

AGENDA - REGULAR BOARD MEETING

Wednesday, May 19, 2021 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <http://bit.ly/LDSBBoardMtgMay19>

PRIVATE SESSION – 5:30 PM

*In accordance with the Education Act, Section 207(2) a meeting of a committee of a board including a committee of the whole board, may be closed to the public when the subject under consideration involves,

- a) The security of the property of the board;
- b) The disclosure of intimate, personal or financial information in respect of a meeting of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employee of the board; or
- e) Litigation affecting the board.

1. MOTION TO MOVE INTO PRIVATE SESSION

2. DECLARATION OF CONFLICT OF INTEREST

3. ACTION ITEMS

3.1 BOARD PRIVATE SESSION MINUTES

3.1.1 Regular Board Meeting - April 28, 2021

3.1.2 Audit Committee Meeting - May 3, 2021

4. FOR INFORMATION

4.1 SAFE SCHOOLS UPDATE

4.2 PROPERTY UPDATE

- 4.3 OPSBA UPDATE
- 4.4 LABOUR UPDATE
- 4.5 LEGAL MATTER
- 4.6 PERSONNEL UPDATE

5. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 PM

Acknowledgement of Territory, by Trustee French: “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.”

6. ADOPTION OF AGENDA

7. DECLARATION OF CONFLICT OF INTEREST

8. PRIVATE SESSION REPORT

9. CHAIR’S UPDATE

10. DIRECTOR’S UPDATE

11. PRESENTATION: LIMESTONE STUDENT ACHIEVERS AWARDS – Awards Committee

SECTION A – Matters Requiring Action at the Meeting

12. Consent Agenda

12.1 Board Minutes:

12.1.1 Regular Board Meeting – April 28, 2021 (Pages 5 – 22)

12.2 Reports from All Committees:

- 12.2.1 Parent Involvement Committee – October 15, 2020, November 12, 2020, and February 11, 2021 (Pages 23-45)
- 12.2.2 Special Education Advisory Committee – April 21, 2021 (Pages 46-51)
- 12.2.3 Education, Policy and Operations Committee – April 28, 2021 (Pages 52-60)
- 12.2.4 Audit Committee – May 3, 2021 (Pages 61-66)

13. ROUTINE MATTERS

13.1 OPSBA Report – Trustee French

13.2 Report from Student Trustees

14. REPORTS FOR INFORMATION

14.1 Strategic Plan Monitoring – Director Burra (Pages 67 – 105)

14.2 2021-2022 Preliminary Operational Guidance and Virtual School – Director Krishna Burra (Pages 106 – 109)

15. REPORTS REQUIRING DECISION

15.1 Bylaws and Policy Review – Director Burra (Pages 110-131)

16. NOTICE OF MOTION

None at this time.

SECTION B – Information**17. INTERNAL REPORTS AND OTHER COMMUNICATIONS**

None at this time.

18. EXTERNAL REPORTS AND OTHER COMMUNICATIONS

18.1 Correspondence to PPPs Arthur, Hillier and Kramp re: Online and Remote Learning, dated April 30, 2021. (Pages 132-141)

18.2 Letter to the Limestone Learning Foundation re: LLF Presents Elly Gotz – Learning from the Past to Counter Hate, dated April 30, 2021. (Page 141)

19. COMMUNICATION REFERRED TO COMMITTEE

None at this time.

20. REQUESTS FOR REPORTS AND/OR INFORMATION

21.1 Request for Information on Live Streaming – Trustee Elliott

21. BUSINESS ARISING

None at this time.

22. OTHER SPECIAL MEETINGS/EVENTS

OPSBA AGM and Elections June 12, 2021

23. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – APRIL 28, 2021

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	K. Burra, Director of Education S. Gillam, Associate Superintendent S. McWilliams, Superintendent of Human Resources C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

1. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Godkin and seconded by Trustee Hutcheon. Carried.

2. Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards and with LDSB. Trustee Elliott declared a conflict as his wife is a teacher with the LDSB and is a member of ETFO.

3. Action Items

3.1 Board Minutes:

- 3.1.1 Regular Board Meeting – March 24, 2021
- 3.1.2 Education, Policy and Operations Meeting – April 7, 2021

MOVED BY: Trustee McGregor and seconded by Trustee Morning, that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried.

4. For Information

- 4.1 Safe Schools Update – Associate Superintendent Gillam provided a safe schools update.
- 4.2 Property Update – Superintendent Young provided a property update.
- 4.3 OPSBA Update – Trustee French provided an OPSBA update.
- 4.4 Labour Update – Director Burra provided a labour update.
- 4.5 Personnel Update – Director Burra provided a personnel update.

5. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report, and that any resolutions, be made public.
MOVED BY: Trustee Gingrich and seconded by Trustee French . Carried.

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	M. Babcock, Superintendent of Education K. Burra, Director of Education S. Gillam, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Senior, Admin Assistant, Producer J. Silver, Superintendent of Education K. Smith, Communications Officer C. Young, Superintendent of Business Services
Guests:	Recorder:
Bryan Lambert,	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair Ruttan welcomed everyone to the Regular Board Meeting of the Limestone District School Board of Trustees, which was held virtually due to ongoing provincial stay-at-home order.

Chair Ruttan called upon Trustee Brown to present the Acknowledgement of Territory: “I wish to acknowledge that both the Limestone District School Board Office and my home are situated on the traditional lands of the Anishinaabe and Haudenosaunee. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies.

The First people called this land, Cataraqui, meaning meeting place on the flat rocks. As we meet, may we be aware of the significance of this land to the Indigenous people who lived and continue to live upon it...people whose practices and spiritualities were tied to the land and continue to develop in relationship to the land and its other inhabitants. During this difficult time of pandemic, we take solace in the natural surroundings: lakes, rivers, trees, birds,

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animals etc. I encourage you all to spend time researching and reflecting on this land. Consider your positionality and how you can contribute to the work of decolonizing our institutions and minds.”

6. Adoption of Agenda

MOVED BY: Trustee Morning and seconded by Trustee Elliott, that the agenda, as presented, be approved. Carried.

7. Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards and with LDSB. Trustee Elliott declared a conflict as his wife is a teacher with the LDSB and a member of ETFO. Student Trustee Putnam stated that her mother is a Student Support Teacher with the LDSB and a member of ETFO.

8. Private Session Report

Vice-Chair Gingrich stated that at the EPOC Meeting of April 7, 2021, Trustee French provided an OPSBA update. There was no other business conducted or motions passed in Private Session.

In Private Session earlier this evening, the Private Session minutes from the Regular Board Meeting of March 24, 2021, and from the EPOC Meeting of April 7, 2021 were approved,

Associate Superintendent Gillam provided a safe schools update.

Director Burra provided a labour update and a personnel update.

Trustee French provided an OPSBA update.

Superintendent Young provided a property update, resulting in the following motion being passed:

MOTION MOVED BY: Trustee Godkin and seconded by Trustee that Trustees authorize the Superintendent of Business to negotiate and execute the sale of surplus property in

accordance with the details in the April 28, 2021 private session property report. Carried.

Additional details will be made public when available.

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

9. Chair's Update

Chair Ruttan stated: "Although currently in remote learning, many schools recognized Earth Day last week with a variety of virtual activities and events. It was fitting that as we celebrated Earth Day, Limestone's ongoing partnership with the City of Kingston was recognized as among the top 50 environmental sustainability projects in Canada. The Kingston Transit free student bus pass program, which began for high school students and was later expanded to include all students regardless of age, was named to the Clean 50 list of environmental projects. The student bus pass program was credited for demystifying the transit system for many youths who, without it, would not get on the bus. This is in large part due to the customized orientation program led by LDSB Sustainability Initiatives Coordinator Dan Hendry. In addition to allowing students to ride the bus to access recreational programs, volunteer opportunities, jobs, or school programs, and creating greater accessibility for Kingston-based field trips during pre-COVID times, the program is also a win for sustainability and active transportation. High school bus ridership increased from 28,000 to close to 600,000, which, prior to the beginning of the COVID-19 pandemic last year, accounted for about 10 per cent of Kingston Transit passengers.

Trustees held the first of several Budget Committee meetings last week to prepare for the approval of the 2021-2022 operating and capital budgets. Trustees were provided with an overview of feedback received from the recent budget survey which was open to students, families, staff, and the broader public. The board received 647 responses – 380 of which were from families and students. Forty-eight students responded to the survey which was wonderful to see. Participants provided Trustees with valuable feedback on the areas they feel are most important including mental health and well-being, reading, and writing skills, the arts, math, and outdoor education. Thanks to everyone who took part in the survey to help inform our work on the budget.

On behalf of all Trustees, I want to thank all staff in Limestone for their incredible work to once again transition students back to remote learning. Although this is the third time staff have

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been directed to pivot to virtual teaching and working over the past year, it is still a challenge. We know it has sometimes been difficult and even overwhelming. We tip our hats to all staff for always doing their best for students, families, and each other. Thanks also to students and families for their patience and understanding as we all navigate these changes together. And that concludes my report.”

10. Director’s Update

Director Burra stated: “Good evening Trustees and members of the viewing public.

At the start of last week, after the April Break, Limestone pivoted for the third time in the past 13 months into a remote or virtual format for teaching and learning. This transition occurred much more effectively and efficiently than the previous two times. This is a credit to Limestone staff who continue to support teaching and learning, and virtual social interactions between students. This consistency is critical to support the mental health and well-being of students. It should be noted that synchronous learning is a challenge for some educators, students, and families, particularly those with young school-aged children at home. It is critical that we continue to support students, families, and staff through this most recent emergency, stay-at-home order. Many families are strained by the current circumstances and not having children attending school every day. The pandemic continues to expose and exacerbate existing inequities, and as a school system, we must continue to do our best to provide critical educational services during the pandemic.

At this point, we do not know when schools will reopen to all students. It is our understanding the provincial government will use a number of public health indicators to make a decision. There is no question that the provincial health-care system is beyond stretched by this third wave of the pandemic. Critical care units in local hospitals are at capacity with COVID patients from outside our region.

Tonight, we will provide Trustees with an update regarding a number of pandemic related items, including the return of some students with significant special education needs to in-person instruction at the start of this week.

I would now like to provide Trustees with some other updates:

- o Trustees will remember that in preparing for staffing of schools for 2021-2022, families with secondary students were surveyed regarding whether they would prefer a remote or virtual learning model. Later this week, we will be reaching out to elementary families to get

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the same information for 2021-2022.

o Earlier this year, some schools were identified with traffic concerns around the school. As I have shared with you previously, the board works closely with our partners at the City of Kingston to help ensure safe passage to school for all students especially where there are pedestrian and/or traffic congestion issues. I am pleased to share that the City is implementing several traffic calming measures around several schools and will involve various combinations of traffic calming bollards, speed display devices, and road markings including text that reads "School Ahead' 40 km/hour" and other paint marks that signal to a driver to use caution and slow down. Each of these measures is intended to encourage slower vehicle speeds and bring heightened awareness to the school zones around Sir John A. Macdonald Public School, LCVI, Calvin Park Public School, Centennial Public School, Truedell Public School and Elginburg & District Public School. We are grateful to the City and Kingston Police for working with us to help ensure student safety.

o In a time of significant need within the community, I am very pleased to let Trustees know that the Limestone District School Board received three awards at the virtual United Way KFL&A Workplace Volunteer Awards & Appreciation Luncheon held earlier this month. Limestone received the Diamond Leadership Award for workplaces with 10 to 24 Leaders of the Way. Leaders' gifts represent donations of more than \$1,200 and represent 38 per cent of the campaign achievement. Limestone also received the Sandstone Achievement Award for campaigns that raise more than \$50,000. In 2020, Limestone employees surpassed our campaign goal, raising \$53,379, making this year's campaign one of our most successful in recent years. As such, Limestone was also awarded the Most Improved Award in the education sector.

o Last week, the Limestone Learning Foundation funded a presentation by Holocaust Survivor Elly Gotz where he presented on the topic "Learning from the Past to Counter Hate." Almost 100 classrooms at all 11 high schools in Limestone participated in the virtual event. This translates to about 2,000 students. Response to the presentation has been overwhelmingly positive and students and staff who attended indicate the overarching message of countering hate, racial prejudice and anti-Semitism were profound. This is another way in which Limestone is working to bring anti-racism teaching and learning to every student. We thank the LLF for its support of this important work and future, potential speakers presenting to students on critical topics.

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Thank you, Madame Chair, that concludes my report.”

A suggestion came forward that the Board consider sending an appreciation letter to the Limestone Learning Foundation for bringing anti-racism teaching and learning to every student and supporting Limestone in this important work. The Chair and Director agreed to send a letter.

11. Presentation – SPECIAL EDUCATION and COVID-19 UPDATE

Superintendent McDonnell advised that she will be sharing information related to face-to-face learning that has been occurring across the district. The Ministry of Education has once again provided direction to district school boards, so the great majority of our students are learning remotely and that does include our students with special needs. As part of that remote learning, any student with an Individual Education Plan (IEP), will have that IEP implemented by the classroom teacher, along with any other supports that student may actually normally access in the school. However, the Ministry has also noted that there will be a very small and select group of students who actually cannot benefit or access remote learning, and in Limestone, those students have been accessing full time self-contained district programs and school to community services, in both the Elementary and Secondary panel. A decision-making tool was utilized by in school teams to make school-based decisions. The types of things that would be considered would be directly linked to the type of programming the student would need in order to be successful. Each of the considerations would be linked to the student’s IEP. Superintendent McDonnell noted that there were 163 students learning in person that span 28 sites across the district.

Director Burra updated Trustees on vaccinations for LDSB staff. He stated that the eligibility criteria for staff vaccination is set by the province and communicated to Public Health and the public, as well as school boards. Director Burra noted that as detailed in a provincial memo, the provincial government has permitted Special Education workers in schools who provide direct daily support to students with special education needs to receive COVID-19 vaccination, in our region. The definitions provided in the Ministry memo specified that education staff who provide direct supports to students with complex special needs are defined as those who support students who meet one or more of the following criteria:

- who require support with activities of daily living, including health and safety measures
- are unable to wear masks for medical reasons

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- have complex medical needs
- cannot be accommodated through remote learning

Director Burra noted that to date, over 600 names of LDSB employees have been shared with KFL&A Public Health for prioritized vaccinations. Expanded vaccinations for the broader education sector in KFL&A are anticipated later in May but will be dependent on supply.

Associate Superintendent Gillam stated that with the return of some students to face-to-face learning, safety of staff and students was paramount. Screening has been determined to be a very powerful action that can be taken to ensure that student with symptoms and staff, for that matter, are not coming to school when they do not pass the screener. As staff have returned to face to face in this new phase, all staff receive a daily email that asks them to identify the school they are attending, and that they have passed screening. What is new, is that now all elementary and secondary families with students who are receiving special education programming also receive a daily email to confirm the student has passed screening before attending school. This is tracked by the Principal. Recognizing there may be problems with electronic versions, families are able to provide a written or verbal submission.

Associate Superintendent Gillam indicated the personal protective equipment (PPE) expectations are that all staff are required to ensure they wear masks and shields or goggles for eye protection. Public Health has been a strong advocate of this from the very beginning. We are working diligently with staff to make sure they have the proper PPE to make sure that they are working safely.

Asymptomatic testing is being provided in both Napanee, Lennox and Addington area, as well as the Kingston area, to families of schools on a regular rotation. That testing is available to all students who have returned to face-to-face learning.

Director Burra updated Trustees on remote and virtual support for families as it relates to the Internet and devices. In the system over 4,500 different devices have been provided to families to support students in remote learning during this period right now. Also, for those families that do not have access to any Internet service whatsoever, almost 350 families have been supplied Internet.

Chair Ruttan thanked staff for the presentation and called upon Trustees for questions or comments.

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12. Consent Agenda

12.1 Board Minutes

12.1.1 Regular Board Meeting – March 24, 2021

12.1.2 Special Board Meeting (I) – April 7, 2021

12.1.3 Special Board Meeting (II) – April 7, 2021

MOVED BY: Trustee Godkin and seconded by Trustee Morning that the minutes listed in the Consent Agenda, as presented, be approved. Carried.

12.2 Reports from all Committees

12.2.1 Special Education Advisory Committee – March 10, 2021

12.2.2 Education, Policy and Operations Committee – April 7, 2021

12.2.3 Budget Committee – April 21, 2021

MOVED BY: Trustee McGregor and seconded by Trustee Hutcheon that the committee minutes in the Consent Agenda, as presented, be received. Carried.

13 Routine Matters

8.1 OPSBA Report - Trustee French updated Trustees on a number of provincial items:

The Board of Directors met on Saturday, April 24, 2021.

There was an excellent presentation by Dr. Josh Tepper, who is the Education Health Advisor to the Minister, and as well as the Assistant Deputy Minister Julia Danos, who came and spoke on reopening schools and education sector vaccinations. They did reinforce the Ministry's approach that schools will be the last to close and the first to open. They spoke about the free emergency childcare and supports for students with special education needs. She indicated they talked about the ongoing significant collaboration with the health sector, asymptomatic testing, and their goals. With respect to vaccine rollout, Trustee French noted a few points: this would be expedited in the hotspots, and for those students with special needs (especially those who cannot wear masks or with complex medical needs); vaccine is in limited supply, being driven by the rates of cases in different areas of the province; talked about a detailed

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ethical framework for decisions being made in prioritizing. She will share the slides with Trustees once she receives them.

OPSBA's work continues on the anti-racism plan. They are preparing for their internal audit, similar to the CSBA, looking at their structures and processes.

They have completed the advocacy days that were done electronically, now with all four political parties.

With respect to Grants for Student Needs (GSNs), they spoke about the consultation that was submitted outlining concerns across the boards.

From Finance, they are still hoping for GSNs by the end of April. They also referred to the release of the federal and provincial budgets, and at a high level, it appears that there are education impacts at a 2.3% increase.

The increases for our third year collective agreements were included. The employee owned benefits, the surplus that existed, is now transferring to the employee Life Health Trust that was established, so that closes out that development in Ontario.

The Indigenous Trustee Council provincially, was invited to attend several Ministry consultations, which is a good sign because they had not been as engaged in some of the decision making, in particular they talked about destreaming Grade 9 Math and the impact on Indigenous students, as well as finding qualified Indigenous language teachers.

In the legislative update, in reference to Bill 260, *the Stopping Harassment and Abuse by Local Leaders Act*, and while this excludes Trustees at this time, is now targeted at municipal councils who do not have a code of conduct like Trustees have, so they are looking at much more serious penalties to what Trustees face. They are looking at financial penalties, suspension, and removal of office. It is at first reading.

The update on Policy Program, there was discussions happening around standardized international testing and debate on modernizing the Ontario Secondary School Literacy test (OSSLT). There is a practice test available, so if you want to know how you would fare with the OSSLT that students take, it is there for you to try out.

There is a discussion paper that is happening within OPSBA, that is very broadly looking at advice on online learning in general, with respect to the TVO/TFO proposal. There is an advisory group that has been struck to adapt the discussion paper now, considering what is happening and what is being discussed at the provincial level. This is including the Indigenous Trustee Council and a number of the education program team. There is a significant

component to the student experience survey that is being done with respect to online learning. The concerns that are being raised in the media are something that we are going to be able to respond to.

The OPSBA AGM will be held electronically on June 12, 2021 and Trustee French hopes that some of the Trustees will be participating. The member board policy resolutions, and there were four, submitted provincially, including Limestone's, with respect to affecting the policies that limit Indigenous Trustees on school boards. The executive reviewed them, and one was felt to be already underway, but the other three were recommended to go forward, including Limestone's. The other two were: funding for anti-racism research; and mandatory Black heritage in social studies and history curriculum provincially.

Project Compass continues in the survey. She thanked all those Trustees who participated.

The CSBA report talked about anti-racism acknowledgement that we are doing at CSBA and self-assessment at the national level that we will be sharing with boards.

The virtual advocacy day is underway.

The virtual Indigenous Trustee gatherings and Congress is July 7-9, 2021 so please mark your calendar. This will be three afternoons of electronic meetings, on three different topics around Indigenous education and anti-racism.

They talked about the Manitoba situation and the legislation to propose elimination of school boards and how that is linking some of the Ontario conversations.

The last thing Trustee French wanted to bring forward was around the TVO/TFO proposal and some of the concerns we are hearing around the media, is that a template has been provided to Trustees. Through the Chair, would the Board send the letter to MPPs and copy the Minister of Education and OPSBA, as proposed. Also, it is suggested for a template to go to parents, because there is significant concern from many parent groups provincially as well, and if there is interest, we could engage with Limestone's Parent Involvement Committee, to see if they would be interested in submitting something as well.

When asked, Trustee French clarified that it is the intent that the letter be sent on behalf of the board by the Chair, however, Trustees may wish to submit their own letter as well.

Director Burra confirmed the template letter that OPSBA has provided could be shared with PIC Trustee representative Trustee Hutcheon and staff contact Associate Superintendent Sartor, who could share the template with the co-chairs on PIC for further discussion.

8.2 Student Trustee Elections 2021-2022

Bryan Lambert, Inter-School Administrator Advisor stated that through the outstanding leadership efforts of our current Student Trustees, Trustees Putnam, Quadir and Traviss, Limestone now has three outstanding incoming Student Trustees for next year. The current Student Trustees' leadership within our Limestone Inter-School Council helped to bring student voice from all corners of the board. Of significant note is the increased participation by our northern schools this year. B. Lambert stated that he has been the role of Inter-School Administrator Advisor for 13 years and this is the first time there has been really great engagement across the board from both the rural and urban schools.

Due to the COVID-19 pandemic, similar to elections for the 2020-2021 school year, Student Trustee elections were held virtually. The current Student Trustees, in addition to promoting the Student Trustee position, also hosted the first ever two evening information sessions where students could drop in and ask questions. There was a short presentation about the role of the Student Trustee, and those sessions were very well attended, even by students that did not end up running for a position. It was great to see lots of interest.

This year, Limestone saw its largest and most diverse group of students running for Student Trustee. There were nine student candidates in total who ran for one of the three Student Trustee positions.

The Indigenous Student Trustee election was held April 8, 2021. Breanna Roy, currently in Grade 11 at Napanee District Secondary School, was elected by her peers. The Urban/Rural Trustee election was held April 20, 2021. Shana Johnson, currently in Grade 11 at North Addington Education Centre, was elected by her peers for the position of Rural Trustee. Tanesha Duncan, currently in Grade 11 at Loyalist Collegiate & Vocational Institute, was elected by her peers for the position of Urban Trustee.

Current Student Trustees will work with the incoming Student Trustees over the next few months to provide mentorship and learning opportunities. Student Trustees are also supported by the LDSB Inter-School Council and Student Trustee Admin Advisor. The 2021-2022 Student Trustees will begin their role in September 2021.

8.3 Report from Student Trustees

Student Trustee Quadir stated: "Good evening. To begin, I would like to extend my heartiest

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congratulations to Tanesha Duncan from LCVI on being elected as our Urban Student Trustee for the upcoming term. As I near the end of my own term, I am ecstatic to see how Student Trustee Duncan will create her legacy as a Limestone District School Board Trustee as the powerful, driven, and delightful student and citizen she is. I would also like to thank our teachers, administrators, educational assistants, adolescent care workers, and all other staff who have gone out of their way once again to support our students in returning to a virtual setting for school. As per my recent involvements as a student trustee, I was deeply proud to represent our board and Eastern Ontario at the Ontario Public Supervisory Officers' Association's conference last week titled Embracing Equity; Moving from Words to Action, where I spoke on a panel about student experiences with discrimination and empowerment. I would like to thank our board for granting me this excellent opportunity to connect with students and supervisory staff from across the province on how to take meaningful action in the realm of anti-oppression and equity work."

