcome: completed.</p> <p>●</p> <p>Resource development: Creating Indigenous education resource bundles (filled with resources and items) that will support the use of the board created resource <i>Getting to Know Turtle Island</i>.</p> <p>Outcome: completed.</p> <p>●</p> <p>Providing the <i>Getting to Know Turtle Island</i> document in French.</p> <p>Outcome: completed.</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 2020 - August 2021 | ● | <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. Outcome: 10 teachers were supported with this subsidy.</p> <p>Supporting Indigenous Education project proposals from school sites to increase cultural awareness and competency. Outcome: Twenty-two schools were supported with funds to complete Indigenous Education project proposals.</p> <p>Providing the KAIROS Blanket Exercise learning experience for all Educational Assistants, Clerical and Caretaking staff and some school sites. Outcome: Unable to complete due to COVID-19 protocols.</p> <p><i>K-8 Getting to Know Turtle Island</i> professional learning opportunity to support Indigenous Education. Outcome: some professional learning was completed online, but no face-to-face opportunities due to COVID-19.</p> <p>Indigenous authored books to be sent to all elementary schools for the 2020-2021 school year. Outcome: completed.</p> |
| Maintaining and increasing an Indigenous education list of resource people from the community. | September 2020 - August 2021 | ● | <p>Maintaining and increasing Indigenous community partners as resource people to support learning at the system level and in schools. During COVID-19 Knowledge Keepers attended schools and were able to pivot to remote support during provincial closures of schools.</p> <p>Continue to update an Indigenous presenter roster list and share regularly with schools so that they can align their project proposals with appropriate supports.</p> <p>Providing funding to support Indigenous community partners to work with schools across the district. Outcome: completed.</p> |
| Community engagement and partnership. | September 2020 - August 2021 | ● | <p>Continue to develop and foster community partnerships to support student and teacher learning.</p> <p>(a) Indigenous Family Network. Outcome: unable to follow through due to COVID-19.</p> <p>(b) Indigenous Youth Leadership Opportunities: Indigenous Youth Leadership Program; leadership gatherings. Outcome: unable to complete due to cohort restrictions and unable to gain buy in with virtual opportunities.</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

| | | | |
|--|------------------------------|---|--|
| Community engagement and partnership. (Cont'd) | September 2020 - August 2021 | ● | (c) Indigenous Cultural Learning Experiences: Kingston Canadian Film Festival, Gould Lake Outdoor Programming, deer hide preparation, drum making and hand drum/water drum workshops, Orange Shirt Project, legacy projects, increasing cultural spaces indoors and outdoors, Maple Sugar Moon and Strawberry projects. Outcome: some projects were able to be completed prior to COVID-19 restrictions or online, however, many could not be completed. |
| | | ● | (d) Communication: Indigenous Education Newsletter, creation of an Indigenous Family list serv for communicating with families of students that have self-identified and increased communications and visuals showing the work we are doing. Outcome: not completed at this point |
| | | ● | (e) Continued work with partners on the Indigenous Education Advisory Committee to support the wide range of Indigenous Education initiatives in the system. Outcome: completed |
| | | ● | (f) Developing Terms of Reference for the Indigenous Education Advisory Council and making it a formal Advisory Committee of the Board. Outcome: In progress. |
| | | ● | (g) Following Emergency Remote Learning, the Summer Literacy program worked alongside an Indigenous Knowledge Keeper to indigenize the online learning program. Outcome: completed. |

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 Michèle Babcock and Associate Superintendent Stephanie Sartor

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

| Actions | Timelines | Status | Evidence of Success |
|---|--------------------------------|--------|---|
| See Yourself in Limestone: Student Census | September 2020- August 2021 | ● | Students participated in a student identity-based data collection (closed January 4) that included questions of identity and sense of belonging at school. Outcome: Census data collection complete. |
| 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. | November 2020 - August 2021 | ● | School learning plans will refer to the student voice survey assessment tools. Outcome: Due to Ministry direction, the development of School Learning Plans were paused for the 2020/2021 school year. This work is scheduled to commence again during the 2021/22 school year. |
| 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 2020- August 2021 | ● | Student participation will be tracked and responses reviewed for implementation. Outcome: Complete. Responses were reviewed as plans for the 2021/22 school year were undertaken. |

Strategic Action Plan: 2020-2021

Year-End Update

Action Plan C3.1 Early Years & Child Care

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

RESPONSIBILITY: Superintendent Michèle Babcock

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

| Actions | Timelines | Status | Evidence of Success |
|--|------------------------------|--------|---|
| Improve Communication with Childcare Providers | September 2020 - August 2021 | ● | Monthly meetings will be established to support improved communication and collaboration between Limestone and childcare providers. Outcome: Complete |
| Professional Learning for Kindergarten Educators | September 2020 – August 2021 | ● | Kindergarten educator teams engaged in professional learning that connected to outdoor experiential learning during Fall 2020. Outcome: No additional professional learning occurred due to elementary OT shortages and school closure due to the pandemic. |
| Covid Kinder Guideline | September 2020 – August 2021 | ● | A Covid support document for Kinder educators was developed as guidelines for play-based learning in a Covid world. Ongoing Kinder educator support was available through the Program Team. Outcome: Complete |
| Establish Eastern Ontario Early Years network. | September 2020- August 2021 | ● | Limestone will establish and lead monthly Eastern Ontario Early Years network to share strategies and resources to support Early Years programming especially during Covid. Outcome: Complete |

Strategic Action Plan: 2020-2021
Year-End Update
Action Plan C3.2 Labour Relations

