



AGENDA - REGULAR BOARD MEETING

Wednesday, October 18, 2023 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGOct18>

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 their 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. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

- 4.1** Regular Board Meeting Minutes (private) – September 20, 2023

5. FOR INFORMATION

- 5.1** SAFE SCHOOLS UPDATE
5.2 PROPERTY UPDATE

- 5.3 LABOUR UPDATE
- 5.4 LEGAL MATTER
- 5.5 PERSONNEL UPDATE
- 5.6 OPSBA UPDATE

6. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 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.”

7. ADOPTION OF AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. DELEGATION/PRESENTATION

- 9.1 Overview of EQAO Data for 2022-2023 – Associate Superintendents Hedderson & Sartor

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1 Regular Board Meeting – September 20, 2023 (Pages 4-16)
- 11.2 EPOC Committee Meeting – October 4, 2023 (Pages 17-21)

12. REPORTS FROM OFFICERS

- 12.1 Chair’s Report
- 12.2 Director’s Report

13. REPORTS

- 13.1 OPSBA Report – Trustee McGregor
- 13.2 Student Trustees’ Report
- 13.3 Reports For Action
- 13.4 Reports for Information
 - 13.4.1 Math Action Plan Update – Associate Superintendent Hedderson (Pages 22-24)
 - 13.4.2 Summer Programming Report – Program Leadership Team (Pages 25-34)
 - 13.4.3 Strategic Plan – End-of-Year Report 2022-2023 – Director Burra (Pages 35-83)

14. UNFINISHED BUSINESS

Notice of Motion from the Regular Board Meeting on June 21, 2023, brought forward by Trustee Neill: "Given the critical partnership between KFL&A Public Health and local school boards before the most recent pandemic and throughout the pandemic, a letter should be written to the MoH, MoE, the Premier, local MPPs, and the Education and Health critics for the official opposition; advocating for a school board seat on the local public health board. This letter should also be shared with the other coterminous school boards."

15. NEW BUSINESS**16. CORRESPONDENCE**

16.1 September 24, 2023 Letter to Trustees from Danka Brewer (Pages 84-86)

17. NOTICES OF MOTION**18. ANNOUNCEMENTS****19. COMMITTEE MINUTES FOR INFORMATION**

19.1 Parent Involvement Committee Minutes –May 4, 2023 (Pages 87-91)

19.2 Environmental Sustainability Advisory Committee – May 9, 2023 (Pages 92-95)

19.3 Special Education Advisory Committee Minutes – September 13, 2023 (Pages 96-100)

20. FUTURE BOARD MEETING SCHEDULE

November 15, 2023 (Annual Meeting)

November 20, 2023 (Nominations/Special Meeting)

December 6, 2023 (EPOC)

January 17, 2024

February 7, 2024 (EPOC)

February 28, 2024

March 6, 2024 (EPOC)

March 27, 2024

April 24, 2024

May 1, 2024 (EPOC)

May 15, 2024

June 5, 2024 (EPOC)

June 19, 2024

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – SEPTEMBER 20, 2023

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning (regrets) J. Neill S. Ruttan E. Eckloff (Student Trustee) (regrets) A.J. O'Keefe (Student Trustee) A. Wang (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services T. McKenna, Associate Superintendent
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Godkin called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Hutcheon. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Godkin asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

4. ACTION ITEMS

- 4.1 Regular Board Meeting Minutes (private) – August 23, 2023
- 4.2 Education, Policy and Operations Committee Minutes (private) – September 6, 2023
- 4.3 Audit Committee Minutes (private) – September 11, 2023

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

5. FOR INFORMATION

- 5.1 Safe Schools Update – Associate Superintendent Gollogly provided a safe schools update.
- 5.2 Property Update – No update at this time.
- 5.3 Personnel Update – No update at this time.
- 5.4 Labour Update – Superintendent McWilliams provided a labour update.
- 5.5 Legal Update – No update at this time.
- 5.6 OPSBA Update – Trustee McGregor provided an OPSBA update.

6. REPORT TO PUBLIC SESSION

Vice-Chair Godkin called for a motion for the Board to rise and report.

MOTION: That the Board rise and report.

MOVED BY: Trustee Elliot. Carried.

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle K. McGregor J. Morning J. Neill S. Ruttan E. Eckloff (Student Trustee) (regrets) A.J. O’Keefe (Student Trustee) A. Wang (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services T. McKenna, Associate Superintendent J. Douglas, Communications Officer A. Grange, Communications Officer
Guests:	Recorder:
D. Fowler, Manager Facility Services, C. Downie, Assistant Manager Facility Services	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Hutcheon welcomed everyone to the Regular Board Meeting and called the roll.

Trustee Elliott provided the Acknowledgement of Territory. “The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabe. 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. I’ve mentioned this before, but I moved here in 1998 and am truly grateful for the opportunities presented to me and my family in this beautiful region. I have tried to take time to learn both the history of the region and connect with the present, and I think this helps me feel like part of an interconnected community. Although this acknowledgment is only a small piece of my reconciliation, I will continue to reflect on the privilege I have as a settler and try to do better in both my thoughts and actions.”

7. ADOPTION OF AGENDA

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

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

8. DECLARATION OF CONFLICT OF INTEREST

Chair Hutcheon asked that if Trustees have a conflict of interest, could they please identify the agenda item number. There were no conflicts declared.

9. DELEGATION/PRESENTATION

9.1 Facility Services Summer Update

Manager Fowler and Assistant Manager Downie provided an update to Trustees regarding the work that was completed over the summer. Manager Fowler highlighted that \$21,308,744 million in School Condition and Renewal funding was allocated to 290 projects. Capital projects were completed at 55 school sites including 5 new portables added this year. He emphasized that summer projects would not be possible without the support of caretaking and operational staff. Manager Fowler and Assistant Manager Downie went through some examples of completed projects including building envelope, floor refinishing, mechanical projects, interior improvements, washroom upgrades, accessibility upgrades, summer operational work and site improvement projects.

Assistant Manager Downie gave an overview of the code and regulatory summer work and inspections that take place to ensure that the Board is meeting government regulations and standards. She explained to Trustees that the annual testing, reporting and inspection of fire alarm systems, heating and cooling, elevators, drinking water, onsite wastewater, asbestos, and backflow preventers are included in this summer work. Assistant Manager Downie highlighted as an example that the school board follows the Canadian Standard for Children's Playground Equipment and Surfacing with completion of daily, weekly and monthly inspection reporting in addition to an annual comprehensive inspection and report. She said that similar procedures are followed for other governing acts including Technical Standards & Safety Authority Act, National Fire Protection, City of Kingston Water By-Law and the Ministry of the Environment, Conservation and Parks.

Chair Hutcheon thanked Manager Fowler and Assistant Manager Downie for their presentation and called upon Trustees for questions.

10. PRIVATE SESSION REPORT

Chair Hutcheon called upon Trustee Ruttan to report on the Audit Committee Private Session from September 11, 2023.

Trustee Ruttan stated that during private session of the Audit Committee meeting held on September 11, 2023, the following report was presented:

- Fraud Policy Review Final Report, presented by Genevieve Segu, Regional Internal Audit Manager.
- The report was for information only.
- A verbal update of the KPMG Interim/Year End Audit was provided by Lori Huber, External Auditor.
- There was no other business conducted, or motions passed in Private Session.

MOTION MOVED By Trustee Ruttan and seconded by Trustee Godkin that the Audit Committee Private Session Report be received. Carried.

Vice-Chair Godkin stated that during Private Session at the EPOC meeting of September 6, 2023:

- Director and myself provided an update related to a personal matter.

Vice-Chair Godkin also stated that earlier this evening during Private Session:

- The minutes were approved from the Regular Board Meeting (private) of August 23, 2023.
- The minutes were approved from the Education, Policy and Operations Committee Meeting (private) of September 6, 2023.
- The minutes were approved from the Audit Committee Meeting (private) of September 11, 2023.
- There was no other business conducted, or motions passed in Private Session.

MOTION MOVED By Vice-Chair Godkin and seconded by Trustee Lloyd that the Private Session Reports be received. Carried.

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – August 23, 2023

11.2 EPOC Meeting Minutes – September 6, 2023

Limestone District School Board

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11.3 Audit Committee Meeting – September 11, 2023

MOVED BY Trustee McGregor and seconded by Trustee Neill that the minutes, as presented, be approved. Carried.

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Hutcheon stated: "Trustees, I would like to draw your attention to the Survivor flag flying here at the Education Centre, as well as other schools, as an expression of remembrance and to honour residential school Survivors and all the lives and communities continuing to be impacted by the residential school system in what is now known as Canada.

All this month LDSB schools will display either the Every Child Matters Flag or the Survivors' Flag, as an expression of remembrance.

This year, National Orange Shirt Day and National Day for Truth and Reconciliation fall on Saturday, September 30, so schools will honour the day on Friday, September 29.

The Limestone District School Board has a commitment to both teaching and learning the truth, and taking strides towards meaningful action that reflects reconciliation and right relations with the Indigenous community in Kingston, Frontenac, Lennox, and Addington.

I would encourage everyone to learn more about the history of residential schools and engage in meaningful discussions about the effects of residential schools, the ongoing impact, and the legacy they have left behind.

We have much to celebrate at Limestone and I would like to take a moment to recognize a few significant achievements by students and staff.

