

AGENDA – EDUCATION, POLICY AND OPERATIONS COMMITTEE

Wednesday, October 5, 2022
Limestone Education Centre
220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBEP0COct5>

Public Meeting – 5:30 PM

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

1. CALL TO ORDER
2. ADOPTION OF AGENDA
3. DECLARATION OF CONFLICT OF INTEREST
4. REPORTS FOR INFORMATION
 - 4.1 Equity Action Plan 2nd Edition, 2020-2023 – Superintendent McDonnell (Pages 2-14)
 - 4.2 Summer Programming – Program Leadership Team (Pages 15-22)
5. REPORTS FOR ACTION
 - 5.1 LDSB Procedural Bylaw Revisions re: Indigenous Trustee – Director Burra (Pages 23-27)
 - 5.2 Tri-Board Student Transportation Services Banking Agreement – Superintendent Young (Pages 28-29)
6. UNFINISHED BUSINESS
7. NEW BUSINESS
None at this time.
8. CORRESPONDENCE
None at this time.
9. NEXT MEETING – December 7, 2022
10. ADJOURNMENT



ADMINISTRATIVE REPORT: EQUITY ACTION PLAN 2ND EDITION, 2020-2023

EDUCATION, POLICY AND OPERATIONS COMMITTEE

October 5, 2022

Purpose

To provide Trustees with an update on the Limestone District School Board (LDSB) Equity Action Plan 2nd Edition, 2020-2023 and progress being made toward established goals.

Background

The revised LDSB Equity Action Plan 2nd Edition, 2020-2023, was shared with Trustees at the April 2022 Education, Policy, and Operations Committee (EPOC) meeting. On an annual basis, outcomes will be shared with Trustees at the start of each school year.

Current Status

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

Text and Resource Selection Guide

On the September 26, 2022 PA Day, a Text and Resource Selection Guide was released to K-12 educators with the overall goal of building capacity with educators and administrators when considering what resources are being used and how the resources connect to the learning journey of students with whom they are working. This Text and Resource Selection Guide was created to support staff in reviewing, auditing, and selecting texts and resources. Educators are encouraged to use the Selection Guide to think about how text and resources support three main areas:

- Centering Student Needs and Interests
- Culturally Responsive Pedagogy
- Opportunities to Think Critically

Community Equity Advisory Committee

The Community Equity Advisory Committee (CEAC) met for the first time on September 20, 2022. The goal of the Committee is to support the Board in identifying and eliminating barriers to an equitable and inclusive environment for students, staff, and the broader community, including determining strategies for the systemic implementation of LDSB's Equity and Action Plan. There are currently nine community members on the Committee that reflect the communities served by LDSB, along with LDSB staff members. At the initial meeting, the Committee reviewed the Human Rights Reporting Tool and provided feedback.

Human Rights Reporting Tool

The DRAFT LDSB Human Rights Reporting Tool for students is divided into two parts: The Administrative Procedure and the Reporting Form. Both have undergone extensive consultations, including contributions from administrators, students, LDSB affinity groups, Federations, and the Community Equity Advisory Committee. The goal is to launch the Tool at the end of October, 2022.

Equity Champions

Each elementary and secondary school has been asked to select a teacher to be the Equity Champion representative for their site. The Equity Champion will act as a liaison between the school and the Equity Team to share equity resources and professional learning alongside administrators. The resources shared will promote school-based discussion regarding equity and ways in which to positively move forward as a school to support students and staff. Equity Champions will meet in the Fall with an initial focus on the resources: "Being the Change" (elementary), to help students navigate topics such as race, gender, and sexuality and "Start Here Start Now" (secondary), a guide to antibias and antiracist work within a school community. Equity Champions will also be provided with additional resources to share at monthly staff meetings.

Next Steps

At the end of the 2020 – 2023 Equity Action Plan cycle, the Community Equity Advisory Committee will review the progress made towards achieving the goals outlined herein.

Recommendations

That Trustees receive this report for information.