Student Trustee Putnam stated: "Good evening everyone. I hope you are all staying safe and well. To start off, I would like to congratulate North Addington Education Centre Shana Johnson on her election of Rural Student Trustee for the 2021-2022 school year, I am so excited to see where she will take the role. We also wanted to extend a huge thank you to all students, parents and staff for their flexibility and understanding when readapting to online learning. This school year has been far from normal, but we are approaching the finish line rapidly with each coming day. In connection with the end of the school year at our last meeting, Inter-School Council members discussed graduation plans at their schools. It seems like all of our LDSB schools plan to honor this year's graduates in unique and fulfilling ways. Due to the ever-changing circumstances students are aware that graduation plans can change at any given time but are hopeful that they will be able to celebrate their graduation in one form or another."

Student Trustee Traviss stated: "Hello everyone, hope you are all well. Much like my fellow Student Trustees, I want to start off by congratulating Breanna Roy from Napanee District Secondary School for being elected as Limestone's second Indigenous Student Trustee. I have seen her passion for student leadership first hand through our Indigenous youth drop-in, and I want to wish her all the best in the 2021-2022 school year. Over the past few months, a Grade 10 student named Julia Kolosov from Kingston Secondary School has been spearheading a mentorship program for Indigenous youth from across the school board. Seeing these initiatives pop up on their own is the kind of thing that inspires us all to do the work we do, and I am

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grateful to have had the opportunity to work with Julia and all the Indigenous students who have worked to make this happen. Thank you.”

14 Reports for Information

14.1 Interim Financial Q2

Superintendent Young stated that the 2020-2021 Interim Financial Report was presented to the Board on January 27, 2021 and provided updated revenue and expenditure information from the budget to the revised estimates, as well as operating expenditures for the period ending November 30, 2020 (Quarter 1).

Manager Baumann directed Trustees to the 2020-2021 Interim Financial Report for the period ending February 28, 2021 (Quarter 2), which has been presented in a similar format as the 2020-2021 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 2, \$125,870,289 of the \$261,682,447 operating budget or 48% has been spent. The expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period. *(See Appendix 1 for more information.)*

The 2020-2021 interim financial report for Quarter 2 indicates a spending level of 48%. This is comparable to the 49% spending level reported for the same period last year.

The Board is on target to end the 2020-2021 fiscal year within the budgeted deficit of (\$1,054,527).

14.2 Board Motion Update

Superintendent Babcock stated that at the Regular Board Meeting of November 11, 2020, the following motion was passed:

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

Superintendent Babcock advised that with that motion, she wanted to update Trustees.

The first meeting was held using MS Teams on March 31, 2021. Msenwa Mweneake, Equity and Transformation Lead for Family and Children Services, is partnering and co-chaired the meeting, and will continue as co-chair. There were 21 participants. The evening began with introductions including the role and/or the organization the person represented. This was followed by participants being placed randomly into break-out rooms to discuss and answer the following three questions: (1) Please share your organization's connection to the goal of improving the support of Black youth in KFL&A; (2) Please share personal and/or work experiences regarding anti-Black racism in KFL&A; and (3) What guidelines and/or recommendations would you suggest to help move a community advisory committee forward for supporting the achievement and well-being of Black youth in KFL&A? Superintendent Babcock noted that she did not enter the break-out room, as her lived experience and her identity is not Black, and it is really important for her to recognize her place in this space.

One participant for each group recorded the participants' thinking and provided these at the end of the evening. The group gathered for a wrap-up to share highlights from their conversations.

A follow-up survey was distributed to participants a few days later thanking them for their participation, asking for any additional comments, and inviting them to identify anyone they thought should be included for the next meeting. The survey closed April 19, 2021.

Responses to the March Focus Group meeting have been very positive and respondents expressed appreciation for the opportunity to come together and to network with other Black citizens and Limestone District School Board to better support Black youth in KFL&A. They shared how much it was appreciated that folks be able to share strategies and resources as a network rather than work individually and independently in their respective roles. The group also identified that they themselves experience privilege and that not all groups within the Black community were represented at the meeting.

Trustee Brown, who also participated, stated it was a pleasure to be at that meeting. When they entered the break-out rooms, she indicated that people were able to speak freely, and it was interesting to hear what they had experienced. But as Superintendent Babcock had noted, the people who were there, were a privileged group, and there is a certain group who is missing. We must do our work to make sure to bring to the table those who were missing.

Chair Ruttan thanked Superintendent Babcock for her report and called upon Trustees for any comments or questions.

15 Reports Requiring Decision

None at this time.

16 Notice of Motion

None at this time.

SECTION B – Information**17 Internal Reports and Other Communication**

None at this time.

18 External Reports and Other Communications

18.1 Correspondence to Minister Stephen Lecce, dated March 26, 2021, from Parents for Mask Free Education, re: Mandatory Masks and Social Distancing. This was provided to Trustees for information.

19 COMMUNICATION REFERRED TO COMMITTEE

None at this time.

20 REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

21 BUSINESS ARISING

The following motion was brought forward by Trustee Quadir, sponsored by Trustee Brown and seconded by Trustee Elliott:

“That the Limestone District School Board conducts a review of the human rights incident reporting process, including the anonymous reporting process, to ensure a human rights and equity lens. The review includes the tracking and monitoring procedures to ensure accountability and transparency, as well as exploring ways to increase awareness for all board students and staff.”

Trustee Quadir spoke to her motion: “I acknowledge that our board already has in place an anonymous reporting system, in putting forward this motion. That being said, I think it is important for us to have a public facing discussion about the relevance of such a reporting system that tracks all incidents and allows the board to address trends and discrimination based incidents occurring across our community of schools. Upon reflecting on the student voice that was collected from June to September of 2020 and shared at the October Board meeting, and comparing that to comments and reports put forward by LDSB alumni in the past, it is evident to me that incidents of this nature continue to occur because they are not being tracked year to year and addressed accordingly. I also feel strongly about providing the opportunity for students

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to report to someone other than a teacher or an administrator who may be able to look at their experience from an equity lens as well as a perspective that is less biased or impartial than that of a staff member with whom the student has frequent or direct contact. Determining the format of this reporting system of course extends past my level of expertise, but I do feel inclined to bring student voice to the table to express why this action is so critical and will be a significant part of our board's equity plan moving forward. Thank you.

MOTION: That the Limestone District School Board conducts a review of the human rights incident reporting process, including the anonymous reporting process, to ensure a human rights and equity lens. The review includes the tracking and monitoring procedures to ensure accountability and transparency, as well as exploring ways to increase awareness for all board students and staff."

MOVED by Trustee Brown and seconded by Trustee Elliott. Carried.

22 OTHER SPECIAL MEETINGS/EVENTS

OPSBA's AGM is scheduled to be held June 10 to 12, 2021. The location, whether in-person or virtually, is to be confirmed.

23 ADJOURNMENT

MOVED BY: Trustee Gingrich and seconded by Trustee Morning that the meeting adjourn.

The meeting adjourned at 8:22 p.m.



PARENT INVOLVEMENT COMMITTEE MEETING MINUTES OCTOBER 15, 2020

VIRTUAL MEETING

Roll call:

Staff Present:

Members:		Staff:
Lindsay McFadden	Jim Jodoin	S. Sartor, Associate Superintendent of School Effectiveness E. Bolarinho, Administrative Assistant L. Alward, Project Lead – System Support
Meg Redmond	Kim Theriault	
Krystle Holton	Marlene Orr	
Mark Foster	Nathalie Paul	
Lucy Aron	Stephanie Gratto	
Corrie Allingham	Rob Richer	
Ruhi Snyder	Crystal Bevens-Leblanc	
Elizabeth Sund	Christine Innocente	
Shayla Bradley	Hilary Wollis	
Sarah Decker		
Trustee:		
G. Elliott		
Guests:		Recorder: M. Boulanger, Senior Clerk
Trustee R.Hutcheon	MJ Willcock	
RD Shaver	Bill Hilary Wardle	
Shannon Dionne	Nicki Long	
Melissa Rickey	Jen Foster	
Rena Petrick	Alex Fletcher	
Jenn Kehoe	Jennifer Osmond	
Mark Foster	Melanie Carter	

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Introduction and welcome from Associate Superintendent Stephanie Sartor.

Stephanie Sartor read the traditional Acknowledgement of Territory:

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

1. Approval of Agenda

2. Standing Updates

2.1 Board Update – Associate Superintendent Stephanie Sartor

Associate Superintendent Stephanie Sartor introduced herself and provided a Board update as follows: “Good evening everyone. My name is Stephanie Sartor, and I am an Associate Superintendent of Program with Limestone. I have held this position for just shy of three years. I have had a long history in education and the privilege of serving in three different public school boards in Ontario. I joined Limestone when my family and I moved to Kingston in 2015.

It has been a successful start to the school year, and one that has been like no other. We have been taught the importance of the words pivot, unprecedented and flexibility.

I appreciate that I have huge boots to fill – my colleague and friend Associate Superintendent Gillam, is special – an excellent mix of support, humour and always has a laser focus on what is best for all of our students.

As you know, we began the year, for the first time, offering face-to-face and virtual learning to our students. We currently have the following enrolment numbers:

Elementary students – 12 017 in class, 1299 in remote

Secondary students – 5717 in class, 550 in remote

As time permits, our virtual school will create a virtual school council for our elementary and secondary panel. As we shared with the PIC and administrators last month, if an individual currently has children in virtual school and wishes to hold an elected position in their child’s previous home

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school, they must declare that their children are currently in virtual school prior to the election occurring. Similarly, if their children started in-class, they were voted into an elected position in their student's home school and subsequently, their children have transitioned to virtual learning, they will be required to declare this at the next meeting, and offer their position up for re-election. If no one offers to run and they wish to stay, they may continue in the position, given the will of the school council.

Our partnerships with our committees and community supports will be critical, now more than ever.

1) PIC – we commit to continuing to work alongside you to create an environment focused on wellness, innovation and collaboration with the mandate that PIC supports School Advisory Councils to the best of their ability

2) KFL&A – we are so fortunate to enjoy such an important partnership with them

3) Queen's, St. Lawrence – we continue to find ways to innovatively partner

Some important updates that relate to our student census planning – it is back on and scheduled for the Fall. We are field testing in a few sites starting the week of October 26th with classes.

Superintendent Babcock wanted me also to share that thanks to the input of our community and community partners, we will be including K-3 in this census gathering.

I truly look forward to working with each and every one of you this year. While I promise you I may not have all the answers to all of your questions, I also promise you that I will try to find the answers."

Discussion on the topic of membership on school councils included concerns that PIC members were not consulted and disagree with the idea that an elected member is being asked to declare to relinquish their position and that this would be particularly disruptive due to the octomester model, if students moved from schools more frequently. Stephanie shared that virtual schools will be creating an elementary and secondary school council, per direction from the Ministry. Stephanie Sartor will bring PIC's concerns to senior staff.

2.2 Trustee Update

Trustee Garrett Elliott shared greetings from the Board and introduced himself as the trustee representative. He did not share a formal report, and indicated he was here to support. PIC members extended gratitude toward Trustee Elliott for his integrity at the previous Board meeting the evening prior to PIC.

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2.3 KFL&A Update

Associate Superintendent Stephanie Sartor provided an update on behalf of Mary Jane Short – Public Health nurse with KFL&A as follows:

“Section 22 of the Health Protection and Promotion Act: Several changes have been made:

- Household members (close contacts) are not required to self-isolate while waiting for a family or roommates’ test results. This includes parents or guardians of a person under 16 years of age. An exception to this would be if your child has had an exposure to COVID-19, caregivers would then be directed by Public Health regarding isolation requirements.
- For positive cases, the length of time for self-isolation has changed from 14 days to at least 10 days from the date on which they first experienced symptoms or as otherwise been directed. Symptom Screening Tool for staff and students:

- The new screening tool released last week can be found: <https://covid-19.ontario.ca/school-screening/>
Public Health Nurses:

- All schools within KFL&A region, has a Public Health Nurse attached to their family of schools.
- While Public Health Nurses are dedicating their time to COVID related efforts, resources are still available for staff to support teachers and curriculum delivery. Educators can access these through the educators’ portal.
- Parents can contact the COVID-19 Call Center at 613-549-1232 press 4 for general COVID information. School administrators and educators can their Public Health Nurse by emailing health.schools@kflapublichealth.ca

Immunization for Grade 7 students:

- Grade 7 students requiring Hepatitis B, Human Papillomavirus or Meningococcal vaccines, can receive their immunizations at one of the local community clinics being offered. To book go to: www.kflaph.ca Immunization Clinic Bookings.

Information regarding Positive Cases: There has been 1 school in KFL&A with a positive case, Sir John A. MacDonald Public School.

For more information regarding the status of cases in our area and Ontario:

Visit <https://www.kflaph.ca/en/healthy-living/status-of-cases-in-kfla.aspx> for status of cases for Kingston, Frontenac, Lennox & Addington.

Visit <https://www.ontario.ca/page/covid-19-cases-schools-and-child-care-centres> for school and day care numbers and closures for Ontario.”

Associate Superintendent Sartor was asked to pass on comments about contact exposure of yard supervisors of primary students and to get more information about the hiring of nurses in schools and the rapid testing in schools.

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2.4 Indigenous Education Advisory Committee – Jennifer Kehoe

Information about a recent grad drum ceremony at GREC was shared and it was noted that ALCDSB and LDSB will continue to operate as one council at this time.

The following new staff hires were mentioned:

- Elementary – Willow Prue
- Secondary – Kelly Maracle
- Eastern hire – Lacey Siemonsen

3. Arising Business

3.1 Supporting SAC – Crystal Bevens-Leblanc

A survey is planned to be sent to Supporting School Advisory chairs to gather feedback on how Parent Involvement Committee can best support SACs. This will be done by email along with information about workshops.

3.2 Resources for Families – Crystal Bevens-Leblanc

Request to organize a committee or working group on the topic of navigating IEPs and Special Education for families.

A new Twitter account for PIC was formed @LDSBPIC.

Feedback being sought on a plan of action for schools with little parent engagement in a school advisory committee. Communication from Crystal Bevens-Leblanc will follow. Purchasing SMORE using parent engagement funds. Stephanie Sartor will confirm the criteria for the use of parent engagement funds and provide this information to Crystal Bevens-Leblanc.

MOVED by Crystal Bevens-Leblanc and seconded by Christine Innocente, to purchase SMORE for the PIC newsletter. Carried.

4. New Business

4.1 Truth & Reconciliation – Creating & Holding Space – Jennifer Kehoe

Work continues to update Admin Procedure 110 to include space for an indigenous representative.

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A letter was shared by Jennifer Kehoe, which was also shared at the Indigenous Education Council. This letter can be found in the Microsoft Teams Parent Involvement Committee meeting chat under 'Files'. Jennifer updated PIC on the efforts to encourage Indigenous representation on school councils, including a formal request to Limestone DSB to codify that representation with an amendment to AP 110. Discussion included the importance of holding space specifically for an Indigenous representative. PIC asked Trustee Elliott to take the position forward to the Board for policy-level changes. Stephanie shared that the change requested is with Administrative Procedure 110, which is operational in nature, not a Board Policy. Board Policy review remains the role of the trustee.

MOVED by Christine Innocente and seconded by Crystal Bevens-Leblanc, that the Parent Involvement Committee support and endorse The Truth and Reconciliation addition in AP110. Carried.

Stephanie Sartor will take this proposed amendment to senior staff for consideration and review.

4.2 Appointment of Acting Co-Chair* – Crystal Bevens-Leblanc

MOVED by Crystal Bevens-Leblanc, accepted by Jennifer Kehoe and seconded by Christine Innocente, to nominate Shayla Bradley as interim co-chair.

No other nominations – Acclaimed.

4.3 Approve Updated Bylaws* – Crystal Bevens-Leblanc

A summary of changes was provided by Christine Innocente. By-laws have been amended and shared to email list.

MOVED by Crystal Bevens-Leblanc and seconded by Alex Fletcher, to approve Parent Involvement Committee by-laws as amended. Carried.

Stephanie indicated that she would review the document with the Director.

Stephanie Sartor indicated a reminder to send nominations for the position of co-chair to Eulalia Bolarinho. It is noted that the elections happen on November 12, 2020 and according to the Admin Procedure, a short bio needs to be received 15 days in advance for each nominee. Eulalia should receive these by October 29, 2020 to meet the required date of November 2, 2020 to share with Parent Involvement Committee members.

Stephanie Sartor and Crystal Bevens-Leblanc will confer on the method of voting used to allow for secret ballots and a request was made to have a few members test the voting method.

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5. Other Business

Discussion of the following occurred:

Establishment of a ProGrant Committee

Potential for French and Special Education representation on PIC

Tracking and reporting of violent incidents in schools for the purpose of determining best practices in light of positive changes noted by caregivers during this school year

6.0 Adjournment

MOVED BY Christine Innocente and seconded by Crystal Bevens-Leblanc that the meeting be adjourned.

The meeting adjourned at 8:45 pm.



PARENT INVOLVEMENT COMMITTEE MEETING MINUTES – NOVEMBER 12, 2020

VIRTUAL MEETING

Roll call:

Administrative Staff Present:

Members:	Staff:
Becca Hole	S. Sartor, Associate Superintendent of School Effectiveness
Lindsay McFadden	E. Bolarinho, Administrative Assistant
Christine Innocente	L. Alward, Project Lead – System Support
Krystle Holton	
Betty Betts	
Meg Raymond	
Melissa Rickey	
Corrie Allingham	
Emberly Doherty	
Colleen Notley	
Elizabeth Sund	
Ruhi Snyder	
Jenn Kehoe	
Jennifer Foster	
Rena Petrick	
Melanie Carrier	
Pricia Evans	
Amber Meyer	
Kim Theriault	
Lucy Aron	
Nathalie Paul	

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Crystal Bevens-Leblanc Shayla Bradley	
Trustees:	
G. Elliott	
Guests:	Recorder: M. Boulanger, Senior Clerk
Trustee Joy Morning	
Trustee Garrett Elliott	
Becky Smith - Skills Ontario	
Myra Baumann - LDSB	
Melissa Baker Cox - LDSB	
Sandra Price	
Paige Wright	
Stephanie Leonhardt	
Nicki Woock	
Jenn DeNoble	
Pedro Santos	
Alex Fletcher	
Eric Lockhart	
Stephanie Gratto	

Introduction and welcome from Associate Superintendent Stephanie Sartor.

Shayla Bradley read the traditional Acknowledgement of Territory:

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

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1. Finance Presentation

a. Myra Baumann – Manager of Financial Services

Stephanie Sartor introduced Myra Baumann, Manager of Financial Services. The financial team manages the report of all the funds received and spent for the Parent Involvement Committee (PIC). The Ministry provides information for the next year's GSN through the Technical Paper. It describes the allocation for PIC and explains how it is calculated and what it can be spent on.

- Parents Reaching Out (PRO) Grants are themed – this year it is engaging parents and communication. School councils will receive \$500 per school.
- The TPA includes a description and examples of activities that are eligible for funding, and lists things that are ineligible

The presentation is shared in the PIC Group shared files in MS Teams.

2. Skills Ontario Presentation

a. Rebecca Smith – Skills Ontario and Jason Quenneville, LDSB Experiential Learning Consultant

Thanks to Rebecca Smith of Skills Ontario and Jason Quenneville – Experiential Learning Consultant Limestone DSB for attending and presenting at tonight's meeting.

Rebecca explained that the government is now paying association fees which allows her and her colleagues to do more of these types of presentations around the province.

Becky described her extensive background in the trades and her path to her present career at Skills Ontario. She told of her passion for the work she has done as an automotive mechanic, machinist, welder and hopefully as a soon to be teacher. She has achieved all of this while managing a learning disability.

The presentation highlighted the 4 major pathways to 140 skilled trades in areas of construction, industrial, motive power, service and technology.

The 4 major pathways are workplace, apprenticeship, college programs and university. Her presentation highlighted the advantages of the different pathways and of a career in the trades. She described the savings in the cost of education, the potential incomes of people employed in the trades and the significant opportunities for work. She emphasized the many supports available by way of grants and bursaries from the 24 public colleges.

She also spoke of job satisfaction and job stability associated with trades work along with good health & safety conditions, better benefits and good pay.

To parents she asked them to consider how does your child learn – hands on, visual, likes to move around? And described co-op and OYAP as an opportunity to take a test drive in a career.

Dual Credit – half credits in school and half in college are a way for students to gain independence through a college experience. Limestone SHSM courses teach about trade and gets students job ready. Providing exposure to new programs and learning transferable skills.

The group thanked Becky was thanked for her incredible presentation.

Jason Quenneville - LDSB Experiential Consultant, spoke about the programs within LDSB. The board's experiential learning team works alongside students to promote champions for these programs through teachers.

There are many certifications that are provided by the school system that make students more employable. These programs help students find their pathways, give them self-esteem and a leg up in their future careers.

Reach ahead and experiential learning helps them learn the culture of work and finish secondary school with phase 1 apprenticeships. LDSB has an excellent partnership with St Lawrence College that allows students to experience College and get early credits. The Women in Trades program provides exposure to all trades.

There are skilled trades videos online on the website and other resources you can find there. Our board's SHSM web page provides details about programs as well as guidance counselors in the schools. In particular, this is discussed at transitions between grade 8 and 9, in my blueprint and in school presentations.

3. Standing Updates

a. Chair Update

Chair Crystal Bevens-Leblanc provided an update as follows:

"- Note: This is a collaborative group! We recognize that many people feel like they are "new" and aren't comfortable participating. We would like to note that the majority of Reps ARE new, so you're not alone. We restructured and created all of the new positions because we genuinely want to hear from all school communities; It is important that we are representing the voice of families across the board. Please speak up. Please share your thoughts. Please participate. We do not expect that everyone will share the same perspective and that voices from one school community will not always reflect the voices in other school communities, and that is exactly why you are here! Thoughtful,

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meaningful discussions from various perspectives will ensure we are well balanced and able to effectively fulfil our role as an Advisory Committee to the school board.

- Shayla & Crystal attended the Parents as Partners Conference hosted by TDSB the weekend of Oct 24th & 25th. Recordings of the Keynote Speakers are posted on their website, and we will share the link in our working group. Attended individual workshops and look forward to incorporating many aspects of what we learned here in LDSB as we progress through the school year.

- Parents Engaged in Education has hosted two webinars thus far this school year, which were shared with PIC Reps. The primary speaker is quite engaging and we have found the information to be very relevant and useful. We will continue to share upcoming opportunities with the PIC as we become aware of them.

- People for Education Summit is scheduled for November 16 - 18th. Crystal was able to secure tickets and will attend as possible, giving consideration to the fact that it is scheduled during business hours.

- TDSB PIAC "Ready, Set, Engage" Conference is scheduled for November 21st & 22nd. Shayla and Crystal are planning to attend, and highly encourage everyone else to attend also. TDSB is the largest school board in Canada with a dedicated Parent Engagement Department and is a plethora of knowledge, experience and resources for SACs.

- Our first PIC 2020/21 Resources for Families event, Navigating Special Education, is scheduled for Tuesday, November 17th from 6 - 7:30p. We have two presentations, followed by a question period. Jessi Lalonde, Technology Resource Teacher for LDSB will be discussing details regarding IEPs and IRPCs, and Kim Lockhart, SST within our board will be discussing parents/guardians role in advocacy and community resources for guidance and support."

b. Board Update

Associate Superintendent Stephanie Sartor provided a Board update as follows:

"Good evening everyone.

We have had a very busy month. In addition to the completion of our second octomester in high school, at the elementary level, our educators are busy finalizing progress reports that will be sent out to families on November 20th.