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

RESPONSIBILITY: Superintendent Susan McWilliams

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

| Actions | Timelines | Status | Evidence of Success |
|---|------------------------------|---------------------------------------|---|
| Bargaining Preparation: Summarize bargaining priorities and establish positions for local bargaining, establish mandate with Board, update contingency plans, provide input and support to central bargaining process, establish bargaining teams for local bargaining. | September 2020 - August 2021 | ● | Central bargaining complete with agreements with all unions. Local agreements established with OSSTF – PSSP, OSSTF – Continuing Education, ETFO Contract Teachers, ETFO – Occasional Teachers, and OSSTF – Contract/Occasional Teachers. Agreement established with CUPE. |
| Communicate new Collective Agreement language | September 2020 – August 2021 | ● | Both the Secondary Elementary Contract Teacher and Elementary Occasional Teacher Collective Agreements have been shared with Principals/Vice-Principals, Human Resources and the respective teacher groups, highlighting new language. OSSTF Agreement is being finalized for distribution. |
| Collaborate with union leadership to administer current collective agreements and continue to problem solve. | September 2020 - August 2021 | ● | Continued engagement and collaboration with unions in problem solving to address concerns locally thereby minimizing the need for arbitration, where possible. |
| Support OPSBA through involvement in the Labor Relations Council and negotiations central bargaining in 2019. | September 2020 - August 2021 | ● | Continued involvement by Limestone staff in LRC and senior negotiators meetings, as well as participating in negotiations in and contract administration. |
| Collaborate and share information related to COVID and operational implications of various scenarios. | September 2020 – August 2021 | ● | Several FAQ's developed to support management and employees in responding to and addressing questions related to working conditions in the context of COVID. |

Strategic Action Plan: 2020-2021
Year-End Update
Action Plan C3.3 Human Resources Process Enhancements

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young


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


| Actions | Timelines | Status | Evidence of Success |
|---|------------------------------|--------|--|
| Align Health and Safety with Human Resources and enhance support for disability management. | September 2020 - August 2021 | ● | Align duties between Disability Management Coordinator and Health and Safety Coordinator to facilitate attendance support work. |
| All unionized employee groups utilizing SmartFind and pay sheets no longer required. | September 2020 - August 2021 | ● | Finalize testing and verification for ECE and EA group. ECE and EA groups are fully implemented. Maintenance and Caretaking groups are in final stages of testing for reporting absences in SmartFind to alleviate need for paper Short- Term Leave Forms. Go live date May 3, 2021. |
| Continue to focus on attendance support and work with provincial Disability Management network to problem solve increasing employee absences. | September 2020 - August 2021 | ● | Continue to manage on case-by-case basis as necessary. |
| Working with Facilities Services supervisors, modify hiring practices to ensure more effective and sustainable hires. | September 2020 - August 2021 | ● | Shortages of casual staff have been reduced and succession reliability has improved for hiring from casual staff to permanent positions. Group interview process has been implemented with this employee group. |
| Review 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 2020 - August 2021 | ● | As was the case for the 2020-2021 school year, the implications of the pandemic continue to create further conditions that will build on the ideas implemented during the 20/21 hiring process. Efficiencies continue to be achieved with positive results focused on increasing stability for students, EAs and schools. |
| Plan a Support Staff Leadership Induction Program that includes a series of workshops/training for supervisors and managers focused on the development of effective leadership practices. | September 2020 - August 2021 | ● | This work has been paused due to the pandemic. |
| Development and implementation of Workplace Accident, Incident & Violence Reporting platform. | September 2020 - August 2021 | ● | Fully implemented. Continued modifications made to enhance system based on feedback. |
| Develop and build partnerships with community organizations to advance Equity, Diversity and Inclusion goals. | September 2021 – August 2021 | ● | Engaged with Keys to explore ways to support the advancement of EDI goals, including signing the 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. |



Strategic Action Plan *Evaluation Framework*: 2017 – 2022


Year-End 2020-2021 Update

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

| Pillars | Goals | Outcome | Progress | Data |
|--|---|---|--|---|
|  Wellness | <p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> 1. Implement positive physical, mental and emotional health strategies. 2. Promote diversity and foster a sense of belonging. 3. Provide safe, inclusive and respectful learning environments. | <p>Improved student achievement and well-being will be demonstrated through:</p> <ol style="list-style-type: none"> 1. School Learning Plans that identify strategies to promote positive student wellness. 2. Inclusive, accessible, and culturally responsive and relevant pedagogy that are fundamental to and can be demonstrated in school and classroom planning. 3. Students reporting feeling safe and accepted in school climate surveys. | <p style="text-align: center;">●</p> <p style="text-align: center;">●</p> <p style="text-align: center;">●</p> | <ol style="list-style-type: none"> 1.1. Mental Health Strategy 1.2. School Visits 1.3. Family of Schools meetings 1.4. School Learning Plans (SLPs), Board Improvement Plan (BIPSA) <ol style="list-style-type: none"> 2.1 Staff PD numbers 2.2 NBE Grade 11 course 2.3 Equity Advisory Committee Minutes 2.4 Equity-Based Data Collection Focus Groups 2.5 Equity-Based Data Collection <ol style="list-style-type: none"> 3.1 SEF assessments (learning environment) 3.2 Instructional Data Team Project 3.3 Interschool Council agenda/minutes 3.4 Mental Health Strategy |

| Status: ● On Target ● Making Progress ● Needs Further Attention | | | | |
|---|---|--|-------------------|--|
| Pillars | Goals | Outcome | Progress | Data |
|  Innovation | <p>To improve student achievement and well-being, we will:</p> <ol style="list-style-type: none"> Cultivate problem solving, creative and critical thinking skills. Remove systemic barriers in order to support individual learning needs. | <p>Improved student achievement and well-being will be demonstrated through:</p> <ol style="list-style-type: none"> Professional Learning as outlined in the Board Improvement Planning for Student Achievement that supports preparing students to solve complex problems, including problems we do not yet imagine, associated with living in a competitive, globally connected, and technologically intensive world. Educators demonstrating principles from Universal Design for Learning during instruction and assessment. | <p>●</p> <p>●</p> | <ol style="list-style-type: none"> SLPs, BIPSA Prof Learning Plan – offer and subscription EQAO Crit Thinking results IT Infrastructure & software Report Cards – Learning skills Social Media – See Yourself in Limestone stories/Twitter School Visits <ol style="list-style-type: none"> Building capacity through professional learning for: <ul style="list-style-type: none"> Student Support Teachers Learning Program Support Teachers Student Success Leads P/VP's Program Team School visits Instructional Data Teams |

