

AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, June 7, 2023 – 5:30PM
Limestone Education Centre
220 Portsmouth Avenue, Kingston, ON
Link: <https://bit.ly/LDSBEPOCJun7>

Public Meeting – 5:30 PM

Private Session – Following adjournment of EPOC (time permitting) and/or following the Budget Committee meeting. Report out to Public session will occur at the June 21, 2023 Board Meeting.

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. PRESENTATION – Skills Ontario Competition Awards Presentation
5. REPORTS FOR INFORMATION
 - 5.1 Poverty Mitigation Report – Director Burra (Pages 2-6)
 - 5.2 Succession Planning Process Update – Superintendent McWilliams (Pages 7-9)
6. REPORTS FOR ACTION - None at this time.
7. UNFINISHED BUSINESS - None at this time.
8. NEW BUSINESS - None at this time.
9. CORRESPONDENCE - None at this time.
10. NEXT MEETING – September 6, 2023
11. ADJOURNMENT

ADMINISTRATIVE REPORT: MITIGATING POVERTY IN LIMESTONE

EDUCATION, POLICY, AND OPERATIONS COMMITTEE

June 7, 2023

Purpose

To provide trustees with an overview of strategies and processes utilized within Limestone to try to address poverty faced by students and families we serve. Both system and school-based strategies and processes will be discussed. It should be noted that our efforts as a school board utilize, and require, the support of the province, community agencies/partners, and the communities we serve to try to mitigate the impact of poverty for those students and families we serve.

Background

Across Limestone schools, there are students and families that grapple with poverty. Current economic circumstances have further strained the economic status of some students and families on top of the first couple of years of the COVID-19 Pandemic and continuing economic impacts. The pandemic in combination with other national/international factors have resulted in more students/families in precarious economic circumstances..

Current Status

System Based Strategies and Processes

Partnership Highlights:

- LDSB partnerships with community groups such as Pathways 2 Education and One Roof allow for staff to support students in need by connecting them with community partners quickly and efficiently.
- Kinsmen Club of Kingston and Your Team Kingston donate annually to support the purchase of winter clothing for secondary students, and over 100 secondary students have been supported the last two years.
- Your Team Kingston has worked closely with our Pathways coordinator to offer a compensatory fund for use by secondary schools to support students in need.
- The United Way, on an annual basis, supports the provision of a backpack and school supplies for some students returning to schools in September.

- LDSB Professional Student Support Personnel (PSSP) staff connect students to Lily's Place and One Roof for housing, Interval House for other needs.
- Members of the Behaviour Action Team (BAT) sit on a Community Watch Table to help link agencies to students/families with emergent, exigent concerns.

It should be noted that this bullet list above is not exhaustive, it only provides highlights. In addition, in some cases, the partnerships are geographically or family of schools specific.

Public Advocacy:

LDSB commits to supporting community groups in their annual campaigns to raise awareness and funding for students and families in need. For example, during United Way's annual campaign this past year, LDSB actively participated in the campaign, raising over \$50,000. The Annual United Way Campaign is coordinated centrally, with support from the Director, Communications, School Administrators, and Union Partners. The United Way supports some of the most vulnerable students and families in all regions of the LDSB. The partnership with the United Way is only one example of a coordinated effort to support the fundraising efforts of local agencies who work to support the students and families we serve.

In addition, as another example, LDSB annually supports the Boys and Girls Club of Kingston through participation in annual events (Making a Difference Speaker Series) to provide students with the opportunity to engage with a prominent speaker. The Limestone Learning Foundation annually supports enhancements for the student experience in Limestone schools. In the past few years this has resulted in virtual speaking engagements and text resources by a diverse range of authors benefiting thousands of Limestone students.

OPSBA Advocacy:

In the spring of 2022, Trustees passed a motion for OPSBA to include housing security as a priority for OPSBA advocacy because housing security directly impacts the well-being of the students we serve in Limestone schools.

Food Security:

As Trustees are aware, Limestone DSB has financially supported the Food Sharing Project for many years, including the tripling of our contribution for 2022-2023. We anticipate this continuing level of support will be necessary moving into the future. The average total weekly order value for LDSB schools through the Food Sharing Project increased from \$10,848 in 2020 to the current average of \$17,820, an increase of 65%. This includes an increase in demand and an increase in the cost of food. We estimate that about 20% of this increase is related to the cost of food items. As a result, it can be estimated that the number of meals being served increased 40-50% during this three-year period. If these weekly amounts were extended to a full 36 weeks of food delivery, the growth in terms of pure dollars has grown from \$410,000 in 2020 (if it were a full year) to a forecast \$650,000 for the 2022-2023 school year – an increase of \$240,000.