While field trips are currently not permitted, we have begun to find ways to bring field trips to our students.

Our Gould Lake team is visiting our elementary students to engage in outdoor education. Our experiential learning teacher is engaging in excellent, hands on activities with our students at their school sites. Our secondary virtual students are receiving culinary kits in order to engage in cooking activities at home. Finally, many educators are finding ways to engage in virtual trips with their

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students, alongside so many programs. These are just a few examples of the excellent, relevant and engaging programming that our educators are offering our students.

Over the past few weeks, students had the opportunity to signal their desire to move into virtual school or from virtual school back into their home school.

We now have 1425 elementary students enrolled, an increase of 220 students from the beginning of the year, and 598 secondary students, an increase of 68 students. The elementary and secondary virtual school administrators are busy hiring more staff who will begin over the next few weeks. Following that, the administrators will begin a process of creating a virtual school council.

At the end of October, Superintendent Labrie announced his retirement after 31 years in education. Yesterday, Manager Sue McWilliams was announced as our new superintendent of human resources.

Some important updates that relate to our student census planning – answers to frequently asked questions and an abundance of resources have been posted to our website. In addition, the Student Identity Census questions have been posted. Schools have received many resources from our staff to support their students through the completion of the census. The census will open on November 23rd. We are hopeful that most families (K-3) and students (4-12) will be able to get the census completed by the end of November.

I am happy to report that, based on the input from our Indigenous Education Council, led by Jennifer Kehoe, as well as the feedback that you provided me at the last meeting, our Administrative Procedure 110 has been amended. It now includes language to encourage that space be held for an Indigenous Family representative position, and other positions that are representative of school communities. It also includes language outlining parent/guardian participation on school councils when their children move from home school to virtual school or vice versa.

We continue to be so impressed by the incredible work of our LDSB staff as they all work together to improve student wellness and achievement, every day.”

c. Trustee Update

Trustee Garrett Elliott shared greetings from the Board.

He highlighted information about the October 28 EPOC meeting – mentioning the KSS/Vanier transition to the new school will likely happen on December 15 or January 22. A report on ventilation was presented at the EPOC meeting with information about studies and other work being done.

At the Board meeting on November 11 the agenda dealt with the equity action plan, IEC and action items in the strategic plan.

d. KFL&A Public Health Update

Associate Superintendent Stephanie Sartor provided an update as follows:

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“Present cases in schools within KFL&A

- Outbreaks = 0
- Active Cases = 3
- Contacts being followed = 90 plus

For more information regarding the status of cases in our area and

Ontario visit: <https://www.kflaph.ca/en/healthy-living/status-of-cases-inkfla.aspx>

Visit <https://www.ontario.ca/page/covid-19-cases-schools-and-child-care-centres> for school and day care numbers and closures for Ontario.

Masking

- We are waiting for provincial direction regarding masking policies. The Public Health Agency of Canada has recommended three-layer cloth masks and wearing a face covering whenever around anyone who is not a member of your household (regardless if you are already maintaining a physical distance of 2M). <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/about-non-medical-masks-face-coverings.html>

Sport training

- More information to follow re: sport training in the schools.

Public Health Nurses

- PHN continue to visit schools to review infection control practices.
- Staff have been receiving training to assist York with their investigations of positive cases.
- Staff are working with community partners and school staff to help address concerns such as student gatherings outside of schools.
- Contact tracing and case management for our local schools continue when positive cases are received.

Immunization for Grade 7 students:

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· Immunization clinics for Grade 7 students requiring Hepatitis B, Human papillomavirus or meningococcal vaccines, will be offered in January 2021. Parents can book an appointment on our website. <https://www.kflaph.ca>”

e. Indigenous Education Advisory Committee – Jennifer Kehoe

“The Sub Committee for the Indigenous Education Council is just about finished the Terms of Reference to make it an official standing committee of the board.

There was 4 days of PD for teachers on the land at Gould Lake that was overdue and well received with incredible feedback from teachers.

November is Indigenous Education month and last week was treaty week. There is a number of school by school learning occurring surrounding indigenous peoples.”

4. Arising Business

a. Updates from Subcommittees/Working Groups

i. Bylaw Committee – Christine Innocente

- a. Bylaw changes were by the committee.

ii. Special Education Event – Navigating IEPs and IPRCs

b. AP 110: School Councils – Update (Indigenous Family Representative, Other Officer Representatives and Virtual School Councils)

5. New Business

- a. Shayla Bradley was acclaimed as co-chair
- b. Partners in Education – Trustee Elliott described the Role of Trustees
- c. Reminder that School Advisory Councils should not be referred to Parent Advisory Committees
- d. Census survey – parents are encouraged to participate, and if needed, skip questions they would prefer not to answer

Meetings will be added for January and April – these meetings will be focused on certain topics.

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6. Other Business

7. Adjournment

The meeting adjourned at 8:55 pm.

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PARENT INVOLVEMENT COMMITTEE MEETING MINUTES – FEBRUARY 11, 2021

VIRTUAL MEETING

Roll call:

Administrative Staff Present:

Members:	Staff:
Crystal Bevens-Leblanc	S. Sartor, Associate Superintendent of School Effectiveness
Shayla Bradley	E. Bolarinho, Administrative Assistant
Christine Innocente	
Jennifer Foster	
Amanda Pringle	
Melissa Robertson	
Ruhi Snyder	
Elizabeth Sund	
Trustees:	
Trustee Robin Hutcheon	
Trustee Bob Godkin	
Guests:	Recorder: M. Boulanger, Senior Clerk
Lucy Aron	
Melissa Rickey	
Judith Brown	
Crystal Harris	
Alexander Macfarlane	
Wynando Moore	
Joy Morning	

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Crystal Bevens-LeBlanc welcomed everyone and led roundtable introductions of those present.

Superintendent Stephanie Sartor read the traditional Acknowledgement of Territory:

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1. Adoption of Agenda

2. Standing Updates

a. Chair Update

Co-Chairs Crystal Bevens-LeBlanc and Shayla Bradley provided an update as follows:

“In January we hosted an evening of breakout sessions to provide more opportunity for collaboration and discussion regarding virtual parent engagement. Thank you to Christine Innocente for creating a document to include all of the input and feedback and for sharing it with the PIC!

Shayla & Crystal met with the Ontario PIC Connection to discuss next steps in formalizing a provincial organization representing PICs across the Province of Ontario. Subcommittee formed to focus on this, as well as another meeting scheduled to provide an opportunity to collaborate with other PIC Chairs to discuss/share issues and concerns PICs are experiencing within their individual boards.

Upcoming meetings:

Feb. 12th – Formalization Committee

Feb 26th – Support/Connection

Both Co-Chairs attended the School Year Calendar Committee meeting hosted by Associate Superintendents Scot Gillam and Steve Hedderson and have been seeking input from families regarding specific PA days to share with the committee for consideration.

Elementary Virtual Admin hosted the first informal Virtual SAC meeting on February 3rd. They utilized the meeting to seek input from parents/guardians regarding what is and is not

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working well with EVS, and advised they are compiling a list for the board to consider in anticipation of potential virtual school in 2021/22 school year.

PIC Co-Chairs followed up with Associate Superintendent Sartor regarding some specific concerns expressed by virtual families in hopes of providing some relief this school year. There will be two more EVS SAC meetings scheduled for this school year, and a Graduation Committee will be formed as well.

Informal SAC meeting for Secondary Virtual will be hosted by the PIC on Tuesday, February 23rd at 6pm with Admin, Steve Ward in attendance. All SVS parents are encouraged to attend.

The first LGBTQ2S+ Focus Group meeting is scheduled for 6p on Thursday, February 25th. Information will be shared across the board in the coming days in hopes of garnering participants.

As per our request, the LDSB Equity Team has put together an Equity training presentation/workshop specifically for SACs. This is scheduled to occur during our regularly scheduled meeting on Thursday, March 11th, and we encourage all LDSB SAC members to attend.

Received an invitation from the Ministry of Education to attend an “EDU Parent Engagement Session” the last week of February 2021. Both Co-Chairs plan to attend.”

b. Board Update

Associate Superintendent Stephanie Sartor provided a Board update as follows:

“Good evening everyone.

We have had a very busy period since the beginning of January. Once again, as our system and community transitioned to full remote learning, we saw evidence of flexibility, perseverance and instructional growth. Our educators felt more comfortable delivering online learning, more students were online for a greater period of time. Our data consistently pointed to growth in system capacity related to technology use, support and participation.

Equally, as we learned about the opportunity to return to inclass learning, our students and staff in brick and mortar schools were excited to be together again, in person.

While we were in full remote learning, our Educational Services team beautifully developed a structural and organizational system to support the return of some of our students with significant special education needs. This was truly a heroic and large scale team effort to manage the staffing, transportation and communication surrounding this. I was able to visit 8 different schools where students were attending during the remote period – they were clearly happy to be there.

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Our system is busy preparing for a change in our student information system – we have been working toward this since the spring of 2020.

As a result of this switch, we have engaged in an earlier process for the Grade 8 to 9 transitions. Students have engaged in choosing courses for the upcoming Fall year. In the coming months, schools will begin timetabling.

Kindergarten registration is beginning in our schools. In addition, the Choices at 7 program application process is currently underway.

Term 1 report cards will be shared with our elementary students next Wednesday. Of course, these dates are different for secondary.

We are currently engaging in provincial discussions with other school boards as we begin to vision what is possible for brick and mortar schools and virtual schools. This will certainly take some time, and we will await more information from the Ministry to continue to inform our decision making.

The window to change from brick and mortar to virtual school and vice versa is currently open and will remain open until February 19th. Any change requests will be reviewed, and students beginning at a new site will commence March 8th. The time between the 19th and the 8th will allow for staffing and hiring to take place. Since the last time that I shared virtual school enrolment in November, we have had a decrease from 1425 to 1213 students in elementary virtual school and an increase from 598 to 648.”

c. Trustee Update

Trustee Bob Godkin shared greetings from the Board on behalf of Trustee Robin Hutcheon.

Trustees realize parents have issues that are out of the control of the Board but they welcome input from PIC. Trustees are here to listen.

Currently the Board is working on updating policies and have an upcoming workshop on policies and by-laws.

Student safety is of paramount importance and last night they learned that crossing guards are being added in the Town of Napanee and reviews are being done in the area of Elginburg and Hwy 15.

Comments about the excellent ESL presentation at February 10th Board Meeting. Questions were asked about the number of ESL students at LDSB and Superintendent Sartor offered details about the strategies used. There are 257 elementary and 79 secondary students which equals 1.7% of our student population. The needs are different across the system and we receive support from translation services. There are many techniques used to meet individual needs.

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Questions were asked about the continuation of virtual schools. Superintendent Sartor said this is a popular topic of conversation at our board and across the province and a lot has been learned on the subject. There isn't a definitive answer and she can't report on structure yet but she will share any information determined with PIC when she has it.

Compliments were offered for the hard work of all involved with virtual school and successful start to engaging parents of elementary virtual students. The first Secondary Virtual School school council meeting will be held Tuesday February 23 at 6 pm.

d. Indigenous Education Advisory Committee Update

No update provided.

3. Other Business

a. Parent Engagement Funding Information & Subcommittee Approach

Shayla Bradley provided information about the Parents Reaching Out (PRO) grants. Unused grants will be clawed back so it is important that a process is developed to distribute funds. Co-chairs would like to form a sub-committee to process applications. There are 2 buckets of funding, with \$12,000 each, that need to be spent before June 30th. A report on this funding will be due on July 15th. The application is being developed and there will be a deadline in March for submission. There are some restrictions on how it is spent. The co-chairs shared these examples of how the funding is being utilized in other boards:

- Internet safety
- Google classroom workshop
- Scientist in schools
- Self-regulation workshop
- Mindfulness night
- Resource lending library
- Book club
- SKILLS Canada competition
- Speakers or workshops on racism and oppression

There was information shared about the background and changes to the PRO grant and a request was made for volunteers to join the sub-committee.

b. Ontario PIC Connection

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Provided by Crystal Bevens-Leblanc. Formalization meeting – February 12th.

c. Presentation “The Decline of Recommended Sleep” – Ruhi Snyder

Ruhi Snyder is a field researcher on advanced sleep health. She shared her 10 years of work on self-regulation, sleep, diet and exercise which has been presented nationally and internationally. From her studies she presented information on the global decline of sleep in teens and adolescents.

Teens need 9.25 hours or more of sleep and this is in decline, regardless of geography or socio-economic circumstances. Local collection of data in our area also shows a 2 hour decline of sleep in teens. This is very significant to health and brain development as sleep cycles and stages regulate the brain and create connections as teens sleep. This is very important to both physical and mental health. Information was given about the circadian clocks of individuals, which controls everything. Teens experience a shift in their clocks when hormones start activating sleep – the release of melatonin is delayed and their wake up is slow. Lifestyle of teens is a contributing negative factor to sleep. Their sleep is shorter and is affected by staying up late, screen time, early morning schedules and academic pressures that further suppress melatonin release. If dream sleep is impeded this has a negative effect on emotional regulation and critical thinking skills. Chronic sleep problems can lead to mental health issues like anxiety or depression. This can have serious implications to the developing brain.

Some suggestions for bedtime rituals to promote better sleep were to begin 2 hours before bedtime by turning down lights, the use of fairy lights, not to eat close to bedtime and no caffeine with 6 to 8 hours before sleep. An hour before bed might include a bath or shower and reading but no screen time. A consistent ritual and discussing the importance of sleep regularly was recommended.

Questions and discussions around other strategies included tips on expending excess energy with exercise before dinner, slowing transitioning bedtimes back in teens that were staying up too late and how quiet households at bedtime help children who have a fear of missing out.

Ms. Snyder answered that she was available to present to individual SAC groups.

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4. Equity Fund

Equity funds – the co-chairs investigated the idea of creating an equity fund based on the work of other school boards and offered a definition from Toronto District School Board available through that board's website. The co-chairs suggested introducing this at LDSB through PIC to support all district schools. The purpose is to support schools across the district to ensure opportunities are equitable and to address areas where there are fund-raising challenges. The co-chairs will gather more information to share at a future meeting and are seeking feedback from the group for next steps to be discussed.

5. Adjournment

The meeting adjourned at 8:25 pm.

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

April 21, 2021

PUBLIC MEETING

Roll Call:

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

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1. WELCOME

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

Trustee McGregor read the Acknowledgement of Territory:

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2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

Trustee Godkin declared as a matter of recourse that his daughter is an elementary teacher on an LTO with Hastings and Prince Edward District School Board.

4. BUSINESS ARISING FROM MINUTES

None at this time.

5. EDUCATIONAL SERVICES UPDATE

5.1 Presentation: Individual Education Plans (IEPs) and Identification Placement and Review Committee (IPRC) Process – Principal Mike Blackburn, Vice Principal Karen Leggett and Assistive Technology Resource Teacher Jessi Lalonde shared an in-depth presentation on Individual Education Plans and the IPRC Process. The data collected through the IEP software is kept up-to-date and the information gathered from this software is analyzed annually in order to make decisions regarding resource allocation, program school supports and the focus for capacity building within our system. The presentation reviewed data related to the number of IPRCs and IEPs in the Limestone District School Board (LDSB) and is attached to the minutes for reference.

SEAC Members asked to have a copy of the Educational Services presentation. Superintendent McDonnell confirmed that a copy of the presentation would be shared with all SEAC Members.

Chair McGregor commented that this presentation would also be beneficial for parents and guardians.

Principal Blackburn finished the presentation by sharing a Student Success Story video regarding a graduating student at Sydenham High School.

6. CORRESPONDENCE

- 6.1 Hastings & Prince Edward District School Board** – Letter to Hastings Prince Edward Public Health Regarding: Prioritization of vaccinations during Phase II in support of students with Special Education Needs and their staff. Provided for information.
- 6.2 Superior-Greenstone District School Board** – Letter of Support to Minister of Education Regarding: On-Line Learning Supports/Universal Design for Learning. Provided for information.
- 6.3 Durham District School Board** – Letter to Ministry of Transportation Regarding: Proposed Transit Mall, Town of Whitby, Accessibility Concerns for Students of Durham District School Board. Provided for information.

7. ASSOCIATION UPDATES

- 7.1 Learning Disabilities Association of Kingston (LDAK)** – Provided information regarding the LDAK and United Parents (UP) free annual conference, Speak Up for Ability: Online Parents Forum. For more information use this link: [Online Forum](#). Provided for information.

8. OTHER BUSINESS – Administrative Report: Superintendent's Report

- 8.1 Special Education Plan 2021-2022 - Consultation Process** – Principal Blackburn shared that the LDSB Special Education Plan outlines the programs and services which support students with special education needs. The LDSB Special Education Plan is built upon the Ministry Standards which support the highest quality educational experience for exceptional students. This plan is shared with SEAC to seek valuable consultation and input.

Principal Blackburn outlined the Standards that inform the LDSB Special Education Plan and how the LDSB Special Education Plan relates to those standards. The first standard to be outlined:

Ministry Standard: Coordination of Services with Other Ministries or Agencies

Purpose of Standard: To provide the Ministry and public with details of the Board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Requirements of the Standard: The Special Education Plan must provide specific details about advance special education planning that is done for students with special needs who are arriving from other programs, such as the following:

- Preschool nursery program;
- Preschool programs for students who are deaf;
- Preschool speech and language programs;
- Intensive early intervention programs for children with autism; and
- Care and/or treatment, custody, and correctional facilities.

LDSB Special Education Plan:

Transition to School for Students with Special Education Needs (Section 6, p. 41)

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The Community Transition to Kindergarten Protocol is a partnership with the family, community agencies and the Limestone District School Board. This process includes identification of students with special education needs, collaboration among staff, parents, and community partners and involves sharing and collecting information, and developing a transition plan to support a successful transition to school. Connections for Students supports a seamless transition from the Autism Intervention Program to school with the family through a multi-agency and multi-disciplinary approach.

Transition Planning for Students with Developmental Disabilities (p. 84)

Transition Planning Coordinator, teacher, developmental service agencies, community partners all support development of transition plan with the student, parents/guardians, and family members.

Principal Blackburn reminded SEAC Members of the question for consultation/feedback:

- What are LDSB opportunities related to this Standard?
 - M. Blackburn/K. Leggett: Consolidate transitions information into one section of the Special Education Plan and review to ensure all important transition processes are captured.
 - A. Martin: Information about transitions could be included in the guide for parents regarding Special Education Services
 - C. Carrierre-Prill: Include information in our Special Education Plan for transitioning from high school to post-secondary for students with autism or special needs if not already included.
 - K. McGregor: Consolidating all the information in one space would be useful.
 - D. Jalovic: It would be good to have the guide for parents shared with community organizations.

The second standard to be outlined:

Ministry Standard: Staff Development

Purpose of Standard: To provide details of the board's professional development plans for special education staff to the Ministry and to the public.

Requirements of the Standard: The board must outline its plans for the professional development of its special education personnel. The Special Education Plan must describe the following:

- The overall goal of that special education staff development plan;
- The ways in which staff provide input for the plan;
- The ways in which the school board's SEAC is consulted about staff development;
- The methods of determining priorities in the area of staff development;

- The courses, in-service training, and other types of professional development activities offered by the Board;
- Ways in which staff are trained with regard to the legislation and Ministry policy on Special Education, with particular attention to training new teachers;
- Details of the Board's budget allocation dedicated to the staff development plan in the area of Special Education;
- Any cost-sharing arrangements with other ministries or agencies for staff development; and
- Ways in which School Board staff are made aware of the Board's Special Education Plan and of professional development opportunities.

LDSB Special Education Plan:

Special Education Professional Learning for LDSB Staff (Section 15 p. 99)

- Professional development goals focus on providing the skills and strategies to Special Education staff and staff members in community schools to ensure successful programming for pupils with exceptionalities;
- Input from stakeholders ensures identification of the key focus areas; consideration is given to maintaining a balance of learning opportunities across the range of exceptionalities;
- Awareness of professional learning opportunities for staff through posters, flyers, email, fax, and announcements at meetings describe; and
- Consultation with SEAC members and Board staff members assists with priority setting.

Principal Blackburn reminded SEAC Members of the question for consultation/feedback:

- What are LDSB opportunities related to this Standard?
 - M. Blackburn/K. Leggett: Expand our professional learning to include site-based capacity building.
 - A. Martin: With virtual, there are considerable opportunities as more staff would be able to take advantage of the rich information and support that could be provided.

8.2 Tri Board SEAC - Thursday May 27, 2021 – Superintendent McDonnell shared that the Tri Board SEAC will be held virtually on Thursday, May 27th. Please note this is a date and time change. The LDSB regular SEAC meeting will begin at 5 p.m. followed by a Tri Board SEAC presentation from 6-7 p.m. by Theresa Wilson, School Mental Health Implementation Coach, and Dr. Deanna Swift, School Mental Health Implementation Coach and Special Education Portfolio Lead, School Mental Health Ontario (SMHO) on Supporting Student Mental Health through the COVID 19 Pandemic. Flyer was provided for information.

8.3 Programming for Students with Special Needs during Remote Learning – Superintendent McDonnell shared that while remote learning will be in place for most students with special

education needs, elementary and secondary students with significant special education needs who attend full-time, self-contained district programs, and those accessing School to Community services who cannot benefit from remote instruction, will be offered the option of face-to-face learning. These families will receive more details directly from educators on April 19. Face-to-face learning for these learners will start later during the week of April 19 to 23. Remote learning will be offered to all other students with special education needs including those who meet the criteria above but prefer not to attend face-to-face. All decision-making will happen at the school level. Administrators are expected to involve their special education teaching and support staff to provide input and advice. A Decision-Making Tool has been shared with all school teams to use as decisions are being made. Additional screening requirements have been implemented and plans have been approved by Public Health.

8.4 Vaccines for Special Education Staff – Superintendent McDonnell indicated that as per Ministry of Education direction, some special education workers are eligible for vaccination. According to provincial direction, education staff who provide direct supports to students with complex special needs are defined as those who support students who meet one or more of the following criteria:

- who require support with activities of daily living, including health and safety measures;
- are unable to wear masks for medical reasons;
- have complex medical needs; and/or
- cannot be accommodated through remote learning.

In LDSB, those special education staff (teachers and EAs) who have been determined to meet this criteria have now received notification.

Other Business:

Superintendent McDonnell shared that Superintendent Craig Young would provide a presentation at the May SEAC meeting on the Special Education budget for 2021-2022 and that at the June SEAC meeting Superintendent Jessica Silver would provide a presentation on de-streamed grade 9 math and the implications for students with special education needs.

9. NEXT MEETING DATE

Thursday, May 27, 2021

10. ADJOURNMENT

MOVED BY: Trustee Godkin that the meeting adjourn.

The meeting adjourned at 7:19 pm

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – APRIL 28, 2021

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	M. Babcock, Superintendent of Education K. Burra, Director of Education S. Gillam, Associate Superintendent S. Hedderson, Associate Superintendent S. McWilliams, Superintendent of Human Resources A. McDonnell, Superintendent of Education S. Sartor, Associate Superintendent J. Silver, Superintendent of Education L. Strange, Records Management Coordinator C. Young, Superintendent of Business Services
Guests:	Recorder:
L. Lukinuk, Parliamentarian	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair Gingrich stated: “Good evening Trustees, Senior Staff and the viewing public. Welcome to the Limestone District School Board’s Education, Policy and Operations Committee Meeting. My name is Tom Gingrich. I am Vice-Chair of the Board, and act as Chair for this meeting.”

“As was the case with the earlier special meeting, tonight Trustees and Staff are meeting remotely. All Trustees in attendance at the Special Board Meeting, prior to this meeting, are still in attendance for our EPOC meeting.

