

AGENDA – COMMITTEE OF THE WHOLE

(EDUCATION, POLICY AND OPERATIONS)

Wednesday, March 3, 2021 – Immediately following the Special Board Meeting

Limestone Education Centre
220 Portsmouth Avenue, Kingston, ON

Link: http://bit.ly/LDSB_EPOCMar3

Public Meeting – Immediately following the Special Board Meeting at 5:00 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.”

- 1. ADOPTION OF AGENDA**
- 2. DECLARATION OF CONFLICT OF INTEREST**

Section A – Matters Requiring Action at the Meeting

- 3. REPORTS FOR INFORMATION**
 - 3.1 International Education** – Superintendent Silver (Pages 3-4)
 - 3.2 Equity Action Plan and Census Update** – Superintendent Babcock (Pages 5-10)
 - 3.3 Budget Development** - Superintendent Young (Pages 11-12)
 - 3.4 COVID-19 Funding Allocation Update** – Superintendent Young (Pages 13-16)

4. REPORTS FOR ACTION

None at this time.

Section B – Information

5. INTERNAL REPORTS AND OTHER COMMUNICATIONS

None at this time.

6. EXTERNAL REPORTS AND OTHER COMMUNICATIONS

None at this time.

7. OTHER BUSINESS

None at this time.

8. NEXT MEETING DATE:

Regular Board Meeting – March 24, 2021

9. ADJOURNMENT

ADMINISTRATIVE REPORT: INTERNATIONAL EDUCATION

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING

March 3, 2021

Purpose

To provide Trustees with an overview of the LDSB International Education Program and share information for the 2020-2021 school year.

Background

Limestone District School Board has run an International Education department for the past 22 years. The high-quality public education system offered in Ontario is viewed favorably by many families throughout the world. The LDSB International Education program aligns with Ontario's Strategy for K-12 International Education, supporting Federal education commitments, supporting student achievement and development, supporting diversity, and encouraging social, cultural, and economic benefits.

Limestone District School Board runs its own homestay program for students who wish to live with a local family. There are strict guidelines followed, and homestay families provide responsible, high quality student care. The International Education office has homestay staff who spend time in schools with students to closely monitor students' academic progress, mental health, and overall well-being.

International students attending Limestone District School Board are very diverse, and as such, seek many different desired outcomes. Many students that attend LDSB schools are looking for an Ontario Secondary School Graduation Diploma, and for post-secondary options. Many students come to LDSB looking for adventure, and an Ontario experience, while others want to immerse themselves in the school experience which includes academic and extracurricular options. Typically, international students participate in activities together, both in and around Kingston, and within the Province. Some examples of these include visits to Fort Henry, skating at Market Square, a trip to Ottawa and the Parliament Buildings, and trips to Niagara Falls and Toronto.

International students pay fees to Limestone District School Board which include all expenses including homestay room and board, local activities, extracurriculars, insurance, validation, custodianship, and tuition. Traditionally, Limestone District School Board has hosted students primarily from South Korea, Japan, Mexico, Spain, and Hong Kong. In recent years, Limestone has hosted between 115 and 130 students primarily from Grades 7-12.

SEE YOURSELF IN LIMESTONE

Current Status

The COVID-19 pandemic has greatly impacted international education throughout the world, and within LDSB. The International Education department has worked with the Federal Government and Government of Ontario to comply with Entry to Canada travel protocols to ensure safe arrival for students. Approval was granted to Limestone by the Ministry of Education for admission of international students on December 16, 2020. Challenges such as the International Travel quarantine, disruption in travel, access to testing, and the impact on the economy and family finances have all required flexibility and strong communication with LDSB international agency partners this year.

Many students and families who had planned to attend LDSB schools in 2020-2021 were either unable, or unwilling, to travel internationally which has impacted this year's enrollment. Currently, there are 62 international students attending LDSB schools – 42 students who attended last year and stayed with LDSB this year, and 20 new international students who have arrived for Semester 2.