Student Sekai Chikodzi was presented with the City of Kingston Youth Volunteerism Award at Kingston's Intercultural Arts Festival. The LCVI student was recognized for amplifying the voices of Black and racialized students and creating spaces for their experiences in the school environment. She planned several activities during Black History and Futures Month in February, including a Black Panel of Excellence.

Trustee Brown also participated in the opening ceremonies of the City of Kingston's Intercultural Arts Festival.

Thank you, Trustee Elliott, for sharing photos of these two significant events.

And Liv Rondeau, Vice-Principal of Indigenous Education is one of the Inaugural Kingston Young Professionals 40 Under 40 award winners announced by Kingston Economic Development for her dedication "...to creating spaces within education and the community that allow Indigenous peoples to connect to language, culture and each other..."

Limestone has many students and staff who have been recognized for their contributions to their schools and communities as well as innovative practices in the education sector. These are but a few. And that concludes my report."

12.2 Director's Update

Director Burra stated: "Good evening, Trustees, and the viewing public. Overall, and all things considered, I am very pleased to report that Limestone has had a very positive start to the 2023-2024 school year. While there is always room for improvement, it is amazing to see everything come together with over 20,000 students and almost 3,000 staff starting the school year in 60 Limestone sites and virtual school.

Preliminary enrolment numbers show growth within the Limestone community with an increase in both elementary and secondary students. Today was Day 12 of the 2023-2024 school year for students, and it has been wonderful to have students back in schools and to see various activities like sports, clubs, field trips, and great learning already underway helping to support the overall Limestone student experience. We must all recognize and have great gratitude for the time and efforts of staff and community members to make all these extracurricular activities a reality for students. Later this week, I will be starting my visits to schools, and I greatly look forward to seeing, hearing, and feeling the energy and excitement of learning and fun in schools.

Earlier today in downtown Kingston, there was a protest and counter-protest focusing on a perceived lack of respect for parent rights. While we have legal responsibilities under the Ontario Human Rights Code, as a school board, and cannot accept any hate in schools, we must be conscious of the feelings of alienation and lack of faith in public institutions that exists for some people in the communities we serve. Like in so many other areas in education and society at large, as members of the community, we must continue to emphasize the importance of respecting differences in perspective and being open to dialogue to the maximum extent possible. However, as I indicated in messaging yesterday to families and staff in response to the planned demonstrations: we want to make it unequivocally clear that Limestone stands in support of all protected grounds of the Ontario Human Rights Code. The Ontario Human Rights

Code is not a checklist where some grounds outweigh others, and the protected grounds include gender identity, gender expression, and sexual orientation. We stand with all students, staff, and families, in protecting all grounds under the Code. It is important to remember that the Code is the law in Ontario, and we have a moral and legal obligation to ensure that it is upheld.

Trustees may have noticed the Orange “Survivors’ Flag” flying on the second flagpole at the Education Centre. Schools with a second flagpole are doing the same, and schools without a flagpole will display the flag prominently in the school. I should note that schools also prominently displayed the Pride Progress flag inside or just outside of their buildings today, and you may have noticed this flag in the foyer window. Looking ahead to the next 10 days, a wide range of activities will be taking place in schools and the community to honour Orange Shirt Day, and the third annual National Truth and Reconciliation Day on Saturday, September 30. This day will be recognized in Limestone on Friday, September 29. This is a critical date to recognize the harm and trauma of the Residential Schools system, to honour the survivors and their families, and continue our collective learning and journey of reconciliation. Schools continue to have a critical role in supporting this journey and ensuring the truth is known about Residential Schools and their legacy in Canada.

In the next couple of weeks, we will be kicking off the annual United Way of KFL&A campaign in Limestone. I invite all Trustees to join this effort. As an incentive to Limestone employees, I will again be contributing \$1 for every staff member who provides a one-time, or regular, payroll deduction to support the campaign. No amount is too little, and every dollar matters in supporting some of the most vulnerable children, youth, and families in the communities we serve. With almost 3,000 employees in Limestone, I am hoping to contribute almost \$3,000 to this year’s campaign.

Finally, I would like to bring to Trustees’ attention the professional learning focus we have launched in Limestone for the 2023-2024 school year. At this stage of the pandemic, we must continue to hone our craft to best serve students. While this work will not be completed this year, I think it is critical to highlight its importance in ensuring schools are making a difference for all students today, and into their futures. We need all Limestone students to find purpose in school, to find value in school, and to find hope in school. We know this is not the case for all students. While we do have to track, monitor, and report on the 11 indicators in the provincial Student Achievement Plan, we must continue to centre those students in the margins who are

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currently underserved, and not currently finding success. As a result, our system focus this year for professional learning, continues to centre our attention on students, and continuing the work we started last September focused on three inquiry questions: First, for whom is the current education system not working and why? Second, how do I/we know? And third, what can I/we try to do differently to make a difference? It is only through improving outcomes at the individual student level will we see macro-level improvement on the province's three core priorities and the Student Achievement Plan.

As just one example of the commitment of LDSB educators to this critical work, we had over 200 educators sign-up for professional learning focused on early reading and the new curriculum in the first eight hours the learning was made available for registration. All educators want to make a difference in the lives and destinies of children and youth. Our continued journey of inquiry will focus our collective efforts. I look forward to more discussion and updates regarding our progress in the coming days, weeks, months, and years.

Thank you, Chair Hutcheon. That concludes my report."

13. REPORTS

13.1 OPSBA Report – Trustee McGregor

Trustee McGregor advised Trustees that she will be attending the OPSBA Board of Directors meeting taking place Friday September 22, 2023. She will bring a more fulsome report at the next board meeting.

13.2 Student Trustees' Report

Trustee O'Keefe stated "The first Inner Student Council meeting was held on September 12th at LaSalle Secondary School. Trustees O'Keefe, Wang and Eckloff were in attendance. All the Leads were present with regrets from Bayridge Secondary School and North Addington Education Centre. The meeting began with the Limestone District School Board (LDSB) land acknowledgement read by Trustee Wang.

As this was the first Inter Student Council (ISC) meeting the meeting began with the introductions of the council's teacher advisors including Mr. Morrow, Mr. Payne and Ms. DiRocco. Trustees O'Keefe and Wang reviewed the roles and responsibilities of the ISC and the critical role each Co student council president plays in their school and how their voices, feedback and input are influential voices representing their school's student interests. Further,

Trustees O’Keefe and Wang talked about the objective of the ISC, what information will be shared, and the location and time of meetings. Each ISC representative then introduced themselves and the school they are representing.

Trustees O’Keefe and Wang led the group through icebreaker exercises with the goal of learning about other council members. A brainstorming session was then held where groups of council members talked about their goals, ideas and objectives for their schools this term. In turn, each group shared their ideas with others. Trustees and council members reported this exercise to be an exciting way to start their term. Students talked about similar engagement issues and came up with creative ideas and methods to bring students together. Engagement ideas included ideas such as; events to recognize special awareness days/months like Black History Month, pairing up with a local elementary school to run sports tournaments, food drives for local community non-profit organizations, career days, and buy-outs to attend school events.

Trustees also asked each council member to write a letter to their future selves and to write down the changes they want to see in their schools, events they would like to run, what they are looking forward to in their term and lastly give themselves advice on how to be a successful co-president and how to measure success in themselves and their school.

Before closing the meeting, the council talked about the criticality of communication and preferred methods of group communication. The group established methods of communication to share information and to send important information relative to upcoming meetings and the responsibilities of council members.”

Chair Hutcheon thanked Student Trustee O’Keefe for her report.

13.3 Reports for Action – None at this time.

13.4 Reports for Information

13.4.1 Virtual School Update

Associate Superintendent Sartor introduced her report. She began by briefing Trustees on the history of virtual school as an option for elementary and secondary students. Virtual school experienced the highest enrollment during the first full school year following the onset of the pandemic, which was the 2020-2021 school year. Approximately 8-10% of all Limestone District School Board students were enrolled in Elementary virtual school.

In the spring of 2023, the Ministry of Education announced that it is no longer mandated, but optional, for school boards to offer virtual school programming. Due to a decrease in enrollment at the elementary level, it was recognized that in order to offer a fulsome virtual option for elementary students a partnership with additional school boards was required. Currently, LDSB has been collaborating with the Renfrew County District School Board and the Kawartha Pineridge District School Board to offer virtual programming. Associate Superintendent Sartor noted that prior to enrollment of any out of district student(s), Director Burra follows up with the student's current school board Director before being accepted into virtual school. There has been a significant collaboration between all three boards as well as Finance teams, Human Resource teams, Program teams and staff.

With regard to Secondary virtual school, operation continues as in previous years with set timetables for students in Grades 9-10 and student enrolled credits using the Ontario eLearning consortium for Grades 11-12.

Associate Superintendent Sartor acknowledged the hard work of Principal Lambert and Vice Principal Andrecyk for their commitment to reaching out to families, communicating well with students, and ensuring a successful start-up.

Chair Hutcheon thanked Associate Superintendent Sartor and called upon Trustees for comments or questions.