Prepared by: Alison McDonnell, Superintendent of Education,
Susan McWilliams, Superintendent of Human Resources
Reviewed by: Krishna Burra, Director of Education
Attachments: Equity Action Plan 2020-2023 2nd Edition



Limestone
DISTRICT SCHOOL BOARD



Equity Action Plan 2020-2023 2nd Edition



Kingston
**workplace
inclusion
charter**



Kingston
**Charte de
l'inclusion**

Land Acknowledgement

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

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

Message from the Director and Chair of the Board

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

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

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

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



Krishna Burra
Director of Education



Suzanne Ruttan
Chair, Board of Trustees

Introduction

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

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

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

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

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

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

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

Expected Outcomes

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

Monitoring & Progress

- Similar to the LDSB Strategic Plan, the Equity Action Plan has adopted the stoplight system for monitoring and sharing progress as follows:
 - Green reflects goal is on target
 - Yellow reflects goal is making progress
 - Red reflects goal requires further attention

Leadership and Governance

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

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

Organizational Culture Change

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

Areas of focus	Timelines	Status
Establish an LDSB Community Equity Advisory Committee to support the Limestone District School Board (LDSB) in identifying and eliminating barriers to an equitable and inclusive environment for students, staff, and the broader community, and determining strategies for systemic implementation of LDSB's Equity and Action Plan.	2022 - 2023	
Establish a racialized student advisory group to represent the student voice in Limestone.	2020 - 2023	
Establish a 2SLGBTQ+ School Staff Collective.	2021 - 2023	
Establish several staff affinity groups, including: - Black, Indigenous and Racialized Staff - Staff living with Disabilities 2SLGBTQ+ Staff	2021 - 2023	
Establish a Black family and community advisory group.	2020 – 2021	
Review all present system student representation structures and processes through an equity and anti-oppression lens and explore different models of representation and student voice that best reflects diverse student population.	2020 - 2021	
Build staff capacity through learning opportunities on human rights and equity topics in response to the needs of students and staff, with a focus on normalizing the language of inequity (e.g., anti-Semitism, Islamophobia, Heteronormativity, Transphobia, Homophobia, anti-Black racism, anti-Indigenous Racism, anti-Oppression, ableism, accessibility, and White Supremacy).	2020 - 2023	
Work to ensure every elementary and secondary school in Limestone has gender-neutral and accessible washrooms for staff and students.	2020 - 2023	
Recognize and demonstrate sensitivity towards dates of cultural and religious significance.	2020 - 2023	
Review communication tools to ensure they are accessible to all Limestone community members (website, newsletters, etc.).	2021 - 2023	

School and Classroom Practices

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

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

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

Human Resource Practices

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

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

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

Recruitment and Selection

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

Areas of Focus	Timelines	Status
Review Administrative Procedure AP 400 – Recruitment & Selection to ensure alignment with Ministry PPM 165 Teacher Hiring Practices.	2020 - 2021	
Ensure that all components of the hiring process are barrier-free to create an equitable and inclusive experience for all candidates seeking employment with Limestone.	2020 - 2023	
Develop recruitment outreach to diverse communities by exploring partnerships with local, post secondary educational institutions.	2020 - 2023	

Explore ways to increase the number of racially diverse applicants selected for interviews through diverse job boards and other means to attract a diversified applicant pool.	2020 - 2023	●
Create a standard job posting template demonstrating LDSB's commitment to Equity, Diversity and Inclusion that is unique and reflective of the Board.	2020 - 2022	●
Review all postings and procedures to ensure the use of gender-neutral language.	2020 - 2021	●
Include the ability to voluntarily self-identify as part of the application process.	2020	●
Analyse recruitment data, including number of diverse applications, number selected to participate in the process, and number of candidates participating from diverse backgrounds who are successful in the process.	2022 - 2023	●
Develop selection criteria for all levels of system and school leadership that ensure competencies in equity, anti-oppression, and anti-racism practices.	2021 - 2023	●
Provide anti-oppression professional learning for HR staff and system leaders to foster equitable, diverse, and inclusive recruitment and selection processes.	2021 - 2023	●

Retention

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

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

Areas of Focus	Timelines	Status
Review all Human Resources Administrative Procedures with a focus on identifying systemic barriers and revising procedures using an equity and inclusion framework to ensure accessible, equitable and inclusive language and practices.	2020 - 2023	●
Develop partnership with KEYS (Kingston Employment & Youth Services) to advance and support Equity, Diversity and Inclusion initiatives.	2021 - 2022	●
In collaboration with LDSB stakeholders, develop the Workforce Census & Belonging Survey to determine the composition of our employees.	2021 - 2022	●