The International Education Department has recently updated all LDSB print and electronic marketing materials in several source languages. These updated materials are shared with global partners, and are especially important when working with new markets to highlight the opportunities that exist in the Limestone District School Board, and to highlight Kingston's many assets to students. LDSB is a member of CAPSi, which is a Canadian umbrella support organization for International Education. We received students from Bangladesh and Rwanda for the first time this year. The LDSB International Education department has a partnership with EduCanada, a Federal Canadian marketing wing which promotes Canada as an extremely safe destination with a strong public education system. Currently LDSB is working with new target markets including Germany, Brazil, Iran, Italy, Turkey, and the Czech Republic, while re-establishing links in Mainland China and Vietnam.

Next Steps

The International Education department is working virtually with agents in countries around the world, looking ahead to the 2021-2022 school year. Given future uncertainty, it is imperative that the International Education office expand to new markets, and partner with the highest quality agents. New protocols are being adapted for entry into Kingston and Limestone District School Board, to align with the updated travel protocols, and the potential for students to have received COVID-19 vaccinations prior to their arrival for 2021-2022. Monitoring of protocols is ongoing, and regular communication occurs between the International Education department, families, and agencies to ensure international students are safe, cared for, and happy within LDSB.

Recommendations

That Trustees receive this report for information.

Prepared by: Jessica Silver, Superintendent of Education
Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: EQUITY ACTION PLAN AND CENSUS UPDATE

EDUCATION, POLICY & OPERATIONS COMMITTEE

March 3, 2021

Purpose

To bring Trustees an update on the Limestone Equity Action Plan specifically related to the Student Identity-based Census and Trustee Motions of November 2020.

Background

Limestone Equity Journey

Understanding student identity, lived experience, and ability are important as Limestone works to improve student achievement and well-being. The following is a brief summary of key projects and initiatives that gathered student voice, provided learning for staff, and informed system and school-based actions to date.

Learning 2017 – 2019

- Racialized and indigenous Student Voice Day –student recommendations collected
- Gender Identity Student Voice Day
- Culturally Responsive Relevant Pedagogy focused on experiential learning opportunities
- Instructional Data Work focused on student engagement
- Transgender Guideline updates
- Allyship Project
- Healthy Relationships – partnership with Agnes Etherington
- Ontario Arts Council – school equity-based arts projects
- Ongoing professional learning through Administrator and School Staff Meetings
- Elementary Mentor Texts purchased to reflect diverse identities, abilities, and lived experiences
- Networking with other districts
- Focus groups with families, community partners, district committees, staff, students and alumni
- Trustee feedback through presentations

A few examples of the impact of this learning and work are evident in the establishment of gender-neutral washrooms in every school, the implementation of gender identity choices on school registration forms, language clarification for gender identity and sports teams, the increased number of school GSA (Gender and Sexuality Alliance) Clubs, and the ongoing review of Procedures and Policies for gender neutral language.

Student Census 2021

A critical step to ensuring equity is to gain a clearer understanding of who our students are and of their school experiences. Collecting and analyzing voluntarily provided identity-based data will help the Limestone D.S.B. identify where systemic barriers exist, and will help determine how to eliminate discriminatory biases in order to improve student achievement and well-being through evidence-informed decision making. This work is supported by the following legislation and research:

- Anti-racism Act, 2017
- ARA Data Standards, 2017
- *Ontario's 3-Year Anti-Racism Strategic Plan*
- *Ontario's Education Equity Action Plan*
- *Count me in! Collecting Human Rights-based Data* – Ontario Human Rights Commission

Work began in early 2019 in planning for the *See Yourself in Limestone: Student Census*. Limestone District School Board provided an overview of the tasks and timelines of the census project at the October 2019 Board Meeting and a subsequent update at the January 2020 Board Meeting. Due to labour disruption and the pandemic, the original survey launch of Winter 2020 was postponed to the Fall 2020. The survey took place November 23 – December 18, 2020.

Although the pandemic required the project planning to be adapted, there were 'silver linings'. One silver lining was the ability to include opportunities for families of students in Kindergarten to Grade 3 to participate. As families were already familiar with student online account logins due to emergency remote learning in Spring 2020, the survey was now more easily accessible by families. This allowed us to be responsive to focus group requests to include primary students in the survey which was not part of the original plan because of the initial online challenge.

