

# AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, April 13, 2022  
Limestone Education Centre  
220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBEOCMtgApr13>

## Public Meeting – 5:30 PM

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

1. CALL TO ORDER
2. ADOPTION OF AGENDA
3. DECLARATION OF CONFLICT OF INTEREST
4. REPORTS FOR INFORMATION
  - 4.1 Expanded Opportunities Report – Associate Superintendent Hedderson (Pages 2-5)
  - 4.2 Equity Action Plan 2020-2023 (Revised) Report – Superintendent McDonnell (Pages 6-18)
5. REPORTS FOR ACTION
  - 5.1 Housekeeping Policy Updates – Director Burra (Pages 19-24)
6. UNFINISHED BUSINESS
7. NEW BUSINESS
  - 7.1 OPSBA Policy Resolution Submission - Trustee Godkin (Pages 25-26)
8. CORRESPONDENCE  
None at this time.
9. NEXT MEETING – June 1, 2022
10. ADJOURNMENT

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## ADMINISTRATIVE REPORT: EXPANDED OPPORTUNITIES

### EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

DATE: April 13, 2022

#### Purpose

To provide Trustees with an update on secondary credit-based expanded opportunities in Limestone District School Board.

#### Background

The Ministry of Education's Student Success Strategy helps students in Grades 7 to 12 customize their education to their individual strengths, goals, and interests. Through our school programs, the Board is committed to equipping all students with the knowledge, skills, attitudes, and experiences they need for successful outcomes that will ensure smooth transitions to the post-secondary destinations of their choice.

In Limestone, we value every program pathway that students follow to find meaningful careers and become valued members of our community and society. Our goal is to support students in high levels of achievement in programs that lead toward their life destinations of choice.

A program pathway is a selection of credits and experiences a student may create or choose in secondary school that lead to one of four possible post-secondary destinations:

- Apprenticeship Programs
- College
- University
- Workplace

There is value in all post-secondary destinations and all sectors of employment. A student's pathway is their educational program and reflects the goals that help motivate them to complete secondary school. Building a successful pathway through school requires planning, and is a cooperative effort involving students, families, teachers, guidance counselors, and administrators.

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

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

SEE YOURSELF IN LIMESTONE

## Current Status

### Cooperative Education

The Cooperative Education Program (co-op) allows students to earn credits by integrating course curriculum with learning at a work placement. Students in all pathways – apprenticeship, college, university, or the workplace can participate.

The co-op program is designed to suit the student's strengths, interests, and needs. Co-op gives students the opportunity to see the relevance of their classroom learning in a work setting; develop essential skills and work habits; gain valuable work experience and an understanding of workplace expectations; and experience authentic and purposeful learning outside a traditional classroom setting.

Co-op placements can be designed to include up to four credits per semester to a maximum of 12 co-op credits towards the Ontario Secondary School Diploma (OSSD). Paid co-op placements are also available for some students as part of Summer Session. Students are monitored and supported in their learning by the placement supervisor and co-op teachers.

### Dual Credits

There are several Dual Credit opportunities available to students in the Limestone District School Board each semester. These courses are offered at St. Lawrence College in Kingston. A variety of courses in disciplines such as early childhood education, police foundations, graphic design, culinary arts and business, and trades are among the possibilities.

Dual Credits provide students with the opportunity to:

- Earn high school credits while studying at a local college or taking apprenticeship training;
- Gain experience that will help them with their post-secondary education or apprenticeship; and
- Get a head start on learning and training for their future careers.

Types of Dual Credits:

- *Integrated Dual Credits:* Students go to the college once or twice per week and take a college course along with other college students. Students may take courses in business, film studies, aesthetics, personal support worker, behavioural science technology, police foundations, child and youth worker, hospitality & tourism. There are also some Level 1 Apprenticeships available.
- *Congregated Dual Credits:* The Congregated Dual Credit program provides students with an opportunity to take a college course in a college setting with other high school students.
- *Specialist High Skills Major (SHSM) Programs/Dual Credits:* Several of our LDSB SHSM Programs integrate Dual Credits into the instructional package of the program. In addition, some Dual Credit programs have a link to the apprenticeship trades through the Ontario Youth Apprenticeship Program (OYAP).

### **School Within a College (SWAC)**

The School Within a College (SWAC) Program is designed to meet the needs of students who are between the ages of 17-20, and who are within five credits of obtaining their Ontario Secondary School Diploma (OSSD), and who are ready to transition to college.

Students are based out of St. Lawrence College in Kingston for Semester 1 or 2 and are enrolled in secondary school courses (English, Math and Co-op) while also completing a dual credit (college course). The purpose of the program is to help students complete their Ontario Secondary School Diploma and transition successfully to college after secondary school. This program option has allowed us to successfully re-engage several students in their education this school year.

### **Women in the Trades (WITTS)**

Women in the Trades is a component of the School Within a College (SWAC) program that typically runs one semester each school year and includes opportunities for students who identify as female to learn about and participate in skilled trades such as carpentry, millwright, electrical, welding, masonry, and plumbing at St. Lawrence College.

### **Specialist High Skills Major (SHSM) Programs**

Specialist High Skills Major (SHSM) programs are specialized programs that allow Grade 11 or 12 students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school with an Ontario Secondary School Diploma (OSSD).