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We normally begin with the Indigenous Acknowledgement of Territory, so thank you to Trustee Brown for providing that earlier this evening.”

Chair Gingrich called the meeting to order.

1. Adoption of Agenda

MOVED BY: Trustee French that the agenda, as presented, be approved. Carried.

2. Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards, and LDSB. Trustee Elliott declared a conflict as his wife is an employee of LDSB, and member of ETFO.

Section A – Matters Requiring Action at the Meeting

3. Reports for Action

3.1 Policy/Bylaws Review

Chair Gingrich stated that tonight Trustees will continue the work on the bylaws and will work through the three remaining articles and three remaining appendices to approve. Thank you to the Trustees who provided their feedback for amendments to these articles and appendices. He welcomed Lori Lukinuk, Parliamentarian, to the meeting.

L. Lukinuk thanked Chair Gingrich and advised Trustees that her role tonight was to help Trustees get to the point of voting and will then hand it back to the Chair who will put the motions to Trustees for the vote. L. Lukinuk will assist Trustees in going through the remaining articles and ask for any amendments and will then move on to the next article and ask for amendments. Once that process is completed, Trustees will look at the bylaws as a whole and Trustees will vote on those. She noted that an amendment in one area may influence another area, so we may have to go back and amend another area. Once the bylaws are completed, Trustees will move on to the appendices and work through those in the same manner, and vote on the appendices. The Chair will then have a motion that will ask Trustees to connect those as one document. At that point, there will be a motion that will allow Trustees to send that document to the Board for approval.

Article III – Board of Trustees. Section 3.2.4: ‘The Selection Committee shall establish its operating practices.’ It was suggested that because the proviso is in the document, and Trustees still need to amend the Selection Committee piece within Policy, including Policy 10, which talks about Committees, it is not advisable to put in a sentence in here now, dictating the urban and rural ratio, as the potential unintended consequences of that are unknown. It would be best if Trustees went away and talked about that Selection Committee and established those practices, at their August 2021 Meeting, when they will be discussing Trustee Distribution. If it is determined at that point that the bylaws do need a clause to stipulate the rural representation, then Trustees could amend the bylaws to reflect what has been decided. Based on this suggestion, Trustee Ruttan withdrew her amendment for the sentence on rural/urban distribution.

Article IV – Meetings.

MOTION Moved by Trustee Godkin that in Section 7, in the sentence: ‘...the Board may add an item by a two-thirds (2/3) vote of the entire board,’ strike out the words ‘two-thirds (2/3)’ and insert the word ‘majority.’

Chair Gingrich called the question.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee Morning, (4)
NAYS: Trustee Brown, Trustee French, Trustee Gingrich, Trustee McGregor, Student Trustee Putnam, Trustee Ruttan, (6)
Abstain: Student Trustee Quadir, Student Trustee Traviss (2)

The binding recorded vote was as follows:

YEAS: Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee Morning, (4)
NAYS: Trustee Brown, Trustee French, Trustee Gingrich, Trustee McGregor, Trustee Ruttan, (5)

The motion was defeated.

MOTION Moved by Trustee Godkin that in Section 7, in the sentence ‘...shall be approved by the Agenda Setting Committee or require notice of motion at the previous meeting,’ strike out the words “of motion.” Carried.

MOTION Moved by Trustee Godkin that the definition of 'time sensitive' be included in the definitions, as follows: "Time sensitive, as it pertains to adding an item to the agenda, means that the item needs immediate attention and cannot wait to be dealt with at a later special board meeting, or regular board meeting. Carried.

For clarification, Chair Gingrich called upon Director Burra to address the question on distinction of adding something on the agenda that may just need discussion verses a motion that requires a vote. Director Burra stated that this has now been partially addressed with the discussion that occurred earlier in terms of not just a notice of motion, but simply adding an item to the agenda. Ultimately, the Trustee wanting to add an additional item to the agenda would be indicating what the purpose is for, and then at that point, Trustees would then make a decision about where they wanted that added to the agenda at that juncture. The way the language has been adjusted where it is not just a notice of motion, it is notice of that being requested and put forward. Another option would be to put in a request for information as opposed to just a notice of motion. Trustees could provide notice of either to allow for discussion of items, in the moment or requesting information to be brought forward at a later point in time, but it does allow for Trustees to potentially indicate they would like some further information and discussion of this. Trustees could then decide whether they add it to the agenda, either as a notice of motion or as an item that would just simply be for discussion.

Article VII – Parliamentary Authority and Suspension of Rules. Trustee Ruttan withdrew her amendment, as Trustees understand the language and clearly understand what L. Lukinuk clarified that Roberts Rules of Order is the default when legislation and policy do not speak to an item or issue.

Chair Gingrich stated that we have gone through all the Articles, and the entire bylaws will be open to amendment. He asked if there were any further amendments to the bylaws?

It was noted that in Article IV, Section 8, in the last sentence, change the word 'noted' to 'notes.'

MOTION Moved by Trustee Ruttan that in Article VI under 2.2 Standing Committees, include Nominations Committee. Carried.

MOTION Moved by Trustee Ruttan that the bylaws be approved as presented and/or

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amended. Carried.

Chair Gingrich stated that Trustees will now move to the Appendices.

Appendix A – Special Rules of Order.

MOTION Moved by Trustee Godkin that insert the words ‘a minimum of’ between the words ‘have’ and ‘two’ and strike out the words ‘for no more than three (3) minutes per speech per day.’

Chair Gingrich called the question.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Godkin, Trustee Hutcheon, (2)

NAYS: Trustee Elliott, Trustee French, Trustee Gingrich, Trustee McGregor,
Student Trustee Putnam, Student Trustee Quadir, Trustee Ruttan,
Student Trustee Traviss (8)

Abstain: Trustee Brown, Trustee Morning, (2)

The binding recorded vote was as follows:

YEAS: Trustee Godkin, Trustee Hutcheon, (2)

NAYS: Trustee Elliott, Trustee French, Trustee Gingrich, Trustee McGregor, Trustee
Ruttan, (5)

Abstain: Trustee Brown, Trustee Morning, (2)

The motion was defeated.

MOTION Moved by Trustee Hutcheon that in ‘1. Speaking to a Motion,’ insert the words ‘each time’ and strike out the words ‘speech per day.’ Carried.

MOTION Moved by Trustee Godkin that add number 3. ‘On the demand of an individual trustee a roll call vote shall be taken on main motions.’ Carried.

MOTION Moved by Trustee Godkin that 1.2 be inserted in the Special Rules of Order: The limits of debate may be extended or limited by a majority vote. Carried.

Chair Gingrich called the question.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Student Trustee Putnam, Student Trustee Quadir, Trustee Ruttan, Student Trustee Traviss (12)

NAYS: (0)

The binding recorded vote was as follows:

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

NAYS: (0)

Appendix C – Thirteen Ranking Motions. Trustee Godkin noted that this has already been dealt with and withdrew his amendments.

Chair Gingrich indicated that it was 9:55 p.m. and since he did not feel the meeting would be completed by 10:00 p.m., a vote would be required to extend the meeting for thirty more minutes. He asked Trustees if there was any objection to extending the meeting for 30 minutes. Hearing no objections, the meeting was extended to 10:30 p.m.

Appendix D – Agenda Setting for Board.

MOTION Moved by Trustee that Godkin under 'Section C. Time Sensitive Items,' insert the words 'or the next regular board meeting,' between the words 'special meeting' and 'can,' and further, strike out the word 'can' and replace with 'may.' Carried.

The Student Trustees withdrew from the meeting.

L. Lukinuk stated that with changes to the language in *Section B. At the Previous Meeting*, this language now needs to be aligned.

MOTION Moved by Trustee that Godkin in 'Section B. At the Previous Meeting,' in Section (a) insert the words 'or agenda item' between the words 'motion' and 'shall' and between the words 'Motion, or' and 'which shall' and between the words 'motion or' and 'shall be permitted.'
And further,

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That in Section (b) insert the words 'or agenda item' between the words 'motions(s)' and 'shall be' and between the words 'motion or' and "A noticed motion," and between the words 'motion or' and 'out of order.'

And further,

That in Section (b) insert the words 'or discussion' between the words 'any debate' and 'on the motion.' Carried.

Appendix E – Regular Meeting.

MOTION Moved by Trustee French that under 'Order of Business,' under 'Section 11. Reports,' include the reports, '(c) OPSBA Report and (d) Student Trustee Report.' Carried.

Appendix G – Annual Meeting – Order of Business.

L. Lukinuk noted that the Board had not landed on a decision regarding a Nominations Committee. The Board will have to create a Nominations Committee, but previous discussions went in two different directions around the process of elections. Basically, there are two options. In Option A, once Trustees create the Nominations Committee, which is used in both options, that Nominations Committee either meets beforehand and the Chair and Vice-Chair nominees are brought forward and presented at the Annual Board Meeting. L. Lukinuk stated that the discussion that she heard was, Trustees were also okay with the committees being decided upon at that same time. It gets a bit complicated because the election of the Chair and Vice-Chair are done at a Board Meeting and while the Nominations Committee receives nominations for the Chair and Vice-Chair, they do not elect the Chair and Vice-Chair. The Committee can bring the names forward, but the Board also allows names to come off the floor, which requires a seconder. L. Lukinuk indicated that it will be up to Trustees to decide how to proceed. In Option B, again, the newly created Nominations Committee, will bring names forward, then the election of Chair and Vice-Chair occur at the Annual meeting and afterwards, the Nominations Committee, with the newly elected Chair and Vice-Chair, create your committees and bring those selections to either a Special Board Meeting or a Regular Board Meeting in January to make the announcements. This would be a cleaner process, but again, Trustees would have to vote on which process they would like to use, Option A or B.

Before calling upon Trustees for comments or questions, Chair Gingrich reiterated that Option A would see, prior to the Annual Meeting, the Nominations Committee bring forward the nominees for Chair and Vice-Chair, to present at the Annual Board Meeting, but also at the same time, conduct the committee selections. L. Lukinuk noted because the Nominations Committee

is only presenting nominations for Chair and Vice-Chair at the Annual Board Meeting, nominations from the floor could change the outcome of the Chair and Vice-Chair elections, which could also affect the selection of the committees, and that process might need to be done again.

Option B would see the Nominations Committee bring forward the names for Chair and Vice-Chair to the Annual Board Meeting and the election would occur. After the meeting is over, the Nominations Committee would select Trustees for the committees, and this would be presented at either a Special Board Meeting or perhaps at the Regular Board Meeting in January.

Chair Gingrich called upon Trustees for comments or questions.

MOTION Moved by Trustee Brown that the appendices, with the exclusion of Appendix G be approved as presented and/or amended. Carried.

It was clarified that in Appendix G, the decision of the election process would be brought forward to the August 2021 Board Meeting for further consideration.

Chair Gingrich asked Trustees if there is any objection to attaching the appendices to the bylaws. Hearing no objection, the following motion passed.

MOTION Moved by Trustee Ruttan That the Limestone District School Board adopt the Limestone District School Board Procedural Bylaws and the attached appendices as presented by the Education, Policy and Operations Committee. Carried.

Section B – Information

4. Internal Reports and Other Communications

None at this time.

5. External Reports and Other Communications

None at this time.

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6. Other Business

None at this time.

8. Next Meeting Date

Education Policy and Operations Meeting: June 2, 2021.

9. Adjournment

MOVED BY: Trustee McGregor that the meeting adjourn.

The meeting adjourned at 10:40 p.m.

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AUDIT COMMITTEE MEETING MINUTES – MAY 3, 2021

PRIVATE SESSION

Roll Call:

Administrative Staff Present:

Committee Members:	Staff:
G. Elliott, Trustee L. French, Trustee (Chair) S. Ruttan, Trustee R. Richard, External Member C. Innocente, External Member	K. Burra, Director of Education C. Young, Superintendent of Business Services M. Baumann, Manager of Financial Services
Invitees:	Recorder & Producer:
L. Huber, KPMG External Auditor P. L'Orfano, Internal Auditor G. Segu, Internal Auditor	D. Burns, Administrative Assistant L. Strange, Administrative Assistant

MOTION: To move into Private Session.

MOVED BY: Trustee Elliott. Carried.

The meeting moved into Private Session at 5:36 pm.

DECLARATION OF CONFLICTIONS OF INTEREST

Trustee Elliott declared a conflict as his wife is an employee of the Board and a member of ETFO.

a) Strategic Risk Assessment Final Report

G. Segu, Regional Internal Audit Manager provided the results of the Strategic Risk Assessment.

b) Procurement Data Analytics Review Final Report

G. Segu, Regional Internal Audit Manager and P. L'orfano, Regional Internal Auditor provided a brief introduction on the Procurement Data Analytics Review.

c) 2020-2021 Follow-up Procedures Final Report

G. Segu, Regional Internal Audit Manager and P. L'orfano, Regional Internal Auditor presented the 2020-2021 Follow-up Procedures Final Report.

d) Verbal update: Quality Assurance Review Internal Audit

G. Segu, Regional Internal Audit Manager provided an update on the Quality Assurance Review.

MOTION: To rise and report

MOVED BY: Trustee Ruttan. Carried.

Private meeting ended at 6:01 pm.

PUBLIC SESSION

Committee to Rise and Report

The Committee will rise and report to the public during the public session of the meeting.

Good evening Trustees, Senior Staff, and the viewing public. My name is Laurie French, and I am Chair of the Audit Committee Meeting.

Thank you for your patience as we transition to virtual meetings once again. Committee members are all joining us virtually

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. We purposefully recognize past and present Aboriginal peoples and are committed to improving relationships among nations and promoting respect of the histories and cultures of our Indigenous people. Please reflect on the consequences of past actions and consider how each of us in the full spirit of reconciliation and collaboration, can learn about our neighbours and the treaties of these territories."

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Roll Call:

Administrative Staff Present:

Committee Members:	Staff:
G. Elliott, Trustee L. French, Trustee (Chair) S. Ruttan, Trustee R. Richard, External Member C. Innocente, External Member	K. Burra, Director of Education C. Young, Superintendent of Business Services M. Baumann, Manager of Financial Services
Invitees:	Recorder & Producer:
L. Huber, KPMG External Auditor P. L'Orfano, Internal Auditor G. Segu, Internal Auditor	D. Burns, Administrative Assistant L. Strange, Administrative Assistant

ADOPTION OF AGENDA

MOTION: That the Agenda as presented be accepted.

MOVED BY: Trustee Elliott. Carried.

The meeting was called to order at 6:04 pm

DECLARATION OF CONFLICT OF INTEREST

Trustee Elliott declared a conflict as his wife is an employee of the Board and a member of ETFO.

PRIVATE SESSION REPORT

Trustee Elliott reported that in Private Session our Regional Internal Auditors, G. Segu and P. L'orfano, discussed three reports for information only which included: Strategic Risk Assessment, Procurement Data Analytics Review, and 2020-2021 Follow-up Procedures. G. Segu provided a verbal update on the Quality Assurance Review Internal Audit.

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Reports For Information

e) Regional Internal Audit Update

G. Segu, Regional Internal Audit Manager provided the Regional Internal Audit Update. The Audit Committee approved the 2020-21 Audit Plan at the September 14, 2020 meeting. Three of the projects have been completed: Strategic Risk Assessment, Procurement Data Analytics and Follow-up Procedures. The Management Request Engagement did not receive any requests from management. The Cyber Security Review is delayed as this engagement aligns with the region-wide Strategic Risk Assessment which identified Cybersecurity as both a risk and an opportunity to promote the School Boards ability to safeguard IT systems to protect information and avoid service disruption. RIAT is meeting with schools across the region to discuss mitigation strategies they have in place, to collate information to send to all school boards that participated in the review. RIAT plans to present results at the September 2021 Audit Committee meeting. Critical Positions Engagement has been Postponed to 2020-21 school year upon management's request due to how busy staff are dealing with COVID-19 issues. It was reasonable to postpone to 2021-2022.

Chair French asked for any questions for G. Segu and thanked RIAT for respecting and mentioning the significant work of LDSB's staff.

f) KPMG 2020-2021 Engagement Letter

L. Huber, External Auditor reviewed the 2020-2021 Engagement Letter. It is a fairly standard letter, similar to what was seen in the past year. It outlines the specific responsibilities of Management in terms of their preparation of the financial statements. Along with KPMG's responsibilities as external auditor of the financial statements and with the anticipated deliverable which is KPMG's Independent Auditor's Report.

Chair French asked for questions.

g) KPMG 2020-2021 Audit Planning Report

L. Huber, External Auditor, reviewed the 2020-2021 Audit Planning Report. Things normally discussed at an audit planning stage are listed in the Executive Summary, namely, audit

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quality, audit and business risks, audit materiality, proposed fees and any newly effective accounting and/or auditing standards. COVID-19 has changed how KPMG delivers audit quality, including the landscape of many things, including external audits and how KPMG delivers audits in light of the new and different business environment. Audits are executed consistently, in line with the requirements and intent of applicable professional standards within a strong system of quality controls. Audit is always very much a risk-based audit approach.

KPMG looks at the financial statements as a whole to try to identify where there is a greater risk of material misstatement and certainly address the procedures accordingly. The audit risks listed are two audit risks that have been around for a while. They are professionally mandated to financial statement audits. There is a presumption of the risk of fraud in financial statements related to the improper revenue recognition along with any resulting management override of controls. Each and every financial statement audit needs to address those risks. With the impact of COVID-19 will be a full year in fiscal 2021, KPMG will embed new and different procedures in the financial statement captions. A great example of that is revenue recognition and the grants. With new money coming in with specific restrictions attached, that will form part of the audit which is new and different for this year. Salaries and benefits are a large proportion of LDSB's overall expenditures in any given year, so KPMG looks at the controls and environment every year to make sure that system processes and approvals are in place.

Due to COVID-19 and more remote work KPMG is making sure that same rigor is applied in new internal control environment. Additional audit related work includes consolidating the school generated funds. Procedures will be incorporated in there to identify any anomalies or any trends at an individual school level. Historically KPMG had visited a handful of schools every year to see the working of internal control and documentation, however due to COVID-19 school visits were not possible and they are not part of the plan this year either. There are requirements to report the March 31, 2021 information to the Ministry, and along with that a special specified audit procedure is required. This will take place next week to make sure submission happens on or around May 15, 2021.

Materiality is an important audit concept for any financial statement as it sets the scope in terms of the level of detail that KPMG looks at as part of the financial statement audit. The plan is to keep materially the same as it was at last year: overall financial reporting

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materiality at \$7.5 million. As KPMG reviews all of the accounts and balances – to the extent any differences are found in excess of \$375,000 or 5% of materiality, KPMG will accumulate those and have discussions with the management team, and they will be part of the Audit Findings Report to the Audit Committee in the fall. KPMG is following a similar timeline to last year. The team will be doing risk assessments and interim planning in the summer. There is not much change in accounting standards, and applicable for fiscal 2021 is a new audit standard that speaks to management accounting estimates. It's really incremental audit effort required on KPMG's part in terms of how management accounts for estimates. Estimates have increased risk because their measurement is uncertain, there is no black and white number included in the financial statements. The new audit standard is requiring KPMG to exercise incremental professional skepticism to get more granular to understand all the inputs going into those estimates. Employee Future Benefits will be the biggest risk. KPMG will zone in on that one as its not necessarily a change as to how management accounts for it, but more so understanding and documentation.

Chair French asked for questions and thanked L. Huber.

OTHER BUSINESS

The internal and external Auditors, Trustees and external Audit Committee Members are invited to participate in a private discussion without the presence of LDSB staff at the end of this meeting.

OTHER MEETINGS

September 13, 2021, 5:30 pm

November 8, 2021, 5:30 pm

May 2, 2022, 5:30 pm

Adjournment

MOTION: To adjourn.

MOVED BY: Trustee Ruttan . Carried.

The meeting adjourned at 6:27 pm.

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ADMINISTRATIVE REPORT: STRATEGIC PLAN MONITORING REGULAR BOARD MEETING

May 19, 2021

Purpose

To update Trustees on the progress of the Strategic Action Plans for 2020-2021.

Background

Under the Education Act, the Director is responsible for the implementation of the Multi-Year Strategic Plan (MYSP). The Director, with Senior Staff, will transform the MYSP into concrete action plans for which they will own responsibility. The 2019-2020 MYSP was shared in the fall of 2020. These plans outline how to achieve the MYSP's priorities and goals and work to bring the MYSP to life. Due to the onset of the pandemic in the spring of 2020, a mid-year update was not provided.

Current Status

Under the Education Act, the Director must review the Multi-Year Strategic Plan annually with the Board of Trustees, timed to align with the Director's Annual Report at the end of the calendar year. To assist Trustees with their ongoing monitoring, a mid-year update is provided using a 'traffic light' system to evaluate the progress of specific actions which were designed to operationalize the achievement of LDSB strategic goals. The action plan areas for this school year were approved in the fall of 2020.

At the Board Meeting on May 19, 2021, Senior Staff will present a monitoring update, focusing on the items that have been assessed as 'red' or 'yellow' on the attached action plans. A semi-annual assessment allows staff to make adjustments, to ensure that the MYSP goals remain on track.

Staff's commitment to Trustees is that the areas of focus will also populate Board and EPOC agendas throughout the five-year Strategic Plan, thereby providing ongoing monitoring opportunities.

Recommendations




That Trustees receive this report for information.

Prepared by: Krishna Burra, Director of Education

Attachment: Strategic Action Plans for 2020-2021

Strategic Action Plan: 2020 – 2021

Spring Update

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

Mission Statement

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

Vision Statement

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

Strategic Action Plan: 2020 – 2021
Mid-Year Update
Action Plan W1.1 Healthy Schools (including COVID Response)

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

RESPONSIBILITY: Associate Superintendent Scot Gillam and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
A collaborative group comprising Program Team staff, elementary educators and secondary educators will be formed to develop and share resources and activities that adhere to Covid Safety protocols required during Health and Physical education.	September 2020-June 2021	●	A K-12 Guide to Physical Health and Education document was collaboratively developed with LDSB staff and KFL&A and is updated regularly. School visits and frequent check ins with educators confirm that guidelines are followed.
Modified physical activities and games developed and shared with elementary and secondary educators based on Covid Safety Protocols.	September 2020-June 2021	●	Subscription to the Minds Online Physical Health and Education course will continue to increase. Weekly emails with ideas and videos will be sent to staff. Administrators and senior staff will report implementation of these activities.
A team, led by LESSA, will support the development and coordination of 'intramural' sports, adapted to Covid Protocols	October 2020-June 2021	●	Participation in the events will be monitored. Schools will be encouraged to participate. The goal is to increase the total number of schools engaging in the activities and challenges throughout the school year.
Work with KFL&A Public Health in providing Immunizations and Oral Hygiene programming during COVID restrictions.	September 2020 – June 2021	●	KFL&A Public Health and LDSB worked cooperatively to ensure that Immunizations and the Oral Hygiene Program were able to operate during COVID. KFL&A and school staff will follow and support COVID protocols so that these invaluable services can operate within schools.
COVID Protocols - worked with KFLA Public Health on ensuring COVID protocols were established in all schools prior to September 2020 and ongoing	September 2020 – June 2021	●	In consultation with KFL&A Public Health and following Ministries of Education and Labour directives, COVID 19 training and safety protocols were established for all schools and board buildings. Health and Safety Training and COVID 19 Protocols were reviewed prior to the school year start up. Further training provided as required by Ministry of Education after both school breaks and mandated closures. Schools were provided signs to ensure distanced school traffic and adherence to common room capacity levels. Students, staff and community supports were required to screen prior to leaving for school and signs were provided to indicate symptoms and non-entry to non-staff personnel. The screening protocols for staff and students were adjusted regularly to conform to Public Health and Ministry standards, and this information was shared with stakeholders as required. Contract tracing for positive school cases was supported by school line lists and staff risk assessments. Asymptomatic testing was offered to Family of Schools. Included the set-up of signs for school traffic, screening prior to entry and room capacity limits. Screening protocols for staff and students were established and adjusted regularly to conform to Public Health and Ministry standards. Contract tracing was supported by school line lists and staff risk assessments. Asymptomatic testing was offered to Family of Schools.