Another silver lining was survey accessibility for secondary students by having the survey completed during class time. As a result of octomester planning, most secondary students were in a physical classroom all day which allowed for time to be intentionally set aside by the classroom teacher during the instructional day for students to complete the survey. A challenge that emerged was how to capture students on spare and co-op placements. The survey was extended into the next octomester in an effort to capture these students. Communication strategies continued as reminders of the invitation to participate.

Communication and education about the Student Census included *Census Fridays*, short information messages that were shared with staff and families to communicate key messages and to support understanding of the survey purpose and questions. Support documents were provided for families and staff that explained the language of the survey and the identity questions being asked. Resource materials, FAQs, and IT support were available to staff and families before and during the census administration.

Current Status

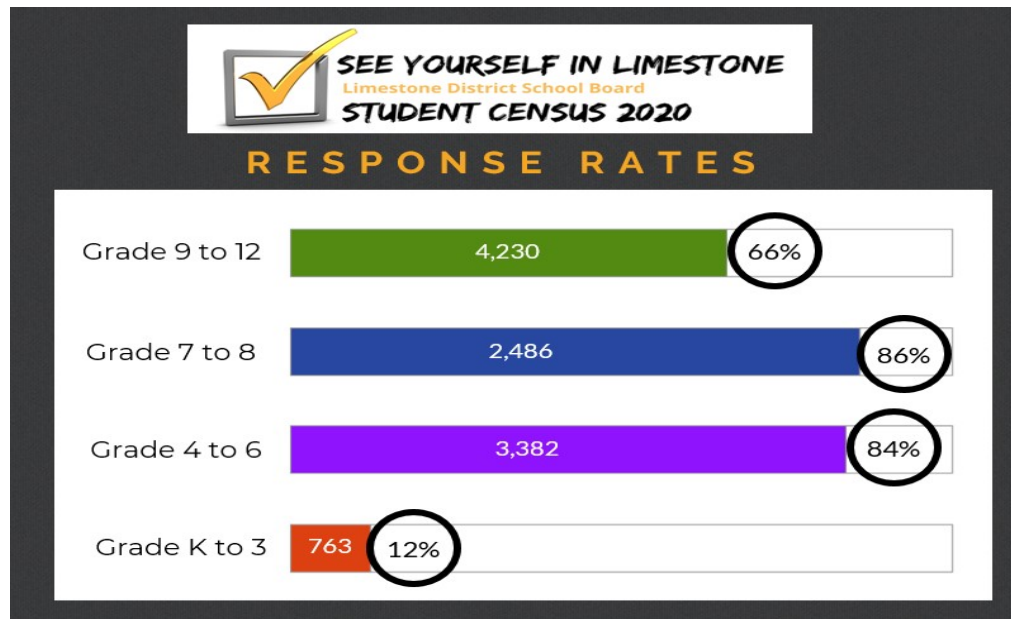
Learning September 2020-Present

The following projects and initiatives are currently taking place this school year.

- *Limestone Lens* – monthly staff newsletter highlighting language and information to combat anti-Black racism and anti-Indigenous racism
- *Authentic Voices* – learning opportunities for staff and students through cultural events, online learning, and local collaborations
- Culturally Relevant Responsive Pedagogy: De-centering whiteness in primary classrooms – primary educators will use mentor texts to teach language and have conversations focused on anti-racism, especially anti-Black racism and anti-Indigenous racism
- Virtual Gender and Sexuality Alliance (GSA) Club launched in Virtual School
- Virtual School Artist in Residence program – collaborative art projects focused on developing foundations for having conversations about identity
- Black History Month – honouring Black History and Black Excellence in February and beyond
- CFRC Radio 101.9 fm – collaborative project for classes to submit 15 minute segment celebrating Kingston’s Black History and Black Excellence; selections to be podcasts
- Equity and Anti-Racism Resource Bank for educators in Minds Online D2L platform; ex. Tough Conversations
- Grade 9 & 10 Resource allocation including text selection audit and purchase of diverse texts that speak to range of lived experiences
- Comprehensive review of Recruitment and Selection Procedure (AP400)
- Revised Limestone job posting template with Equity, Diversity and Inclusion (EDI) visual
- Inclusion of at least one EDI question in every interview process
- Inclusion of pronoun option for candidates on Apply to education
- Trustee Training Fall 2020
- Administrator training through monthly meetings
- Parent Involvement Committee – Equity information session March 2021
- Educational Services – working with leadership team and staff
- Professional learning that is responsive to emerging needs of individual schools and staff

Student Census

The *Student Census* was closed January 4th, 2021 once it was determined that all students who had begun the survey had experienced sufficient time to complete the survey. The following chart indicates the response rate for students in Kindergarten to Grade 12.