13.4.2 Curriculum Revisions

Superintendent Silver introduced her report on curriculum revisions. She explained that there have been a variety of curriculum changes in recent years that have been brought to Trustees however the focus this evening is on the significant number of changes and revisions that are in effect for this school year. Superintendent Silver gave a high-level overview of some of the changes which include:

- Grades 1-8 Social Studies, History and Geography Curriculum
- Grades 1-8 Language Curriculum
- Grade 9 Destreamed English (ENL1W)
- Grade 10 Digital Technology and Innovations in the Changing Word (ICD2O)

- Mental Health Curriculum
- Technology Curriculum

Superintendent Silver advised that after January 2024 there is an expectation that there will be changes to Mental Health curriculum for Grades 7-8 as well as a new compulsory Technology course for Grades 9 or 10. She will continue to bring forward changes as the Ministry of Education releases more information.

13.4.3 School Climate Update

Associate Superintendent Gollogly introduced her report. She reminded Trustees that school boards are required to conduct school climate surveys at least once every two years. Associate Superintendent Gollogly advised Trustees that another school climate survey will be available to students late November -December 2023. She reinforced the importance of this school-based data for providing important indicators that will enable schools to create responsive, site-specific, equity actions to create a more equitable and inclusive school climate.

Associate Superintendent Gollogly noted that on the November 10, 2023, PA Day, school staff will have an opportunity to review the survey results in advance of the board-wide rollout. Information will also be provided to students and families in mid-November. In addition to these releases, students will be given class time to complete the survey with answers being anonymous. She advised Trustees that this report is for information purposes.

Chair Hutcheon thanked Associate Superintendent Gollogly for her report and called upon Trustees for questions.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

None at this time.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

Limestone District School Board

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None at this time.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 SEAC June 14, 2023

20. FUTURE BOARD MEETING SCHEDULE

October 4, 2023 (EPOC)

October 18, 2023

November 15, 2023 (Annual Meeting)

November 20, 2023 (Nominations/Special Meeting)

December 6, 2023 (EPOC)

January 17, 2024

February 7, 2024 (EPOC)

February 28, 2024

March 6, 2024 (EPOC)

March 27, 2024

April 24, 2024

May 1, 2024 (EPOC)

May 15, 2024

June 5, 2024 (EPOC)

June 19, 2024

21. ADJOURNMENT

*MOVED BY: Trustee Lloyd and seconded by Trustee Neill that the meeting adjourn.
Carried.*

The meeting adjourned at 7:38 p.m.

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – OCTOBER 4, 2023

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown (virtual) G. Elliott B. Godkin (Vice-Chair) R. Hutcheon (Chair) T. Lloyd K. Maracle (regrets) K. McGregor J. Morning (virtual) J. Neill S. Ruttan (virtual) E. Eckloff (Student Trustee) (regrets) A. O'Keefe (Student Trustee) (regrets) A. Wang (Student Trustee) (regrets)	K. Burra, Director of Education S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education C. Young, Superintendent of Business Services T. McKenna, Associate Superintendent J. Douglas, Communications Officer
Guests:	Recorder:
M. Blackburn, Principal, Educational Services Y. Abdulkareem, Human Rights and Equity Officer R. McDonald, Elementary Equity Curriculum Consultant A. Barrow, Equity and Inclusion Consultant	S. Mitton, Executive Assistant to the Director and Trustee Liaison

Chair Godkin welcomed everyone to the meeting. He began the meeting by reading the Acknowledgement of Territory: "The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land."

1. Call to Order

Limestone District School Board

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Chair Godkin called the meeting to order and called the roll.

2. Adoption of Agenda

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

3. Declaration of Conflict of Interest

There were no conflicts declared.

4. Reports for Information

4.1 Special Education Review Update

Superintendent Gillam introduced Principal of Educational Services Michael Blackburn, and thanked him, and the Educational Services leadership team, for their comprehensive work on the Special Education Review. Principal Blackburn noted that this report was shared with the Special Education Advisory Committee (SEAC) in September and acknowledged their support, invaluable contribution, and input for this process. In March of 2023, data was collected from students with special needs and their families. Following this, data was collected from staff, students, families and community partners. Four main categories of response emerged:

Staff Support/ Human Resources

- EA Help
- Individual Help
- Staff Knowledge and Understanding
- Support/Staff

Inclusive and Supportive Culture

- Community and Culture
- School/Home Consultation

Individualized Supports and Accommodations

- Extra Time
- Quiet/Alternative Spaces
- Regulation Tools and Strategies
- Technology

Programs and Programming

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- My IEP
- Programs
- Small Group/Peer Support

Principal Blackburn concluded his presentation with the next steps in the process; examining, reflecting further regarding the data collected, and deepening our understanding of the key services and supports that are needed. Voice has been gathered from over 3000 students and families which will be actioned, and also will be crucial in developing the 2023-2024 Special Education Review Monitoring Plan.

Chair Godkin thanked Principal Blackburn for his presentation and called upon Trustees for questions.

4.2 Employee Mandatory Training Overview

Superintendent McWilliams began by explaining how mandatory training for LDSB staff and new hires has evolved and expanded over time. Changes to legislation, as well as new legislation, have an impact on what is included in the annual training requirements. She noted that the content for the annual training requirements are reviewed and considered through the lens of ensuring a healthy, safe, and inclusive environment for staff and students. Superintendent McWilliams reviewed the different categories included in mandatory training received by employees, new hires, emergency hires, lunch yard supervisors, and teacher candidates.

She acknowledged that the annual training and administrative procedure review is quite robust. When new training or procedures are released, it is highlighted and introduced to staff. Quick references, support documentation and resources are available at the forefront for staff to refer back to and to reinforce their learning.

Superintendent Gillam introduced the training on the four prevalent medical conditions: Anaphylaxis, Diabetes, Asthma and Epilepsy. Students with prevalent medical conditions receive plans of care which are widely shared with Limestone staff who have direct contact with the student. Staff are responsible for supporting students by participating in training, following board strategies to reduce the risk of exposure, and adhering to board policies and procedures. All Limestone staff receive training in how to manage prevalent medical conditions.

Superintendent Gillam introduced the Suicide Response Protocol that was released as part of the mandatory training last year. This protocol was in response to the increase in crisis calls and suicide interventions being received by Educational Services.

Associate Superintendent Gollogly reviewed the supports for concussion safety in schools. She explained that concussion safety training is delivered early in the school year with an extensive review of how a concussion is identified, signs and warnings of a suspected concussion, as well as the incident and documentation process. Currently, forms are available for concussions occurring both on and off school property to ensure students are fully supported.

Chair Godkin thanked Superintendents McWilliams and Gillam, and Associate Superintendent Gollogly for their report.

4.3 Equity Action Plan 2nd Edition, 2020-2023

Superintendent McDonnell welcomed the LDSB Equity team which is comprised of Yusuf Abdulkareem, Andrea Barrow, Racheal McDonald, Talya McKenna, and Susan McWilliams. She recalled that the monitoring report was brought to Trustees in October 2022. There are five specific areas of focus that she highlighted for this evening:

- Revised Grade 6 Social Studies Curriculum-Holocaust Education
- Human Rights Video and Poster
- Workforce Census and Sense of Belonging Survey
- Administrative Procedure 352: Student Clothing
- Student Affinity Groups

Y. Abdulkareem stated in an effort to continue the board's commitment to addressing Human Rights issues and empowering Limestone staff and students with knowledge and tools, a video and accompanying poster were created. The video was played for Trustees and the viewing public, and has been shared across the system with students and staff. A Human Rights poster has been created and distributed to complement and to further learning for Limestone staff and students.

Superintendent McDonnell noted that there will be a revision to the current plan heading into 2024 as this is the final year in the current 3-year plan. Student Census data, Sense of Belonging data, Achievement data and student, staff & family voice will assist in this process as the Equity Team begins their revisions for a new 3-Year plan.

Chair Godkin thanked Superintendent McDonnell and the Equity Team and called upon Trustees for questions.

5. **Reports for Action**

None at this time.

6. **Unfinished Business**

None at this time.

7. **New Business**

Trustee McGregor announced that on November 4, 2023 the Eastern Regional Council Meeting will take place in Gananoque. This is a full day with a professional development session in the morning and opportunity to address OPSBA issues and matters affecting school boards in the afternoon.

8. **Correspondence**

None at this time.

9. **Next Meeting Date**

December 6, 2023

10. **Adjournment**

Moved by Trustee McGregor that the meeting adjourn. Carried.

The meeting adjourned at 7:10 p.m.



ADMINISTRATIVE REPORT: MATH ACTION PLAN UPDATE

BOARD MEETING

October 18, 2023

Purpose

To update Trustees on the progress of the development of Limestone's Math Achievement Action Plan aligned to Ontario's new Math Achievement Action Plan for the 2023 – 2024 school year.

Background

In June 2023, the Ministry of Education provided details regarding the Math Achievement Action Plan, which included ensuring a dedicated Board Math Lead who will inform, monitor, and report progress towards math achievement and improvement targets, as well as lead board-wide actions to meet these targets.

A Math Achievement Action Plan will be developed, based on requirements provided by the ministry, for endorsement by the Director of Education and the Board of Trustees. The plan will outline the board's concrete, visible, and measurable strategies as well as key performance indicators at the board, school, and classroom levels under the following areas of focus:

- Fidelity of the Math Curriculum
- Ongoing learning of Math Content Knowledge for Teaching
- Knowing the Math Learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive
- Measurable Results: Improvements in Math Achievement

Components of the Math Achievement Action Plan will include:

- A plan for developing and monitoring school improvement goals and actions for all LDSB schools, aligned with the Math Achievement Action Plan

- A plan for supporting LDSB Priority Schools as identified by the Ministry of Education.
- Intentional actions leading to improvement in student achievement in math, including classroom support through School Math Facilitators.
- Math curriculum implementation and the use of instructional and assessment practices with a proven track record of enhancing student academic achievement.
- A communication plan for the Board and school to share the Math Achievement Action Plan and results in math with parents.
- Professional learning opportunities for teachers, principals and school math facilitators that support student academic achievement.
- Ongoing communication and participation with the Provincial Math Action Team.