SHSM Programs include the following components:

- a defined bundle of credits consisting of 8 to 10 Grade 11 and Grade 12 credits, including 2 cooperative education credits;
- up to 7 certifications recognized within the sector, including Innovation, Creativity and Entrepreneurship (ICE) training;
- experiential learning and career exploration activities or projects related to the sector; reach-ahead experiences or events connected to the student's post-secondary plans.

A school approved by the Ministry to offer an SHSM program will offer the program in all four pathways: apprenticeship, college, university, and the workplace. SHSM programs may also be connected to a Dual Credit Program. Students must complete all components of the SHSM program to graduate with their SHSM red seal on their diploma. Students can provide evidence of their achievement of sector-recognized certifications and training programs to prospective employers and post-secondary educational or training institutions.

### **Ontario Youth Apprenticeship Program (OYAP)**

Apprenticeship is a hands-on training program for students who want to work in a skilled trade (over 140 in Ontario) and enjoy learning by doing. Apprenticeship training allows students to learn the necessary skills while working with qualified trades people. Some training takes place in the classroom, but most of the training occurs in the workplace.

A student working toward their Ontario Secondary School Diploma can be placed in a training experience eligible for apprenticeship through a co-op placement, or a Specialist High Skills Major Program where they receive practical experiences that may be counted towards the completion of their apprenticeship. When a student is enrolled in a trade-specific co-op placement, they will have the opportunity to identify as an OYAP apprentice with the Ministry of Training Colleges and Universities.

Students in OYAP need a Registered Training Agreement (RTA) with an employer who is willing to sponsor the student.

Apprenticeship is one of the post-secondary pathway destinations students can choose as an outcome to secondary school education. Apprenticeship is a method of learning used in the skilled trades through a combination of on-the-job training and technical in-school learning based on the Training Standards provided by Skilled Trades Ontario. On-the-job training comprises about 90 per cent of the total training time, while the in-school component typically occurs at a college in eight-week blocks or one-day release for 40 weeks, depending on the availability and the curriculum standard.

### Next Steps

Staff will continue to seek opportunities to enhance programming under the current expanded opportunities umbrella. We will also continue to promote expanded opportunities to students and families and share information about the skilled trades, SHSM programming and early, flexible, pathway planning.

### Recommendations

That Trustees receive this report for information. Additional information will be shared regarding Specialist High Skills Major (SHSM) programs and the Ontario Youth Apprenticeship Program (OYAP) in the form of a presentation at the April 2022 Board Meeting.

**Prepared by:** Steve Hedderson, Associate Superintendent

**Reviewed by:** Krishna Burra, Director of Education

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## **ADMINISTRATIVE REPORT: EQUITY ACTION PLAN 2020-2023 (REVISED)**

### **EDUCATION, POLICY, AND OPERATIONS COMMITTEE**

April 13, 2022

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#### **Purpose**

To provide Trustees with the Revised LDSB Equity Action Plan, 2020-2023.

#### **Background**

In June 2020, a preliminary report of anti-racism education planned for Limestone was shared with Trustees. At that time, Trustees made a request for more information that would specifically address anti-Black racism. At the October 14, 2020 Board Meeting, Student Trustees, with the support of Trustee Brown, made a request for more information related to the equity work in Limestone and provided a list of recommendations or actions for consideration. In addition, a motion was passed reflecting the Trustees' desire to have a plan of action that would be substantive in supporting anti-Black and anti-Indigenous racism in Limestone.

On November 11, 2020, Trustees received a three-year DRAFT Limestone Equity Action Plan that was developed based on input from Trustees, data collected from a variety of sources and the Ontario Equity Action Plan 2017. The plan was shared with Trustees for review. Next steps included meeting with students, staff, and community for their feedback.

#### **Current Status**

In Spring 2021, consultation occurred with a variety of stakeholders. Feedback from these consultations has been reviewed and has informed the revisions to the Equity Action Plan, the work of which will be shared in more detail with Trustees in September 2022.

Recognizing the importance of this work, we wanted to highlight the following areas of focus within the Equity Action Plan for Trustees to provide a snapshot of the progress being made in Limestone:

#### **Community Equity Advisory Committee**

The Community Equity Advisory Committee has been developed in order to support the Limestone District School Board (LDSB) in determining strategies for systemic implementation of the LDSB's Equity

Action Plan, and in identifying and eliminating barriers to an equitable and inclusive environment for students, staff, and the broader community. A draft Terms of Reference has been developed, which are currently undergoing review by Exec Council. Implementation is tentatively scheduled for May 2022.

### **Workforce Census and Belonging Survey**

As we strive to have all staff and students ‘see themselves in Limestone,’ we need to better understand the current composition of our workforce with the goal of creating a more representative staff, at all levels across the organization, that mirrors the diversity of the broader communities we serve. All Limestone District School Board staff will be asked to participate in the voluntary, anonymous, and confidential *See Yourself in Limestone Workforce Census and Belonging Survey (WCBS)*. The WCBS will provide a snapshot of our current workforce and workplaces. The survey will be available to all employees of Limestone between April 29 and June 10, 2022.

### **Build Staff Capacity on Human Rights and Equity**

A variety of professional learning opportunities have been available to support staff in their journey, including, but not limited to:

- Secondary teachers participating in an Allyship workshop in collaboration with OSSTF in April to increase their knowledge on how to be a better ally.
- A virtual all school assembly, that all schools may attend on Inclusivity, after which the conversation will continue, including the provision of additional resources.
- The creation of lessons for Civics classes on anti-Black racism and 2SLGBTQ+ activism.
- The creation of three lessons based on “Be the Change” to pilot with three Grade 5/6 classes. This will also support classroom teachers in the continuation of difficult conversations about race, homophobia, and antisemitism.