A timeline of next steps in the Census process is attached. The next few months will focus on cleaning, verifying, and validating the data.

Trustee Motion of November 11, 2020

Moved by Trustee Brown and seconded by Trustee French, that as part of the continued strategic plan progress aligned within the Wellness Pillar, section 2.2 Equity and Inclusion, the Board requests LDSB staff undertake to engage the Black community in Limestone DSB, be it in consultation or an ongoing caucus to be formed similar to the Indigenous Education Council, to provide input and advice on actions to address racism in our schools, and barriers to equitable experience.

Invitations have gone out to agency and community partners as well as Black parents and Black citizens to participate in two meetings this Spring scheduled for late March and early June. The invitation asked that the person attending identify as Black. The purpose of the two meetings this Spring is to hear from the Black Community without any barriers to sharing. We want to hear the voices of those we want to serve and these first meetings will focus on listening to the sharing and recommendations of those with lived experience. Msenwa Mweneake, Equity and Transformation Lead for Family and Children Services, is partnering in co-chairing the meetings.

Questions are being refined to frame the structure for the evening while also allowing for open dialogue. The questions will include opportunities for participants to share whose voices need to be at the table, ideas for moving work forward to support the achievement and well-being of Black youth, and recommendations for the group's structure and focus. The meeting will be virtual and break-out rooms will be used with recorders to gather the thinking of the participants for planning forward. After we have an opportunity to review the notes, a follow-up survey will be distributed with clarifying questions and a note of appreciation for their willingness to participate.

Responses to the invitation have been very positive and respondents have expressed keen interest in networking with others and Limestone to better support Black youth.

“See yourself in Limestone” continues to be the goal for every student. Ongoing anti-racism work with staff and getting to know our students better will help us to create learning environments that are more responsive to the identity, lived experience, and ability of students in order to support their achievement and well-being.

Next Steps

During the remainder of this school year, planning will continue for establishing the Student and Staff Networks of Black, Racialized and Indigenous members to share feedback on the Limestone Equity Action Plan and provide voice for further actions. Work will continue through the census data analysis to provide updates and, in response to Trustee Brown and Trustee French’s second Motion of November 11, 2020, regarding a plan for the use of racialized achievement data for Limestone DSB students, with a focus on the results of Black and Indigenous students, to inform strategies to improve their experience and learning outcomes (see attached infographic timeline). System professional learning will continue and plans are being developed to create additional opportunities for administrator and educator learning this Spring and into the Fall.

Recommendations

That Trustees receive this report for information.

Prepared by: Michele Babcock, Superintendent of Education
Reviewed by: Krishna Burra, Director of Education
Attachments: Limestone Student Census Communication Plan



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STUDENT CENSUS 2020

MARCH 2021 UPDATE DATA COLLECTION AND ANALYSIS PROCESS

The Student Census Week took place during November 2020, however, the project began long before the data was collected. Many steps involving conversations with stakeholders, focus groups, and survey development took place during the three years leading up to the launch of the survey. Now that the data has been collected, a process and framework is required to ensure that the data is ready for analysis. Once responses are processed and analyzed, the Limestone District School Board will produce a series of reports to help inform board and school decision-making for programs and instruction.



Goals of Student Census Include:

- Understand student identity, lived experience, and ability
- Determine potential barriers or gaps and identify how to eliminate discriminatory biases
- Identify opportunities to help all students succeed
- Ensure everyone feels a strong sense of belonging
- Improve student achievement and well-being

Step 1 (Began in 2018) Listening & Learning

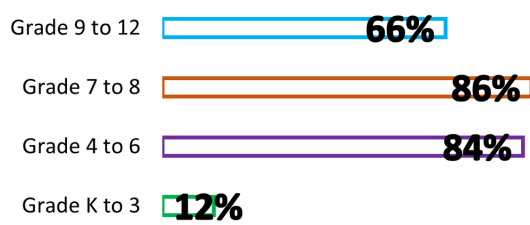
We listened to families, student groups, community partners, committees, other school boards, and staff to help shape the process. Through these conversations, we learned from others.