Current Status

Since the last update in September:

- 4 elementary School Math Facilitators have been hired and start in their roles officially on October 12, 2023, joining our elementary math consultant as part of the LDSB Math Action Team
- 1 additional temporary elementary School Math Facilitator is being hired to join the LDSB Math Action Team as the result of the promotion of a School Math Facilitator to Acting Vice Principal
- 1 secondary School Math Facilitator is being hired to replace Jackie Decker, Program Team Teacher and 7-12 Math Consultant who has been seconded to the Ministry of Education as a Student Achievement Officer as part of the Provincial Math Team until June 2026.
- A meeting was held in late September with the Provincial Math Lead to discuss ideas for the LDSB Math Achievement Action Plan
- 2 meetings have been held with all Board Math Leads across the province to discuss the role of Board Math Leads and data reporting requirements
- 2 webinars have been held provincially to help build math content knowledge for Math Action Teams and Ontario educators in Grades 3, 6, and 9.

The development of the LDSB Math Achievement Action Plan (MAAP) blueprint is underway. The MAAP intends to serve as a guide for system actions intended to build students' math confidence and achievement and to provide system coherence.

As discussed provincially with Board Math Leads, the MAAP is a dynamic working plan to be endorsed by the Director of Education and Trustees before sharing with the Provincial Math Action Team by November 15, 2023.

Next Steps

- Over the next couple of weeks, elementary school math facilitators will begin to visit the 22 elementary priority schools to support educators and students in classrooms with Grades 3 and 6 students while offering a series of professional learning sessions in math at the October 27, 2023 district P.A. Day.
- Our former Secondary School Math Facilitator has already visited Grade 9 Math classrooms in the 4 secondary priority schools to support educators and students. This work will continue once the new Secondary School Math Facilitator has been hired.
- Communication of the LDSB Math Achievement Action Plan will be shared with all LDSB schools, School Councils, and families with ongoing monitoring and reporting throughout the school year.
- A new digital math tool is being procured for all students in Grades 3, 6, 7, 8 and 9 to support student learning at home and in classrooms. When this process has been completed, information will be communicated to schools, students, and families.
- Continue to gather, analyze, and use a variety of data as guidance to ensure the plan is responsive to the needs of students, educators, administrators and families in service of better math outcomes for students.

Recommendations

That Trustees receive this report for information.

Prepared by: Steve Hedderson, Associate Superintendent of Program & ITS

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: SUMMER PROGRAMMING

REGULAR BOARD MEETING

October 18, 2023

Purpose

To provide trustees with an overview of the 2023 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:

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)

During the summer of 2020 and 2021 due to COVID-19, the Summer Literacy programs were delivered remotely.

During the summer of 2023, 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.

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. During the summer of 2022, 87 primary students attended Nature camp at four sites: Sydenham HS, Southview, École Kingston East and Molly Brant. In addition, 332 students attended more traditional Gould Lake summer programming including Outdoor Escape, Quest, Outreach, Outdoor Leadership Program, Outdoor Skills, and Leader in Training.

Current Status (Summer 2023)

Summer Literacy Program (Read A Lot)

This past summer, the program returned to solely in-person. Literacy instruction and intervention was developed for 300 hundred students at four different sites throughout the district. Students in SK to Grade 6 participated in the program. In-person learning ran from 8:30-2:30 every day at four different sites throughout the district: Loughborough Public School, Southview Public School, Bayridge Public School and Molly Brant Elementary School. Classes ran for one 3 week session, from July 4-21, 2023. Class sizes were capped at fifteen students.

There were three significant program changes this year. First of all, grounded in recommendations of the OHRC's Right to Read report that focuses on early instruction and intervention, students who completed SK were invited to register. Previous to this year, students needed to be finished Grade 1 to participate. Second, during the training sessions and prior to the program beginning, the leadership team offered all staff an opportunity to observe their literacy blocks virtually. This was very well received. Finally, in partnership with Educational Services, each location was staffed with two educational assistants who supported student learning throughout the program.

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, families were provided with online recordings that were created by the leadership team, to watch at their convenience. These recordings reviewed activities that families could do at home to support literacy learning.

Community connection and engagement continues to be a focus at Read A Lot. During the program, all students received their own library card to use at the Kingston Public Library. In addition, through a partnership with Queen's University, a professor from the Faculty of Education at Queen's University participated in all of the training sessions, and observed the Summer Literacy program. All materials used during the program were shared with the professor for future use with teacher candidates.

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 students 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, 478 students took an eLearning course, 184 students were engaged in co-operative education courses, and 17 students earned credits for experiential learning for a total enrolment of 679 students. Last year, 395 students took an eLearning course, and 129 students were enrolled in co-op for a total enrolment of 524 students. These numbers represent an increase of 155 students

compared to the previous year.

Careers and Civics, two compulsory Grade 10 half-credits were the most subscribed eLearning courses, with four sections taught in English and one in French. Other popular courses included: English, Understanding Contemporary First Nations, Métis, and Inuit Voices, Math and Biology, and the Ontario Secondary School Literacy Course, similar to last year.

Focus on Youth

The 2023 Summer Focus on Youth Program was supported by the BGC Southeast Kingston and a new partnership with the YMCA of Kingston. They hired a total of 35 youth to be leaders and recreational Assistants at a variety of camps offered by the BGC Southeast Kingston and the YMCA Kingston. Training for these youth took place during the first week of July. Training included, among others, policies and procedures, healthy child development, WHIMIS, AODA, health and safety workplace violence and harassment, program planning, behaviour management and child protection. This year we were able to support over 560 newcomers, refugees and immigrants, over 140 children with disabilities received enhanced support and the largest number of subsidies to date, supporting more than 550 kids in need. Camp locations included the west end location of the BGC Club, Central BGC locations, 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 between August 28 and Sept 1. Over five-hundred and fifty 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.

Two Attendance Counsellors, two Student Support Counsellors, and an Adolescent Care Worker provided transitional support to elementary and secondary students. Sixty-seven elementary students and twenty-eight secondary students received in person and virtual transitional support. Thirty-seven students were provided with a school tour and introduced to supportive adults.

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. Eight Educational Assistants provided support over three weeks at four LDSB sites.

Summer School

Summer learning support 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.

Adolescent Care Worker (ACW) for Summer School and Read-A-Lot Summer Literacy Program

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. Seven secondary students were supported via the ACW.

An ACW also implemented *Kids Have Stress Too!* sessions to two Grade 1-2 classes during Read-A-Lot Summer Literacy Program. This evidence-based program supports the creation of an emotionally healthy environment by promoting self-regulation and effective stress-management skills and strategies.

Social Work Support

One Social Worker provided ongoing mental health support to students on their existing caseload. One intermediate and eleven secondary students received ongoing therapy between July and August; ten virtually and two, via a hybrid model.

Rainbow Camp

One student attended Rainbow Camp, a camp for young people who are 2SLGBTQ+ and allied youth, their siblings, and children in Queer families. The full cost of the camp was covered, and the family was reimbursed for travel expenses. Unfortunately, the camp closed for the summer due to staffing shortages, which meant that nine other students were unable to attend.

Psychiatry Pilot

Through a partnership with Kingston Health Sciences Centre (KHSC), 23 LDSB students were offered a psychiatric assessment between July 4 and August 31, 2023. Twenty students (~40% of students referred) were able to benefit from psychiatric assessment, diagnostic clarification, medication recommendations, and in some cases, brief follow-up. Consent was provided by the student/family for information sharing from KHSC with the student's home school. Over 50 referrals were made for K-12 students for this pilot.

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)

Twenty-three LDSB staff, five ALCDSB staff and three community partners 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. This training aligns with the LDSB Suicide Intervention Response Protocol.

safetALK Training

Nine LDSB physical education teachers and one Equity Consultant participated in a four-hour training that equips people to be more alert to someone thinking of suicide and better able to connect them with further help.

Intensive Skills Y-Training

Thirty-nine 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 were also certified in Behaviour Management Systems training.

Behaviour Management Systems Training (BMS)

Fifty 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, the effective use of calming and de-escalation techniques. The training also addresses personal safety techniques such as avoidance, releases, and blocks.

MH Lit- Mental Health in Action

Over eighty elementary and secondary educators completed the School Mental Health Ontario (SMHO) *MH Lit – Mental Health in Action* course for educators. This course is designed to provide educators with basic knowledge and information related to mental health, strategies to enhance student mental health, and everyday practices for use in the classroom.

Resource Development

A number of mental health resources were curated for school and classroom use and will be distributed to K-12 sites this fall. These include:

- Social-emotional learning resources such as posters and everyday practice guides for elementary and secondary Schools
- SMHO Stress Management and Coping Virtual Field Trips for elementary
- SMHO Kinder Connections resources for every Kindergarten classroom
- SMHO Class Conversation Starters
- Grounding strategies that support both student and staff well-being to be provided to EAs and mental-health support staff (such as ACWs, SSCs, SWs)
- Anchor booklet for youth which highlights coping strategies, wellness tips, and free space to be creative.