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

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

Mission Statement

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

Vision Statement

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

| Date | Item | | | |
|------------------------------------|--|--|--|--|
| 12 August Special Board Meeting | School Re-Entry and Start of the 2020-2021 School Year W1.1; W3.1 Health and Safety Protocols W1.1; W3.1 Elementary and Secondary Model School Reopening Plan and Sample Secondary timetable C1.2; W1.1; W3.1 Investments to Support School Reopening in Response to COVID-19 W3.3 C1.2 | | | |
| 20 August Special Board Meeting | Update Trustees on School Re-Entry Plan W1.1; W3.1 | Financial Update related to Investments to Support Reopening in Response to COVID-19 Outbreak W3.3 C1.2 | | |
| 26 August Special Board Meeting | School Re-Entry Update Investments to Support Reopening in Response to COVID-19 Outbreak W3.3 | | | |
| 26 Aug EPOC | Interim Reporting Financial Q3 W3.3 C1.2 | Short Term Borrowing W3.3 C1.2 | Disposition of School Property W3.3; C1.2 | |
| 9 Sept Board Meeting | Facilities Presentation on Summer Updates W3.3 | School Re-entry Update W1.1; W3.1 | International Education W2.3 | |
| 23 Sept EPOC | Spring Tutoring and Summer Programming Update W1.3 | SEAC Report re vacancy C1.2 | Clear Barriers Report Funding Update (COVID) W1.1; W3.1 | OPSBA AGM C1.2 |
| 14 Oct Board Meeting | Strategic Plan Year Priorities 2020-21 C1.2 | Summer Literacy – Presentation I.1.2 | Closing of School or class by Board W.3.1 | F2F/Remote Enrolment Report C1.1 Class Size Report C1.1 |
| Saturday, October 24, 2020 | Trustee Retreat – Anti-Racism Training / Governance W2.2 C1.2 | | | |
| 28 Oct EPOC | Devoted to POLICY with an Equity Lens C1.2 | | | |
| 11 Nov Board Meeting | Presentation: Indigenous Education C2.1 | Strategic Plan Priorities for 2019-2020 C1.2 | Equity Action Plan November 2020 W2.2 | Virtual School Update W1.1; W3.1 |
| 9 Dec Caucus/Initial Mtg | Initial/Inaugural C1.2 | Elections of Chair and Vice-Chair C1.2 | Selection of Committees C1.2 | Announcement of Chair/Vice-Chair C1.2 |
| 13 Jan Board Meeting | Virtual Learning – Presentation W1.1; W3.1 | | Policy Review C1.2 | Multi-Year Capital and School Renewal Project Plan C1.2 |
| 27 Jan EPOC | School Board Hiring Practices C3.3 | ESL Report W2.3 | Report: Trustee Expenses C1.2 | Policy Review Schedule C1.2 |
| 10 Feb Board Meeting | Follow up Report on Virtual Learning W1.1; W3.1 | School Year Calendar C1.2 ESL Presentation | Outdoor Ed Presentation W1.3 | Transportation Report C1.2 |

| | | | | |
|-------------------------------------|--|---|---|---|
| 3 March Special Board Meeting | Potential Changes to Meeting Dates C1.2 | | | |
| 3 March EPOC | International Education Report W2.3 | Equity-Based Data Update W2.2 | Budget Development Cycle C1.2 | COVID-19 Funding Allocation C1.2 |
| 24 Mar Board Meeting | Virtual School Planning 2021-2022 Notice of Motion – Human Rights W2.2 | Equity Presentation W2.2 | Trustee Distribution Report C1.2 | School Year Calendar Report C1.2 |
| 7 April EPOC | Outdoor Education Update W1.2 | | POLICY/By-laws C1.2 | EQAO Update Report C1.2 |
| 7 April Special Board Mtg. | Report to Board LDSB Reps and ALT to OPSBA BOD C1.2 | | OPSBA Policy Submission C1.2 | |
| 28 April Board Meeting | Policy/By-laws final approval C1.2 | Interim Financial Q2 C1.2 | International Education Presentation W1.2 | |
| 19 May Board Meeting | Limestone Achievers C2.2 | Strategic Plan Mid- Year Update C1.2 | COVID Updates – Funding & Operational Guidance for Next Year W1.1 ; W3.1 | Possible Response to Live Streaming Motion C1.2 |
| 2 June EPOC | Destreamed Grade 9 Math I1.3 | Indigenous Education Update C2.1 | Empower Program I1.2 | Safe Schools/Bullying/ Discrimination Reporting Tool Motion W3.2 |
| 16 June Board Meeting | Delegation to the Board – Opening Schools Regionally W1.2 | Outgoing Student Trustee Recognition C1.2 C2.2 | Indigenous Education Program Update C2.1 | LDSB Virtual School Planning 2021-22 School Year I3.2 |
| | Remote Learning Survey Feedback I3.2 ; C1.2 | 2021-2022 Budget C1.2 | Short-Term Borrowing Resolution C1.2 | |

Strategic Action Plan: 2021 – 2022

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

Mission Statement

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

Vision Statement

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

PARENT INVOLVEMENT COMMITTEE MEETING MINUTES –

MAY 20, 2021

VIRTUAL MEETING

Roll call:

Administrative Staff Present:

| Members: | Staff: |
|------------------------|---|
| Melissa Rickey | S. Sartor, Associate Superintendent of School Effectiveness |
| Jim Jodoin | E. Bolarinho, Administrative Assistant |
| Jennifer Foster | M. Christopher, Software Application Analyst |
| Meg Carr Harris | C. Young, Superintendent of Business Services and Treasurer |
| Ruhi Snyder | |
| Virginia Venditti | |
| Christine Innocente | |
| Rena Petrick | |
| Kim Theriault | |
| Lucy Aron | |
| Kim Graham | |
| Stephanie Gratto | |
| Crystal Bevens-Leblanc | |
| Shayla Bradley | |
| Trustees: | |
| B. Godkin | |
| R. Hutcheon | |
| | |
| | |

| | |
|--------------------------|--------------------------------------|
| Guests: | Recorder: M. Boulanger, Senior Clerk |
| Kim Lockhart | |
| Alexander MacFarlane | |
| Constance Carriere-Prill | |
| Manon Thibodeau | |
| Sara Wellwood | |
| Jory McNabb | |
| | |
| | |
| | |

Co-chair Crystal Bevens-LeBlanc welcomed everyone and began the meeting at 6:06 pm.

Trustee Robin Hutcheon offered a personalized land acknowledgment in place of the traditional 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. Adoption of Agenda

2. Budget Presentation – Craig Young

Superintendent Young presented a series of slides outlining the budget development process at Limestone DSB. This presentation was given to the Board of Trustees at the April 21, 2021 board meeting. Superintendent Young provided an overview that described what the budget is, the timeline involved for the components that go into the budget and information about the funding boards receive. The budget estimates all expenses other than teaching and is put together for the trustees through the Budget Committee to approve.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

Limestone's Budget Committee is comprised of all trustees. Boards cannot adopt a deficit budget for a fiscal year.