Step 2 (November 2020) Collecting the Data

The voluntary and confidential survey launched following an education and awareness campaign. Students in grades 4 to 12 completed the survey in class, and students in kindergarten to grade 3 completed the survey at home with family.

Response Rates



Step 3 (In Progress) Processing the Data

Data verification and validation occurs prior to any analysis to ensure the integrity of the data. This includes screening for inconsistencies, coding, and reviewing the format of all data fields.



Step 4 (2021-2022) Analysing & Reporting

In order to better understand the data, we will engage in an analysis process involving conversations with stakeholders. Following a preliminary report of results, a series of themed reports will be created to help us share the data with families, students, community partners, and staff.



For more details:

<https://www.limestone.on.ca/board/studentcensus>

ADMINISTRATIVE REPORT: 2021-2022 BUDGET DEVELOPMENT SCHEDULE

EDUCATION, POLICY AND OPERATIONS COMMITTEE

March 3, 2021

Purpose

To provide information on the 2021-2022 budget development schedule.

Background

The Ministry has yet to announce details of the 2021-2022 Grants for Student Needs (GSN); however, from past experience and current discussions with the Ministry, we understand that they are working towards an announcement by early April 2021.

Last year, the GSN was announced on June 19, 2020 with specific details and grant calculation forms being made available to school boards at the same time. The Priority Partnership funding announcements were also released at the same time. This late release was a result of the COVID-19 pandemic.

It is expected, based upon prior year reporting timelines, that school boards will be required to submit their 2021-2022 Estimates by June 30, 2021.

Current Status

Multi-year enrolment projections prepared last year are now predicting a slight decrease in enrolment for 2021-2022. It is our practice to have our current enrolment and demographic data reviewed each year. LDSB updates enrolment projections by February, so that school principals and Board staff can review in early March to begin the school staffing process for the upcoming school year.

The following budget development schedule has been established to ensure that the Board will be able to submit the 2021-2022 Estimates to the Ministry by the end of June 2021.

Committee of the Whole - Budget Meetings

All meetings to be held in the Barry C. O'Connor Boardroom at
 220 Portsmouth Ave, Kingston, Ontario

Wednesday April 21, 2021 (4:30 pm) <i>Prior to SEAC</i>	Review of 2021-2022 Budget Overview, Enrolment Projections, Budget Survey Review
Wednesday June 2, 2021 (4:00 pm) <i>Prior to EPOC</i>	GSN Overview Preliminary Operating Revenue
Wednesday June 9, 2021 (4:30 pm)	Preliminary Operating Expenditures/Preliminary Capital Revenue/Expenditures/Consolidated Budget Draft Budget Review
Monday June 14, 2021	<i>Date held if meeting required</i>

As per previous years, the budget development schedule will be provided to all committees of the Board, so that budget issues can be identified and discussed (where applicable).

In addition, the Superintendent of Business Services and/or the Manager of Financial Services will make themselves available to attend the April 21, 2021 Special Education Advisory Committee (SEAC) meeting to share the details of the GSN.

Recommendations

That this report be received for information purposes.

Prepared by: Myra Baumann, Manager of Financial Services
 Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: FINANCIAL UPDATE

EDUCATION, POLICY & OPERATIONS COMMITTEE

March 3, 2021

Purpose

To provide Trustees with a financial update on the COVID-19 funding announced to date and the associated budgeted expenditures.

Background

The Ministry of Education has continued to make funding announcements to address the COVID-19 concerns within the province. With the latest announcement on February 1, 2021 staff have assembled an updated budgetary template of revenues and expected expenses that will be incurred in the current school year. These expenses will continue to address the COVID-19 pandemic pressures within the system, as well as meet the expectations of our various collective agreements.