Gould Lake Outdoor Education

The following Gould Lake summer programs were run in July-August 2023 with 449 students participating in the following:

Nature Camp

- For Grade 1-3 students
- 93 students participated in the program.
 - 15 students were chosen from Molly Brant ES by staff to attend the camp for free.
- Programming is held at different LDSB school sites.
- 4 sessions
 - Week 1: Loughborough PS July 10-14
 - Week 2: Ecole Maple ES July 24-28
 - Week 3: Southview PS August 8-11
 - Week 4: Molly Brant ES August 21-25

Outdoor Escape

- For Grade 7 students
- 51 students participated in the program.
- Programming is conducted at The Gould Lake Conservation Area.
- 3 sessions
 - Week 1: July 3-7
 - Week 2: July 17-21
 - Week 3: July 31- August 4

Quest

- For grade 7-8 students
- PAD105 (0.5 credit)
- 8-day course
- 117 students participated in the program.
- 20 students were chosen by staff from schools to participate (Outdoor Leadership Scholarship).
- Programming conducted at Gould Lake Conservation Area and five-day canoe trip in Frontenac Provincial Park.
- 4 sessions
 - Session 1: July 2-9
 - Session 2: July 27-August 3
 - Session 3: August 7-13
 - Session 4: August 20-27

Girls Adventure Program

- For Grade 7-8 students who identify as female
- PAD105 (0.5 credit)
- 8-day course
- 19 students participated in the program.

- Programming conducted at Gould Lake Conservation Area and five-day canoe trip in Frontenac Provincial Park.
- 1 session
 - July 28 – August 4

Outreach

- For Grade 9-10 students
- PAD205 (1.0 credit)
- 16-day course
- 92 students participated in the program.
- Programming conducted at Gould Lake Conservation Area and nine-day canoe trip in Algonquin Provincial Park.
- 2 sessions
 - Session 1: July 5-22
 - Session 2: August 8-25

Outdoor Pursuits

- For Grade 10-11 students
- PAD305 (1.0 credit)
- 16-day course
- 46 students participated in the program.
- Programming conducted at Gould Lake Conservation Area, eight-day canoe trip in Killarney Provincial Park or Temagami Area, and seven-day hiking trip to Adirondak Mountains.
- 2 Sessions
 - Session 1 June 4-22
 - Session 2 August 4-22

Outdoor Skills

- For Grade 10-11 students
- PAD405 (1.0 credit)
- 16-day course
- 15 students participated in the program.
- Programming conducted at Gould Lake Conservation Area, nin-day kayak trip in Georgian Bay and 4 day moving water course at Palmer Rapids.
- 1 Session
 - August 10 - 26

Wilderness Instructor Course

- For Grade 11-12 students

- PPL30 (1.0 credit) PAD30C (1.0 credit)
- 16-day course and 16-day co-op
- 9 students participated in the program.
- Programming conducted at Gould Lake Conservation Area and 13 days at Algonquin Provincial Park (Petawawa River).
- 1 Session
 - July 1 - 17

Kayak Instructor Course

- For Grade 11-12 students
- PAD40 (1.0 credit) GPP30 Co-Op (1.0 credit)
- 32-day course with 29 days on coastal kayak trip
- 7 students participated in the program.
- Programming conducted at Gould Lake Conservation Area and 29 days at Anticosti Island.
- 1 Session
 - July 25 – August 26

Next Steps

Read-A-Lot Summer Literacy Program

Pre and post assessment data were collected for the Read-A-Lot program. 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.

Outdoor Education

The Outdoor Education Team will plan to offer Nature Camps in summer of 2024.

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, co-operative education, and experiential learning opportunities where available.

Gould Lake Outdoor Education

The Outdoor Education Team will plan to offer both summer credit and non-credit courses at Gould Lake Outdoor Education Centre in summer of 2024.

Recommendations

That Trustees receive this report 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: STRATEGIC PLAN – END-OF-YEAR REPORT 2022-2023

REGULAR BOARD MEETING

October 18, 2023

Purpose

To provide Trustees an end-of-year status report on the 2022-2023 Strategic Plan.

Background

Under the Education Act, the Director must review the Multi-Year Strategic Plan (MYSP) annually with the Board of Trustees. This occurs in the fall to capture the previous year. To assist Trustees with their ongoing monitoring, a spring update is provided using a 'traffic light' system to evaluate the progress of specific actions, which were designed to operationalize the achievement of our strategic goals. A semi-annual assessment allows staff to make adjustments to ensure that the MYSP goals remain on track. The mid-year update on the MYSP was provided at the April 2023 Board Meeting.

Current Status

At the Board Meeting of October 18, 2023, Senior Staff will present an end-of-school-year Strategic Action Plan Overview – 2022 - 2023 (attached), focusing on some highlights not previously captured in reports shared with the board over the course of the 2022-2023 year. Trustees will note that progress was made in many areas, but progress was uneven, particularly in areas where we were unable to engage in professional learning based on the stage of the pandemic and/or staffing shortages among occasional/casual staff.

Senior staff will also review the Strategic Action Plan Evaluation Framework: 2017-2023 (attached) employing the same traffic light system. Each outcome will be assessed as to its status, six years into a five-year plan. The Evaluation Framework has been included to assist the Board in tracking progress of goals. Multiple data sets and evidence are used to evaluate the progress toward the desired

outcomes. Last year's overview of meetings is attached mapping the strategic plan to specific meetings/committees for 2022-2023.

Given we are in the midst of consulting and creating a new strategic plan for Limestone for 2023-2027, an overview of areas of focus for 2023-2024 will not be shared. It is also important to note that components of Bill 98: *The Better Schools and Outcomes Act*, 2023, will have to be embedded as a focus in the next strategic plan.

We will continue to provide Trustees with updates to important areas of work through reports shared as part of Board and Education and Policy Operations Committee (EPOC) and Board Meeting agendas throughout the 2023-2024 school year. Trustees will also finalize new areas of focus for 2023-2024 and the framework for the next strategic plan in the winter of 2023-2024. Given we are in the midst of developing the new plan, there will not be a mid-year update in the spring of 2024, but as required by legislation, a year-end report will be shared in the fall of 2024.

Recommendations

That the Board receive the Strategic Action Plan Year End – 2022-2023 for information.

That the Board receive the Strategic Action Plan Evaluation Framework – 2017-2023 for information.

Prepared by: Krishna Burra, Director of Education

Attachments:

1. Strategic Action Plan for 2022-2023 Year-End
2. Strategic Action Plan Evaluation Framework 2017-2023
3. Board/EPOC Agenda Items 2022-2023

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W1.1
Student Well-Being
(Healthy Schools, Mental Health, Safe Schools- Prevention & intervention)

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

RESPONSIBILITY: Superintendent Scot Gillam and Associate Superintendents Stephanie Sartor and Patty Gollogly

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

Actions	Timelines	Status	Evidence of Success
Swim to Survive program will be offered for Grade 3 students and select Grade 7 students in geographic areas that have low Grade 3 pass rates.	September 2022- June 2023	●	All schools will be invited to participate in the program. Participation and pass rates will be tracked. Outcome: All elementary schools were originally enrolled in the program but some sessions were cancelled because one of the pools experienced an unexpected shutdown for an extended period of time. 35 schools (1072 Grade 3 students) and 4 schools (74 Grade 7 students) completed the program. In addition to the Swim to Survive program, in the spring of 2023, the City of Kingston offered additional swimming lessons to 60 students from Grades 3-5, free of charge. This was in response to community concern over the high demand and low supply of swimming lessons in Kingston. Students at Centennial PS and Lord Strathcona PS were offered an opportunity to participate in 4 weeks of swimming lessons hosted at the YMCA.
In partnership with KFL&A Public Health, programs that promote physical activity (Marathon Club, Celebration of Dance, Jingle Bell Run) will be centrally organized and offered to all elementary schools.	September 2022- June 2023	●	All schools will be informed of the activities and invited to participate. Participation rates will be tracked and stakeholder voice will be collected. Outcome: Complete. For programs that have run during the Fall and Winter, participation rates have increased significantly as compared to participation rates in 2019 when the programs were last offered.
Cricket will be introduced and offered to intermediate and secondary sites. Instructional resources and equipment will be purchased and distributed following a successful Ministry grant application. Community based organizations will offer virtual lessons and activities to all schools.	October 2022 – June 2023	●	School implementation and use of resources will be tracked. Outcome: Complete. Resources and equipment were delivered to all intermediate and secondary sites. Implementation and participation will be tracked through educator surveys and through visits to the electronic resource provided to schools.
In partnership with Kingston Gets Active, all Grades 5 and 9 students will receive an ActivPass which provides students with the opportunity to access various recreation facilities (within the greater Kingston area) at no cost.	September 2022- June 2023	●	ActivPass distribution and usage will be tracked throughout the year. Outcome: Complete. Usage rates were lower than expected, so KFL&A Public Health requested increased sharing on social media, from all participating partners. Final usage rates will be shared in late fall 2023.