Analyse data collected from WCSB to create baseline with the goal of using the data to inform and monitor school and system progress towards equity and well-being goals.	2022 - 2023	
Develop or source and implement appropriate equity, diversity and inclusion education, awareness and training for Human Resources staff, Education Centre and other support staff across the district.	2020 - 2023	
Embed equity, diversity, and inclusion into all new employee orientations.	2022 - 2023	
Develop and implement an LDSB Exit Survey for all employees who resign or retire from the organization that includes questions pertaining to equity, inclusion, and sense of belonging in Limestone.	2022	
Provide mentorship, support, and leadership/succession planning opportunities designed for Black, Indigenous & racialized, 2SLGBTIQ+, people living with disabilities, and potentially other marginalized staff populations.	2022 - 2023	
Work with Employee Assistance Program providers to promote diversity among counsellors.	2020 - 2023	
Share processes for accessing Human Rights supports (health and wellness, accommodations) regularly, in staff communications.	2020 - 2023	

Data Collection, Integration & Reporting

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

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

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

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

Conclusion

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



ADMINISTRATIVE REPORT: SUMMER PROGRAMMING

EDUCATION, POLICY AND OPERATIONS COMMITTEE

October 5, 2022

Purpose

To provide trustees with an overview of the 2022 summer programming offered by the Limestone District School Board to elementary and secondary students.

Background (Historical Programs)

The Limestone District School Board has traditionally offered optional programming for elementary and secondary students during the summer months. These programs have evolved to meet the needs of the students within the system, but the general structure has remained.

Summer Credit Programs:

Summer Session has been offered through the Limestone District School Board for many years. Initially it ran in partnership with Algonquin Lakeshore Catholic District School Board, but in 2011 it began to run independently. Summer Session offers students the opportunity to reach ahead to take a new credit, or to improve a credit. Summer session has historically offered students the option of taking courses in-person, through hybrid and e-learning, and through co-operative education. In 2019, Summer Session became aligned with other school boards in the province to rely mainly on eLearning and co-op as the available modes of learning because the purpose of Summer Session evolved from mainly students re-doing courses and upgrading credits, to primarily providing reach-ahead opportunities. The emphasis on eLearning provides more choice for students to obtain the credit they are seeking based on their pathway. Previously, during in-person learning, staffing and timetabling Summer Session was a challenge. There often were not enough students registered to run the courses offered, which resulted in some classes being cancelled at the last-minute, or stacked together to allow them to run. Staffing in the areas of mathematics and science were also a challenge, and there was difficulty finding qualified staff for classes where students were upgrading credits in those areas. Co-

operative education opportunities in the summer allow students some additional flexibility to gain some employment experience in an area of interest.

Summer Non-Credit Programs:

Focus on Youth

The Focus on Youth (FOY) program supports positive child and youth development through an asset-based approach by funding school boards to provide opportunities for children and youth to be engaged in programming and employment in safe and supportive environments. This year funding was split between two separate funding sources: the Federal Government and the Ministry of Education.

The program is holistic as it considers the role that schools, communities, and caring adults play in the wellbeing of children and youth. The program contributes to their health and wellness through recreation/sports activities and promotes positive peer relationships through social/camp activities as well as mentorship supports. It also helps them achieve academic success through tutoring and academic activities. The employment component for youth provides them with the opportunity to gain employment experience in supportive environments which enables them to gain self-confidence and valuable life skills.

Summer Learning Supports for Students with Special Education Needs and Mental Health Needs

In response to the impact of COVID-19, the Ministry of Education provided school boards with funding to enhance opportunities to provide mental health and summer learning opportunities for students with special education and/or complex mental health needs.

Summer Literacy Program (Read-A-Lot)

For the summers of 2020 and 2021 due to COVID, the Summer Literacy programs were delivered remotely. Prior to 2020, Summer Literacy programs were delivered in-person. Last summer, 90 students participated in an online synchronous literacy program from July 12-30, for 3 hours each day, totaling 45 hours of targeted literacy instruction. In addition, two Grade 7/8 classes offered literacy and numeracy support. A combination of whole group, small group, and individual tutoring was provided during the daily program. Students were exposed to virtual library tours, and a Queen's Engineering group worked with Grade 7 and 8 students throughout the program. Each student received a literacy kit and a microbit kit that was donated by Queen's University.