### **Staff Affinity Networks**

The Board has introduced three staff Affinity Networks. A Black, Indigenous and Racialized staff network, a 2SLGBTQ+ staff network and a staff living with disabilities network have been established to ensure that input is received from multiple voices on all organizational levels to help prioritize and guide equity, anti-oppression, and human rights work throughout the system. These networks also aim to create space for currently and traditionally marginalized groups to feel supported, valued and part of Limestone’s equity action plan. The Affinity Networks have been consulted and have provided feedback on the Workforce Census and will continue to be consulted on future equity initiatives/actions.

### **Umoja Black Advisory Committee**

The Umoja Black Advisory Committee is a collaboration between Family and Children’s Services of Frontenac Lennox and Addington (FACSFLA) and the Limestone District School Board (LDSB). The purpose of this committee is to improve supports and services for families from the Black community who interact with the LDSB, FACSFLA and other organizations within the Kingston Frontenac Lennox and Addington (KFLA) community. Five meetings have occurred to date. A Terms of Reference has been established and the committee is now creating a work plan.

## Next Steps

The Limestone District School Board is committed to collecting, analyzing, and sharing data with Trustees, staff and the broader school communities we serve to demonstrate progress towards our goals. Data may include, but is not limited to:

- Student census data
- School climate survey data
- See Yourself in Limestone Workforce Census & Belonging Survey
- Human Rights reporting tool for both students and staff
- Student, Staff and Community Voice
- Graduation rates
- Pathways' data
- Course selection and credit accumulation
- EQAO data

On an annual basis, outcomes will be shared with Trustees at the start of each school year. At the end of the 2020 – 2023 Equity Action Plan cycle, the Equity Advisory Committee will review the progress made towards achieving the goals outlined herein and will make revisions, as necessary.

## Recommendations

That Trustees receive this report for information.

**Prepared by:** Alison McDonnell, Superintendent of Education  
Sue McWilliams, Superintendent of HR

**Reviewed by:** Krishna Burra, Director of Education





**Limestone**  
DISTRICT SCHOOL BOARD



# Equity Action Plan 2020-2023, 2<sup>nd</sup> Edition



Kingston  
workplace  
inclusion  
charter

## Land Acknowledgement

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 Metis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.

The Limestone District School Board is dedicated to continuing to encourage and elevate all voices through Equity, Inclusion and Reconciliation. Through ongoing learning and action, individual and collective experiences of staff and students are shared, understood, and valued so that everyone sees themselves in Limestone and feels a sense of belonging and connection.

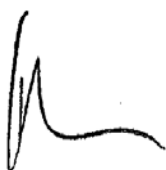
## Message from the Director and Chair of the Board

The Limestone District School Board is committed to an equitable and inclusive school climate that ensures all students, staff, and members of the broader school community feel safe, comfortable, and accepted. We want everyone who learns, works, or volunteers in Limestone to value diversity, demonstrate respect for others, and commit to establishing a just, caring society. We know that diversity enriches the educational and employment experience of everyone.

Our three-year *Equity Action Plan* demonstrates our commitment to ensure equity at all levels of our system, as we work together to embrace and foster engaging and innovative learning where everyone achieves success and well-being. The plan is modeled on Ontario's Equity and Inclusive Education Strategy and *Ontario's Education Equity Action Plan (2017)* and encompasses school and classroom, leadership and governance, and human resource practices, data collection integration and reporting, and organizational culture change in our school communities.

Schools and classrooms must be places where everyone values diversity, respects each other, and where students' lived experiences are valued and celebrated. We must foster safe, welcoming, and inclusive environments where students see themselves reflected in the curriculum, their learning, and their school environment. Schools must engage and serve all students and staff and reflect the diversity of everyone.

To do this important work, we must better understand the backgrounds, experiences, and needs of the school community so that we can identify potential barriers or gaps and determine how to eliminate discriminatory biases in classes and schools. Equity must be the lens through which we embrace and lead cultural change in our school communities. Our goal remains for everyone to see themselves in Limestone.



Krishna Burra  
Director of Education



Suzanne Ruttan  
Chair, Board of Trustees

## Introduction

The Ontario Human Rights Code protects LDSB students and staff from discrimination and harassment on the basis of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex, family status, marital status, sexual orientation, gender identity, and gender expression. Despite these protections, as a school district, we acknowledge that oppression and discrimination still exist within our systems, structures, policies, and practices. It shows up as racism and other forms of oppression and more specifically, as, but not limited to, anti-Indigenous and anti-Black racism; anti-Asian racism, Islamophobia, anti-Semitism, and anti-Sikhism; classism, ableism; sexism, transphobia, heterosexism, and homophobia.

The Limestone District School Board's Equity Action Plan continues to build on the work begun through Ontario's Equity Action Plan (2017). The Plan focuses on the four key priority areas identified in Ontario's Equity Action Plan:

- School and Classroom Practices.
- Leadership, Governance and Human Resource Practices.
- Positive Culture and Well-being.
- Data Collection, Integration and Reporting.

The Actions proposed in this plan have emerged from the following data:

- Student voice (i.e., Student Voice Days, Census Focus Groups).
- Equity Team feedback.
- Staff and administrator feedback.
- School Climate Survey data.
- Community feedback and correspondence.
- Trustee feedback.
- LDSB Indigenous Team feedback.