Increase access to evidence-based substance use prevention and intervention supports for students.	September 2022-August 2023	●	Through support from the Ministry of Health and the Ministry of Education, School Mental Health Ontario is partnering with Youth Wellness Hubs Ontario to implement PreVenture in school and community settings across Ontario. LDSB has been successful in our application to be part of the Scale Up project, beginning April 2023. Outcome: Students in Grades 7 to 9 will have access to evidence-based, personality specific workshops designed to empower them and promote well-being starting in fall of 2023 due to delays with the Youth Wellness Hubs Ontario.
Collaborate with the Adverse Childhood Experiences (ACEs) and Resilience Coalition of KFL&A.	September 2022-August 2023	●	LDSB continues to be well-represented on the ACEs & Resilience Coalition and Steering Committee. LDSB is currently working with the Project Manager to explore a multi-year funding proposal, which would allow for targeted and intentional work across the district, focused on building resiliency. Outcome: The work of the Adverse Childhood Experiences (ACEs) and Resilience Coalition continues and LDSB is a strong partner at the table supporting the work. A LDSB project proposal is still being reviewed.
Implement Year 2 of the three-year Mental Health and Substance Use Strategy for 2021-2024.	September 2022 - August 2023	●	The 2021-2024 Mental Health and Substance Use Strategy continues to guide initiatives that student well-being. Key activities in year 2 of the Strategy include: • Piloting MH Lit: Student Mental Health in Action Lesson Plans in select grade 9 physical education classes • Program evaluation of the LINKS District Learning Centre, in partnership with Kingston Health Sciences Centre • Continuing to increase awareness of the Suicide Response Protocol and suicide prevention resources • Introduction of emotion coaching as a brief and effective way to respond to student emotions in the classroom • Applied Suicide Intervention Skills Training and safeTALK training • Introduction of The Third Path to all schools Outcome: Year 2 Implementation is completed.

Work with KFL&A Public Health in providing Immunizations and Oral Hygiene programming.	September 2022 - August 2023	●	KFL&A Public Health and LDSB worked cooperatively to ensure that Immunizations and the Oral Hygiene Program were able to operate within our schools. Outcome: Programs operated successfully within the schools.
Anti-Sex Trafficking Protocol Development and Implementation.	September 2022- August 2023	●	Key strategies and activities include: • Connecting with community agencies • Providing PD to all staff • Established student conferences • Parent information sessions • Educated all secondary Physical Education teachers regarding the curriculum connection to the Anti-Sex trafficking protocol • Signed KFL&A Human Trafficking Protocol with Victim Services of Kingston and Frontenac, Kingston Police, the Royal Canadian Mounted Police, the Ontario Provincial Police, Family and Children Services of Frontenac, Lennox and Addington, Sexual Assault Centre Kingston, Addictions and Mental Health Services for KFL&A, Youth Diversion, the St. Lawrence Youth Association, and Kingston Interval House. Outcome: All above strategies and activities were successfully completed.
Violent Threat Risk Assessment Training.	September 2022- August 2023	●	Consulting with Kevin Cameron from the Centre for Trauma Informed Practices. We have trained our administrators in level 1 and level 2 VTRA training as well as having Kevin Cameron train several staff members to deliver the level 1 VTRA course. Outcome: Completed. Next year we will focus training for our administrators on Traumatic Events Training with Kevin Cameron.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W1.2
Outdoor Education

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

RESPONSIBILITY: Superintendent Alison McDonnell

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

Actions	Timelines	Status	Evidence of Success
Increase programming options for students.	September 2022-August 2023	●	New archery programming is in place. Outcome: Archery programming is in place.
Offer summer 2023 Gould Lake programming.	September 2022-August 2023	●	Staffing and programming for Summer Outreach programs and Nature Camps return to full enrolment. Outcome: Gould Lake summer programs were run in July-August 2023 with 449 students participating.
Focus on the creation of equitable opportunities for students to access Gould Lake programming.	September 2022-August 2023	●	Access to Gould Lake programming is expanded through facility improvements and programming. Outcome: Portable, accessible washrooms have been added. Gould Lake staff provide programming at the school location if bussing, costs or distance from Gould Lake are a barrier (i.e., Northern Schools). Gould Lake has provided specialized programming for students from the Jr. Autism Class. Subsidies were made available to support summer programming.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W2.1
Equity & Inclusion
(Including Anti-Black and Anti-Indigenous Racism)

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

RESPONSIBILITY: Superintendents Alison McDonnell, Sue McWilliams, Jessica Silver and Associate Superintendent Patty Gollogly

Actions	Timelines	Status	Evidence of Success
Release and Implementation of Human Rights Reporting Tool and Administrative Procedure.	September 2022-August 2023	●	Human Rights Reporting Tool and Administrative Procedure will be released and implemented system wide. Professional learning will occur with administrators at administrator meetings throughout the 2022-2023 school year. Outcome: Human Rights Reporting Tool and Administrative Procedure was released in November 2022 with implementation occurring throughout the year. ongoing system- wide. Professional learning for administrators occurred throughout the 2022-2023 school year.
Publication of See Yourself in Limestone: Student Census Sense of Belonging Report and creation of Supplementary Resource for educators.	September 2022-August 2023	●	The Student Census Sense of Belonging Report will be created and shared publicly in Spring 2023. A Supplementary Report will be created and shared with educators in Spring 2023. Census data will be used to inform system and school-based actions to address equity and inclusion. Outcome: The Student Census Sense of Belonging Report was shared publicly in April 2023 along with release of Supplementary Resource to administrators. Census data is being used to inform system and school-based actions to address equity and inclusion.
Schools will participate in equity-based Arts projects.	September 2022-August 2023	●	Students will participate in equity-based arts initiatives with a focus on recognizing and challenging systemic barriers. Communications department has provided support. Outcome: Programming & opportunities were centered around LDSB's Equity Arts goals, which included funding site-specific equity-arts projects, a virtual performance series, and collaborations with Kingston School of Art (LDSB's Pride Quilt Initiative, and Arts in Edu-Action). In addition, LDSB continued a partnership with Agnes Etherington, where all programming costs were fully covered through a one-time payment by LDSB. In addition, a board-wide membership was purchased for staff to access CODE resources, providing K-12 educational resources supporting the teaching of the Ontario Dance & Drama Curriculum.

Review/Create Administrative Procedures (AP) to ensure equitable practices and outcomes.	September 2022-2023	●	Review/Create: Dress Code AP, Guideline for Students who are Transgender, and Religious Accommodations. Outcome: The Dress Administrative Procedure has been reviewed and renamed Student Clothing. Consultations occurred in spring 2023. Roll out will occur in September 2023. Review of Guideline for Students who are Transgender and Religious Accommodations is ongoing.
Creation of Community Equity Advisory Committee (CEAC).	September 2022-August 2023	●	Create a Community Equity Advisory Committee that meets 4 times annually, to advise the LDSB on equity-based issues. Outcome: The CEAC has been created and meets four times per year to advise the board on equity based administrative procedures, policy and initiatives.
Creation and implementation of System Memorandum to All Staff re: Slurs and Epithets and K-12 Resource Tool.	September 2022 – August 2023	●	The system memorandum will be shared with all staff in Fall 2022. The Resource tool will be shared with educators in fall 2022. Outcome: The system memorandum and the Resource Tool was shared in September/October 2022.
Implementation of See Yourself in Limestone Staff Census and Sense of Belonging Survey.	September 2022 – August 2023	●	Census data will be used to inform next steps in terms of staff sense of belonging as well as advancing equity and inclusion initiatives. Outcome: Preliminary data has been shared with Trustees and all staff and the voice collected through the survey has been useful in providing us with information with staff. In combination with the corporate services survey, the feedback has resulted in assessment of internal processes and suggested next steps for further engagement.
Continue to review interview process to identify and eliminate potential barriers for applicants.	September 2022 – August 2023	●	Human Rights & Equity Advisor observed group interview process through Equity, Diversity, and Inclusion lens to identify areas to be addressed. Outcome: Recommendations have been received and implemented by Human Resources. Processes continue to be reviewed to improve candidate experiences and hiring outcomes.
Developed and implemented post-competition survey feedback for all applicants to share their feedback based on their experience throughout the process.	September 2022 – August 2023	●	Feedback received is reviewed and adjustments to the process recommended and implemented, where possible. Outcome: Feedback received and reviewed. Adjustments to the process are being considered for implementation, where appropriate.
Continue to explore outreach options to attract more diverse applicant pools when filling vacancies or new positions.	September 2022 – August 2023	●	Job opportunities posted to a variety of Job Boards that attract diverse applicants. Outcome: Human Resources continues to explore alternative strategies to further diversify applicant pools.
Embed our commitment to Equity, Diversity, and Inclusion into the hiring process.	September 2022 – August 2023	●	All interview processes to embed Equity, Diversity, and Inclusion. Outcome: Continue to collaborate with administrators and hiring managers to embed Equity and Inclusion throughout the hiring process.

Continue partnerships with community organizations to advance Equity, Diversity, and Inclusion goals.	September 2022 – August 2023	●	Continue partnership with KEYS to explore avenues to support newcomers to Kingston with viable employment possibilities with Limestone. Outcome: Met with KEYS in October to discuss options for creating new partnerships with respect to supporting employment opportunities with LDSB for newcomers to Kingston. Further discussions required. Met again in late spring to explore additional ways to promote LDSB and increase diverse candidate pool.
Collection of feedback/input from Exit Survey (and interview as necessary) with a view to identifying concerns and possible next steps to improve employee experience.	September 2022 – August 2023	●	All employees exiting Limestone are asked to complete Exit Survey and the data collected is used to make improvement, as required/appropriate. Outcome: Exit Survey is provided to all employees who exit LDSB and feedback provided was reviewed to inform next steps, where viable and appropriate.
EDI training provided to all Human Resources staff.	September 2022 – August 2023	●	All Human Resources staff training in EDI to support them in their roles and in supporting the Board's commitment to equity, diversity and inclusion. Outcome: HR staff have participated in two training sessions to date and will continue to work with our Human Rights & Equity Advisor to identify further learning needs and corresponding training. A third session is being planned for fall 2023.