Clothing Security:

Annually there is coordination of winter clothing including communicating with community partners, coordinating with schools to determine student need, shopping, and organizing clothing items and delivering winter mittens, hats, coats, boots, jackets to schools for students. Board courier delivery service supports the delivery of items to schools each winter. LDSB Student Support Counselors (SSCs)

participate with Corus Media on the Clothes for Kids Campaign – snowsuits for entire district for students in need. SSCs and Adolescent Care Workers (ACWs) have organized spaces within some schools for students to access clothing. ACWs and SSCs will often support and assist families who do not have the capacity to access various services for additional clothing support at any point during the year.

Personal Health:

For many years, Limestone has made menstrual products available to students in schools. In the past couple of years, additional products and dispensers have been available in schools, and the provincial government has started to support this important initiative. ACWs and SSCs will often support and assist students and families to access a range of community-based health resources.

Data Driven Decision Making:

System decisions around the allocation of resources (compensatory funding, human resources, program development and location) are always data driven and based on multiple data sources. This may include community-based data (Federal census reports), and school-based data (participation in food sharing and clothing drives, number of students with special education needs, and student achievement). Information gathered through conversations with stakeholders is also used to develop an equitable approach to allocating resources to each school.

Access to Outdoor Education Summer Programming:

Friends of Gould Lake provides subsidies for students to attend summer programming, in addition to some subsidies from schools to support students attending programs. It should also be noted that through Limestone's partnership with the Cataraqui Conservation Authority, students have access to the Gould Lake property and the Little Cataraqui site on school-based trips. Thousands of Limestone students benefit from this partnership on an annual basis.

Access to Technology and Internet:

LDSB provides access to devices and Internet hotspots for students who do not have access at home to allow for continuity of learning. On a short-term basis, all students can sign out devices from their school to take home to support their learning. In addition, on a short-term basis, secondary students can access Internet hotspots from their school to take home to access digital learning platforms and other required online learning resources. Devices and Internet hotspots continue to be available to students enrolled in Elementary and Secondary Virtual School for the academic year.

Other:

Compensatory funds are provided to schools annually, from many different budget sources, recognizing that schools utilize compensatory funds to support students in a myriad of ways. Additional central budgets are also utilized regularly to support schools in purchases for students, and to offset costs normally covered by families. SSCs will advocate for student's clothing needs to come from the compensatory allotment at the student's home school, and assist with the collection and distribution of materials at school sites.

School Based Strategies and Processes**Food Security:**

School staff support students daily by coordinating food dropped off by the Food Sharing Project in ways that allow students to easily access what they need throughout the day. Students and families are also supported by providing food baskets during holiday times, gift cards for groceries, providing students with food through foods classes at secondary, offering “food pantry” items to students to take home on weekends and holidays, offering lunch programs to students, and surgically providing direct support for students/families with emergent, exigent needs.

Clothing Security:

Schools support students with clothing needs on an individual basis, depending on need, and also during the winter/holiday season through clothing drives. Some schools also have clothing drop off/pick up areas for students who are in need of specific clothing items. Schools often replace clothing for some students when they become torn or ruined, provide students with clothing items for specific needs such as co-op placements and job interviews, or purchase clothing for students who are not living with family. Schools will also lead initiatives that support gathering needed items (i.e., mitten trees, reaching out to neighbourhood organizations for clothing donations). Schools will work alongside School Advisory Councils to direct fundraising toward clothing purchases (i.e., purchasing school shirts for the entire school population). Adolescent Care Workers (ACWs) in secondary schools participate in a Graduation Rotation, which allows for the sharing of graduation materials amongst students and schools.

Personal Health:

Students in secondary schools regularly use the shower facilities in schools when they need them. Secondary schools also support students by washing their clothes when needed, and providing them with toiletries for use at school and/or home. Elementary schools regularly provide pediculosis support (shampoo and combs). Schools work closely with the KFL&A Public Health to offer dental screening. They also distribute information regarding dental and/or vision funding for individuals who qualify, and they regularly apply for funding to purchase glasses for students. Schools also offer gas cards to families to attend medical appointments.

Employment Support:

For students who are 16 and have withdrawn from parental control, students who are over 18, and adult students, school staff coordinate supports through community organizations such as KEYS and Restart to help students secure employment in order to be able to financially support themselves.

Other:

As mentioned, schools have compensatory funds that they use to support a number of students needs throughout the year – examples include paying for students to play sports, paying for students to participate in field trips, purchasing food/items for students based on individual needs, and paying for application fees to college and university.

Many Schools and School Councils organize and participate in fundraising efforts to help support students in financial need. These funds are used in a similar fashion as compensatory funds allocated to schools.