The Guiding Principles for equity and inclusive education are based on Ontario's Equity and Inclusive Education Strategy (2009):

- Building upon a foundation of excellence.
- Meeting individual needs.
- Identifying and eliminating barriers.
- Promoting a sense of belonging that ensure all members of the school community feel safe, comfortable and accepted.
- Involving the broader community.
- Building on and enhancing previous and existing initiatives.
- High Expectations for all students.
- Demonstrating commitment and follow through throughout the system.
- Eliminating discrimination by centering human rights.

### Expected Outcomes

- Identify, understand, and challenge biases, systemic barriers, and discriminatory practices.
- Support positive learning and workplace environments where all students and staff feel respected, supported and seen.
- Build and foster diverse and inclusive community partnerships and engagements.
- Communicate accountability regarding our collective commitment to equity and communicate results to the public.

## Leadership and Governance

LDSB is committed to creating safe, inclusive, and engaging learning and work environments for all staff and students. We are committed to equity and inclusion for all and to upholding and centering human rights, by continuing to review existing structures, policies, procedures, programs, and practices that disadvantage racialized and marginalized groups within our organization.

Areas of Focus	Timelines
Hire an Elementary Equity Consultant to support curriculum and staff development in incorporating anti-racism learning in the Arts, Social Studies, History and Geography).	2021 - 2022
Create a leadership development and succession planning process that is equity focused.	2021 - 2023
Update the Board Improvement Plan for Student Achievement to include a greater focus and actionable items related to equity.	2020 - 2023
Commit dedicated time at each school staff meeting to engage in collective learning and doing, in respect to Indigenous Decolonization and Equity, Diversity and Inclusion practices.	2020 - 2023
Schools will utilize equity, diversity, inclusion, and Indigenous resources to increase their own learning and further commitment to reconciliation.	2020 - 2023
Review Administrative Procedures to ensure they adhere to principles of human rights, equity, inclusion, and fair process, beginning with AP 350, AP 352, AP 400, AP 405 and AP 406.	2020 - 2023
Create an Inclusive Language Guide that informs and supports staff and students in identifying and using language that is based in anti-oppression, anti-racism, and is equity focused.	2022-2023
Create an Administrative Procedure that supports transgender and gender non-conforming students and staff.	2021 - 2023
Create and distribute a monthly electronic Limestone newsletter that focuses on building capacity in equity and human rights across the district.	2020 - 2023
Create a consistent system of collecting and tracking human rights incidents/complaints for students and staff, as well as guidelines and protocols for responding and supporting affected individuals.	2021 - 2022

## Organizational Culture Change

Creating organizational culture change requires input at every level of an organization. With the goal of creating a more equitable, safe, and inclusive learning and work environment, it is important to have the voices and input of stakeholders. The centering of anti-oppression, equity, and human rights in every operational goal and across all departments and stakeholders is critical to entrenching the idea that it is everyone's work, and all bear responsibility for examining their own practices, biases, and patterns.

Areas of focus	Timelines
Establish an LDSB Community Equity Advisory Committee to support the Limestone District School Board (LDSB) in identifying and eliminating barriers to an equitable and inclusive environment for students, staff, and the broader community, and determining strategies for systemic implementation of LDSB's Equity and Action Plan.	2022 - 2023
Establish a racialized student advisory group to represent the student voice in Limestone.	2020 - 2023
Establish a 2SLGBTQ+ School Staff Collective.	2021 - 2023
Establish several staff affinity groups, including: <ul style="list-style-type: none"> <li>Black, Indigenous and Racialized Staff</li> <li>Staff living with Disabilities</li> <li>2SLGBTQ+ Staff</li> </ul>	2021 - 2023
Establish a Black family and community advisory group.	2020 - 2021
Review all present system student representation structures and processes through an equity and anti-oppression lens and explore different models of representation and student voice that best reflects diverse student population.	2020 - 2021
Build staff capacity through learning opportunities on human rights and equity topics in response to the needs of students and staff, with a focus on normalizing the language of inequity (e.g., anti-Semitism, Islamophobia, Heteronormativity, Transphobia, Homophobia, anti-Black racism, anti-Indigenous Racism, anti-Oppression, ableism, accessibility, and White Supremacy).	2020 - 2023
Work to ensure every elementary and secondary school in Limestone has gender-neutral and accessible washrooms for staff and students.	2020 - 2023
Recognize and demonstrate sensitivity towards dates of cultural and religious significance.	2020 - 2023
Review communication tools to ensure they are accessible to all Limestone community members (website, newsletters, etc.).	2021 - 2023

## School and Classroom Practices

Our schools are committed to removing systemic barriers to ensure that school and classroom practices reflect and respond to the diversity of students and staff. We will continue to review existing structures, policies, programs, and practices within our school communities.