Strategic Action Plan: 2020 – 2021
Mid-Year Update
Action Plan W1.2 Mental Health

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

RESPONSIBILITY: Superintendents Alison McDonnell and Sue McWilliams and Associate Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Enhance direct mental health services to students through COVID related funding.	September 2020 - June 2021	●	<p>Created opportunities for elementary (grade 6-8) and secondary students engaged in remote learning through the LDSB Virtual School to access virtual mental health services provided by a registered Social Worker. To date 29 referrals have been made.</p> <p>Created opportunities for elementary students engaged in remote learning through the LDSB Virtual School to access virtual mental health supports provided by a Student Support Counsellor. To date 26 referrals have been made.</p>
Strengthen engagement of students, families, staff and the community through expansion of the Mental Health Leadership Team.	September 2020 - June 2021	●	<p>Inclusion of Indigenous representative.</p> <p>Inclusion of Educational Assistant representative.</p> <p>Inclusion of Addictions representative (Kairos).</p>
Provide professional development opportunities related to anti-Black and anti-Indigenous racism and its impact on student mental health and wellbeing.	September 2020 - June 2021	●	<p>Resource sharing in the areas of anti-Black and anti-Indigenous racism is a standing item on Educational Services PA days and monthly staff meetings and a focus on ongoing professional learning in order to build staff capacity, unlearn, and action changes to current beliefs and practices.</p> <p>School Mental Health Ontario resources developed to address anti-Black racism shared with the Mental Health Leadership Team for actioning.</p> <p>Update: Release time for professional learning has been on hold due to COVID.</p>
Enhance equitable access to and culturally responsive school mental health supports and services.	September 2020-June 2021	●	<p>Create opportunities for consultation and coaching to school staff regarding social, emotional, behavioral and mental health needs of JK-3 students at risk of suspension/expulsion. This position has been advertised three times.</p> <p>Update: Recruitment continues to be in process. Interviews to occur on March 26, 2021.</p> <p>An online self-referral mechanism is accessible on all secondary school websites in November 2020 so that all secondary students can access mental health supports regardless of engaging in person or virtual learning.</p> <p>All Student Support Counsellors and Adolescent Care Workers are trained to provide virtual supports to students.</p>

Action Plan W1.2 Mental Health (Cont'd)

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

RESPONSIBILITY: Superintendents Alison McDonnell and Sue McWilliams and Associate Superintendent Scot Gillam

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

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

Strategic Action Plan: 2020 – 2021
Mid-Year Update
Action Plan W1.3 Outdoor Education

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Maximizing Student Safety and ensuring compliance with OPHEA & Ministry guidelines/expectations for student safety.	September 2020 - June 2021	● ●	Compliance with Ministry expectations regarding Outdoor Education Safety. Update: All safety considerations outlined by OPHEA are adhered to. Ensuring proper certifications to meet requirements for different outdoor activities and arranging training for areas of need (i.e. NLS, First Aid, Paddling, etc.) Update: All Outdoor Education staff have appropriate certifications to lead programs offered.
Providing and/or enhancing Outdoor Education spaces at the Gould Lake Outdoor Education Centre.	September 2020 - June 2021	● ●	Creating natural playground structures and outdoor classroom spaces in the upper campground space for students. Update: This work has been stalled because of COVID-19. New site structures for gear storage. Update: This work has been stalled because of COVID-19.
Increasing the online presence for Outdoor Education in Limestone for communications, promotion, and celebratory purposes.	September 2020 - June 2021	● ● ● ●	Over 40 lessons added to Minds Online LMS for LDSB teachers to access and share with their classes. Update: These lessons are available to support LDSB teachers throughout the year, and can be used during in-person or online learning. Online bookings for GLOC staff to visit schools to engage classes in outdoor learning have been managed through the updated GLOC website. Update: Every school except one has booked time with Outdoor Education staff to visit their school with the final school booked for May 2021. Increase social media presence on Twitter to join the LDSB educators' professional learning network, sharing what learning staff are engaged in, and share more of outdoor learning with the public. Update: There has been an increased presence on Twitter promoting outdoor learning. Virtual field trips are being offered to classes during periods of remote learning and can also be arranged upon availability during in-person learning. Update: Outdoor Education staff have been supporting educators and students with virtual field trips throughout the school year.

Strategic Action Plan: 2020 – 2021
Mid-Year Update
Action Plan W1.3 Outdoor Education (Cont'd)

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Continuing to improve and refine programming offered to students visiting the Gould Lake Outdoor Education Centre.	September 2020 - June 2021	● ● ●	<p>In the process of developing pre and post visit activities for teachers to engage with students. Update: The pre- and post-follow-up activities continue to be developed by Outdoor Education staff.</p> <p>Programming has been adapted to have GLOC staff visit schools to support outdoor learning rather than have classes visit the Gould Lake Outdoor Education Centre. Update: The pre- and post- follow-up activities continue to be developed by GLOC staff.</p> <p>Revise summer programming offerings to meet most up-to-date public health requirements as per KFL&A Public Health and guidelines from the Ministry of Education. Update: Proposed day-camp options are in progress for future approval by KFL&A Public Health.</p>
Continued infusion of Indigenous Education into existing K-12 curriculum programs at the Gould Lake Outdoor Education Centre	September 2020 - June 2021	● ● ●	<p>Further collaboration between the Katarokwi Learning Centre (KLC) and Gould Lake Outdoor Education Centre (GLOC). Update: Some in-class visits to KLC to support students have replaced field trips to GLOC that are not permitted during COVID-19.</p> <p>Further enhancement of the presence of Indigenous Education at the Gould Lake Outdoor Education Centre. Update: 3 days of educator PD were held at Gould Lake Outdoor Education Centre focused on land-based Indigenous Education facilitated by local Indigenous elders and knowledge keepers.</p> <p>Supporting Indigenous Student Leadership days at the Gould Lake Outdoor Education Centre. Update: This work has been stalled because of COVID-19.</p>

Action Plan W2.1 Accessibility

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams, Craig Young and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
Removal of physical barriers through renovations and new school builds.	September 2020-June 2021	●	Installation of accessibility features in new builds as per AODA requirements at new Kingston Secondary School and renovations to existing structures as required.
Administrative Procedure 302: Service Animals for Students with Special Needs to align with PPM 163: School Board Policies on Service Animals	September 2020-June 2021	●	Implemented revised Administrative Procedure (AP) 302: Student Use of Guide Dogs, Service Dogs and Service Animals and monitored requests: 1 Service Dog at Kingston Secondary School.
Increase the number of schools participating in purchasing online texts (SORA) to support programming at their school site.	September 2020-June 2021	●	School subscription and student usage will be tracked.
Provide equity of opportunity and inclusion of all students and strengthen student voice through the establishment of school-based accessibility audits.	September 2020-June 2021	●	Students are engaged in school-based accessibility audits to identify areas of improvement within schools. Update: This did not occur due to COVID restrictions. Secondary school pilot to be implemented by June 2021 with full implementation in Sept. 2021.
Ensure board communication tools are accessible and AODA compliant.	September 2020-June 2021	●	Communications has created an 'Accessibility Tips for Social Media' (YouTube, Twitter, Facebook, Instagram) and shared it with the Accessibility Planning Committee for input. Update: Document to be shared with administrators for implementation.
Ensure board and school websites are accessible and meet Web Content Accessibility Guidelines (WCAG) 2.1	September 2020-June 2021	●	Monsido platform feature was added to websites to ensure ongoing WCAG 2.1 accessibility compliance.

Strategic Action Plan: 2020 – 2021
Mid-Year Update
Action Plan W2.2 Equity & Inclusion

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

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

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

Actions	Timelines	Status	Evidence of Success
Administrator Training in Equity & Inclusion	September 2020-August 2021	●	School Principals and Vice-Principals will engage in professional learning regarding Equity & Inclusion at every administrator meeting.
<i>See Yourself in Limestone: Student Census</i> will be administered Fall 2020.	September 2020-June 2021	●	Staff administered a voluntary student census for students in Grades 4-12 November / December 2020. Families responded on behalf of students in Kindergarten to Grade 3. Data analysis will take place Summer 2021 with initial findings reporting to begin in Fall 2021.
Culturally Responsive Relevant Pedagogy	January – June 2021	●	Primary educators in four schools will participate in a CRRP project using Mentor Texts to teach anti-racism with primary students. Update: Release time for professional learning is on hold due to COVID challenges.
Monthly Equity Newsletter for all staff	September 2020-June 2021	●	<i>Limestone Lens</i> will be published monthly and emailed to every Limestone employee including Trustees. The newsletter will focus on elements and language of anti-racism as an education tool for staff.
English course literature review	September 2020-2021	●	An audit of course literature will be done by staff with the development of guiding principles for selecting texts with an anti-racist lens.
De-streamed Gr. 9 Math Planning	January 2020 – June 2021	●	A plan for the implementation of the De-streamed Grade 9 Math Program will be developed.
Schools will participate in equity-based projects supported by grants through the Ontario Arts Council.	September 2020-June 2021	●	Students will participate in equity-based projects through funding from the Ontario Arts Council.
Black Community Advisory Committee	January 2020 – June 2021	●	Two Black Community Focus Group meetings will take place Spring 2021 to establish the structure of an advisory committee for 2021-2022.
Minimize disruptions to school attendance and provide stability and continuity for child and youth in care within the education system.	January 2020 – June 2021	●	Worked collaboratively with Family and Children's Services of Frontenac and Lennox and Addington (FACSFLA) and Tri-Board Student Transportation to provide transportation to students in care who had been removed from their home and benefited from remaining in their home school. Approximately 8 students have been served. Worked collaboratively with Family and Children's Services of Frontenac and Lennox and Addington to provide stability supports to children and youth in care. 100 students have been provided supports through FACSFLA including: Kewaywin Circle Events, BookWorm Reading Program, Psychological Services, tutoring and technology.

Strategic Action Plan: 2020 – 2021
Mid-Year Update
Action Plan W2.2 Equity & Inclusion (Cont'd)

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

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

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

Actions	Timelines	Status	Evidence of Success
Review interview process to identify and eliminate potential barriers for applicants.	September 2020 – June 2021	●	LDSB Equity Consultant observed group interview process through Equity, Diversity, and Inclusion lens to identify areas to be addressed. Recommendations have been received and implemented by Human Resources.
Expand outreach to attract more diverse applicant pools when filling vacancies or new positions	September 2020 – June 2021	●	Job opportunities posted to a variety of Job Boards, including the Aboriginal Job Board and the Ontario Alliance of Black School Educators. Human Resources continues to explore alternative strategies to further diversify applicant pools.
Standardize job posting templates that include EDI messaging.	September 2020 – June 2021	●	A new See Yourself in Limestone posting template has been developed and implemented with implicit EDI statement.
Include ability for applicants to voluntarily self-identify	September 2020 – June 2021	●	The new See Yourself in Limestone posting template now includes a voluntary self-identification statement. ApplytoEducation also includes the ability to self-identify. As well, LDSB has added the option of choosing pronouns to the ApplytoEducation application form.
Incorporate our commitment to Equity, Diversity, and Inclusion into the hiring process	September 2020 – June 2021	●	All interviews include an Equity, Diversity, and Inclusion component.

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

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

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

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

Actions	Timelines	Status	Evidence of Success
International Education			
International student enrolment.	September 2020-August 2021	●	Increase current levels of student enrolment which dropped due to COVID-19 from a range of countries by continuing to build further capacity at additional sites to support the growth of international students.
Create safety protocols and practices which comply with Entry to Canada travel protocols for students to prepare for approval for admission of International Students	September 2020-February 2021	●	The International Education department worked with the Federal Government, Government of Ontario and KFL&A Public Health to create COVID-19 safety protocols, and were granted approval by the Ministry of Education for admission of International Students on December 16, 2020. International students have arrived in LDSB beginning January 2021 through February 2021.
Open up different markets for enrollment to increase diversity for the LDSB IEO, specifically: Bangladesh, Czech Republic, Italy, Germany, Vietnam, Thailand. Re-establish link in China.	September 2020-August 2021	●	Connections in all identified markets, and rebuilding enrollment after decline due to COVID-19. There are students attending LDSB from Czech Republic and Italy. Positive market growth has occurred in Italy, Germany, Spain, Czech Republic, France and Turkey. European markets are strong and demand post-pandemic is rising in that area. All international travel currently on hold and attempting to continue connections virtually. Homestay spaces are at a premium due to COVID-19 and recruiting strategy planned for Spring 2021.
Increase profile and social media presence of the IEO for the board and Internationally	September 2020-June 2021	●	Increased International Education profile within the Board with new website, logos, social media and FAQs for registration. Updated materials have been shared with global partners. International Education presentation to trustees at the April board meeting.
Homestay Recruitment	January 2021-June 2021	●	COVID-19 has impacted the number of homestays for 2020-2021, and 2021-2022. Marketing and communication will focus on homestay recruitment in the Spring of 2021 to ensure enough homestay availability for expected enrollment in 2021-2022.

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

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

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

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

Actions	Timelines	Status	Evidence of Success
English as a Second Language			
Support the continued professional learning of the K-12 ESL team and align that learning with our current K-12 literacy practices.	September 2020-June 2021	●	Professional learning plan that is ongoing, involves the literacy program team members and is responsive to the learning needs of our K-12 ESL team. ESL team will report a deeper understanding of literacy practices that support K-12 English language learners.
Through a co-plan model, K-12 ESL team will build system capacity in the area of utilizing the STEP assessment in order to offer instruction that meets the needs of the ELLs.	September 2020-June 2021	●	Release time offered to the ESL team and the educators will be used to co-plan responsive instruction. Anonymous educator survey data gathered before and after the release time will suggest and increase in comfort and understanding of the STEP assessment, and how to utilize this tool to plan responsive instruction for ELLs. The Concerns Based Adoption Model (CBAM) will form the survey.
System audit, review and update of information related to ELL population by ESL team and office administrators.	September 2020-June 2021	●	Increased system understanding of how to correctly register and record English Language Learners in our Student Information System database. ESL team will find fewer errors in the SIS (student information system). Continued communication and learning offered to our community partners related to the correct registration procedures will further facilitate this process.
Create a consistent communication model to use with our ESL team and elementary educators, to support assessment for, as and of learning including expectations around report card contribution.	September 2020-June 2021	●	A standardized communication tool (Google folders) developed between classroom educators and the ESL team will lead to increased communication and collaboration of assessment information. All educators of ELLs will receive ongoing assessment support and collaboration related to report card writing from the elementary ESL team.
Develop a system transition support document for students with ESL needs that includes communication with our community partners, transition meetings, and system communication between our schools and the LDSB ESL department, upon school registration.	November 2020-June 2021	●	Transition of all ELLs into our schools will be standardized. Administrators and school teams will understand and follow this process. Results following a research project with Queen's University faculty will further support the development of this tool. Community partners will report an awareness of this tool.

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

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

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

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

Actions	Timelines	Status	Evidence of Success
French as a Second Language			
Increase student confidence in listening and speaking French (Year 3 of three-year FSL plan)	September 2020-June 2021	●	Educators will participate in professional learning focused on building student confidence in listening and speaking French. Update: Limited opportunities have been available for professional learning due to COVID.
Increase the number of students remaining in FSL programs (Core and Immersion) (Year 3 of Three-year FSL Plan)	September 2020-June 2021	●	Data to date does not indicate an increase over the past year. Update: Limited professional learning has been available to date. Additionally, some students have changed programs for 2020-21 due to COVID-19.
Ongoing professional learning focused on teacher practice.	September 2020-June 2021	●	Educators will voluntarily participate in after-school workshops focused on topics identified through an educator survey: Technology; Accommodations / Modifications; Action-oriented French. Sessions will be organized by FSL educator steering committee. NTIP Core French educators have participated in 2 sessions to date.
OPSBA Labour Market Pilot Project to incorporate green screen technology.	September 2020-June 2021	●	Twelve educators will participate in collaborative professional learning to incorporate the use of green screen technology for encouraging greater student engagement in oral language activities and developing educator confidence. Update: Limited professional learning has been available to date due to COVID.
Professional Learning for Virtual School FSL educators.	September 2020-June 2021	●	Immersion FSL educators will participate in early literacy skills with a focus on phonemic awareness. Core FSL educators will focus on supporting and promoting student oral language in an online platform.

Action Plan W3.1 Health & Safety

GOAL: To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

RESPONSIBILITY: Associate Superintendent Scot Gillam and Superintendents Craig Young and Sue McWilliams

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

Actions	Timelines	Status	Evidence of Success
Delivery and certification of Joint Health and Safety Committee members for Part 1 and Part 2.	September 2020-August 2021	●	Training will be provided for all Principals and identified Worker Representatives on Joint Health and Safety Committees. Training will be provided for both Part 1 and Part 2 of the Ministry of Labour's JHSC training program.
Deliver training for Health and Safety COVID protocols at various points in the year.	September 2020-August 2021	●	All staff were trained in Health and Safety procedures related to COVID 19 and all staff were trained in COVID 19 protocols as developed by the Ministry of Education, Labour and Health. All casual staff were also included in training as were placement students from Queen's and St. Lawrence College. Training reminders and changes were provided to staff when needed and as directed by either the Ministry of Education or KFL&A Public Health.
Implement online reporting system for both Worker Injuries and Safe Schools Incident reports. (SSIRs)	September 2020 – August 2021	●	All staff are now able to report Worker Injuries and Safe Schools incidents (SSIR) online using the same platform and the same program.
Development of Health & Safety Training for return to school, related to new COVID Protocols	August 31, 2020 – December 2020	●	New Health and Safety training developed for LDSB COVID context as well as all other mandatory training implemented prior to start of school for students.

Action Plan W3.2 Safe Schools Prevention & Intervention

GOAL: To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

RESPONSIBILITY: Associate Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Continue to work with Community Partners on the reaffirmation of Commitment to the Community Threat Assessment Process.	September 2020-June 2021	●	Level 1 Training will be provided to LDSB staff and Community Partners twice during the 2020/21 school year.
Work with Police/Board Protocol Partners to ensure that policies and procedures are continually adapting to new laws and legislation.	September 2020-June 2021	●	Begin planning process for an update to the Police Board Protocol for the 2021-22 School Year. Include various community partners in the planning process and updates to reflect our commitment to equity and inclusion.

Action Plan W3.3 Capital Improvements

GOAL: To improve student achievement and well-being, we will provide safe, inclusive and respectful learning environments.

RESPONSIBILITY: Superintendent Craig Young

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

Actions	Timelines	Status	Evidence of Success
Kingston Intermediate/Secondary School contract and begin construction.	September 2020 - August 2021	●	Ministry approval received in September 2017 and construction contract successfully negotiated with low bidder, Bondfield Construction. Acquisition of Kingscourt Public Library site in October 2017 allowing Bondfield Construction to begin construction activity on the Kirkpatrick /Lyons Street property (former QECVI location) shortly thereafter. New Kingston Intermediate/Secondary School groundbreaking ceremony held on October 20, 2017. In January 2019, Trustees received a construction update regarding Kingston Secondary School. The contractor has experienced a number of weather day delays during the winter 2019-2020. An updated construction schedule placed occupancy for the end of 2020. Students moved into the school in December 2020 and started classes in the new facility.
Renewal Project Plan	September 2020- August 2021	●	The approved project plan highlighting school renewal projects by school or various schools is posted on the Board's website. Facility Services staff together with engineering consultants began the detail specifications for the renewal projects such that tenders were issued in spring 2021 and contracts awarded for construction work to begin in spring/summer 2021.

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I1.1 Environmental Sustainability

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

RESPONSIBILITY: Superintendents Michèle Babcock and Craig Young

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

Actions	Timelines	Status	Evidence of Success
A Green Bin Pilot program will take place in one voluntary City of Kingston school.	September 2020 - August 2021	●	One secondary teacher and their class will participate in a pilot program that uses green bins to dispose of food wastes with the support and partnership of the City of Kingston.
Collaborate with the St. Lawrence College data analytics program to build a data portal for our energy consumption in schools.	September 2020- June 2021	●	Six placement students from St. Lawrence College Business Analytics program worked with Facilities Services to build a data portal for school energy consumption. The work will continue for Fall 2021.
To increase the number of schools who participate in "How our School Works" workshop that focuses on students driving Climate Action.	September 2020 - June 2021	●	"How our school works" workshops were postponed as they have a large activity-based component that involves groups being in close proximity in small boiler rooms etc. therefore social distancing is not possible. Update: No schools participated in this workshop. One Virtual presentation was conducted.
Increase number of schools registering as ECO Schools.	September 2020 - June 2021	●	EcoSchools Canada Platform underwent a major overhaul. The changes were made to promote more individual and small group initiatives inside and outside of the school. Update: Three schools have registered for EcoSchools this year.
Facility focus on ventilation adjustments, projects, and staff education.	September 2020 – June 2021	●	School Principals received individualized ventilation overview reports. These reports outlined all existing equipment and modifications that have been made to reduce the spread in their schools. School staff engaged in detailed discussions and walkthrough on how to best operate their schools in the safest way possible.