Two Mohawk Knowledge Keepers visited the classes once each week. Student attendance and engagement was high, and a warm, safe space was created immediately.

Through additional funding, Limestone District School Board was able to offer an in-person learning experience to 8 Indigenous students that was run out of Katarokwi Learning Centre. The program ran 5 hours per day, for 3 days a week, over 5 weeks (15 days in total).

Outdoor Education

Traditionally, the Gould Lake Outdoor Education team has offered a variety of summer outdoor education experiences for students in Grades 7-12 involving a combination of credit and non-credit programs that include multiple-day and overnight hiking, kayaking and canoeing trips. As a result of the pandemic, it was not possible to run these programs in the summer of 2020 and 2021.

Nature Camps were run by the Outdoor Education team in the summer of 2021 and were developed for students in the primary grades, a different age group of students traditionally served by Gould Lake Outdoor Education programming. Four Nature Camps were hosted for students in Grades 1-3. Camp registrations were limited to 30 students per session to meet public health requirements and to help ensure the safety of students and staff. Nature camps were held at: Polson Park Public School, Southview Public School, Molly Brant Elementary School, and Loughborough Public School. Overall, 84 students attended.

Current Status (Summer 2022)

Summer Literacy Program (Read-A-Lot)

This past summer, the program returned to an in-person model and remote model after two summers of only remote delivery. In-person literacy programming was developed for 225 students. Students in Grades 2-8 participated in the program. In-person learning ran from 8:30-2:30 every day and remote learning ran from 8:30-12:30. Class sizes were capped at 15 students. While we originally planned for more remote classes, a decision was made to switch these to an in-person class because the interest for remote learning was less than anticipated.

In-person learning occurred at three different sites throughout the district: Harrowsmith Public School, Southview Public School, and Molly Brant Elementary School.

The literacy classes ran for one 3 week session: July 4-22, 2022. The program welcomed a team from Queen's University who led Queen's Engineering Coding Workshops for both in-class and remote learners.

There was a focus on family engagement throughout the program. Daily communication was shared with families. The program hosted an Open House where families were invited into the classroom to

learn alongside the students. In addition, the Program Manager hosted information sessions to share activities that families could do at home to support literacy learning.

Data related to student engagement and parent satisfaction was tracked and the results were overwhelmingly positive. This was measured based on student attendance, and surveys completed with students and caregivers during and after the program. Moreover, family engagement throughout the program remained high, as they directly participated in many aspects of the student's learning. In addition to engagement, families also commented that they learned a lot about the science of reading.

Significant achievement gains were realized in the areas of phonemic awareness, phonics and writing, as were measures of student confidence following the completion of the program.

Summer Credit Programs

This summer, 395 students took an eLearning course, and 129 students were engaged in co-operative education courses for a total enrolment of 524 students. Last year, 168 students took an eLearning course, and 101 students were enrolled in co-op. These numbers represent an increase in enrolment compared to the previous year where 168 students took an eLearning course, and 101 students were engaged in co-op.

Careers and Civics, two compulsory Grade 10 half-credits were the most subscribed eLearning courses, with four sections taught in English and two in French. Other popular courses included: English, Understanding Contemporary First Nations, Métis, and Inuit Voices, Math, and Biology.

Focus on Youth

The 2022 Summer Focus on Youth Program was supported by the Boys and Girls Club of Kingston. Trustees received some information related to this program during the September 21, 2022 Board Meeting. The Boys and Girls Club of Kingston hired a total of 15 "at-risk" youth to be Leaders and Recreational Assistants at a variety of camps offered by the Boys and Girls Club this summer. Some positions were full-time and others were part-time to allow the youth to continue with other programming in addition to these summer positions. Training for these youth took place during the week of July 4 – July 6. Training included, among others, Mental Health and Well-being, Health and Safety Training, Leadership, Life Skills, and several other topics. Mental Health training and support were a key element of the funding provided by the Federal Government. Mental Health support was available during the entire Focus on Youth campaign for the students hired from LDSB. Focus on Youth Leaders were paid \$16 per hour and Recreational Assistants were paid \$14 per hour. Camp locations included the west end location of the Boys and Girls Club, Central Boys and Girls Club location, the Rideau Heights Community Centre, East End Community Centre and Napanee.