Due to the pandemic, Limestone District School Board has experienced a reduction in the estimated enrolment of approximately 170 students at both the elementary and secondary level. The Ministry is addressing the concerns of reduced enrolment and the added pressures of staffing two different models of learning. Memo 2020:B22 that was released on November 26, 2020 provides for a 2020-2021 GSN “funding floor”. This stabilization funding guarantees a minimum GSN revenue based upon the lower of the 2020-2021 GSN projections or 2020-2021 School Board Estimates.

The tables below show the total COVID-19 funding that has been announced, as well as the actual and projected COVID-19 expenditures for 2020-2021. As shown, the funding as well as the utilization of the accumulated surplus, has allowed LDSB to be nimble, adaptive, and responsive to the ever-changing needs within the system at this time.

Limestone District School Board
2020 - 2021
COVID-19 PPF & GSN Funding

Feb. 25, 2021

Description	Revenue	Expenses
Additional Staffing Supports (Custodians)	\$ (470,370)	
Additional Cleaning Time Provided to Schools - 8.0 FTE equivalent		470,370
Health & Safety Training for Occasional Teachers and Casual EWS	(94,726)	94,726
Cleaning Supplies	(38,582)	38,582
Additional Support for Special Education	(113,141)	
Additional Support for Special Education	(149,136)	
1.5 Secondary School to Community Teachers-LCVI and Itinerant		
.5 Elementary LD Virtual Teacher		
.11 Elementary Teacher Support RG Sinclair		
.33 Secondary Teacher at Transitions		
0.5 EA LD Program RG Sinclair		
Casual EA Support		
Professional Assessments		
Total Expenses		262,277
Additional Mental Health Supports	(125,608)	
Additional Mental Health Supports	(125,452)	
2.0 Social Workers		
2.0 Student Support Counsellors		
Professional Development and Supplies		
Total Expenses		251,060
Optimizing Air Quality in Schools	(568,100)	
Optimizing Air Quality in Schools	(568,100)	
Filters, HVAC Units, Improvements to Ventilation and Airflow		1,136,200
Remote Learning	(199,525)	
Remote Learning	(207,511)	
1.0 Elementary VP Virtual School		
1.0 Secondary VP Virtual School		
2.0 Office Admin Virtual School		
Office Supplies and Instructional Supplies Virtual School		
Total Expenses		407,036
Additional Funding for Teacher Staffing	(182,961)	
Additional Funding for Teacher Staffing	(741,367)	
2.39 Additional Elementary Teachers		
9.54 Elementary Teachers Virtual School		
2.2 Secondary Prep Coverage		
Total Expenses		924,328
Student Transportation Funding Support for Enhanced Cleaning and PPE for Drivers	(314,731)	
Student Transportation Funding Support for Enhanced Cleaning and PPE for Drivers	(401,282)	
Student Transportation Funding Support for Enhanced Cleaning and PPE for Drivers	(78,637)	
Student Transportation		794,650
School Reopening Emerging Issues	(1,024,848)	
Lunch Supervision		
1.0 Elementary SST Teacher Virtual School		
.75 Elementary VP Virtual School		
Guidance Support Virtual School		
Report Card Assistance		
Devices		
Internet		
Health & Safety Training for Occasional Teachers and Casual Staff		
Total Expenses		1,024,848
Technology Related Costs	(136,060)	
Technology Related Costs	(739,660)	
Devices		875,720
Health & Safety	(612,148)	
PPE and Critical Supplies and Equipment (CSE)		612,148
Total Revenue and Expenses	\$ (6,891,945)	\$ 6,891,945

Limestone District School Board
2020 - 2021
Surplus Funded Expenses

25-Feb-21

Description	Expenses
Surplus Funded Expenses at Revised Estimates	
2.5 EA's	
3.17 Secondary Teachers	
5.45 Elementary Teachers	
Total Surplus Funded Expense at Revised Estimates	\$ <u>1,054,527</u>
Additional Surplus Funded Expenses	
Empower Program	44,000
Summer Literacy Program	60,000
Staffing Support from March to June Remote Learning 2.0 FTE Elementary Teachers Additional Staffing	
Anticipated Total Staffing Expenses	844,000
Total Expected Additional Surplus Funded Expenses	\$ <u>948,000</u>
Total Surplus Funded Expenses	\$ <u><u>2,002,527</u></u>

Recommendations

That this report be received for information.

Prepared by: Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education