Superintendent Young also provided an update on results from the March 4 - 19, 2021 Survey. A summary of responses showed that the majority stressed the top 5 categories of:

- Mental health and well-being
- Reading and writing skills
- Arts / Music / Drama
- Mathematics
- Outdoor Education

3. Standing Updates

a. Chair Update

Chair Bevens-LeBlanc provided an update as follows:

A letter was sent to the Minister of Education on behalf of the Parent Council on May 17th to voice concern and opposition to the privatization of public education via e-learning/TVO/TFO through legislative changes to the Education Act. The next scheduled PIC Chair consultation with the Ministry of Education is scheduled for the second week of June.

Parent Council's first board-wide fundraising initiative in support of The Food Sharing Project has been officially launched. Please share the link at <http://bit.ly/PICFoodSharing> with your school communities and encourage them to support this essential service. Parent Council is working with Communications in establishing a central website for parents and guardians with a goal to launch in the fall of 2021.

The Ontario Human Rights Commission completed a Right to Read inquiry. The full report will be available in fall, and Associate Superintendent Sartor has agreed to provide an update with the board's perspective when that report becomes available.

School Councils are reminded to spend the Pro Grant funding and that the deadline for spending the funds is June 18. A meeting is scheduled for June 17 to review the bylaws, wrap up of the school year and planning for the fall.

Parent Council received an invitation from Prologue Performing Arts, a non-profit organization, that facilitates access to the performing arts in schools and communities across

Ontario. A free virtual year end showcase and celebration is scheduled for June 1 from 5-5:30 pm. This event showcases the student poetry inspired by Britta B. (a former LDSB student) and other inspiring artists and provides a great opportunity to expose and expand experiences for Limestone students, through identity-affirming arts experiences. A reminder to all members of the upcoming workshop with Selam Debs, anti-racism coach/consultant, is scheduled for June 3.

Work on the Strategic Plan for Parent Council is on-going and a survey has been created to facilitate this process. The Parent Council will share this survey with school communities.

b. Board Update

Associate Superintendent Stephanie Sartor provided a Board update as follows:

Good evening everyone.

I hope you are all well. As we are facilitating another meeting virtually, I sincerely hope that the current decreasing Covid numbers and increasing vaccination rates will allow us all to resume some in-person activity soon.

While most students remain learning virtually at this time, we do have some more elementary and secondary students even since we spoke last who have returned to face to face learning because it has been determined that they are unable to benefit from virtual learning. It is both exciting and rewarding to visit schools and see students and staff enjoying learning together at so many of our elementary and secondary schools. A huge thank you to our school staff, school leaders and Educational Services team for making this happen.

We celebrated Education Week at the beginning of May. We continue to be so impressed by everything that our education workers and support staff are doing to support students and school communities.

We are currently working on planning for the 2021/2022 school year. Following June 4th, we will begin planning and staffing for both virtual and in person learning.

Vaccines continue to be available for our staff and many are getting or have been vaccinated. It is exciting that our students aged 12-17 will also be available.

Thank you.

c. Trustee Update

Trustee Robin Hutcheon shared updates from the Board.

The trustees will review budget for approval on June 2nd.

Board by-laws were passed at the May 19th board meeting where they also received an update on the strategic plan with many initiatives showing green light status.

A letter has been sent to the Ministry of Education expressing Limestone's concern with online learning through TVO.

The board is expecting a report on how to continue live streaming and archiving of meetings to allow greater public access.

d. Indigenous Education Advisory Committee Update

No update provided.

e. LGBTQ2 Focus Group

A presentation from Constance Carriere-Prill provided background on a working group of parents and administrators with a goal of increasing access to resources for students, parents and educators. They are looking to add the input of student voice and they have planned a resource page. They are waiting for input from the Gay Straight Alliance group on how to best support students, parents and educators. The group is in the early planning stages and have been doing some extensive brainstorming that is providing a good start; leading them into the fall with lots of ideas of where they are going.

4. Other Business

a. LDSB Policy Review – Invitation for Input

A comment was made requesting the board consider making access available for parents to be able to attend more meetings by incorporating live streaming, making content available online and improve the consultation process. Parents are encouraged to reach out to trustees who stressed that this input is valued.

b. SAC/Equity Sharing - AVPS

Kim Graham is an engaged parent, on the Amherstview SAC, who learned about the role of Equity, Diversity and Inclusion reps at Toronto DSB School Councils. She has since consulted with other boards to learn more about what they are doing with such roles in their councils. Amherstview SAC has plans to broaden what their representation looks like and making sure their space is open to anyone and everyone. They have started by acknowledging that the Amherstview community is diverse and that they need to understand how to best support this diversity and encourage more people to join. Their goal is to remove barriers and make connections to diverse learning opportunities.

c. By-law Review

Deferred to June meeting.

d. PIC Past Chair

An idea has been brought forward to create a Past Chair position for PIC. Expanding the roles to 3rd Past Chair, 2nd Year Chair and 1st year Chair. Support was given to this idea to ensure continuity, provide back up for a big job and help achieve longer term agenda items.

Shayla Bradley will draft language to bring a motion forward for voting at the June meeting.

5. Adjournment

The meeting adjourned at 7:54 pm.

ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – MAY 11, 2021

VIRTUAL MEETING

Roll call:

| | |
|--|--|
| Members: | Staff: |
| S. Luxford-Oddie, Cataraqui Conservation Authority B. Gilmour, St. Lawrence College R. Healey, Kingston Coalition for Active Transportation E. MacEachren, Faculty of Education, Queen’s University J. Campbell, Loyalist Township G. Hall, Queen’s University J. Salter-Keane, City of Kingston | M. Babcock, Superintendent of Education D. Fowler, Manager of Facility Services D. Hendry, Sustainable Initiatives Co-Ordinator C. Pepelea, Energy/Environmental Technologist |
| Trustees: | |
| J. Brown J. Morning | |
| Guests: | Recorder: |
| Nate Zahn, Outdoor Education Consultant | E. Bolarinho, Administrative Assistant |

1. Welcome and Meeting Norms – Stana Luxford-Oddie

Chair Stana Luxford-Oddie, welcomed everyone to the meeting and provided the land acknowledgement.