Areas of Focus	Timelines
Support ongoing learning for staff and students regarding gender identity by updating Limestone’s Guideline to Supporting Transgender-Spectrum and/or Gender Non-Conforming Students.	2020 - 2023
Build staff capacity and understanding, in terms of accessing community resources, in support of addressing socio-economic inequities and the impact it has on student well-being and achievement.	2022 - 2023
Implement the vision and goals of a Grade 9 destreamed program which include increased educator capacity, and increased student engagement, achievement, and well-being.	2021 - 2023
Implement key findings and recommendations from Right to Read (Ontario Human Rights Commission).	2022 - 2023
Develop and implement a Text and Resource Selection Guide to support staff in reviewing, auditing, and selecting texts and resources for classroom, school and online libraries using an anti-oppression, anti-Black racism, anti-Indigenous racism, and equity lens.	2020 - 2023
Review and critically analyze the selection of literature used in elementary and secondary classrooms to include an increased number of authors representing intersectional identities.	2020 - 2023
Support staff in understanding, developing, and implementing a Universal Design for Learning (UDL) approach to create a flexible learning environment that emphasizes multiple means of representation, multiple means of expression, and multiple means of engagement.	2020 - 2023
Provide professional learning and resources to support staff in understanding and implementing Culturally Responsive and Relevant Pedagogy.	2020 - 2023
Establish a trained Equity (non-administrator) Champion and Truth and Reconciliation Lead in each school, who would be responsible for disseminating information to staff, supporting administration in leading the learning and work of equity and anti-racism at the school and supports the implementation of the Equity Action Plan at their site.	2021 - 2023
Require each school to establish an Equity and Well-being Goal in their School Learning Plan that addresses anti-racism.	2020 - 2023
Ensure K-12 Assessment and Evaluation processes are explored through an equity lens.	2021 - 2023



Provide professional learning for all K-12 staff that are directly involved with pathways and career guidance, such as SST's, LPS, Student Success, Experiential Learning, and Guidance Teachers, to maximize opportunities for all students.	2021 - 2023
Ensure the consistent use of LDSB data collection tools to track and measure equity actions on the school level, including but not limited to School Climate Survey, Human Rights Incident/Complaints Form, Workplace Census and Sense of Belonging Survey.	2021 - 2023
Incorporate a school tracking and reporting system addressing site-specific inequities.	2021 - 2023

## Human Resource Practices

LDSB is committed to promoting and building working and learning environments that are equitable, diverse, and inclusive. Recruitment, selection, and promotion processes must therefore ensure fair treatment, access, opportunity, and advancement for all people, identifying and eliminating barriers that prevent full participation of some groups. A commitment to diversity and equity can be achieved through concerted efforts to ensure the inclusion of diverse and underrepresented populations, valuing, respecting and equally supporting all individuals through the recruitment process.

As a public board of education, it is important that recruitment efforts reach a broad, diversified applicant pool in order to broaden employee demographics, providing opportunities for all students to see themselves in Limestone.

It is equally important that our efforts are sustained post recruitment so that we may retain highly qualified, engaged, and diversified employees who together help to achieve the strategic direction of the Board.

## Recruitment and Selection

In order to determine what actions are necessary to promote a recruitment strategy that supports and advances equity, diversity and inclusion, a review of existing recruitment procedures and practices has been initiated with a view to ensuring that any unintended systemic barriers are identified and addressed.

Areas of Focus	Timelines
Review Administrative Procedure AP 400 – Recruitment & Selection to ensure alignment with Ministry PPM 165 Teacher Hiring Practices.	2020 - 2021
Ensure that all components of the hiring process are barrier-free to create an equitable and inclusive experience for all candidates seeking employment with Limestone.	2020 - 2023
Develop recruitment outreach to diverse communities by exploring partnerships with local, post secondary educational institutions.	2020 - 2023
Explore ways to increase the number of racially diverse applicants selected for interviews through diverse job boards and other means to attract a diversified applicant pool.	2020 - 2023
Create a standard job posting template demonstrating LDSB's commitment to Equity, Diversity and Inclusion that is unique and reflective of the Board.	2020 - 2022



Review all postings and procedures to ensure the use of gender-neutral language.	2020 - 2021
Include the ability to voluntarily self-identify as part of the application process.	2020
Analyse recruitment data, including number of diverse applications, number selected to participate in the process, and number of candidates participating from diverse backgrounds who are successful in the process.	2022 - 2023
Develop selection criteria for all levels of system and school leadership that ensure competencies in equity, anti-oppression, and anti-racism practices.	2021 - 2023
Provide anti-oppression professional learning for HR staff and system leaders to foster equitable, diverse, and inclusive recruitment and selection processes.	2021 - 2023
Build linkages between wellness, equity, diversity, and inclusion.	2020 - 2023

## Retention

To actively engage and retain a diverse workforce that feels valued, respected, and included, it is prudent to understand how all current employees feel and whether they truly “see themselves in Limestone.” This can be accomplished through the Spring 2022 LDSB Workforce Census & Belonging Survey.

In addition, we will undertake the following with the goal of creating equitable and inclusive working environments for all employees:

Areas of Focus	Timelines
Review all Human Resources Administrative Procedures with a focus on identifying systemic barriers and revising procedures using an equity and inclusion framework to ensure accessible, equitable and inclusive language and practices.	2020 - 2023
Develop partnership with KEYS (Kingston Employment & Youth Services) to advance and support Equity, Diversity and Inclusion initiatives.	2021 - 2022
In collaboration with LDSB stakeholders, develop the Workforce Census & Belonging Survey to determine the composition of our employees.	2021 - 2022
Analyse data collected from WCSB to create baseline with the goal of using the data to inform and monitor school and system progress towards equity and well-being goals.	2022 - 2023
Develop or source and implement appropriate equity, diversity and inclusion education, awareness and training for Human Resources staff, Education Centre and other support staff across the district.	2020 - 2023
Embed equity, diversity, and inclusion into all new employee orientations.	2022 - 2023
Develop and implement an LDSB Exit Survey for all employees who resign or retire from the organization that includes questions pertaining to equity, inclusion, and sense of belonging in Limestone.	2022
Provide mentorship, support, and leadership/succession planning opportunities designed for Black, Indigenous & racialized, 2SLGBTIQ+, people living with disabilities, and potentially other marginalized staff populations.	2022 - 2023

Work with Employee Assistance Program providers to promote diversity among counsellors.	2020 - 2023
Share processes for accessing Human Rights supports (health and wellness, accommodations) regularly, in staff communications.	2020 - 2023

## Data Collection, Integration & Reporting

Within each of the aforementioned areas of focus, data will be collected and analysed to demonstrate progress towards our goals and shared with Trustees, staff, and broader school communities.