Summer Learning Supports for Students with Special Education Needs and Mental Health Needs

Summer Transition Program for Students with High Special Education Needs Back to School Transitions

Back to School Transitions were supported by Educational Assistants and Early Childhood Educators from August 29 until September 2, 2022. Over 500 students with special education needs and/or complex mental health concerns, at 45 elementary and secondary schools, received a supportive transition back to school through school visits, team meetings, connections to caring adults and classroom tours.

Literacy Camp Support

Educational Assistant support was provided to Camp Read-A-Lot to enable the full participation of students with special education needs in summer literacy programming. This support was allocated over three weeks at three LDSB sites.

Summer School

Special Education funding was allocated to the LDSB summer school to provide ongoing support for students with an Individual Education Plan (IEP) through the Learning Program Support teacher (LPS). This support was provided for the entirety of the summer school program which was delivered virtually in 2022.

Adolescent Care Worker (ACW) for Summer School

An ACW was available to support the needs of secondary students enrolled in summer school who were experiencing social, emotional, behavioral, and/or attendance issues. Three secondary students were supported via the ACW. Support was also offered for the three summer literacy camps.

Community Resilience Initiative (CRI) Trauma Informed Course

Fifty-one LDSB staff and three community partners participated in a full-day introductory trauma-informed training focused on brain science, resilience, and the impact of adverse childhood experiences.

Applied Suicide Intervention Skills Training (ASIST)

Six LDSB staff and six Pathways to Education staff participated in a two-day interactive workshop in suicide first aid. Participants learned to identify the key elements of an effective suicide safety plan and the actions required to implement it.

Intensive Skills Y-Training

Twenty-one Educational Assistants participated in a two-and a half-day training. Participants learned and demonstrated the skills necessary to successfully support students with complex behavioural and mental health needs. Facilitators provided strategies for working with students through teaching, modelling, demonstration, and role playing. Participants are also certified in Behaviour Management Systems training.

Behaviour Management Systems Training (BMS)

Forty-seven casual Educational Assistants participated in BMS training. The primary emphasis of BMS training is prevention and includes strategies such as knowing the student, acting on early warning signs, and the effective use of calming and de-escalation techniques. The training also addresses personal safety techniques such as avoidance, releases, and blocks.

Youth Diversion Supports

Through funding provided by LDSB to support the well-being of students during the summer months, Youth Diversion was able to proactively enhance its supports and services for students through several means: a) increasing access to mental health substance use professionals both in-person and virtually; b) creating and enhancing a seamless pathway to and from community based mental health care for students requiring more intensive supports over the summer months; and c) providing students, parents, and families with timely and relevant information in support of student mental health and well-being throughout the summer. A total of 335 students (115 elementary and 220 secondary) received direct service from Youth Diversion in the areas of substance use and addictions services, mentoring, youth outreach, and Intersections programming. In addition, 184 students participated in various groups, activities, and events hosted by Youth Diversion staff, including: clothing carousel, wellness kits, and a week-long camp in August. Both in-person and virtual supports were provided.

Gould Lake Outdoor Education

The following are Gould Lake summer programs ran in July-August 2022 with over 400 students participating:

Nature Camp (87 students participated)

- For Grade 1-3 students
- Week 1: Sydenham HS July 11-15
- Week 2: Southview PS July 25-29
- Week 4: École Kingston East ES Aug 8-12
- Week 5: Molly Brant ES Aug 15-19

Outdoor Escape (66 students participated)

- For Grade 7 students
- Programming conducted at the Gould Lake Conservation Area
- Week 1 July 4-8

- Week 2 July 18-22
- Week 3 Aug 1-5

Quest (98 students participated)

- For Grade 7-8 students
- PAD105 (0.5 credit)
- 8-day course with programming conducted at Gould Lake Conservation Area and 5-day canoe trip in Frontenac Provincial Park
- Session 1: July 1-8
- Session 2: July 23-30
- Session 3: Aug 8-15
- Session 4: Aug 20-27

Outreach (99 students participated)