2. Adoption of Agenda

MOVED BY: Trustee Morning and Brooke Gilmour that the agenda as presented, be approved. Carried.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

3. Business Arising from the Minutes – No business arising.

Adoption of Minutes. Carried.

4. Presentations

4.1 Gould Lake Outdoor Centre – Nate Zahn, Outdoor Education Consultant/Summer Program Director

The programming offered at Gould Lake Outdoor Centre is based on the Ontario Curriculum and each grade has different programs that meet this curriculum. There are a variety of programs offered, ranging from summer programs and day camps for grades 7-12 students, where students can earn credits and other certifications such as canoeing and first aid. There are 10 different graduated programs that build on the previous year's skills that follow the Ontario Curriculum. Due to the pandemic, the Centre was not able to run any programs, however, staff have been visiting elementary schools and offering experiences right in their school yards, such as soil samples and habitat assessment. Virtual field trips have also been offered. This year, staff have been able to visit every single school. Last year, the Centre created Outdoor Education at Home through Minds Online learning designed to include students from kindergarten to grade 9. Complementary videos on You Tube and lessons were provided for educators to access in different ways and feedback has been very positive. Lessons learned from this year is to continue to reach all schools across the board, such as northern and island schools. Also, continue to build an online presence, by providing outdoor education for educators, supporting documents and media platforms such as You Tube videos. The team has come together to create valuable and worthwhile work for the students in our schools. Different organizations such as Loyalist Township, St. Lawrence College and Little Cataraqui Conservation Authority have offered to promote this program through their social media outlets.

5. Presentations

5.1 KCAT – Quiet Streets Pilot Project - Roger Healey

The Quiet Streets Pilot Project

This is a stretch of 3 km section of the City through Williamsville and leading to McBurney Park. This project was conducted in conjunction with City of Kingston from August 2020 to November 2020. Citizens who lived within this area got to bike/walk/use stroller in a traffic calming environment. The findings of the pilot project were shared with the City of Kingston for discussion and it was noted that Kingston is a very active transportation place.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

School Street Initiative for Winston Churchill Public School

KCAT, along with Kingston Gets Active and Queen's University, is actively involved in trying to initiate a School Street in the Winston Churchill Public School area. School Street Initiatives have many benefits such as improved safety around the school, independence of children, physical activity, reduces congestion, air and noise quality as well as cohesion. Winston Churchill was selected as the majority of the students in this area, are within walking/biking distance from the school and has a very supportive community. Some of the issues in this area include problematic traffic issues, high level of congestion and excessive speed. The plan is to close MacDonnell Street (Earl to Union) and Hill Street (Napier to MacDonnell) daily for 30 minutes before and after the school day beginning in September 2021 for the 2021-2022 school year. If this project is successful, then it would be up to the communities to request this Quiet Street Initiative in their area. This is a very low effort and maintenance project to achieve. Next year, they will be looking at another school to implement this program.

6. Community Organization Updates

LDSB Sustainable Initiatives Co-Ordinator - Dan Hendry

Dan has reached out to the City to obtain data on the High School Bus Pass Program and will hopefully present this data in the fall. The Kingston High School Bus Pass Program won an award in the Globe and Mail and Halifax will be following our Kingston model. There are continuing conversations with Evergreen and Loving Spoonful regarding virtual projects and gardens this year.

LDSB Energy/Environmental Technologist - Cedric Pepelea

Cedric reported on Earth Hour and shared the results of the 24 schools that participated in this event. Out of the 24 schools participating, there was a saving of 1678 kw hours which is the equivalent of a 15w lightbulb being on for 107,000 hours and converting that to greenhouse gas emissions, this equals to 0.16 tons, which is equivalent to 7 litres worth of gasoline. There was good savings from these participating schools.

ECO Schools have been ongoing, with some schools still participating in this program as well as planning some energy projects for the summer.

LDSB Manager of Facilities Services – Dave Fowler

Out of the 150 capital projects planned for this summer, there are 28 outdoor projects ranging from improving a fence line to improving drainage and sport fields. Facilities will also be working on outdoor classrooms and creating naturalized spaces. Dave Fowler will share some of these projects in the fall meeting.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

Trustee Update

Trustees Joy Morning and Judy Brown both thanked the presenters for their excellent presentations.

City of Kingston – Julie Salter-Keane, Manager of Climate Leadership Division

The City is continuing to work on the climate leadership plan. Next week the City will be hosting virtual chats, which are one-on-one 20 minute sessions. Julie Salter-Keane will be hosting agriculture chats on May 17 and 18. Another session will be on renewable energy. The City is looking forward to discussion and implementation of climate changes.

Canada Wide Commuter Challenge is happening this year May 30 to June 5 and the City will promote this event through social media and the transportation sector.

Cataraqui Conservation Area – S. Luxford-Oddie, Senior Conservation Educator

The Conservation Authority is offering online experiences on a small scale and the feedback has been very positive. They are working on monitoring teacher candidates to provide opportunities for children to look outside their window rather than their screens and be active. The Spring Awakenings Program for grade one students has been very well received by students, educators, and parents. Stana Luxford-Oddie and her teacher candidate are going out to different conservation areas to create search and seek scavenger hunts to support families.

Faculty of Education – Zabe MacEachren, Coordinator of Outdoor and Experiential Education Program

It is important to look at the statistics that are available on how much energy is consumed when we are on online platforms. Face to face and commuting is so much greener than being online. Zabe MacEachren also shared that she is preparing for a large environmental conference with the teacher candidates and has attended several environmental conferences online throughout the year. Zabe MacEachren will be on sabbatical next year.

St. Lawrence College – Brooke Gilmour, Sustainability Manager

St. Lawrence College has officially launched its sustainability plan to 2024. Please check the website for information on this initiative.

Beaty Water Research Centre at Queen’s University – Geof Hall, Associate Director of Education and Outreach

Geoff Hall reported that they are back in person learning and looking forward to getting back on the field.

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

Engineer and Environment Manager at Loyalist Township – Jenna Campbell

Jenna Campbell reported that they are starting to implement climate action in the Loyalist Township. They are looking to plant 20000 trees within the Township over the next 10 years, both on Township properties or other properties and can add schools within the Loyalist Township to this inventory. The Township will also submit an application to the Canada Forest Program and is looking to collaborate with various organizations regarding this project.