Data may include, but is not limited to the following:

- Student census data
- School climate survey data
- See Yourself in Limestone Workforce Census & Belonging Survey
- Human Rights reporting tool for both students and staff
- Student and staff Voice
- Community Voice
- Graduation rates
- Pathways' data
- Course selection and credit accumulation
- EQAO
- Board and school learning plans

While responsibilities have been assigned to different departments for accountability purposes, it is essential that all equity actions are the result of the collective and collaborative work of all LDSB employees. At the end of 2020 – 2023 Equity Action Plan cycle, the Equity Advisory Committee will review the progress made towards achieving the goals outlined herein. Outcomes from the previous school year will be shared on an annual basis with Trustees at the start of each school year.

## Conclusion

The Limestone District School Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the Canadian Charter of Rights and Freedoms, *the Constitution Act (1982)*, the Ontario Human Rights Code, and as outlined in Ontario's Equity and Inclusive Education Strategy (2009) and the Ontario Ministry of Education Policy/Program Memorandum No. 119 (2009). The Board and its staff are committed to the elimination of all types of discrimination and discriminatory barriers that may exist whether because of commission or omission. The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for staff and students.

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## ADMINISTRATIVE REPORT: HOUSEKEEPING POLICY CHANGES

### EDUCATION, POLICY, AND OPERATIONS COMMITTEE MEETING

DATE: April 13, 2022

#### Purpose

To amend and update two policies and the LDSB Procedural Bylaws to reflect legislative changes; and alignment between policies and the bylaws.

#### Background

During the 2020-2021 school year, the board adopted Procedural Bylaws. In the fall, additional changes were made to a handful of policies and the bylaws to reflect necessary changes to ensure alignment, and public input regarding a couple of items. Ongoing changes may be required from time to time to reflect legislative or regulatory changes, ensuring alignment between documents, and/or a desire to update existing policies or bylaws.

#### Current Status

There are three updates to the bylaws and/or policies. All of the proposed changes appear in the appendices. Below, each of the changes and rationale are briefly outlined.

1. Revisions to the *Municipal Elections Act*, have adjusted the start of term of School Board Trustees from December 1 to November 15. Subsequently, a change in date is required for the Inaugural and annual meeting to reflect this provincial change in legislation. This impacts Article IV in the Bylaws, and Policy 11 (Board Committees). Given this is a legislative change, this is an automatic amendment under Article VIII of the Bylaws. These changes are for information.
2. Based on the approval of the LDSB Bylaws, the Agenda Setting Committee, Trustee Selection Committee, and Nomination Committee have been added to the list of Standing Committees outlined in Policy 11 (Board Committees).

#### Recommendations

That Trustees approve the policy changes in (1) and (2) above as outlined.

**Prepared by:** Krishna Burra, Director of Education

Attachments:

**Appendix A:** Legislative changes to Article IV in the Bylaws and Policy 11 (Board Committees).

**Appendix B:** Adding Agenda Setting Committee, Trustee Selection Committee and Nomination Committee to the list of Standing Committees to Policy 11 Committees of the Board.

## APPENDIX A

- a. the vacancy shall be advertised in the local media;
- b. persons interested in the position shall be required to submit an application in writing to the secretary of the Board;
- c. persons interested in the position shall also be required to submit a résumé or summary including past accomplishments and experience; persons shall also submit a letter of intent outlining the reasons for wishing to serve on the Board and ways in which the individual can contribute to its overall effectiveness;
- d. applicants will be informed that they should be prepared to make a short verbal presentation to a selection committee. The time for the presentation should not exceed five minutes;
- e. applicants must sign consent forms and declaration of qualifications forms;
- f. information packages including facts about Limestone District School Board, a copy of Policy No. 5 Trustee Code of Conduct, and a schedule of Board and committee meetings will be made available to the applicants;
- g. applicants may request a public forum to review the role of a Trustee; and
- h. the applications will be available for review by the public if requested.

**3.1.2 Selection Committee & Interview Process.** A Selection Committee consisting of all trustees shall be responsible for providing a recommendation to the Board. The Selection Committee shall select its Chair from among its members. Only candidates who have submitted written applications by the deadline date shall be interviewed. While applications will be public, interviews would not occur in public. Ideally the interviews will be face-to-face but under extenuating circumstances and to ensure maximum attendance, the interviews may be conducted electronically. The Selection Committee shall make its recommendation to the Board at the next meeting of the Board following the interviews. The Secretary of the Board shall be the administrative liaison to the Selection Committee. The Selection Committee shall establish its operating practices. The appointed candidate shall be advised promptly of the Board's decision and shall be sworn in at the next opportunity following the appointment.