- For Grade 8-10 students (typically for grade 8 and 9 students)
- PAD205 (1.0 credit)
- 16-day course with programming conducted at Gould Lake Conservation Area and 9-day canoe trip in Algonquin Provincial Park
- Session 1: July 7-24
- Session 2: Aug 11-28

Outdoor Leadership Program (18 students participated)

- For Grade 8-9 students
- PAD105 (0.5 credit)
- 8-day course with programming conducted at the Gould Lake Conservation Area and Algonquin Provincial Park
- Students selected from their schools
- 1 session: July 31-Aug 7

Outdoor Skills (40 students participated)

- For Grade 9-11 students
- PAD405 (1.0 credit)
- 16-day course with programming conducted at Gould Lake Conservation Area, 9-day kayak trip in Georgian Bay and 4 day moving water course at Palmer Rapids
- Session 1: July 4-12
- Session 2: August 8-25

Leader In Training (11 students participated)

- For Grade 10-12 students
- PPL30 (1.0 credit) Co-Op (1.0 credit)
- 16-day course and 16-day co-op with programming conducted at Gould Lake Conservation Area and Algonquin Provincial Park
- 1 Session: July 4-19

Next Steps

Elementary Summer Camps

Pre and post assessment data were collected for the Summer Literacy Camp. Progress Reports were also completed for each student, and sent to their home school, for review by the school team. A copy of the Progress report was also sent home to parents.

The Outdoor Education Team will plan to offer Nature Camps in summer of 2023.

Summer Credit Programs

Summer Session options for students reaching ahead in credits will continue to be offered through Limestone District School Board, and will include e-learning courses, and co-operative education.

The Outdoor Education Team will plan to offer summer credit courses at Gould Lake Outdoor Education Centre in summer of 2023.

Recommendations

That this report be received for information purposes.

Prepared by: Alison McDonnell, Superintendent, Scot Gillam, Superintendent, Stephanie Sartor, Associate Superintendent, Steve Hedderson, Associate Superintendent, Patty Gollogly, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: LDSB PROCEDURAL BYLAW REVISIONS RE: INDIGENOUS TRUSTEE

EDUCATION, POLICY, AND OPERATIONS COMMITTEE

October 5, 2022

Purpose

To provide Trustees with recommended LDSB Procedural Bylaw edits tied to the upcoming addition of an Indigenous Trustee from the Mohawks of the Bay of Quinte. This addition will increase the number of trustees with a binding vote to ten.

Background

At the May 18, 2022, Regular Board Meeting, the following motion was passed by the Board of Trustees:

“That staff develop a process and recommended timeline for an Indigenous Trustee to be appointed by the MBQ through Regulation 462/97, including a contingency process should the number of students decrease below the regulatory requirement, and identifying policy implications for a 10th Trustee.”

At the August 24, 2022, Regular Board Meeting, Superintendent Gillam provided trustees with an update related to the process and timeline for the appointment of an Indigenous Trustee by the Mohawks of the Bay of Quinte (MBQ).

Current Status

Board staff have reviewed the LDSB Policies and Procedural Bylaws with a lens focused on the implications of adding a tenth trustee to the Board. The addition of an Indigenous Trustee from the Mohawks of the Bay of Quinte does not have implications related to individual policies. However, this addition does require some edits to the Procedural Bylaws. Recommended edits to the Procedural Bylaws are outlined in the attached copy of the bylaws (Appendix A, Articles I-III). Changes to Article I and Article III are indicated in the document.

Edits to the Procedural Bylaws primarily focus on the addition of the Indigenous Trustee appointed by the Mohawks of the Bay of Quinte. These edits ensure alignment with the requirements outlined in Regulation 462/97.

Recommendations

Trustees approve the recommend edits to the LDSB Procedural Bylaws (Article I and Article III) as outlined in Appendix A.

Prepared by: Krishna Burra, Director of Education

Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix A: LDSB Procedural Bylaws, Articles I-III

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 November 15 in an election year ending November 14 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. Indigenous Trustee. The Indigenous Trustee is designated as outlined in Regulation 462/97. Given the Education Agreement between the Limestone District School Board and the Mohawks of the Bay of Quinte (MBQ), Limestone DSB has exercised its right to request the appointment of an Indigenous Trustee by the MBQ.