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I1.2 Literacy

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

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

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

Actions	Timelines	Status	Evidence of Success
Empower Literacy Program (Tier 3 literacy intervention tool) will be implemented in 8 schools across our district	September 2020-June 2021	●	<p>Elementary Literacy Itinerant Team (E-LIT) will be trained in and implement the Empower Program in 4 different schools. 4 SSTs will also be trained in and implement this program in their school.</p> <p>Varied student data (Reading Assessment Data, Empower assessment tools, perceptual surveys, PAST assessment) will display significant student growth in the area of confidence and literacy achievement (decoding, fluency).</p> <p>Parent/guardian, educator and administrator feedback will also be gathered throughout the program.</p>
The Literacy Team will collaborate with the Speech Language Pathologists (SLP) and Clinicians to consider the <i>Phonemic Awareness Screening Test</i> (PAST) as a metric to determine phonemic awareness, a foundational reading skill, throughout our district.	September 2020-June 2021	●	<p>The Literacy Team is collaborating with SLPs and Clinicians to discuss the feedback on The PAST versus the LDSB Phonemic Screener, and will bring recommendations to the Senior Team in May, 2021 for a preferred tool. A communication and support plan will also be developed for the district.</p> <p>The Literacy Team will have three meetings with SLPs and Clinicians over the year.</p>
Summer Learning Literacy Conference will be offered to the system to build understanding in the area of phonemic proficiency	September 2020-June 2021	●	<p>Two half day virtual conference sessions with Dr. Kilpatrick on July 6 and 7 is scheduled to occur. 150 LDSB educators are registered.</p> <p>Participants will gain a deeper understanding of phonemic proficiency as a foundational literacy skill.</p> <p>Implementation of the PAST and the activities supporting phonemic proficiency will increase throughout our district during the 2020/2021 and 2021/2022 school year.</p> <p>An exit survey will be used to gather participant feedback, in order to determine next steps in supporting continued educator knowledge and confidence in delivering responsive literacy instruction.</p>
Program team members will provide literacy support to virtual school educators.	September 2020-June 2021	●	<p>Program team members meet virtually with educators to support the use of diagnostics, prevention and intervention strategies, online tools and platforms and high yield strategies.</p> <p>Individual support is provided, in addition to whole group sessions that are offered during 40 minute blocks.</p> <p>While sessions are voluntary, educator attendance will increase and evidence of high yield strategies will be observed during classroom visits.</p>
Student Support Teachers (SSTs) will explore early literacy learning and intervention during two ½ day learning sessions.	Sept. 2020-June 2021	●	<p>SSTs will increase their understanding of the LDSB Map of Skills, with a focus on student strengths, preferences and needs.</p>

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I1.2 Literacy (Cont'd)
GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

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

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

Actions	Timelines	Status	Evidence of Success
Literacy Program team members and Elementary Literacy Itinerant educators will support educator teams during the school day with a focus on embedding high yield literacy assessment practices into their literacy block. The focus will be using the LDSB Balance and Map of Skills to assess student strengths, preferences and needs.	September 2020- June 2021	●	<p>Educators will increase their understanding of the components of sound literacy instruction. These components will be visible during administrator and school supervisor visits.</p> <p>Educator requests for support from the teams will increase.</p>
Secondary teachers will continue to engage in individual (due to Covid) professional learning related to the implementation of the First Nations, Metis and Inuit studies courses. Secondary teachers will continue to work with Knowledge Keepers to bring Indigenous ways of knowing into the classroom (virtually and in person)	September 2020 – June 2021	●	FNMI Studies Support/Coach supported classroom teachers in the delivery of the NBE curriculum, including the purchase of new Indigenous resources for Understanding Contemporary First Nation, Metis and Inuit Voices (NBE) as well as other courses offered through FNMI Studies. Other engagement for Grade 10 Canadian History students and Grade 11 English students included participation in the Kingston Canadian Film Festival to see a film by Indigenous artists and a “talk back” with the Director
K-12 Literacy resources and supports: the literacy team will create and curate relevant electronic resources in a K-12 Minds Online site.	September 2020 – June 2021	●	The K-12 Minds Online course is developed, and content continues to be added. 510 educators have signed up for the course. The course is accessed during all professional learning sessions and literacy support sessions.
Engage English teachers in collaborative discussions on including anti-racism and anti-oppression issues into their classrooms, and how best to engage students to think critically about current world events.	September 2020 – June 2021	●	One voluntary after school session was held for English teachers to continue the collaboration which occurred in the spring with the Black Lives Matter movement. There was interest from educators in continuing the collaboration, but the structure of secondary school with the Octomester model made participating a challenge, due to condensed timelines to meet curriculum expectations.
Support resource purchase within secondary grade 9, 10 and 12 English classes that incorporate black author voice to increase the diversity of texts students are exposed to within LDSB English classrooms.	September 2020 – June 2021	●	Every school has received resources that increase black author voices in classrooms. Primary focus has been on providing varied texts for grade 9, 10, and 12 English classrooms. Resource lists are being shared with schools throughout the District to support alignment of options.

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I1.2 Literacy (Cont'd)

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

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

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

Actions	Timelines	Status	Evidence of Success
A snapshot of core texts that are being read within English classrooms at all grades and pathways will be collected centrally, consolidated and shared with all secondary English departments for information and to support future collaboration.	December 2020- June 2021	●	English Department heads were asked to share the core texts being read in English classrooms as part of the curriculum. The snapshot of texts were consolidated and will be shared with administrators and English Departments at schools.
Support English and Social Studies teachers in teaching texts through an anti-racism and anti-oppression lens.	January - June 2021	●	Secondary teachers will participate in a "Q and A" with an expert to explore the "nuts and bolts" of teaching Own Voices texts. The session will be an introduction session and is in response for more information from teachers who are teaching new texts (Own Voices texts).

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I1.3 Mathematics
GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendent Jessica Silver

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

Actions	Timelines	Status	Evidence of Success
Program team members will provide support to elementary and secondary virtual school educators.	September 2020 - June 2021	●	Program team members meet virtually with educators to support the use of diagnostics, gap closing strategies, online tools and platforms, manipulatives, and high yield strategies.
Math coaches in targeted schools will be supported through collaboration and professional learning throughout the year.	September 2020 - June 2021	●	Program team members connect regularly with elementary math coaches to support their work with classroom educators and increase efficacy and knowledge of high yield instructional and assessment strategies.
Program team will support professional learning for secondary math educators, focused on the implementation of de-streamed grade 9 math for September 2021	January – June 2021	●	Mathematics educators are engaging in virtual professional learning which is offered each Octomester. Professional learning has focused on the “why” of destreaming, with LDSB data shared to support the local context for destreaming. Learning has also been focused on improving teacher efficacy to differentiate instruction including high yield instructional strategies, using diagnostic assessments and closing the gaps in student achievement. Future support will include a focus on the new Grade 9 destreamed curriculum, once it has been released.
Program team will support professional learning with Grade 7 and Grade 8 educators with a focus on transitions for students from elementary to secondary schools.	January – June 2021	●	Educators will have improved understanding and efficacy of the mathematics curriculum content continuum from Grades 7 through 9 with a focus on new math curriculum at the Grade 7½ level, and implications for a destreamed grade 9 class beginning September 2021.
Summer writing teams will create resources and supports for educators to be used with Grade 9 destreamed math.	July 2021	●	A voluntary opportunity will be made available to math educators to join a summer writing team. The goal will be to create resources and supports for educators that are aligned with the strands of the new destreamed math curriculum.

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I2.1 Experiential Learning

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson, Superintendent Michele Babcock

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

Actions	Timelines	Status	Evidence of Success
Increase experiential learning opportunities.	September 2020-June 2021	●	The Experiential Itinerant Teacher continues to visit elementary schools to support CLASS teachers in training and the provision of woodworking and/or culinary programming to Intermediate students. Virtual support has been provided during periods of remote learning.
Increase participation in Regional and Provincial Skills competitions	September 2020-June 2021	●	Provincial Skills competitions will be held virtually in 2021 due to COVID-19. Update: Preparations are under way to provide local skills competitions in a virtual environment for Spring 2021, which will likely impact the target of increasing participation rates.
Artist in Residence Virtual sessions for Elementary Virtual School classes.	January 2021-June 2021	●	Through the support of the Ontario Arts Grant funding, art kits will be sent to students for participation in six Artist in Residence sessions with their virtual classes. Sessions will include Visual Art, Music, and Media Literacy.
Increase cooperative education opportunities for students and expand community partnerships.	September 2020-June 2021	●	Students continue to be offered experiential learning opportunities across a variety of economic sectors based on student interest, and with a variety of community partners. Update: Some placements have continued face-to-face throughout the school year with public health sector-specific approval while other placements have moved back and forth between face-to-face and virtual experiences during remote learning. It has been somewhat challenging to add new co-op placements this school year as a result of the pandemic.

Action Plan I2.2 Leadership Development/Succession

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

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

Action Plan I2.3 Universal Design for Learning

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

RESPONSIBILITY: Superintendent Alison McDonnell and Associate Superintendent Stephanie Sartor

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

Program Team will build a common understanding of the principles of Universal Design for Learning (UDL).	September 2020-June 2021	●	<p>Program Team will continue to engage in professional learning focused on UDL at program team meetings. Tenets of UDL will be embedded into the work that the program team does with educators throughout the system.</p> <p>SSTs and LPS educators will continue their learning in the area of UDL at SST/LPS meetings throughout the year.</p> <p>Update: This has been disrupted due to the inability to provide release time for professional learning due to occasional teacher shortages.</p>
An Instructional Data Team Pilot project, including two secondary schools and four elementary schools, will develop a data gathering process that embodies the principles of Universal Design for Learning (UDL). This process will be used to inform School Learning Plans and will be a continuation of the work that commenced during the 2020/2021 school year	September 2020-June 2021	●	<p>Due to the Ministry direction to pause work on School Learning plans, the Instructional Data Team pilot was paused temporarily this school year. This work is targeted to begin again Sept. 2021.</p>

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I3.1 Alternative & Continuing Education

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

RESPONSIBILITY: Associate Superintendent Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Staff at Katarokwi Learning Centre will offer an innovative wellness program which brings in community partners to work directly with students in a series of workshops.	October 2020 – May 2021	●	Almost 120 students participated in programming offered at KLC which included cooking, physical fitness, mental health and cultural programming. Partners included KEYS, Metis Nation of Ontario, Girls Inc, Loving Spoonful, Penny Drops, Kingston Police, and Youthhab.
Increase participation in School within a College (SWAC) and WITTS (Women in the Trades) programs at St. Lawrence (SLC).	September 2020-June 2021	●	SWAC and WITTS ran at St. Lawrence College (SLC) to serve a group of students from across the district. Update: There were 11 students enrolled in SWAC in octomesters 1-4, including 2 students from KLC with an overall 90% credit accumulation rate. There were 15 students attending WITTS in octomesters 1-4, including 2 students from KLC, down slightly from last year, but with 100% credit accumulation rates.
Dual Credit programming will be offered to students in partnership with St. Lawrence College.	September 2020-June 2021	●	There were 123 students enrolled in Dual Credits at St. Lawrence College, including 6 students from KLC with 100% completion rates.
Expand program opportunities where there is a demonstrated community need.	September 2020 – June 2021	● ●	<p>There is a significant need for additional personal support workers (PSW) that has been highlighted as a result of the pandemic and opportunities to re-instate this program in LDSB will be explored such that the operational costs are a minimum of net neutral.</p> <p>Update: We continue to explore a partnership with Providence Care that would include a 'living classroom' component at the former St. Mary's of the Lake hospital site that would give candidates a practical experience, reduce LDSB equipment costs and potentially lead to opportunities for future employment.</p> <p>Apply for a grant for \$118,105 in 2020-21 to develop specific language training e-learning curriculum for Personal Support Workers, Early Childhood Education, and Childcare Workers. Update: Waiting to hear about status of grant application.</p>

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I3.2 Technology Enhanced Education

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver and Craig Young & Associate Superintendents Stephanie Sartor and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Supporting groups of educators who are interested in integrating technology into their pedagogy (i.e. use of applications, coding, video recording and pedagogical documentation).	September 2020-June 2021	●	Members of the Program Team will provide professional learning in schools through staff meetings and voluntary after school synchronous sessions in-person or virtually.
Review technology user agreements and access to different third-party apps and extensions to ensure educational value and protection of privacy.	September 2020-June 2021	● ●	LDSB subscribed to the Vetting Applications for Security and Privacy Vulnerabilities (VASP) through the Educational & Computing Network of Ontario (ECNO) along with 60 other Ontario school boards. The VASP Shared Service publishes reports related to applications that have been vetted for Security and Privacy to allow the internal LDSB team to focus on the pedagogical of app requests, ensuring safe, effective technological applications for educators and students to support learning. Update: The vetting process is moving slower than anticipated at the provincial level. b) Updating of internal board website to recommend apps and platforms for educators to refer to for guidance around privacy and terms of service; as well as pedagogical activities for various grade levels in all subject areas.
Increase capacity building in the LDSB approved learning management systems: Minds Online (D2L) & Microsoft Teams	September 2020-June 2021	●	A combination of synchronous and asynchronous learning opportunities will be provided to educators relating to using Minds Online and/or Teams to support both fully remote, hybrid, blended and face-to-face learning.
Continued creation of virtual learning resources repository, for both staff and students, hosted within the Minds Online learning environment.	September 2020-June 2021	●	Resources supporting K-12 Mathematics and Mathematics Diagnostics and Gap Closing.

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I3.2 Technology Enhanced Education (Cont'd)

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver and Craig Young, and Associate Superintendents Stephanie Sartor and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
As a result of the Covid-19 pandemic, an elementary and secondary virtual school will be created for students opting to learn virtually.	September 2020-June 2021	●	<p>Student engagement, student wellness and student achievement will be monitored.</p> <p>Ongoing professional learning will be offered to staff joining the virtual school.</p> <p>Processes (student support, attendance, communication and safety protocols) will be created, communicated with stakeholders, and updated as necessary.</p> <p>A School Advisory Council will be created for both the elementary and secondary virtual schools.</p> <p>Student, staff and parent/guardian surveys will be conducted through the school year to gather data and respond to feedback.</p>
Improve end-user effectiveness with the Microsoft Teams virtual collaboration space.	September 2020-June 2021	●	<p>Continue the development of teacher/student support resources that provide guidance relating to the effective use of the learning environment and its associated tools and make them available through a SharePoint resource site.</p> <p>Deliver synchronous training sessions to educators on the effective use of the Microsoft Teams environment.</p>
Targeted hardware supports for educators in LDSB Virtual Schools to assist with supporting full-time online learning, and student success in the virtual space	September 2020-June 2021	●	<p>Targeted technological (hardware) supports to support the delivery of fully online learning through LDSB Virtual Elementary and Secondary schools. New educator laptops, dual screens, keyboard, mouse and headset have been provided to educators to support their work, along with LDSB soft phone support.</p>
Strengthen capacity of educators for the use of Google Read & Write and pedagogies related to supporting all learners.	September 2020-June 2021	●	<p>Google Read and Write licenses for all learners were renewed for 2020-2021. Individualized Google Read & Write sessions are offered onsite involving co-plan/co-teach supports related to diagnostic, formative, summative, considerations. Support (in-person or virtual) is being provided to educators and students upon request.</p>

Action Plan I3.2 Technology Enhanced Education (Cont'd)

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

RESPONSIBILITY: Superintendents Michèle Babcock, Jessica Silver and Craig Young, and Associate Superintendents Stephanie Sartor and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Improved IT service response to improve technology usage and productivity, emphasizing capacity building.	September 2020- June 2021	●	Expand access to ITS support to include more stakeholders and ways to access support. Field technicians are checking in with Principals weekly and making weekly visits to schools. Analyst staff are also engaged in virtual support queues via phone or Microsoft Teams. ITS continues to not only support LDSB staff, but students and parents/guardians directly.
Improve the device: student ratio Board-wide and remove obsolete equipment to ensure safe, equitable access to technology.	September 2020- June 2021	●	Have established a ratio of 1.09 students per LDSB student device, through the infusion of new Chromebooks and iPads for students. 1,794 devices (338 iPads & 1456 Chromebooks) were added to schools between September 2020 and February 2021.
Improve students' home Internet access to make learning and learning supports more accessible.	September 2020- June 2021	●	Hard-wired broadband connections (where available) and WiFi hotspots will be provided at no cost to families to increase access to learning for students during periods of remote learning and to access learning resources as required including during in-person learning. In addition to the 50 hard-wired broadband Internet connections provided to LDSB students at home, 155 Rogers MiFi hubs were purchased to provide students with Internet access at home.
Increase educators' access to current technology systems that provide secure data access to carry out a variety of administrative tasks efficiently and build staff capacity.	September 2020- June 2021	●	Transfer the student information system from Trillium to Aspen, and provide training for staff as required in order to use the system effectively for secure access to relevant student information and for the reporting of student achievement. The project is on target for cutover in February 2021.

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan I3.3 Expanded Opportunities

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

RESPONSIBILITY: Superintendent Alison McDonnell and Associate Superintendent Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Increase Specialist High Skills Major (SHSM) completion rate.	September 2020-June 2021	●	LDSB updated its SHSM 3 Year Plan and met with all SHSM sites to explore supports needed to increase completion rate. Several SHSM sector programs at different LDSB schools have applied for additional SHSM Ministry funding to help address areas for program innovation and to help improve completion rates. Update: Schools await Ministry funding decisions to put in place additional supports to improve SHSM completion rates.
Former LDSB Focus Programs will move under the umbrella of SHSM to market all programs equitably, to provide clarity for students and families about program options related to technology and the skilled trades and ensure greater consistency in the student experience.	September 2020-June 2021	●	Secondary schools will align former LDSB Focus programs (and OYAP where applicable) to 1 of the 19 Specialist High-Skills Major (SHSM) economic sectors, and to include a defined bundle of credits, 3-4 sector-specific certifications, 2 coop credits, other related experiential and reach ahead learning opportunities.
Evolve the marketing of LDSB programs in technology and the skilled trades given the traditional Focus Program carousel is not possible due to COVID-19.	September 2020-June 2021	●	Provide more frequent and different virtual opportunities for students and parents/guardians to learn more about SHSM programs at different LDSB schools. Update: 3 virtual sessions have been held so far in the evening to promote SHSM programs in LDSB schools. Women Mean Business Kingston community group has assisted with promotion and registration for the virtual events.
Move SHSM program registration for 2021-22 school year online to a central registration process	September 2020-June 2021	●	An online registration process is implemented to ensure accurate registration numbers and transparency in terms of who is registered for what SHSM program.
Improve educational outcomes for students with developmental disabilities by supporting their transition into post-secondary pathways (work, community or post-secondary)	September 2020- June 2021	●	Build the capacity of secondary school to community teachers to support effective pathway planning using MyBlueprint. Update: This has been disrupted due to the inability to provide release time for professional learning due to occasional teacher shortages and the preparation for the student information system change from Trillium to Aspen.

Strategic Action Plan: 2020-2021
Mid-Year Update

Action Plan C1.1 Enrolment Analysis

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

RESPONSIBILITY: Director Krishna Burra, Superintendents Craig Young, and Susan McWilliams

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

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

Action Plan C1.2 Enhanced Communications

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

RESPONSIBILITY: Director Krishna Burra and Associate Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Support further adoption of SchoolMessenger suite of enhanced electronic communications to support families.	September 2020- December 2020	●	Ongoing education and support regarding new suite of electronic communication tools including postcards for families promoting various tools including mobile app. Additional training for school administrators and office staff took place on each tool.
Promote year two of Strategic Plan.	September 2020 onward	●	2018-2019 Director's Annual Report featuring Strategic Plan Year-End Update and stories of wellness, innovation and collaboration. Bi-weekly Learning in Limestone video segments featuring school-based initiatives showcasing the three pillars. Learning in Limestone halted in March 2020 due to school closure.
Enhance Trustee communication to stakeholders.	September 2020 - August 2021	●	Continued use of "Boardroom Briefs" - a monthly update of Board meeting highlights shared on Board website social media feeds. This supplements quarterly Around the Horseshoe e-newsletter.
Rebranding of LDSB logo.	September 2020 - August 2021	●	Stakeholder engagement to support rebranding of LDSB logo (final piece of Strategic Plan implementation), brand audit and attributes research, followed by Trustee approval of new logo. Rollout of various collaterals delayed by COVID-19 until Fall 2020.

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan C1.3 Parent Engagement
GOAL: To improve student achievement and well-being, we will work with families to support every student's learning journey.

RESPONSIBILITY: Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
Support deeper understanding of the Equity Action Plan and how the Parent Involvement Committee (PIC) can support parent understanding and engagement.	September 2020-June 2021	●	Creation of a parent focus group for caregivers of LGBTQ2S+ students. Participation at meetings will increase. As a result of the Equity presentation in March 2021, School Advisory Councils will engage in initiatives that support equity and inclusion.
A Speaker Series focused on Equity, Diversity and Inclusion will be planned	January 2021-June 2021	●	Engagement will be tracked. The Speaker Series will reflect the survey completed by caregivers.
Create a PRO Grant Committee to review school based PRO Grant applications, and make decisions on how to distribute the available funding	September 2020-June 2021	●	Schools will apply for PRO Grants. Given COVID restrictions related to in-person gatherings, PIC is has set a goal of participation from 25% of all schools. PRO Grant applications will reflect the goals of the Transfer Payment agreement.
PIC Bylaws will be reviewed, updated, presented and passed by the PIC committee.	September 2020-November 2020	●	Bylaw review process was completed in November 2020, and bylaws have been posted on the website.



Action Plan C2.1 Indigenous Education

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Associate Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Providing direct support to Indigenous students who self-identify.	September 2020 - June 2021	<p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p> <p>●</p>	<p>For secondary self-identified students, provide pathway-related opportunities such as post-secondary information, leadership opportunities, and opportunities to work with a mentor.</p> <p>For elementary students - provide direct literacy support for students identified as being academically in-risk and provide a leadership opportunity for junior and intermediate students.</p> <p>Providing a \$500 bursary to each secondary school to provide to a graduating Indigenous student who is pursuing post-secondary studies.</p> <p>Offering direct wellness supports for students who self-identify who are experiencing wellness challenges.</p> <p>Continue to support the placement of Indigenous Education EAs in schools to support Indigenous Education and Indigenous student activities</p> <p>Indigenous students and allies are being offered the ability to attend <i>Soaring by Indspire</i>, virtually in April</p> <p>Elementary gathering and leadership programs at Gould Lake During COVID-19, resources, school supplies, medicine bundles, outdoor play equipment, and books were sent to more than 90 Indigenous families.</p> <p>Tutoring support for both elementary and secondary students to support academic achievement</p> <p>Establish an Elementary Indigenous Classroom for students who are unable to engage in both virtual and face to face learning. Focus will be on Ontario Curriculum with access to land and cultural based teachings</p>
Indigenous Student Leadership	September 2020 - June 2021	<p>●</p> <p>●</p>	<p>Indigenous Youth Leadership Program for secondary students to network, explore cultural activities and expanded opportunities within a culturally supportive space. Due to COVID-19 we were unable to generate this opportunity for secondary students.</p> <p>Indigenous Student groups/clubs and supports/cultural activities offered in secondary schools with the Indigenous lead at that school.</p>

Action Plan C2.1 Indigenous Education (Cont'd)

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Associate Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Indigenous Student Leadership (Cont'd)	September 2020 - June 2021	●	Created an Indigenous Drop In opportunity virtually to support Indigenous Leadership at school sites
		●	Establishing a secondary Indigenous Student Council similar to the InterSchool Council.
Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency.	September 2020 - June 2021	●	Teachers will have increased efficacy in the delivery of Indigenous curriculum, building teacher resources, and cultural competency. Supported by learning sessions at Gould Lake in Fall and Spring and by inviting teachers to virtual <i>Indspire</i> in Toronto.
		●	System-wide engagement with educators related to Indigenous Education (Curriculum resources, Treaty Maps, Indigenous Ed. Week).
		●	Resource development: Creating Indigenous education resource bundles (filled with resources and items) that will support the use of the board created resource <i>Getting to Know Turtle Island</i> .
		●	Providing the <i>Getting to Know Turtle Island</i> document in French.
		●	Offering a subsidy for up to 30 teachers to attain their additional basic qualification in First Nations, Métis, and Inuit Studies or Indigenous Studies.
		●	Supporting Indigenous Education project proposals from school sites to increase cultural awareness and competency.
Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency. (Cont'd)	September 2020 - June 2021	●	Providing the KAIROS Blanket Exercise learning experience for all Educational Assistants, Clerical and Caretaking staff and some school sites.
		●	K-8 <i>Getting to Know Turtle Island</i> professional learning opportunity to support Indigenous Education.
		●	Indigenous authored books to be sent to all elementary schools for the 2020-2021 school year.