7. Discussion from Learning Education Outside – Superintendent Babcock

Superintendent Babcock presented lessons from covid for outdoor learning from the last ESAC meeting where the group shared their ideas on this topic. The first recommendation was a google drive/folder where ideas could be uploaded and shared with educators. Bringing some educators together to have a think tank about lessons learned in the outdoors is going to happen. Nate Zahn has done a lot of resource building and coordination of resources and some preliminary work will be done before this event happens.

Another recommendation was to prioritize learning outdoors in planning. As a system, we cannot mandate so many minutes outside but through the Program Team and the Superintendent role, we are encouraging and recommending educators in the planning for next year to consider daily minutes outside for curriculum activity.

The recommendation of community partners who can visit the classroom is fluent at this time. We would like to stay with non-profit organizations and how best to share these resources with our educators.

8. Other Business - Superintendent Babcock

Superintendent Babcock announced her retirement in July and thanked the group for the learning in this Committee and for the knowledge and expertise from the LDSB team and all organizations involved with this Committee.

9. Next Meeting Date - Virtual meeting – Tuesday, October 12, 2021

10. Adjournment

Superintendent Babcock adjourned the meeting.

The meeting adjourned at 6:00 p.m.

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

June 9, 2021

PUBLIC MEETING

Roll Call:

| | |
|---|--|
| Trustees: | Members: |
| B. Godkin K. McGregor (Chair) | <p>Present:</p> <p>A. Ballance, Family & Children’s Services, Frontenac, Lennox & Addington</p> <p>C. Carriere-Prill, Member-at-Large</p> <p>C. Roberts, Easter Seals Ontario</p> <p>S. Henderson-Todd, Lennox and Addington Resources for Children</p> <p>D. Jalovcic, Learning Disabilities Association of Kingston</p> <p>A. Martin, Member-at-Large (Queen’s University)</p> <p>E. Rahim, Community Living Kingston</p> <p>Regrets:</p> <p>P. Dendy, Member-at-Large</p> <p>C. Tooley, Down Syndrome Assoc. Kingston</p> <p>N. Carson, Epilepsy South Eastern Ontario</p> <p>E. Sheldon, Community Living Kingston</p> |
| | Staff: |
| | <p>H. Box, Special Education Program Coordinator</p> <p>T. Vail, Special Education Program Coordinator</p> <p>L. Conboy, Mental Health Lead</p> <p>K. Leggett, Vice-Principal of Educational Services</p> <p>A. McDonnell, Superintendent, Learning for All</p> <p>L. Rousseau, Educational Services and Safe Schools Coordinator</p> <p>C. Snider, Special Education Program Coordinator</p> <p>M. Blackburn, Principal of Educational Services</p> |
| Guests: | Recorder: |
| Jessica Sliver, Superintendent of Education | J. Senior, Administrative Assistant |

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

1. WELCOME

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

Trustee McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes – May 27, 2021

MOVED BY: Constance Carriere-Prill that the May 27, 2021 SEAC Minutes be approved. Carried

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Destreaming Grade 9 Mathematics – Superintendent of Education Jessica Silver indicated the De-Streamed Grade 9 Math report provides a comprehensive implementation plan and tonight she will provide some highlights of the plan to support the implementation of the new MTH1W course beginning in September 2021.

Professional learning was planned for intermediate teachers and Grade 9 teachers but was put on hold due to the ongoing occasional teacher shortages.. Professional Learning for secondary math teachers was offered each octomester so teachers had flexibility for when they participate. The learning included a focus on LDSB data, student voice and the “why” and “how” of destreaming.

A plan is in place to create and develop resources. Much of the professional learning around math in the last few years has focused on starting with the concrete and moving to the abstract. The Ministry has allowed for funding that was not utilized for professional learning due to the pandemic to be used for math resources for schools.

Superintendent Silver indicated that it is anticipated some summer writing will be done by having some teachers create resources for other teachers. This is dependent on receipt of the curriculum, and she is hopeful that it comes soon, in order to put that into place.

Superintendent Silver stated that in terms of communication, one of the first iterations around the implementation plan was professional learning for K-12 administrators, which has been done. Information has been shared at School Councils. Without the curriculum, it is difficult to share much more information. Presentations for families will likely take place in the fall once we receive the curriculum.

7. CORRESPONDENCE

7.1 Durham District School Board – Letter to Minister of Children, Community and Social Services with regards to Needs-based Funding/Services for Children with a Diagnosis of Autism – New Pilot Program. Provided for information.

7.2 Brant Haldimand Norfolk Catholic District School Board – Letter to Minister of Education in regards to Support for Bill 172 an Act in Relation to Fetal Alcohol Spectrum Disorder (FASD). Provided for information.

8. ASSOCIATION UPDATES

None at this time.

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

9.1 Reporting Progress: Building our Vision for the Future, Special Education Services in our District – Superintendent of Education Alison McDonnell indicated that highlights of the work that has occurred between the time span of March until now will be shared this evening.

Mental Health Lead Laura Conboy began by speaking to the work related to Mental Health and Wellness. LDSB has added a fulltime Social Worker to support the mental health and social/emotional and behavioural needs of students in Junior Kindergarten to Grade 3. This Social Worker will be working with specific students who are primarily at risk of suspension or expulsion because of a variety of factors and will also be working very closely with educators, administrators, and other support staff to address some of the systemic issues that students may be experiencing.

Laura Conboy also spoke to the ongoing number of students who have been supported in our Virtual School by the addition of the Student Support Counsellor, the Social Worker and the ongoing support of our Attendance Counsellors. Throughout the entire year from September until now, we have had over 440 students supported with virtual services in the area of mental health and school reengagement.

Special Education Coordinator Cheryl Snider provided an update on the progress related to transition planning from school entry to a meaningful adult life. The Transition to Kindergarten meetings are being held for over 95 students this year, with Special Education Coordinators attending close to 60 virtual meetings from April to June 2021. These transition meetings are for our youngest learners; those students who will be starting kindergarten in the fall. Our community partners, including KidsInclusive, Early Expressions, Maltby, Community Living Kingston and others are incredibly supportive of the process and we greatly value their voice and expertise at the table during these meetings.

