

## 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 strikeout 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.