Strategic Action Plan: 2022 – 2023
Mid-Year Update
Action Plan W2.2 International Education

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

RESPONSIBILITY: Superintendent Jessica Silver and Associate Superintendents Stephanie Sartor and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Increase international student enrolment.	September 2022 – August 2023	●	Increase levels of student enrolment by researching current market data and third-party market research as well as information from the Canada Trade Commission to target new or underrepresented Countries. In addition, attend recruiting events and increase partnerships with recruiting partners. Outcome: Student enrolment for 2023-2024 is on track to exceed pre-COVID levels with efforts made to diversity countries represented, and build partnerships in Germany, Italy, Spain, Japan, China, and France.
Monitor and 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 2022 – August 2023	●	The International Education department will continue to monitor travel restrictions and requirements for students joining LDSB. The LDSB International Program continues to require students arriving in the LDSB international program to be fully vaccinated. Outcome: This is ongoing. Students attending LDSB schools through the IEO must show proof of vaccination.
Increase diversity of International students attending LDSB schools.	September 2022- August 2023	●	Create new markets for enrollment by establishing, or re-establishing, connections in in Czech Republic, Germany, Vietnam, Thailand, China, Rwanda, Northern and Eastern Europe and Brazil. Outcome: The International Education Office is on track to welcome students from 18 Countries during the 2023-2024 school year, including Brazil, China, Columbia, Czechia, Finland, France, Germany, Hong Kong, Iran, Italy, Japan, Korea, Mexico, Netherlands, Philippines, Spain, Switzerland, and Vietnam.
Homestay Recruitment	September 2022 – August 2023	●	Homestay numbers continue to be impacted by COVID-19 and increased costs of living. Marketing and communication will focus on homestay recruitment in the Fall and Winter of 2023 in an attempt to increase homestay families for the 2023-2024 school year. The IEO is adding rural homestays for International Students looking for that experience and using Sydenham HS as the primary rural destination for international students. Outcome: Homestay numbers have increased 19% for 2023-2024 compared with 2022-2023 numbers, allowing for increased enrollment. Homestays will remain a focus for the 2023-2024 school year.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W2.3
Second Language Development (FSL & ESL)

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

RESPONSIBILITY: Associate Superintendents Steve Hedderson and Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
Increase student confidence in listening and speaking French (Year 2 of three-year FSL plan).	September 2022-August 2023	●	Student voice will be gathered through district-wide survey for students in Grade 8 Core French about their level of confidence in their French-language skills through the elementary program. Information gathered may provide guidance to inform future professional learning for educators to support students' confidence in listening and speaking in French. Outcome: A Grade 8 exit survey was developed in spring 2023 for completion by Grade 8 students in Core French in the 2023-24 school year.
Increase student participation and engagement in authentic learning experiences while speaking French (Year 2 of three-year FSL plan).	September 2022 – June 2023	●	Core French educators will be invited to submit proposals for funding to provide authentic learning experiences in for students while speaking in French. Outcome: 38 educators applied for funding to support engagement in authentic learning experiences while speaking in French. They supported over 3000 students in French programming from K-12.
Ongoing professional learning for Core French educators focused on Oral Language, Reading and Writing.	September 2022-August 2023	●	Educators will voluntarily participate in after-school workshops focused on oral language development in Core French Outcome: Optional virtual professional learning sessions were held over the course of the year including an oral communication session offered as part of the literacy learning series, and a listening and speaking session was offered as part of the Summer Learning Institute in August 2023. Core French teachers were also reached through presentations at staff meetings throughout the year (at two families of schools) and staff were introduced to the LDSB French scope and sequence and speaking tasks to support Oral language and reading and writing in Core French.

Develop an electronic ESL Handbook that outlines and details common practices such as transition meetings, family communication and community collaboration/communication.	September 2022-June 2023	●	Administrators and school staff will report a greater understanding of the scope of ESL support in LDSB. Feedback from families will indicate that they feel supported and understand who to contact with questions. Outcome: The handbook is complete. The ESL team reached out to a group of administrators, community partners, school staff and caregivers for feedback prior to sharing the document. As community support continues to evolve, this work with all participating groups will continue throughout 2023/2024.
In collaboration with community partners, develop pathways of support for both the educational needs and mental health needs of ESL students.	September 2022-August 2023	●	ESL team and LDSB mental health lead will initiate and support the STRONG program at select LDSB school sites. Learning from this program will be used to develop pathways of support for all students with ESL needs. Outcome: This program has been placed on hold due to staffing constraints. Initiation will be revisited during 2023/2024.
The ESL team will deepen their understanding in the K-2 literacy screeners that will be implemented across the system during the 2023/2024 school year.	November 2022 – May 2023	●	Following the pilot project, the ESL team will develop a plan to incorporate the K-2 literacy screening tools into their assessment toolkit. Communication with educators will lead to a deeper understanding of student strengths and needs. Outcome: All 4 professional learning sessions have occurred in which the ESL team participated alongside a group of 8 school teams. The staff will continue to support implementation and use of universal screeners throughout the 2023/2024 school year.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W3.1 Health & Safety

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

RESPONSIBILITY: Associate Superintendent Patty Gollogly 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 2022- August 2023	●	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. Outcome: The certification of a few administrators and workers has expired. We have applied to the MOL for JHSC refresher status. Waiting for Ministry approval. Once approved, we will conduct training over January and February 2024.
Improved health and safety measures including proactive interventions to return employees to work safely as soon as possible after a workplace injury.	September 2022 – August 2023	●	Continued improvement of health and safety measures as well as early return to work interventions after workplace injuries. Outcome: LDSB continues to work to reduce health and safety risks, such as slips, trips and falls and concussions, for staff as well as support employees to safely return to work after injury which results in LDSB ranking well below average for WSIB costs per payroll.
Continue to focus on attendance support, working with provincial Disability Management network to problem solve increasing employee absences and support earlier return to work.	September 2021 – August 2022	●	Continue to support and manage employee absences on case-by-case basis, as necessary, with the goal of returning employees safely to work through the accommodation process, where appropriate. Outcome: LDSB continues to work toward supporting employees to attend work regularly. Human Resources exploring additional support to address absenteeism.
Proactively assess and anticipate health and safety issues, targeting areas such as student actions, STF, to reduce workplace injuries.	September 2022 – August 2023	●	Reduced health and safety issues, including decreased number of incidents and lost time injuries. Outcome: Regularly review and assess safety data as it pertains to workplace violence because of student action. Continue to review PPE needs, including purchasing experimental PPE as well as implementing other measures/systems, evaluating overall effectiveness in reducing workplace injuries and absences. An increased number of NIHL claims has led to a review of data with a need to create new tools to address this issue. Implementation planned for 2023-2024 school year.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan W3.2 Accessibility

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

RESPONSIBILITY: Superintendent Scot Gillam, Sue McWilliams and Craig Young

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

Actions	Timelines	Status	Evidence of Success
Identify, prevent, and remove barriers so that students, staff, parents/caregivers, and community members with disabilities can access services and learning in Limestone.	September 2022-August 2023	●	Consult and update the Limestone District School Board Multi-year Accessibility Plan for 2023-2026. Accessibility Planning Committee will continue to meet regularly and provide recommendations to staff on the identification, prevention, and removal of various barriers to accessibility for all stakeholders. Continue to monitor Facility Improvement Plans (FIPs) as schools make proactive requests to remove physical barriers through building modification renovations. Outcome: The Multi-year Accessibility Plan 2023-2026 is live and updated on the LDSB Website.
Review of Accessibility Level 2 schools. Following review, provide rationale for the level and a plan for improvement.	September 2022-August 2023	●	Review and confirm the level for each Level 2 school. Identify potential actions to improve accessibility level. Outcome: Level 2 Reviews have been completed for the NDSS family of schools and continue across the Board. Information, once collected, will be added to the Multi-year Accessibility Plan 2023-2026.
Provide equity of opportunity and inclusion of all students and strengthen student voice through the establishment of school-based accessibility audits.	September 2022-August 2023	●	Students and staff engaged in school-based accessibility audits to identify areas of improvement within schools. Secondary school pilot was to be implemented by January 2023 with full implementation in June 2023. Outcome: Template is finalized after input and consultation from secondary Principals and will be in use in fall of 2023.