**Section 4. Duties of the Board.** The Board shall have all duties as provided in the *Education Act*. It shall have the duties and powers to create and enforce Limestone District School Board policy. In addition, the Board shall have such further duties and powers as are set forth in the bylaws, special rules of order, the parliamentary authority.

## ARTICLE IV - MEETINGS

**Section 1. Regular Meetings.** The Board shall meet at the Education Centre every month excluding ~~March and~~ July. The meetings will normally be held the fourth Wednesday commencing at 5:30 p.m. moving directly into committee of the whole in-camera meeting if required. If a committee of the whole in-camera meeting is not required, the public meeting will commence at 6:00 p.m. Notwithstanding the above, the ~~December~~ November meeting shall be held the first Wednesday after November 15. On the petition of the majority of the Trustees who will comprise the Board, the Director, or their designate,

shall arrange for the calling of the Annual Meeting at some other specific time and date provided that the date is not later than the 21<sup>st</sup> of November. and the The May and June meetings are the third Wednesday.

- 1.1 Annual/Inaugural Meeting.** The regular meeting in the month of December shall be the annual meeting, excepting in years in which a municipal election is held where the annual meeting shall then be referred to as the inaugural meeting.
- 1.2 Change of date, time or location of Regular Meetings.** The Board may agree, by resolution no later than its previous regular meeting, to a change in the date, starting time or the location of Regular Meetings. In extraordinary circumstances, such as inclement weather or traumatic event, the Chair in consultation with the Vice-Chair and Director of Education may change the date, time or location of a regular meeting. Such changes shall be communicated to all members and the public in a reasonable and appropriate manner.
- 1.3 Notice of Regular/Annual/Inaugural Meetings.** Regular, annual, or inaugural Board meetings shall be noticed by electronic mail at least five (5) days before the meeting. All supporting documents, barring those determined by the Director of Education to be extremely sensitive and confidential, shall be provided with the notice.

**Section 2. Special Meetings.** Special Meetings may be called by the Chair and in such other manner as the Board may determine. The Chair shall call a Special Meeting upon receipt of a request addressed to the Chair that is signed by a majority of Board members. In the absence of the Chair or the refusal of the Chair to call such special meeting, such meeting shall be called by the Secretary of the Board upon receipt of a request addressed to the Secretary that is signed by a majority of Board members. Forty-eight (48) hours notice shall be required for special meetings. Notice shall be sent by electronic mail or telephone. Notice may be waived by any Board member before, during, or after the meeting.

**Section 3. Method of Meeting.** Meetings of the Board and its committees may be held in person, telephonically, or electronically. Any meeting shall provide for communication among all members of the Board synchronously and, excepting private sessions, shall provide for attendance, but not participation, by any member of the public.

- 3.1 Student Trustee Participation.** Student Trustees may attend in person closed session meetings except when matters under consideration are of an intimate, personal or financial nature with respect to a member of the Board or Committee, an employee or prospective employee of the Board, a pupil or their parent or guardian. The Chair in consultation with Director shall determine when the Student Trustee shall be excluded.

**Section 4. Automatic Adjournment.** All meetings of the Board shall have an order of the day scheduling the adjournment at 10:00 p.m., barring a majority vote of the Board to extend the time of adjournment. The extensions shall be thirty-minute increments. After the thirty minutes has elapsed another vote to extend shall be required to again extend the meeting.

**Section 5. Attendance of members.** In accordance with the *Education Act*, a member of a Board vacates his or her seat if they absent themselves without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the Board. A trustee absent from a meeting while acting on approved Board business or while serving as an officer of a Trustee Association will be excused from attendance at the meeting.

## APPENDIX B

monthly basis. The meeting dates are chosen annually at the Board meeting in ~~December~~ **November**.

### 6.1.0 Committee of the Whole (Education Policy and Operations Committee)

#### 6.1.1 Purpose:

- To be responsible to the Board for developing the Board's aims and objectives and for the delivery of appropriate programs
- To ensure that all employees of the Board are valued and treated with respect, that the principles of fairness and equity are practiced, and that the provisions of all current employment and labour laws and Board agreements are implemented.
- To make recommendations to the Board on aspects of building and property management
- To make recommendations to the Board on aspects of Board operations
- To make recommendations to the Board regarding the Tri-Board Student Transportation Services Inc.

#### 6.1.2 Powers and Duties: Education

- To review, evaluate and recommend to the Board the aims and objectives of education for its jurisdiction and the means whereby these aims and objectives may be achieved
- To examine, through the Director of Education, matters relating to programs and program delivery within the Board
- To receive, from time to time through the Director of Education, reports relating to the development of special education programs and make recommendations to the Board concerning the need for, and the impact of these special provisions
- To advise the Board to ensure that an effective educational program is available for continuing and community education
- To receive, through the Director of Education, presentations and reports relating to the progress of pupils, discipline, and any other matters which influence the effectiveness of the schools
- To study reports and recommend to the Board any action bearing on the Board, which, in the interest of education in Limestone District School Board, is deemed necessary and appropriate
- To review the minutes of all administrative committees under the Director's jurisdiction which deal with educational program planning, delivery or evaluation, and may make appropriate recommendations to the Director on these minutes
- To appoint task forces or subcommittees to deal with committee responsibilities and duties

## APPENDIX B

### 7.4.3 Membership:

- Chair
- Vice-Chair
- Two other Trustees
- The Director
- The Vice-Chair of the Board shall be the Committee Chair