Action Plan C2.1 Indigenous Education (Cont'd)

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Associate Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Maintaining and increasing an Indigenous education list of resource people from the community.		●	<p>Maintaining and increasing Indigenous community partners as resource people to support learning at the system level and in schools. During COVID-19 Knowledge Keepers attended schools and were able to pivot to remote support during provincial closures of schools.</p> <p>Continue to update an Indigenous presenter roster list and share regularly with schools so that they can align their project proposals with appropriate supports. Providing funding to support Indigenous community partners to work with schools across the district.</p>
Community engagement and partnership.		● ● ● ● ● ● ●	<p>Continue to develop and foster community partnerships to support student and teacher learning.</p> <p>(a) Indigenous Family Network.</p> <p>(b) Indigenous Youth Leadership Opportunities: Indigenous Youth Leadership Program; leadership gatherings.</p> <p>(c) Indigenous Cultural Learning Experiences: Kingston Canadian Film Festival, Gould Lake Outdoor Programming, deer hide preparation, drum making and hand drum/water drum workshops, Orange Shirt Project, legacy projects, increasing cultural spaces indoors and outdoors, Maple Sugar Moon and Strawberry projects.</p> <p>(d) Communication: Indigenous Education Newsletter, creation of an Indigenous Family list serv for communicating with families of students that have self-identified and increased communications and visuals showing the work we are doing.</p> <p>(e) Continued work with partners on the Indigenous Education Advisory Committee to support the wide range of Indigenous Education initiatives in the system.</p> <p>(f) Developing Terms of Reference for the Indigenous Education Advisory Council and making it a formal Advisory Committee of the Board.</p> <p>(g) Following Emergency Remote Learning, the Summer Literacy program worked alongside an Indigenous Knowledge Keeper to indigenize the online learning program.</p>

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan C2.2 Student Voice

GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Michèle Babcock and Associate Superintendent Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
<i>See Yourself in Limestone:</i> Student Census	September 2020- June 2021	●	Students participated in a student identity-based data collection (closed January 4) that included questions of identity and sense of belonging at school.
To support varied data collection, the program team and schools will be creating and sharing possible student voice surveys for schools to use in the 'assess' phase of their school learning plan development.	November 2020 - June 2021	●	School learning plans will refer to the student voice survey assessment tools.
Through the use of survey tools, students will be invited to offer feedback throughout the school year (i.e., Budget Survey, Virtual Learning Survey)	September 2020- June 2021	●	Student participation will be tracked and responses reviewed for implementation.

Strategic Action Plan: 2020-2021
Mid-Year Update
Action Plan C3.1 Early Years & Child Care

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

RESPONSIBILITY: Superintendent Michèle Babcock

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

Actions	Timelines	Status	Evidence of Success
Improve Communication with Childcare Providers	September 2020 - June 2021	●	Monthly meetings will be established to support improved communication and collaboration between Limestone and childcare providers.
Professional Learning for Kindergarten Educators	March 2021 – June 2021	●	Kindergarten educator teams engaged in professional learning that connects to outdoor experiential learning during Fall 2020.
Covid Kinder Guideline	September 2020 – June 2021	●	A Covid support document for Kinder educators was developed as guidelines for play-based learning in a Covid world. Ongoing Kinder educator support is available through the Program Team.
Establish Eastern Ontario Early Years network.	September 2020- June 2021	●	Limestone will establish and lead monthly Eastern Ontario Early Years network to share strategies and resources to support Early Years programming especially during Covid.

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

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

RESPONSIBILITY: Superintendent Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Bargaining Preparation: Summarize bargaining priorities and establish positions for local bargaining, establish mandate with Board, update contingency plans, provide input and support to central bargaining process, establish bargaining teams for local bargaining.	September 2020 - June 2021	●	Central bargaining complete with agreements with all unions. Local agreements established with OSSTF – PSSP, OSSTF – Continuing Education, ETFO Contract Teachers, ETFO – Occasional Teachers, and OSSTF – Contract/Occasional Teachers. CUPE conciliation in process, no new dates set to return to discussions.
Communicate new Collective Agreement language	September 2020 – June 2021	●	Both the Elementary Contract Teacher and Elementary Occasional Teacher Collective Agreements have been shared with Principals/Vice-Principals, Human Resources and the respective teacher groups, highlighting new language. OSSTF Agreement is being finalized for distribution.
Collaborate with union leadership to administer current collective agreements and continue to problem solve.	September 2020 - August 2021	●	Continued engagement and collaboration with unions in problem solving to address concerns locally thereby minimizing the need for arbitration, where possible.
Support OPSBA through involvement in the Labor Relations Council and negotiations central bargaining in 2019.	September 2020 - August 2021	●	Continued involvement by Limestone staff in LRC and senior negotiators meetings, as well as participating in negotiations in and contract administration.
Collaborate and share information related to COVID and operational implications of various scenarios.	September 2020 – June 2021	●	Several FAQ's developed to support management and employees in responding to and addressing questions related to working conditions in the context of COVID.


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

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

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

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

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

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

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



ADMINISTRATIVE REPORT: COVID-19 UPDATE AND PRELIMINARY MINISTRY OPERATIONAL GUIDANCE FOR 2021-2022 REGULAR BOARD MEETING

May 19, 2021

Purpose

To provide Trustees with an update regarding current special education programming and an overview of preliminary Ministry funding and operational guidance for the 2021-2022 school year.

Background

During the January and most recent emergency, stay-at-home order, the Ministry directed school boards to provide face-to-face instruction for students with significant special education needs who cannot be accommodated through remote learning. At the April 28, 2021 Regular Board Meeting, an update was provided on the number of students and staff in buildings.

During the week of May 3-7, 2021 the provincial government released numerous memos related to funding for the 2021-2022 school year and provided preliminary, operational guidance for the operation of schools. Details regarding GSN and Priority, Partnership Funding (PPF) will be provided through the annual budget process.

Current Status & Next Steps

Special Education Programming Update

At the April 28, 2021 Regular Board Meeting, staff provided Trustees with an update regarding face-to-face programming for students with significant special education needs. As special education educators continue to support students with significant special education needs, some additional students and staff have returned to in-person learning. These numbers may continue to shift to ensure students with significant special education needs are being effectively served. Current numbers are as follows:

Elementary Face to Face Learning: (numbers relative to April 28, 2021)

- 131 elementary students (additional 20); 26 Teachers (additional 3); 83 E.A.s (additional 6) at

20 sites (additional 2)

Secondary Face to Face Learning: (numbers relative to April 28, 2021)

- 60 secondary students (additional 8); 15 teachers; 48 E.A.s (additional 2) at 10 sites.

Remote/Virtual Learning

At this juncture, we still do not know if the vast majority of students and staff will be returning to face-to-face learning during the last weeks of the 2020-2021 school year. Similar to the spring of 2020, we are seeking feedback regarding student, family, and staff experience with remote/virtual learning during the 2020-2021 school year. The surveys will differentiate between students/families/staff who were part of virtual learning for the full year, part of the year, or only during the emergency, stay-at-home orders in January and this spring. These surveys were publicly shared the week of May 10-14, 2021 and will close later this month. This data will be useful in comparing current experiences with the emergency remote learning in the spring of 2020, and in planning for 2021-2022. It should be noted that the OPSBA student survey will be publicly shared later in May.

Preliminary Ministry Operational Guidance for 2021-22

- The Ministry has provided preliminary operational guidance for the 2021-2022 school year. It should be noted that the Ministry has indicated that updated operational guidance will be provided in the summer.
- For 2021-22, school boards will continue to be required to offer remote learning options consistent with PPM 164. While acknowledging the planning and timing requirements, the Ministry has asked all school boards to delay deadlines for families to respond until early June. Preliminary data has already been collected in Limestone. However, communication has been provided to families indicating the window to make a decision has been extended to Friday, June 4, 2021. After that date, we will continue to try and accommodate further requests. As noted, this information is critical for planning and staffing purposes.
- As in 2020-21, school boards should plan to operate elementary schools full time in-person. Elementary students should continue to be cohorted with their classmates and their homeroom teacher. Specialized teachers, for classes such as French as a second language/English (in French-language school boards), the arts, and health and physical education, are still able to go into classrooms to provide the full breadth of programming for students.
- In secondary schools, school boards are to adopt secondary timetabling methods that emphasize cohorting of students as much as possible and to limit the number of student-to-student contacts. School boards will be required to limit schedules to two in-person classes with exceptions for schools where contacts can be limited by cohorting grades or if the overall size of the school is small, making contact tracing manageable. Based on this preliminary, operational direction, all LDSB secondary schools will be planning for a Quadmester (two classes per day for a half-semester)
- The intention is to plan for full time in-person learning for secondary schools. However,

school boards are also asked to have plans in place to pivot to other modes of delivery if necessary while still providing students with access to the full breadth of courses: (a) adapted timetables and a study hall where instruction is split between in-person instruction and remote learning to allow for smaller cohorts. This is similar to what occurred in “designated boards” during the 2020-2021 school year. And (b) full remote delivery.

- Full guidance on 2021-22 health and safety measures will be communicated to school boards in Summer 2021. This will include guidance on requirements such as masking, hand hygiene, cohorting for clubs and other extracurriculars, and screening, as well as the designation of school boards that would need to open with an adapted secondary school delivery model in September.

Graduation Requirements in 2021-2022

- Graduates in the 2021-2022 school year will only have to complete 20 hours of community service. Increased flexibility has also been provided in how those hours can be accumulated. In addition, graduates in 2021-2022 are exempt from the literacy requirement. This requirement will be reinstated for graduates in 2022-2023.

EQAO Assessments in 2021-2022

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment.
- Secondary students will have an opportunity to attempt the OSSLT in the fall of 2021 and in the spring of 2022.
- For EQAO assessments, including the OSSLT, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person for the purpose of participating in the assessment so long as all applicable health and safety measures can be met.

Additional COVID Funding for 2021-2022

- The Ministry has made additional funding available for the 2021-2022 school year beyond GSN and PPF funding. For planning purposes, the Ministry has indicated that boards should currently only plan to spend up to 50% of the COVID funds. The remaining 50% may be provided depending on the pandemic context at the end of the 2021 calendar year. The allocation of the COVID funding for Limestone is as follows:

Funding Descriptions	2021-2022 Estimates
Additional Funding Support	\$3,101,025
Additional School Operations Support	\$313,965

Transportation	\$1,037,400
Special Education Supports	\$189,008
Mental Health Supports	\$311,315
Re-engaging Students and Reading Assessment Supports	\$197,339
Total	\$5,150,052

- The Ministry has also indicated that school boards may draw down reserves up to 2% of their operating allocation.

Recommendations

That this report be received for information purposes.

Prepared by: Krishna Burra, Director of Education

Reviewed by: Krishna Burra, Director of Education

Limestone District School Board Procedural By-laws

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PREAMBLE

The Limestone District School Board is a Board of education established under the *Education Act*, with power to perform all the duties conferred or imposed upon a public school Board by that or any other Act of the Legislative Assembly of the Province of Ontario. It shall operate in accordance with the provisions of the *Education Act*, other applicable legislation, the pertinent regulations of the Ministry of Education, policy, and bylaws.

The Limestone District School Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities to the electorate of the district, the Board shall hold regular meetings. The Board has adopted policies and bylaws so that the business of the Board can be conducted in an orderly and efficient manner.

The Board believes that a fundamental obligation is to preserve, if not enhance, the public trust in education generally, and in the affairs of Limestone District School Board operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. The Board believes its affairs should be conducted in public to the greatest extent possible.

The Board believes there are times when the public interest is best served by private discussion of specific issues during closed sessions. A meeting of a committee of the Board, including a Committee of the Whole Board, may be closed to the public when certain matters, as outlined in legislation, are discussed.

DEFINITIONS

“Board” means the elected and appointed members of the Limestone District School Board.

“Bylaws” means an organization’s document that contains its own basic rules that relate to itself as an organization, rather than the parliamentary procedure that it follows.

“Chair” means Chairperson of the Board.

“Committee Chair” means a Chairperson of a committee of the Board.

“Director” means Director of Education, Secretary of the Board and its Chief Executive Officer

“Education Act” means the Revised Statutes of Ontario as amended and revised from time to time.

“Electronic Meetings” means a meeting at which some or all the members communicate through electronic means such as the internet or telephone.

“Ex-Officio” refers to a member who is permitted to act by virtue of office, with the right, but not the obligation, to participate in the proceedings of the committee and is not counted in determining the number required for quorum or whether a quorum is present at a meeting. LDSB prescribes that an ex-officio member shall not have a vote.

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“Majority” means more than half.

“Majority vote” means more than half of the votes cast.

“Meeting” means a single official gathering of members in one room or area to transact business for a length of time. Under the *Education Act* a member may attend a meeting electronically and is deemed to be present.

“Notice of Meeting” also referred to as the “Call” of the meeting, means the prescribes length of time required for advanced announcement of a meeting. LDSB prescribes that the agenda and all supporting materials are to be included with notice. Notice includes the day it is sent but excludes the day of the meeting.

“Notice of Motion” means previous announcement that a motion will be introduced at the following meeting. The exact content of the motion is provided in the notice.

“Quorum” means the minimum number of members who must be present in order that business can be validly transacted.

“Session” means a meeting, or a series of connected meetings, devoted to a single order of business, program, agenda, or announced purpose. When one meeting schedules another to continue business at the point where it was left off, these multiple meetings constitute a session.

“Special Committee (Ad Hoc)” means a committee established by the Board to consider a specific assigned matter and report back to the Board by a date fixed by the Board. Also referred to as an ad hoc committee.

“Standing Committee” means a committee established by the Board to perform a continuing function and remains in existence permanently or for the life of the assembly that establishes them.

“Statutory Committee” means a committee established by the Board as prescribed by the *Education Act* and regulations to perform a continuing function and remain in existence permanently or for the life of the assembly that established them.

“Time Sensitive” - Time sensitive, as it pertains to adding an item to the agenda, means that the item needs immediate attention and cannot wait to be dealt with at a later special or regular meeting of the board.

“Two-Thirds Vote” means at least 2/3 of the votes cast.

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ARTICLE I – BOARD COMPOSITION

Section 1. Elected Trustee. The number of members shall be determined by a Regulation under the *Education Act*. The election is in accordance with the *Municipal Elections Act*.

1.1 Term of Office of Elected Trustees. The term of office is four (4) years beginning on December 1st in an election year ending November 30th of the fourth year of the term and continuing for the term so long as the member remains qualified under section 219 of the *Education Act* and the *Municipal Election Act*.

Section 2. Student Trustee. Student Trustee(s) are not members under the *Education Act*. The Limestone District School Board has established three (3) positions for student trustee on the Board to include one urban, one rural, and one Indigenous Student Trustee. Policy ____, Student Representation on the Board, outlines the selection/election process, filling of vacancies, the rights, duties, and responsibilities, and other pertinent information specific to Student Trustees and their role.

ARTICLE II - OFFICERS AND DUTIES

Section 1. Board Officers. There shall be a Chair and Vice-Chair of the Board.

Section 2. Administrative Officers.

2.1 Secretary. The Director of Education or supervisory officer acting in the capacity of Director of Education shall be the Secretary.

2.2 Treasurer. The Superintendent responsible for business shall be the Treasurer.

Section 3. Election. The election of the Chair and Vice-Chair shall take place at the Annual meeting in December of each year and at the first meeting after a vacancy occurs in the office of Chair or Vice-Chair in accordance with the *Education Act*.

Section 3. Term of office of Chair and Vice-Chair. The terms for the Chair and Vice-Chair shall be one (1) year, upon their election at the Inaugural Meeting and continuing until their successor is elected or in a municipal election year, continuing until end of day on November 30th.

Section 4. Duties of the Chair. The Chair shall lead the actions of the governance of the Limestone District School Board. The Chair shall perform the duties as prescribed in the *Education Act*, the bylaws, special rules of order, the adopted parliamentary authority, and Policy No. 7 Role of the Board Chair. The Chair shall be ex-officio member of all committees to which they are not assigned barring those that are closed to the public due to the nature of their business.

Section 5 Duties of the Vice-Chair. The Vice-Chair shall preside in the absence of the Chair and shall have all other duties as outlined in Policy No. 8. Role of the Vice-Chair. The Vice-Chair shall be ex-officio member of all committees to which they are not assigned barring those that are closed to the public due to the nature of their business.

Section 6. Duties of the Secretary. The Director of Education is the Secretary, Chief Education Officer, and the Chief Executive Officer. The Director of education is accountable to the Board of

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Trustees and, through Statute, to the Minister of Education for the organization and operation of the district. The Directors areas of responsibility are outlined in Policy No. 3 Director of Education Job Description.

Section 8. Duties of the Treasurer. The Treasurer shall have all those duties and powers as set forth in the statutes of Ontario.

Section 9. Death, Resignation, Incapacity, or Ineligibility of the Chair or Vice-Chair. Upon death, resignation, incapacity, or ineligibility of the Chair or Vice-Chair, the Board shall fill the vacancy for the balance of the term by electing one of their own to the position at the first meeting after the vacancy occurs.

ARTICLE III - BOARD OF TRUSTEES

Section 1. Composition. See Article I Board Composition, Section 1.

Section 2. Terms. See Article I Board composition, Section 1 subsection 1.1.

Section 3. Vacancies on the Board. A vacancy in a position of Trustee shall be filled by the Board in accordance with the provisions of the *Education Act* either by by-election or appointment.

3.1 By-election. If the Board chooses to fill a Trustee vacancy through a by-election in the vacated electoral zone, the process becomes the responsibility of the local municipality and takes approximately ten weeks. The municipality will provide to the Board information regarding the implications of holding a by-election, including previous election results, and estimated costs.

3.2 Appointment. If the Board chooses to appoint a replacement, the *Education Act* requires that the vacancy be filled within 90 days after the office becomes vacant but does not specify the method of appointment.

3.2.1 Qualification. The *Education Act* S. 219 (1) specifies the qualifications necessary to be elected as a member of a Board, and, therefore, to be appointed to a Board:

- a. qualified to vote for members of the Board;
- b. a resident in the area of jurisdiction of the Board; and
- c. not disqualified as outlined in S. 219(4), (5) and (7).

3.2.2 Unsuccessful Trustee Candidate. The Board may choose to appoint one of the unsuccessful Trustee candidates from the last municipal election, providing that the candidate remains a qualified person and is willing to serve.

3.2.3 Broad Range of Candidates. If the Board chooses to offer the position to a broader range of electors, the following actions will occur:

- 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;

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- d. 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;
- e. 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;
- f. applicants must sign consent forms and declaration of qualifications forms;
- g. 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;
- h. applicants may request a public forum to review the role of a Trustee; and
- i. the applications will be available for review by the public if requested.

3.2.4 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. 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. These practices shall include a common set of questions for all applicants. 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 meeting shall be held the first Wednesday and the May and June meetings 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

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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.

Section 6. Quorum. A majority of the members of Board of Trustees shall constitute a quorum.

Section 7. Addition to the Agenda. All items, with or without motions attached to them, shall be approved by the Agenda Setting Committee or require notice at the previous meeting. Barring the aforementioned provisions, the Board may add an item by a two-thirds (2/3) vote of the entire board when approving the agenda if an item is time-sensitive. Although this rule may be in the nature of a rule of order, it shall not be suspendible in any circumstance.

Section 8. Sensitive Meeting Materials. Reports, minutes, and all other documents in relation to a private session of the Board or a Board committee shall be confidential and the Secretary shall have the ability to provide for an administrative procedure to ensure that all documents of a confidential nature are secure and accessible to trustees while maintaining the security of those documents. This shall apply to how documents are provided, disseminated, stored, and reviewed by Trustees. Trustees may be asked to turn in any written notes taken in private session.

ARTICLE V - ADMINISTRATIVE OPERATIONS

Section 1. Administrative Operations. The conduct of day-to-day administrative business at the Limestone District School Board shall be under the direction of the Executive Committee, composed of the Director of Education, Superintendent of Business Services, Superintendents of Education, Superintendent of Human Resources, and all other Superintendents. The Executive Committee may from time-to-time make recommendation to the Board. The Director of Education shall head the Executive Committee and can make any appropriate changes to the Executive Committee as they see fit, barring any rule, regulation, or law restricting said action.

ARTICLE VI - COMMITTEES

Section 1. Purpose of Committees. The purpose of committees is to support the work of the Limestone District School Board and to provide for a strong and effective governance system.

Section 2. Method of Meeting. Ideally, committee meetings will be held in person. Barring the aforementioned, if necessary, committee meetings may be held telephonically, or electronically. Any meeting shall provide for communication among all committee members synchronously.

Section 2. Standing and Statutory Committees. The Board may establish standing committees as deemed necessary. Committees established by law are statutory committees. The membership, purpose, powers, and duties of committees are as prescribed in legislation or by the Board as necessary. Standing and statutory committees as established by the Board, are outlined in Policy No. 10 Committees of the Board and Policy 13 Student Suspension Appeals, Exclusion Appeals, Minutes of Settlement, Expulsion Hearings, Expulsion Appeals.

2.1 Statutory Committees. The statutory committees of the Limestone District School Board shall be Special Education Advisory (SEAC), Student Suspension Appeals, Minutes of Settlement, Expulsions Hearing, the Supervised Alternative Learning (SAL), the Audit, Parent Involvement (PIC), ~~and the Nominating~~.

2.2 Standing Committees. The standing committees of the Limestone District School Board shall be the Education Policy and Operations (EPOC), Budget, Policy, Environmental sustainability Advisory (ESAC), Awards and Nominating Committee.

Section 3. Membership of Standing Committees. The membership, purpose, powers and duties of all standing committees shall be as per Policy No. 10 Committees of the Board. Each member, except the Chair and Vice-Chair, shall be required to sit on at least one committee of the Board.

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Section 4. Attendance at Committee Meetings. Trustees are expected to attend committee meeting for committees they have been appointed. If they cannot attend, they must inform the alternate (if one exists) and the Secretary of the Board in a timely manner. Meeting minutes shall note when Trustees are absent from the meeting. While Trustees not assigned to a committee may attend the committee meeting, they shall sit in the gallery.

Section 5. Special Committees (Ad Hoc)

5.1 Special committees may be created as necessary by the Board.

5.2 The Board by resolution shall create a Director's Review Committee as prescribed in Policy 10 Committees of the Board and Policy 2 Board Job Description.

5.3 The Board by resolution shall create a Board Review/Self-Evaluation Committee as prescribed in Policy 10 Committees of the Board and Policy 2 Board Job Description.

ARTICLE VII - PARLIAMENTARY AUTHORITY & SUSPENSION OF RULES

Section 1. Parliamentary Authority. The rules contained in the most current edition of Robert's Rules of Order Newly Revised shall govern the Limestone District School Board in all cases to which they are applicable and in which they are not inconsistent with this bylaw and any special rules of order, or related policy that the Limestone District School Board may adopt.

Section 2. Suspension of Rules. Any rule in these Bylaws including those in the nature of a rule of order cannot be suspended, unless the particular rule specifically provides for its own suspension.

ARTICLE VIII - AMENDMENT

Section 1. Amendment by the Board of Trustees. These Bylaws may be amended at any regular or special meeting of the Board by a two-thirds vote provided notice and the specific proposed amendment have been submitted in writing at the previous regular meeting of the Board or through the Agenda Setting Committee.

1.1 Automatic Amendments. The Director or designate may amend the Bylaws when such amendments are the result of a legislative or regulatory change or when such change is of a housekeeping nature related to re-numbering or spelling. Such changes will come to the Board as information.

Section 2. Revision. This Bylaw shall be revised only upon authorization of the Board.

2.1 Preparation of Revision. Preparing and presenting an authorized revision shall be the duty of the Education, Policy and Operations Committee.

2.2 Notice of Proposed Revision. The proposed revision shall be sent to the trustees at least five (5) business days prior to the meeting which the proposed revision is to be considered.

2.3 No Amendment to Existing Bylaw. If a revision is authorized, there shall be no other amendments proposed to the existing bylaw during the revision process.

Section 3. Amendments to Appendices. The appendices may be amended at any regular or special meeting of the Board by a majority vote provided notice and the specific proposed amendment have

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been submitted in writing at the previous regular meeting of the Board or through the Agenda Setting Committee.

3.1 Suspension of Appendices. Items in the appendices may be suspended by a two-thirds vote with such suspension in effect only for the intended purpose and for that meeting only. Items in the appendices cannot be suspended if such suspension would conflict with documents of higher authority.

PROVISO: Sections of these bylaws that are tied to the creation of new or amendments to existing policies shall take effect upon the adoption of the newly created or amended policies.

PROVISO: Changes in Board representation on committees shall not come into effect until the Nominations Committee is struck and brings a recommendation to the Board for approval.