The transition to kindergarten process itself has not changed this year. We have however, had an increase in students with special education needs who were brought forward by our community partners and all meetings have been held virtually. In addition, our partners at Early Expressions have committed to providing the 'F-Words' one-page profile to all families prior to their transition to school meetings, to support the use of 'F-words'. These completed profiles offer a snapshot of what the child can do, focusing on their strengths, interests and goals, all of which can guide responsive programming in the fall.

Cheryl Snider also gave an update on '*Building capacity with all school staff to support the needs of all students within an inclusive environment*'. A copy of *Equipped for Reading Success* (Kilpatrick) was purchased for Student Support Teachers (SSTs) and virtual learning sessions focused on phonemic awareness were provided in May and June. Planning for summer learning sessions for SSTs and classroom educators with David Kilpatrick will also take place in early July.

Special Education Coordinator Tiiu Vail provided an update related to transitions for our students who have intellectual developmental disabilities and are moving on to life beyond school. Transition Planning Coordinator, Donna Abbink, has held over 95 virtual transition meetings from April to June 2021.

Tiiu Vail also spoke to the online presentation and website that was shared with students' families and community partners on April 7th during the first Transition to Life Beyond School Online Workshop. There were 25 participants including students, families and community partners. This was a very successful and well appreciated workshop.

9.2 LDSB Special Education Plan for 2021-2022 - Principal Mike Blackburn and Vice-Principal Karen Leggett provided an update on the Special Education Plan for 2021-2022.

The LDSB Special Education Plan outlines the programs and services which support students in LDSB. Our plan is built upon Ministry Standards which support the highest quality educational experience for exceptional students. Our plan is shared with key stakeholders and through this we seek valuable consultation and input.

Over the months of March, April and May, SEAC was involved in providing input and consultation for the LDSB Special Education Plan focusing on: Spec-Ed Program and Services, Transitions, Professional Development, Individual Education Plans (IEPs) and Identification, Placement and Review Committee (IPRCs). From these consultations, the following changes have been implemented into the LDSB Special Education Plan:

| Input/Request | Change Implemented |
|--|---|
| Monitoring the Tiers of Intervention and progress | Expanded the description of monitoring approaches |
| Expand information about transition from high school for students with special education needs | Included information: Transition planning coordinator in communicated information to families regarding community supports and services |
| Consolidate transition information into one section | All transition information is now included in Section 6 |
| IEP – Update template | Updated template now included |

The input given by SEAC was valued and appreciated. Our current Special Education Plan is a better document because of the consultation with SEAC.

Principal Blackburn also gave a brief update on some additional feedback given by SEAC that was not yet included in our Special Education Plan. In regards to the limitations around gender identification on the IEP document, we will be collaborating with our Equity Lead and our Assistive Technology Resource Teacher to expand the gender identification on the IEP document as well as investigating how to better represent the diversity within that area.

The second piece of feedback given by SEAC and to be implemented in the future was making parent/guardian communication within the IPRC Guide as well as the Tiered Approach more easily understood and accessible for all parent communities. We are now working collaboratively to look at the accessibility of those documents and to put them into more parent friendly language for our parent communities as they navigate special education supports for their children.

Superintendent McDonnell specified that there are no significant changes to our service delivery model this year as outlined in the Special Education Plan. At the May SEAC meeting Superintendent Young gave a presentation related to the budget and it was shared at that meeting that the Special Education Budget will remain stable for this year, which means that we are able to continue to provide very similar supports and services to those that we have provided this year and in previous years.

9.3 LDSB Multi-Year Accessibility Plan for 2021-2022 – Superintendent McDonnell spoke to the yearly updated LDSB Multi-Year Accessibility Plan for 2021-2022 and answered any questions asked.

10. NEXT MEETING DATE

To be determined

11. ADJOURNMENT

MOVED BY: Trustee Godkin that the meeting adjourn.

The meeting adjourned at 6:30 pm.

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

September 15, 2021

PUBLIC MEETING

Roll Call:

| Trustees: | Members: |
|--|---|
| <p>B. Godkin K. McGregor (Chair)</p> | <p>Present:</p> <p>C. Carriere-Prill, Member-at-Large S. Henderson-Todd, Lennox and Addington Resources for Children A. Martin, Member-at-Large (Queen's University) C. Roberts, Easter Seals Ontario H. Simson, Learning Disabilities Association of Kingston C. Tooley, Down Syndrome Assoc. Kingston</p> <p>Regrets:</p> <p>A. Ballance, Family & Children's Services, Frontenac, Lennox & Addington N. Carson, Epilepsy South Eastern Ontario P. Dendy, Member-at-Large E. Rahim, Community Living Kingston E. Sheldon, Community Living Kingston</p> |
| | <p>Staff:</p> |
| | <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. Vail, Special Education Program Coordinator</p> |
| <p>Guests:</p> | <p>Recorder:</p> |
| <p>None at this time</p> | <p>J. Senior, Administrative Assistant</p> |

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

1. WELCOME

Trustee McGregor called the meeting to order and welcomed everyone to the meeting including introducing and welcoming Superintendent Scot Gillam as the new Superintendent of Learning for All.

Superintendent Gillam welcomed Educational Services Vice Principal Jenn Grasse and **Educational Services and Safe Schools Coordinator, Wendy Fisher** as new staff members in support of SEAC.

Trustee 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.”

Trustee McGregor announced that Member-at-Large, Peter Dendy, has had to resign his position in SEAC, including being the Vice-Chair. Trustee McGregor stated that a posting would go out for a new Member-at-Large and also asked if any present SEAC Members would like to volunteer to assume the position of Vice-Chair for the remaining three months of this term. Interested members will email interest to Chair McGregor.

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes – June 9, 2021

MOVED BY: Trustee Godkin that the June 9, 2021 SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 2021 Summer Learning Supports for Students with Special Education Needs and Mental Health Needs - Mental Health Lead Laura Conboy shared that in response to the ongoing impacts of COVID-19, the Ministry of Education provided school boards with funding to enhance opportunities to provide mental health and summer learning opportunities for students with special education and/or complex mental health needs. The Educational Services Administrative Leadership Team worked collaboratively to define the needs of the students in the system, examine the services that LDSB already provides and determine where there may have been gaps/limitations to service. The team also considered who was available to deliver programming and services, keeping in mind that most of our employees are 10-month employees and would not typically work in the summer, but also the impact that the pandemic had on their own well-being.