### 7.4.4 Meeting:

- The appraisal committee shall be convened by a Board motion either annually or every two years (*See Policy 2*)
- Meetings shall be called by the Committee Chair as needed during the appraisal period

### 7.5.0 Board Review/Self-Evaluation Committee

#### 7.5.1 Purpose:

- To review the governance function of the Board;
- To complement the development process and review of the Strategic Plan

#### 7.5.2 Powers and Duties:

- To review the action the Board has taken during the preceding twelve months;
- To review the Board's success in fulfilling its defined role and in developing and maintaining effective Board/Director relations

#### 7.5.3 Membership:

- Committee of the Whole
- The Director

#### 7.5.4 Meeting:

- Annually or every two years (*See Policy 2*)

### 7.6.0 Agenda Setting Committee

#### 7.6.1 Purpose:

- To review all items for both Private and Public Sessions of the Board, and Education, Policy and Operations Committee Meetings, as stipulated in LDSB Procedural Bylaws, Appendix D

## APPENDIX B

### 7.7.0 Trustee Selection Committee

#### 7.7.1 Purpose:

- As stipulated in LDSB Procedural Bylaws, Article III.

### 7.8.0 Nominations Committee

#### 7.8.1 Purpose :

- To provide Trustees with an opportunity to select the various committees they would like to sit on as a Trustee Representative (See LDSB Procedural Bylaws, Appendix G).

### 8.0.0 Duties of Committee Chairs

8.1.0 Where applicable, committee Chairs shall follow the policy statements that govern the role of the Board Chair. The Rules of Order as set out in LDSB Bylaws, shall apply to all committees of the Board to the extent they are appropriate.

8.2.0 The Chair shall set the agenda and review requests for information for the committee meetings in consultation with the Director or Director's designate. In addition, committee Chairs are encouraged to attend such functions on behalf of the Board as designated by the Chair of the Board.

### 9.0.0 Resource Personnel

The Director or the Director's designate shall appoint resource personnel to work with committees, and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.

#### Legal References:

*Education Act S. 8 (26) School Closing; S. 21 Attendance Excused without Transportation; S. 57 Special Education Advisory Committees; S. 170-171 Powers of Boards; S. 190 Transportation of Pupils ;S. 252 Financial Statements; S. 253 Appointment of Auditor; S. 283 General Report of Chief Executive Officer; S. 308 (4) Appeal of a Suspension; S. 309 (9) Expulsion Hearing by Board; S. 311 Appeal of Expulsion*

*Labour Relations Act*

*Regulation 306 Special Education Programs and Services*

*Regulation 308 Supervised Alternative Learning for Excused Pupils*

*Regulation 464/97 Special Education Advisory Committees*

Revised April 2022



# OPSBA POLICY RESOLUTION SUBMISSION FORM

**Advocating on behalf of children and students for immediate action to address real estate and rental housing crisis**

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## **Rationale**

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

Whereas, student poverty, homelessness, family stress as a result of rising debt, and affordability of housing play a significant role in the mental and physical well-being of our students; and

Whereas, real estate value has increased by over 44 % in less than 12 months in eastern Ontario both in urban and rural communities; and

Whereas, affordable rental units have been flipped and rents have risen and have already seen increases over 100% plus and continue to rise; and

Whereas traditional residential family home prices have increased by over 200% + in less than five (5) years and have become tools for profit and market manipulation by non-resident investors and corporations; some acquiring 30 plus homes at a time creating inflated bidding wars for acquisition;

Whereas, new home builds rarely enter the market before same said individuals and numbered corporations have acquired them for resale or inflated rental units; and

Whereas, the current commission based market provides zero incentive to discourage bidding wars; and

Whereas, well established affordability guidelines recommend that housing not exceed more than 35% of a household income but now have exceeded 70% and in some increasing number more than 100% causing homelessness; and

Whereas, recent changes to the rent controls in Ontario, excluding new builds from any rent controls, and no controls exist when a rental unit becomes vacant, contributes to the accelerating market rent increases causing many tenants to be pressured or evicted; and

Whereas, it is well established that home and food security directly impacts a student's ability to excel at school; and

Whereas, it is well established that, due to extreme increases in rents and housing, increasingly more families are relying on food banks and shelters; and

Whereas, this environment has created an unfair equity imbalance, depriving every child the equal opportunity to succeed at school; effecting the child for the rest of their lives; and

Whereas, this will dramatically impact the physical and mental well being of children, leading to lifetime poverty, poor health and premature death; and

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

## **Resolution**

Be it resolved that OPSBA lobby all levels of government to take immediate action to investigate all aspects of this housing crisis. Our governments should take all actions necessary to put a halt to any and all practices contributing to this situation and take all actions necessary to reverse and/or increase income supports to aid children, students, and their families and bring housing costs back to levels within well-established guidelines. Housing is a fundamental right and a lack of stable living conditions can be detrimental to mental and physical well-being of children, students, and families across Ontario;

And further,

That OPSBA advocate for increased funding to help those students in need of mental and physical intervention;

And further,

That OPSBA advocate these measures to ensure fair and equitable access for every child to succeed at school and on their life journey.

Respectfully submitted,

Date of Submission: April 13, 2022

Name of Member Board Representative: [Click or tap here to enter text.](#)

Title of Member Board Representative: [Click or tap here to enter text.](#)

Name of Member Board: Limestone District School Board