Many schools are also recipients of a variety of charitable donations from local community organizations. For example, in the Kingston Secondary School Family of Schools, local service organizations including the Lions Club, Rotary Club, several local churches, local community services,

and a variety of local businesses donate money or gift cards for groceries for families and provide financial support for field trips.

Schools are actively involved in applying for community, provincial and federal grants that support meeting students' basic needs. For example, this past year several schools applied for a grant from PHE Canada to organize and run after school sports, and schools have applied for grants to provide lunch programs for students.

When assistance is required, secondary schools often assist students obtain their birth certificate and social insurance numbers, they work with Home Based Housing and other housing agencies, run free homework clubs and after school tutoring, support students with obtaining glasses and medical prescriptions (especially in rural communities), and even work with the Ombudsman's office to help students secure legal representation.

Next Steps

As a system and at the school level, Limestone will continue to use resources to support those students in greatest need, and continue to partner with community-based agencies to support students and families experiencing poverty.

Recommendations

That this report be received for information purposes.

Prepared by: LDSB Senior Staff.

Reviewed by: Krishna Burra, Director of Education.

ADMINISTRATIVE REPORT: SUCCESSION PLANNING PROCESS UPDATE

EDUCATION, POLICY AND OPERATIONS COMMITTEE

June 7, 2023

Purpose

The purpose of this report is to provide Trustees with an update with respect to the Succession Planning Process for Principals and Vice-Principals. The Success Process is used to determine who is ready to be placed into the Elementary and Secondary Vice-Principal Pools as well as the Elementary and Secondary Principal Pools.

Background

The Succession Process is the avenue through which future Limestone Vice-Principals and Principals are selected. Over the past several years, the process has been reviewed and refined with the goal of developing an authentic process that allows the Senior Team to learn about, and engage with, applicants to determine readiness for the role.

The process has typically involved the submission of a resume package, a presentation, a panel interview, and written component as well as references for both vice-principal and principal pool applicants. Although elements of the process have remained similar, several changes have been introduced to create greater engagement and authenticity of dialogue between the senior team panel members and candidates.

A core change has been the development of the Leadership Profile for School Leaders, which is the foundation upon which the process is built. The Profile includes 10 core overarching expectations of school leaders.

Principals and Vice-Principals are change agents and agents of hope who believe students are our reason for being, and who work to create great schools that effectively serve their communities and improve outcomes for students with particular attention to equity and inclusion. The Leadership Profile is intended to create a shared understanding of what is expected of leaders in Limestone. The

Profile is intended to guide recruitment, performance expectations, professional learning, succession planning, and promotion.

As a tool for self reflection, the Profile is intended to promote and support personal learning and growth, including mentoring and coaching opportunities. An accompanying Detailed Leadership Profile has been developed to provide an expanded explanation and shared understanding of the ten statements that comprise the Leadership Profile for School Leaders. Additionally, a Leadership Profile Self-Assessment and Reflection tool has been created to support current and future leaders to identify areas of strength and areas for growth. This Self-Assessment and Reflection tool was provided to candidates invited to the interview/carousel process to support them in their preparation. The longer-term goal is to have applicants engage in a dialogue with their current supervisor to complete the Self-Assessment & Reflection Tool together to determine readiness. This would be a required component to support the applicant moving forward.

Current Status

Leading in Limestone – Aspiring Leaders

Prior to running a succession process, those interested in learning more about administration, or who are considering applying to the pool, are invited to a Leading in Limestone - Aspiring Leaders Session whereby they have the opportunity to engage with colleagues, current administrators, and senior staff to learn about the process, what to expect in the role, means through which to gain formal and/or informal leadership experience, as well as to hear how the leadership paths of senior staff and administrators have evolved to date.

Vice-Principal Pool Applicant Process

- Standardized resume template
- Leadership Profile Self-Assessment & Reflection Tool
- Presentation
- Interview
- In-basket exercise and dialogue
- References

Principal Pool Applicant Process

- Standardized resume template
- Leadership Profile Self-Assessment & Reflection Tool
- Written Component
- Conversation Carousels
- References

Applicant Information Session

All applicants are invited to attend a virtual information session through which they have the opportunity to hear from the Director and Senior Team about Limestone and the succession process, including how to prepare. Additionally, applicants have the opportunity to engage with current Principals and Vice-Principals to learn more about the role in Limestone.

Next Steps

The process will continue to be refined based on feedback and input from the Senior Team, our local Ontario Principals Council representatives, and candidates.

The next Succession Process is planned for late fall 2023.

Recommendations

That Trustees receive this report for information.

Prepared by: Susan McWilliams, Superintendent of Human Resources.

Reviewed by: Krishna Burra, Director of Education.