2.1 Term of Office for the Indigenous Trustee. The term of office for the Indigenous Trustee appointed by the MBQ will be governed by the Mohawks of the Bay of Quinte.

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Section 3. 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 No. 9, Student Trustees, 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 4. 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 14.

Section 5. 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 6. 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 7. 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 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 [an elected](#) Trustee shall be filled by the Board in accordance with the provisions of the *Education Act* either by by-election or appointment [as outlined in sections 3.0 to 3.3.4.](#)

3.0 Guiding Considerations for Filling Trustee Vacancies on the Board:

- (a) Timing of the vacancy relative to the previous and subsequent elections;
- (b) Relative support of the second-place finisher in the previous election;
- (c) Financial cost associated with a by-election to fill the vacancy as outlined in 3.1;
- (d) Representation of a particular geographic area on the board; and
- (e) Diversity of representation on the board at the time of the vacancy.

3.1 A final decision on filling the vacancy rests with the Board and requires the approval of a formal motion.

3.2 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.

3.3 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.

3.3.1 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).
- 3.3.2 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.
- 3.3.3 Application and Interview Process:** 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; persons shall also submit a letter of intent outlining the reasons for wishing to serve on the Board and ways in which the individual can contribute to its overall effectiveness;
 - d. applicants will be informed that they should be prepared to make a short verbal presentation to a selection committee. The time for the presentation should not exceed five minutes;
 - e. applicants must sign consent forms and declaration of qualifications forms;
 - f. information packages including facts about Limestone District School Board, a copy of Policy No. 5 Trustee Code of Conduct, and a schedule of Board and committee meetings will be made available to the applicants;
 - g. applicants may request a public forum to review the role of a Trustee; and
 - h. the applications will be available for review by the public if requested.
- 3.3.4 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. While applications will be public, interviews would not occur in public. Ideally the interviews will be face-to-face but under extenuating circumstances and to ensure maximum attendance, the interviews may be conducted electronically. The Selection Committee shall make its recommendation to the Board at the next meeting of the Board following the interviews. The Secretary of the Board shall be the administrative liaison to the Selection Committee. The Selection Committee shall establish its operating practices. The appointed candidate shall be advised promptly of the Board's decision and shall be sworn in at the next opportunity following the appointment.

3.3.5 Indigenous Trustee Vacancy. Any vacancy in the position of the Indigenous Trustee will be filled in accordance with processes determined by the Mohawks of the Bay of Quinte.

3.3.6 Student Trustee Vacancy. Any vacancy in the position of one or more of the student trustees will be filled as outlined in Policy 9 (Student Trustees)

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ADMINISTRATIVE REPORT: TRI-BOARD STUDENT TRANSPORTATION SERVICES BANKING AGREEMENT

EDUCATION, POLICY, AND OPERATIONS COMMITTEE

October 5, 2022

Purpose

To recommend a short-term borrowing resolution for Tri-Board Student Transportation Services to meet cash flow requirements.

Background

The *Education Act* requires the Treasurer of the Board to furnish to the bank a copy of the resolution(s) authorizing the borrowing of funds. As Tri-Board is an entity of the member school boards, authorization to borrow funds is required from the member boards.

Current Status

Operating

Occasionally, Tri-Board may be required to borrow funds for current operating purposes to provide interim financing until revenues are received from the member Boards. Tri-Board did not have any operating borrowing requirements during the 2021-2022 school year; however, Tri-Board is subject to cash flow decisions from the member boards and should have a borrowing resolution in place to provide interim financing if the cash flow situation should change.

The operating resolution authorizes the signing officers of Tri-Board to borrow operating funds when required to meet short-term cash flow needs. The dollar amount of the operating borrowing requirement attributed to Limestone District School Board has been set to a maximum of \$2.28 million.

The Royal Bank of Canada (RBC) is the Board's primary banker, a relationship that dates back to 1966. Tri-Board also utilizes the Royal Bank of Canada as their primary banker.

Recommendations

That the Board authorize the signing officers of the Board to enter into agreements with the Royal Bank of Canada for the following:

1. The borrowing of funds to meet operating requirements to a maximum of \$2.28 million for Tri-Board Student Transportation Services.

Prepared by: Craig Young, Superintendent of Business

Reviewed by: Krishna Burra, Director of Education