Principal Mike Blackburn addressed two specific areas related to Summer Supports and Transitions as follows:

Summer ABA Transition Program (August 23-27)

The focus of the Summer Applied Behaviour Analysis (ABA) Transition program was to help close gaps in skill development, learning, and to help with establishing routines. The program used the principles of ABA to teach skills to students in District Autism Classrooms (DACs) and focused on re-establishing new routines which may be required as students re-enter buildings during the 2021-22 school year such as wearing masks, hand washing and physical distancing. This program ran at four different sites across our district and twenty-four students received support through this program.

Back to School Transitions (August 23-August 31)

Educational Assistants and Early Childhood Educators supported 43 elementary and secondary schools with facilitated transition visits, tours and connections with caring adults throughout LDSB. Over 400 students with special education needs and/or complex mental health concerns received a supportive transition back to school.

Student Support Counsellors (SSCs), Adolescent Care Workers (ACWs) and Attendance Counsellors were available to support vulnerable, under-served students to re-establish familiarity with the school environment and return to school routines. 205 students were supported either in-person or virtually.

Mental Health Lead Conboy shared information regarding the Mental Health Supports as follows:

Mental Health Support Line (July 12 - August 26)

Clinical Consultants and SSCs were available to provide short-term mental health support via a telephone support line. These services were open to any students registered with LDSB. One elementary student and one secondary student were supported via the telephone line.

Adolescent Care Worker (ACW) for Summer School (June 30 - July 29)

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

Support for Students in the Elementary Indigenous Program (July 5 - August 27)

The Indigenous SSC provided ongoing engagement and connection with students who identify as Indigenous throughout summer holidays.

Trauma Informed Course for Educational Assistants (EAs) (August 30 - August 31)

Just over 90 EAs supporting elementary and secondary students participated in an introductory trauma-informed training focused on brain science, resilience and the impact of adverse childhood experiences. This training was provided by the Community Resilience Initiative and facilitated by the Trauma Responsive Leads at Pathways to Education.

Youth Diversion Supports (July 5 - August 31)

Through funding provided by LDSB to support the wellbeing of students during the summer months, Youth Diversion was able to proactively enhance its supports and services for students by: a) increasing access to mental health and substance use professionals both in-person and virtually; b) create and enhance a seamless pathway to and from community based mental health care for students requiring more intensive supports over the summer months; c) provide students, parents, and families with timely and relevant information in support of student mental health and well-being throughout the summer.

A total of 335 students (115 elementary and 220 secondary) received direct service from Youth Diversion in the areas of substance use and addiction services, mentoring, youth outreach, and Intersections programming. In addition to direct service, 184 students participated in various groups, activities and events hosted by Youth Diversion staff, including: clothing carousel, wellness kits, and a week-long camp in August. Both in-person and virtual supports were provided.

As we head into a new school year, we know that our students with special education and/or complex mental health needs will require ongoing supports and services to mitigate the impacts of the pandemic. Our ongoing work will be supported by resources developed by SMHO and ongoing partnerships with community partners.

Chair McGregor thanked Principal Blackburn and Mental Health Lead Conboy for the detailed report.

7. CORRESPONDENCE

7.1 Holland Bloorview Kids Rehabilitation Hospital – Request for Input: Requesting input for an outreach campaign to engage with students, families, educators, and community organizations so the province’s diverse voices, experiences, and realities are reflected in the development of a disability education resource. Provided for information.

7.2 Algoma District School Board – Letter to Minister of Education regarding On-Line Learning Supports and Universal Design for Learning in provincial on-line learning resources, and the platforms used to access these resources. Provided for information.

7.3 Peterborough Victoria Northumberland and Clarington Catholic DSB – Letter to Minister of Education asking for consideration of: Summer Special Education and Mental Health and Wellbeing Programming, Stabilization Funding – Declining Enrolment, Exceptional Learners – Learning Recovery and Renewal. Provided for information.

8. ASSOCIATION UPDATES

Helen Simson of Learning Disabilities Association of Kingston shared that LDAK is launching a new Structured Literacy Instruction Program. This program will be piloted in Kingston January through June 2022 and if successful, to expand the pilot in the future. All information on this program can be found at this link: www.idaontario.com/effective-reading-instruction/

Helen Simson also share that LDAK is awaiting the report from the Right-to-Read investigation at the Ontario Human Rights Commission and will have responses to that to share with SEAC when the report is received.

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

9.1 Ministry Updates - Additional Funding provided by the Ministry to support schools and students due to COVID (January 31, 2022):

- Social Worker 0.40
- Adolescent Care Worker 0.50
- Student Support Counsellor 0.50
- Registered Psychological Associate 0.40
- Elementary Teacher SST 0.30
- Secondary Teacher LPS 0.40
- Speech Language Pathologist 0.10

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

The Educational Services Administrative Leadership Team will place the supports where most needed and will adjust as necessary. Our hope is that the funding will be extended beyond January to the end of the school year.

9.2 Educational Services SEAC Update

- **Building Our Vision for the Future, Enhancing Special Education Services in our District, 2021-2022 Monitoring Document** – Document will be brought to October 20th SEAC Meeting for review.
- **Enhancing Special Education Services in our District** – Extended for first part of 2021/22 as new document will be created. To be discussed at October 20th SEAC Meeting.
- **COVID Updates** – In relation to students with special education needs:
 - Cohorting is being maintained at our schools as much as possible, especially in the elementary schools, as those are the students who are not yet eligible for a vaccine. We are moving forward with an abundance of caution in trying to keep students and staff as safe as possible. With the approval of Public Health, one change has been implemented in that Student Support Teachers are allowed to bring students together who are not in the same cohort if it is a benefit to their learning. We will be extra cautious with respect to distancing, masking, good hand hygiene and ensure that safe practices are followed by all.
 - Community Partner Supports – Community Partners will need to complete a Non-Employee Vaccine before entering our schools to support our students. This information and process is located on our website.

9.3 Presentation Schedule – Superintendent Gillam advised that the October 20th SEAC Meeting will have a full agenda. Chair McGregor asked for SEAC Members to consider whether monthly presentations designated to each community member is something that we should continue or conclude. As well, Chair McGregor asked SEAC to send ideas to her for presentations so that she can begin to draft a list to share with Educational Services.

10. NEXT MEETING DATE

Wednesday, October 20, 2021

11. ADJOURNMENT

MOVED BY: Trustee Godkin that the meeting adjourn.

The meeting adjourned at 6:47 pm.