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APPENDIX A SPECIAL RULES OF ORDER

Special Rules of Order supplement or modify rules contained in the adopted parliamentary authority which for the Limestone District School Board is the most current edition of Robert's Rules of Order Newly Revised. Special Rules of Order supersede rules in the adopted parliamentary authority.

1. Speaking to a Motion

All members shall have two opportunities to speak on each question for no more than three (3) minutes each time.

1.1 The maker of a motion may choose to speak last as one of their two opportunities.

1.2 The limits of debate may be extended or limited by a majority vote.

2. Nominations for Chair and Vice-Chair require seconds.

3. On the demand of an individual trustee a roll call vote shall be taken on main motions.

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APPENDIX B

HANDLING MOTIONS

Based on *Robert's Rules of Order Newly Revised (12th Edition)*

Normally the following six steps are essential for the handling of motions.

Note: The requirement for seconds to motions, may not apply in smaller boards or any size committee.

Bringing a Motion Before the Assembly

The member must first seek and be recognized by the Chair.

1. A member **makes the motion** ("I move that [or "to"] ...")
2. Another member **seconds the motion** ("Second"). (If the motion requires a second.)
 - Seconding lets the chair know that more than one person wishes the motion to be considered.
 - The motion still belongs to the maker who is free to withdraw or modify if they so wish.
 - The chair decides if the motion is in order and ensures the motion is in its best form prior to stating the question.
3. The chair **states the question** ("It is moved and seconded that [or "to"] ...")
 - The chair stating the question puts the question in the hands of the board.
 - At this point a request to withdraw or modify requires unanimous consent or a majority vote.

Considering the Motion

4. Members **debate the motion** (unless undebatable).
 - a. Maker of the motion may speak first in debate.
 - b. Members who have not spoken have preference over those who have.
 - c. LDSB allows the maker of the motion to choose to speak last, which closes debate.
 - d. Members must speak through the chair.
 - e. Members may raise other motions that are in order, including Request for Information.
5. Chair **puts the question** to a vote. ("The question is on the adoption of ...")
 - While a member of a board cannot be compelled to vote, as a elected trustee representing constituents, a trustee has an obligation to vote unless prohibited in doing so due to a conflict of interest.
 - An abstention is considered a non-vote and is therefore not counted in votes cast.
6. Chair **announces result** of vote.

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APPENDIX C

Thirteen Ranking Motions

Based on Robert's Rules of Order Newly Revised (12th Edition)

Any motion of a higher rank is in order when a lower ranking motion is pending. The lowest ranking motion is the Main Motion with Fix the Time to Which to Adjourn as the highest-ranking motion.

	Motion	What to Say	Interrupt	Second	Debatable	Amendable	Vote	Reconsider
Privileged	Fix the Time to Which to Adjourn	I move that when the meeting adjourns, it adjourns to meet at ...	No	Yes	No	Yes	Maj	Yes
	Adjourn	I move to adjourn	No	Yes	No	No	Maj	No
	Recess	I move to recess for ...	No	Yes	No	Yes	Maj	No
	Raise a Question of Privilege	I rise to a question of privilege	Yes	No	No	No	Chair	No
	Call for Orders of the Day	I call for the orders of the day	Yes	No	No	No	Chair	No
Subsidiary	Lay on the Table	I move to lay the question on the table	No	Yes	No	No	Maj	Neg only
	Previous Question	I move the previous question	No	Yes	No	No	2/3	Yes
	Limit or Extend Limits of Debate	I move that debate be limited to ...	No	Yes	No	Yes	2/3	Yes
	Postpone to a Certain Time	I move to postpone the motion to ...	No	Yes	Yes	Yes	Maj	Yes
	Commit (Refer)	I move to commit the motion to ...	No	Yes	Yes	Yes	Maj	Yes
	Amend	I move to amend the motion by ...	No	Yes	Yes*	Yes	Maj	Yes
	Postpone Indefinitely	I move that the motion be postponed indefinitely .	No	Yes	Yes	No	Maj	Affirm only
	Main Motion	I move that [or "to"] ...	No	Yes	Yes	Yes	Maj	Yes

- * The motion to amend is debatable if applied to a debatable motion. The motion to amend is NOT debatable when applied to a motion that is not debatable. Example: Recess. See RONR t47
- Privileged motions: Deal with matters of immediate importance. They do not relate to the pending business.
- Subsidiary motions: Assist the board in treating or disposing of a main motion. May be applied to another motion to modify, delay action, or handle its consideration.
- Main motion: Brings business before the board. Can be introduced only when no other business is pending.
- Neg only: A negative vote on the motion to Lay on the Table can be reconsidered but not an affirmative vote.
- Affirm only: An affirmative vote on a motion to postpone indefinitely can be reconsidered but not a negative vote.

Incidental and “Bring Back” Motions

Incidental and “Bring Back” motions have no rank. They are made as the need arises.

	Motion	What to Say	Interrupt	Second	Debatable	Amendable	Vote	Reconsider
Incidental	Point of Order	Point of Order¹	Yes	No	No	No	C	No
	Appeal from a Decision of the Chair	I appeal from the decision of the chair	Yes	Yes	Yes*	No	M-	Yes
	Suspend the Rules	I move to suspend the rule while ...	No	Yes	No	No	2/3	No
	Division of a Question	I move to divide the question	No	Yes	No	Yes	M	No
	Division of the Assembly	I call for a division	Yes	No	No	No	C	No
	Parliamentary Inquiry	Parliamentary inquiry	Yes	No	No	No	C	No
	Request for Information	Request for information	Yes	No	No	No	C	No
Motions that bring a question again before the assembly return a question to the assembly for further consideration and action. No order of precedence but rather introduced when nothing else is pending.								
Bring Back	Take from the Table	I move to take from the table ...	No	Yes	No	No	M	No
	Rescind/Amend Something Previously Adopted	I move to rescind/amend something previously adopted ...	No	Yes	Yes	Yes	2/3	Neg Only
	Reconsider	I move to reconsider the vote ...	±	Yes	Yes	No	M	No

- * Is usually debatable. Exceptions: Not debatable if relates to (a) decorum or transgression of the rules of speaking; (b) if related to priority of business; or (c) is made when an undebatable question is immediately pending or involved in the appeal.
- M- Majority in the negative is required to reverse the decision of the chair. A tie or majority sustains the decision of the chair.
- ± Is in order if another has been assigned the floor but has not begun to speak.
- C Chair handles
- 2/3 To rescind or amend something previously adopted without notice requires 2/3. With notice requires only a majority vote.
- Neg only A negative vote on rescind or amend something previously adopted can be reconsidered but not an affirmative vote.

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APPENDIX D
Agenda Setting for Board Meetings
and
Education, Policy, and Operations Committee

The Board Agenda Setting Committee composed of the Chair, the Vice-chair, the Director, the Treasurer (Superintendent of Business), and the Superintendent of Human Resources or their designates, shall meet to review all items for both Private and Public Sessions.

ADDING ITEMS TO AN AGENDA

Advance Notice

A. Through Agenda Setting Committee

- a. Trustees may submit items they wish added to the agenda including any accompanying motion(s), in writing, to the Agenda Setting Committee.
- b. The Agenda Setting Committee will add the item if they determine it falls within the scope of responsibility of the Board of Trustees and can not more appropriately addressed through other means.
- c. If the item is deemed outside the scope of responsibility of the Board of Trustees, or it would be more appropriately addressed through the Director, or is within the mandate of a committee, it will not be placed on the board agenda and the Agenda Setting Committee will provide, in writing, to all the Trustees, the decision of the Agenda Setting Committee and the reasoning for the decision.
- d. If the Trustee disagrees with the decision of the Agenda Setting Committee, they may bring the item forward as a notice of motion or if time sensitive, during Approval of the Agenda. See B and C below.

B. At the Previous Meeting

- a. Written notices of motion or agenda item shall be presented to the Chair. The Chair shall read the presented Notice of Motion under Order of Business, Notices of Motion, or agenda item which shall be recorded in the minutes, but no discussion or voting relative to the motion or agenda item shall be permitted at the same meeting.
- b. The noticed motion(s) or agenda item shall be presented at the next Regular meeting of the Board under New Business. It shall, at that time, require a second and be stated by the Chair prior to any debate or discussion on the motion or agenda item. A noticed motion shall require a majority to adopt. The Chair may rule the motion or agenda item out of order subject to appeal.

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C. Time Sensitive Items

- a. Items that are time sensitive and cannot wait for the 48hr requirement for a special meeting or the next regular board meeting may be placed on the agenda by unanimous consent or 2/3 vote of the entire board.

D. Motions from Committees: The committee will provide the Agenda Setting Committee with any motions which will be placed on the next Board Agenda or if appropriate first to the EPOC for consideration prior to being submitted to the Board for final approval.

Note: Motions from committees do not first require the minutes of the committee to be approved.

**Agenda Setting for Committee Meetings
(Standing, Statutory, and Special Committee)**

The Chair and Vice-Chair (if applicable) of committees along with the Director or designate shall organize agendas for standing, statutory, or special committees.

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APPENDIX E
Regular Meeting
Order of Business

The Regular Meetings are normally held on the dates as outlined in the Bylaws.

If a Committee of the Whole – Private Session is required, the Call to Order will occur at the time specified in the call with the Board reconvening in public at 6:00 p.m.

The order of business for Regular Meetings shall be as follows:

A. Order of Business:

1. Call to Order
2. Resolve into Committee of the Whole – Private Session (in camera) (if applicable)
3. Rise and Report Committee of the Whole – Private Session (if applicable)
4. Land Acknowledgement
5. Adoption of the Agenda
6. Declaration of Conflict of Interest
7. Delegations/Presentations
8. Report from Committee of the Whole (as applicable)
9. Approval of Minutes
10. Report from Officers
 - 10.1 Chair's Report
 - 10.2 Directors Report
11. Reports
 - 11.1 Requiring Action
 - 11.2 For Information
 - 11.3 OPSBA Report
 - 11.4 Student Trustee Report
12. Unfinished Business
13. New Business
14. Correspondence
15. Notices of Motion
16. Announcements
17. Committee Minutes for Information
18. Future Meeting Schedule
19. Adjournment

B. The following shall apply to agenda items.

- 1) Call to Order – The chair ensures quorum is present and calls the meeting to order.
- 2) Resolve into Committee of the Whole – If a Committee of the Whole – Private Session is required, the Board will move immediately into Committee of the Whole – private session by Board resolution stating the fact of holding the Private Session and the general nature of the matter to be considered. Only matters which fall under the Education Act 207(2) may be discussed. Note: The Board may also move into Committee of the Whole – Private Session any time as required during a meeting. Scheduled private sessions will normally begin no later than 5:30 p.m.
- 3) Rise and Report – The Committee of the Whole shall rise and report.
- 4) Land Acknowledgement – The chair or designate will read the Land Acknowledgement.

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- 5) Adoption of the Agenda – The order of business may be amended by majority vote. Additions without notice shall require a 2/3 vote. The Chair may rule the addition out of order subject to appeal.
- 6) Declaration of Conflict of Interest – Members are bound by the Municipal Conflict of Interest Act and by the Trustee Code of Conduct. The chair will ask members to disclose any conflicts of interest which will be recorded in the minutes.
- 7) Delegations/Presentations – Delegations or Presentation approved by the Agenda Planning Committee shall present as prescribed in Policy ____ Delegations to the Board.
- 8) Report from Committee of the Whole – Reporting out from the Committee of the Whole In-Camera Session as necessary.
- 9) Approval of the Minutes – This item on the agenda shall be considered by Trustees only with reference to the accuracy of the minutes as recorded.
- 10) Reports from Officers
- 11) Reports
- 12) Unfinished Business and General Orders: Items that have come over from the previous meeting that were not reached, and items postponed from the previous meeting.
- 13) New Business: Items added to the agenda through agenda planning, notice, or a 2/3 vote of entire board.
- 14) Correspondence
- 15) Notices of Motion - Notices of motion presented in writing to the chair will be read into the minutes. No debate or discussion will be allowed.
- 16) Announcements
- 17) Committee Minutes – Approved Committee Minutes attached to agenda package for information.
- 18) Future Meeting Schedule
- 19) Adjournment

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APPENDIX F
Special Meetings
Order of Business

Special Meetings are called by the Chair or upon a request addressed to the Chair and signed by at least five (5) Board members or if the chair does not accept the request, addressed to the Director of Education.

The order of business for Special Meetings shall be as follows:

Order of Business:

1. Call to Order
2. Land Acknowledgement
3. Declaration of Conflict of Interest
4. Resolve into Committee of the Whole – Private Session (as necessary)
5. Report of Committee of the Whole – Private Session (as necessary)
6. Public Session Item(s)
7. Adjournment

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APPENDIX G
Annual Meeting
Order of Business

The Annual meeting in an election year shall be known as the Inaugural Meeting.

The procedures at the Inaugural Meeting and each succeeding Annual Organizational Meeting shall be as follows:

Order of Business:

1. Call to Order
2. Land Acknowledgement
3. Opening Greetings and Introductions
4. Student Performance
5. Declaration and Oath of Allegiance (At the Inaugural Meeting)
6. Report of the Nominations Committee re: Chair and Vice-chair
7. Election of the Chair
8. Election of the Vice-chair
9. Report of the Nominations Committee re: Trustee Committee Selection
10. Reports of Statutory Committees (SEAC, PIC, SAL and others as deemed necessary)
11. Adjournment

The Secretary of the Board (Director of Education) shall:

- (a) assume the Chair until the election of the chair is concluded;
- (b) call the meeting to order;
- (c) give greetings and introduce notables;
- (d) preside over the declaration and oath of allegiance
- (e) in an election year, at the Inaugural Meeting, read the returns of the clerks of the municipalities, if available, certifying as to the election of the members;
- (f) declare the Board to be legally constituted when all members present have taken the declaration and oath;
- (g) invite the Chair of the Nominations Committee to present recommendations on Chair and Vice-chair positions.
- (h) the Secretary of the Board shall preside over the election of the chair;
 - a. Individual may nominate themselves and requires a second.
 - b. The vote will be by secret ballot with a majority of votes cast to be elected.
 - c. In the event that no member receives a majority of votes cast, the name of the member receiving the fewest votes shall be dropped and another ballot vote taken until a Chair is elected.
 - d. In the event of a tie in for the fewest votes cast there will be a drawing of lots to determine which name will remain.
 - e. The actual count will not be announced.
- (i) upon the election of the Chair, the Chair shall assume the chair; (The same procedure as the Chair election will be used.)

The Chair of the Board shall:

- (j) the Chair may give brief remarks;
- (k) the Chair shall conduct the election of the Vice-Chair;
- (l) the Vice-chair may give brief remarks; and
- (m) invite the Chair of the Nominations Committee to present the recommendation for trustee representation on committees for adoption;
- (n) invite representative(s) of Statutory Committees to present; and
- (o) Adjourn the meeting.

(Excluded) - To be dealt with in August 2021

April 30, 2021

Via Email: IArthur-QP@ndp.on.ca

Ian Arthur, MPP - Kingston and the Islands
303 Bagot Street, Suite 2
Kingston, ON K7K 5W7

Dear MPP Arthur:

I wanted to bring to your attention a current proposal by the Ministry of Education regarding online and remote learning that also includes an expanded mandate of TVO/TFO that has been reported in the media. This proposal was shared confidentially with stakeholder members of a ministry-led committee. The consultation materials were leaked to the media, and many of the details of the proposal have since been published in a variety of publications, including but not limited to the Globe and Mail and the Toronto Star.

The Ontario Public School Boards' Association (OPSBA), of which we are a member, and other education sector stakeholders including the Ontario Student Trustees' Association, the Federations who represent Teachers and Educations Workers, and others, have issued public statements raising concerns about several elements of the reported proposal. The Limestone District School Board is extremely concerned with the contents of this reported proposal and potential legislation, especially since it comes at a time when our province continues to struggle with the pandemic, and plans for the return to school this September are unclear.

As you know, the past year has been unprecedented in many ways, including multiple shifts to remote learning as schools were forced to close based on provincewide and local public health recommendations. Our school board met its responsibilities every day to students and their families by quickly pivoting to various online formats. These herculean efforts were aided by the collaborative relationships that exist between all stakeholders in our board, and most importantly, we were able to leverage existing infrastructures and staff expertise in our schools and e-learning consortium.

Like the other members of OPSBA, the Limestone DSB supports modernization, as well as student and parental choice, when it makes sense, for student success. We have promoted and implemented learning online in various formats for many years, and understand the importance of preparing students for postsecondary settings, the workplace, and lifelong learning. With that said, while remote learning over the past year may have been a positive experience for some students, we have also seen marked increases in mental health concerns, and feelings of isolation among students. We are



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concerned that the current proposal may be promoting the online learning option to the detriment of student well-being and the overall integrity of our education system.

Remote learning at various times in the past year have clearly demonstrated significant equity issues related to rural internet connectivity and socioeconomic differences that demonstrated the need for all students to have access to devices for remote learning to be viable. The broad availability of affordable internet access and devices must be in place to make any remote learning a true option for all students. Without both of these issues being addressed, there are significant equity concerns related to the reported proposal. In addition, the challenges of supporting some students with special education needs were clearly evident in a remote format. The reported proposal raises significant concerns about whether the option would be viable for all learners to receive necessary accommodations.

The current, reported proposal considers allowing online and remote learning as a permanent option and gives the responsibility for online course content to TVO/TFO. I am sure you can agree that for the vast majority of students, remote or independent learning opportunities cannot replace the in-person school experience that has been shown to effectively support the developmental, physical and social well-being of students.

This reported proposal will have significant implications for public education and our local schools including:

- Threatening the viability and diversity of course offerings in small, rural and remote schools. Over time this proposal will result in closed or diminished schools that are currently at the heart of our small communities.
- Reducing support for in-school learning by reassigning Student Success Teachers, Guidance Counsellors and others whose current mandate is to support students who require additional instruction to be successful.
- Leading to unnecessary duplication and additional expenses, while still being unlikely to effectively address local needs. School boards and their consortia have developed the infrastructure and level of expertise to support remote learning that reflects the requirements of their specific learners.
- Undermining the ability of school boards to have direct and local influence over the logistics and programming linked to online learning as well as associated services and supports in their community schools.

OPSBA has always offered to work in partnership with the government to ensure that policies and legislation can be effectively implemented to maximize the success of each and every student in our care. In December 2020, the Association submitted [its position on an expanded role for TVO](#) to the government.

OPSBA and the Limestone DSB are prepared to work with the government and education partners to create a workable vision that is mutually beneficial, which does not undermine school board and school board consortia leadership, and does not eliminate the positive online approaches that have

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long proven effective for student engagement and success. The reported proposal has a range of operational issues that require greater reflection and collaboration.

We believe that school boards and TVO should continue to do what they each do best, and work to find opportunities to work collaboratively in areas that would continue to grow and enhance the quality of online credit courses.

OPSBA and the Limestone DSB are concerned with regard to the reported timelines of the proposal and lack of broader consultation and discussion, and greater understanding of the short and long-term ramifications. OPSBA continues to recommend a working table with school board consortia, school board representatives and online learning experts, along with TVO staff, to co-create a vision that is mutually beneficial and does not undermine school board and consortium leadership or eliminate the positive online learning approaches that have long been effective for student engagement and success.

We would appreciate the opportunity to meet with you to discuss this issue further, and we encourage you to raise these concerns with the Minister of Education, and your caucus colleagues.

Sincerely,



Suzanne Ruttan, Chair
Board of Trustees

c.c. to Honourable Minister Lecce, Ministry of Education
Ontario Public School Boards' Association
Randy Hillier, MPP - Lanark-Frontenac-Kingston
Daryl Kramp, MPP - Hastings-Lennox and Addington

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April 29, 2021

Via Email: info@randyhillier.com

Randy Hillier, MPP - Lanark-Frontenac-Kingston
105 Dufferin Street
Perth, ON K7H 3A5

Dear MPP Hillier:

I wanted to bring to your attention a current proposal by the Ministry of Education regarding online and remote learning that also includes an expanded mandate of TVO/TFO that has been reported in the media. This proposal was shared confidentially with stakeholder members of a ministry-led committee. The consultation materials were leaked to the media, and many of the details of the proposal have since been published in a variety of publications, including but not limited to the Globe and Mail and the Toronto Star.

The Ontario Public School Boards' Association (OPSBA), of which we are a member, and other education sector stakeholders including the Ontario Student Trustees' Association, the Federations who represent Teachers and Educations Workers, and others, have issued public statements raising concerns about several elements of the reported proposal. The Limestone District School Board is extremely concerned with the contents of this reported proposal and potential legislation, especially since it comes at a time when our province continues to struggle with the pandemic, and plans for the return to school this September are unclear.

As you know, the past year has been unprecedented in many ways, including multiple shifts to remote learning as schools were forced to close based on provincewide and local public health recommendations. Our school board met its responsibilities every day to students and their families by quickly pivoting to various online formats. These herculean efforts were aided by the collaborative relationships that exist between all stakeholders in our board, and most importantly, we were able to leverage existing infrastructures and staff expertise in our schools and e-learning consortium.

Like the other members of OPSBA, the Limestone DSB supports modernization, as well as student and parental choice, when it makes sense, for student success. We have promoted and implemented learning online in various formats for many years, and understand the importance of preparing students for postsecondary settings, the workplace, and lifelong learning. With that said, while remote learning over the past year may have been a positive experience for some students, we have also seen marked increases in mental health concerns, and feelings of isolation among students. We are



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Board of Trustees

c.c. to Honourable Minister Lecce, Ministry of Education
Ontario Public School Boards' Association
Ian Arthur, MPP - Kingston and the Islands
Daryl Kramp, MPP - Hastings-Lennox and Addington

April 30, 2021

Via email: daryl.kramp@pc.ola.org

Daryl Kramp, MPP - Hastings-Lennox and Addington
26A St. Lawrence Street, West
Madoc, ON K0K 2K0

Dear MPP Kramp:

I wanted to bring to your attention a current proposal by the Ministry of Education regarding online and remote learning that also includes an expanded mandate of TVO/TFO that has been reported in the media. This proposal was shared confidentially with stakeholder members of a ministry-led committee. The consultation materials were leaked to the media, and many of the details of the proposal have since been published in a variety of publications, including but not limited to the Globe and Mail and the Toronto Star.

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Sincerely,



Suzanne Ruttan, Chair
Board of Trustees

c.c. to Honourable Minister Lecce, Ministry of Education
Ontario Public School Boards' Association MPP
Randy Hillier - Lanark-Frontenac-Kingston
MPP Ian Arthur - Kingston and the Islands

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April 30, 2021

Board of Directors
Limestone Learning Foundation
220 Portsmouth Avenue
Kingston, ON
K7M 0G2

Attention: Adam Young, Chair

Dear Mr. Young:

Re: LLF Presents Elly Gotz – Learning from the Past to Counter Hate

At the Regular Board Meeting on Wednesday, April 28, 2021, the Board of Trustees expressed their gratitude to the Limestone Learning Foundation for sponsoring the presentation by Elly Gotz – *Learning from the Past to Counter Hate*.

This significant educational event for secondary students, supports the Limestone District School Board's commitment to Equity, Inclusion, and Anti-racism. There has been much positive feedback about providing this opportunity for LDSB students and teachers. Trustees were very pleased to hear that over 90 secondary teachers across all LDSB high schools signed up and shared this presentation with their class.

This event, like the previous special event held in collaboration with the Grand Theatre dealing with heroism and racism, marks a significant contribution by the LLF to the experiential learning of LDSB students.

Kind regards,



Suzanne Ruttan, Chair
Board of Trustees



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