Strategic Action Plan: 2022 – 2023

Mid-Year Update

Action Plan W3.3 Capital Improvements

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

RESPONSIBILITY: Superintendent Craig Young,

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

Actions	Timelines	Status	Evidence of Success
Renewal Project Plan	September 2022- August 2023	●	The approved Facility Improvement 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 2023 and contracts awarded for construction work to begin in spring/summer 2023. Outcome: The facilities department engaged in the construction and renewal projects that were approved by Trustees in January 2023. Projects are complete or will be completed during the fall of 2023

Strategic Action Plan: 2022 – 2023
Year-End 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 Alison McDonnell and Craig Young

Status:  On Target  Making Progress  Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Partner with No. 9 to provide Imagining My Sustainable Community programming to elementary schools.	September 2022-August 2023		Four elementary schools will engage with No. 9 to create a more sustainable community through engagement with professional architects, artists, and designers. Students will build a scale model of their desired future community to present to the school and community. Outcome: Programming occurred in spring 2023 at Vanier, JG Simcoe, Odessa and Central PS.
Increase student voice on Environmental Sustainability Committee (ESAC).	September 2022-2023		ESAC includes student voice. Outcome: ESAC continues to focus on finding strategies to increase student participation and voice.
Collaborate with City of Kingston on the creation of a School Streets Playbook.	September 2022-August 2023		Working in collaboration with the City of Kingston, Kingston Police, Tri-Board and Algonquin Lakeshore Catholic District School Board developing a “playbook” to improve student street safety. Outcome: Playbook has been completed and will be used as guidelines for schools and communities who wish to explore School Streets.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan I1.2
Operational Enhancements
GOAL: To improve operational efficiency and employee access to relevant information and services.

RESPONSIBILITY: Associate Superintendent Steve Hedderson & Superintendent Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Data Integrity: Ensuring information in the student information system (SIS) is accurate and workflows are developed and monitored throughout the year to maintain data integrity.	September 2022 – August 2023	●	Data clean-up in the SIS is a priority for the Aspen Support Team (ITS) to ensure enrolment data is accurate. New workflows are being developed to support school and office administrators in maintaining high quality data. Data in the SIS is directly tied to funding amounts for the Board. Outcome: Data cleansing is on-target for elementary and secondary schools. OnSIS reporting is completed for all elementary schools for 2022-23, including backlog of reporting from 2021-22. OnSIS reporting in secondary is moving forward and should be completed with an extension prior to the beginning of 2023-24 OnSIS reporting period. ECPP and Continuing Education OnSIS reporting continue to be challenging provincially and locally.
Data Guidance: Student Achievement-Related Data is systematically collected in the student information system (SIS) and displayed in dashboards for central and school-based staff to provide real-time guidance for decision-making.	September 2022 – August 2023	●	A virtual data warehouse is being constructed in order to bring together LDSB-approved disparate data sources to be able to provide employees with data they require to make informed decisions. Outcome: work on an official data warehouse was paused in spring 2023 to re-consider if it is still needed. We are currently building "datasets" directly in Power BI to be consumed by multiple reports/dashboards. If in future it is determined an official data warehouse is required, the scripts used to generate the Power BI datasets will be migrated into the warehouse.
	January 2023 – August 2023	●	K-2 Reading Screening: ITS will develop input screens in Aspen (SIS) to load relevant assessment data from Acadience reading screeners by educators in time for mandatory K-2 screening in 2023-24 school year. Reading assessment data and progress monitoring will occur in dashboards through Power BI. Outcome: The input screens in Aspen are developed and ready to deploy when needed. Target is to have ready for testing phase for Acadience pilot project in Term 2 along with associated Power BI dashboard. Elementary Achievement Dashboard: ITS, in collaboration with Program, and Research Team continue to develop dashboards of relevant elementary achievement data to support high quality teaching and learning. Outcome: ITS delivered the technology solution requested as part of the Acadience pilot to gather, aggregate and disaggregate reading screening data to support student learning and growth.

	January 2023 – August 2023	●	Secondary Achievement Dashboard: ITS, in collaboration with Program, and Research Team continue to develop dashboards of relevant secondary achievement data to support high quality teaching and learning, and increased credit accumulation and graduation rates. Outcome: Initial secondary achievement dashboards are ready for deployment and feedback to iterate as the system engages in more data driven decision-making.
Digitization and Automation of central office Workflows/Processes.	September 2022 – August 2023	●	ITS, in collaboration with Finance, is building an Expense app to automate employees' monthly expense reimbursement claims to improve the efficiency of the process. Outcome: The development phase of the Expense app has been completed and the app has been deployed to certain employee groups for further testing.
Consolidation of Operational Information to provide "one-stop" for employees to access required information and services.	September 2022 – August 2023	●	The LDSB Corporate Services survey indicated a clear preference for operational information and services to be consolidated in a digital hub. ITS has begun to lead this work in collaboration with various departments through the development of an LDSB intranet using SharePoint. Outcome: The large-scale LDSB Intranet Project has been launched and is in Phase 1. System communication will begin in fall 2023.
Expand modules in Apply to Education in order to establish a formal applicant tracking database as well as to streamline hiring process, including ease of sharing and accessing relevant information.	September 2022 – August 2023	●	All applications tracked and data readily available to streamline process requirements. Outcome: New module purchased with implementation and training planned for October 2023.
Review stakeholder feedback to understand how HR can better support Principals/Vice-Principals in their roles.	September 2022 – August 2023	●	The Corporate Services survey indicated a preference for streamlined processes, access to information and training to support various roles. Outcome: Focus group with HR staff and school administrators to gain a deeper understanding of how HR can support their work scheduled for April 2023.

Review audit recommendations aimed at streamlining Human Resources and Financial Services processes, as provided through KPMG audit exercise	September 2022 – August 2023		Human Resources and Financial Services meet regularly to review audit recommendations and engage in analysis and problem solving of workflow concerns/inefficiencies. Outcome: HR and Finance have met to review which recommendations can be further explored to increase efficiencies based on current HRIS.
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Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan I2.1 Student Achievement & High Quality Instruction

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

RESPONSIBILITY: Superintendent Jessica Silver and Associate Superintendents Stephanie Sartor and Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Learning Coaches in elementary schools will be supported by the program team through collaboration and professional learning.	September 2022 – June 2023	●	Program team members will facilitate professional learning with elementary Learning Coaches to support their work with classroom educators and increase efficacy and knowledge of high yield instructional strategies with a focus on early literacy instruction and math fluency strategies. Outcome: Elementary Learning Coaches supported Educators in all LDSB Elementary schools during the 2022-2023 school year, with a focus on identifying and addressing student learning needs. Coaches were supported by program team members in learning content knowledge and coaching moves on a weekly basis. Educator surveys (pre- and post-coaching cycles) suggested a significant increase in educator confidence and content knowledge.
Math Program team members will collaborate with Educational Services staff to support educators within District programs.	September 2022 – June 2023	●	Educators within District Educational Services Classrooms will receive support and resources to improve their efficacy and understanding how to identify and close math gaps for students. Outcome: Professional development occurred with all SSTs, SCS teachers (elementary), ECPP teachers (elementary and secondary), DAC (elementary) and DLC teachers (elementary). Access to math manipulatives and Building Fact Fluency kits (either through a lending library and/or for specific classrooms) modelled in the learning have been provided to each classroom. Educators report greater efficacy and have tools to support student achievement in the classroom.
Program team will support math professional learning for elementary educators with a focus on fluency.	September 2022 – June 2023	●	Primary, Junior and Intermediate Educators will engage in professional learning leading to improved understanding and efficacy around fluency related to addition, subtraction, multiplication and division, and fractions. Outcome: Professional learning was provided to Primary and Junior/Intermediate educators from each elementary school, focused on building fluency with addition/subtraction facts, and with multiplication/division facts. Attendees at all sessions received manipulatives and fact fluency kits to use in the classroom, as modelled during the professional learning, and received individual classroom support for continued implementation, as requested.

After school book clubs will be offered to elementary and secondary educators.	September 2022 – June 2023		Educators will engage in professional learning after school through book clubs and video book clubs. The focus will be to support implementation of building thinking classrooms, and development of student numeracy skills. Resources to support educators will be created and shared through Minds Online to support implementation. Outcome: Over 60 Educators engaged in after school book clubs and video clubs during the 2022-2023 school year. Each educator received access to online videos supporting the development of numeracy, an additional resource book, and ongoing classroom support for implementation.
All elementary Principals and Vice - Principals will engage in a series called Leading Literacy Learning, facilitated by the Program team.	October 2022 – May 2023		Following the learning series, Principals and Vice-Principals will report a greater understanding of the components of direct, explicit, evidence-based literacy instruction. Surveys will be conducted at the end of each session. Following school visits, senior staff will experience greater consistency in literacy practices throughout the buildings. Administrators will be able to articulate the current focus and future plans in the area of literacy. Achievement data will indicate improved student literacy achievement and confidence. Outcome: Complete. Principals attended 7 learning sessions and Vice-Principals attended 4 learning sessions. Surveys were completed at the end of every session to inform work at the next session. Participants reported an increase in content knowledge in all 6 areas of literacy, following the sessions. Supervisors reported increased consistency in literacy practice in classrooms. Achievement data will continue to be tracked over the next several years, as structured literacy practices are implemented widely across the system.
Eight school teams (comprised of the Principal, SST and 3 K-2 educators) will participate in a 4-session pilot program involving the K-2 Acadience Literacy Screener.	January 2023 – June 2023		The purpose of the pilot program is to gather information that will inform system implementation of a K-2 literacy screener during the 2023/2024 school year. Goals of the program will be to pilot the professional learning and to provide feedback on the development of a system data portal that will track achievement data over time at the student, class, school and system levels. Outcome: Complete. All 4 planned learning sessions occurred. Feedback on the professional learning sessions and the data portal have been useful in preparing for the screener launch in the fall of 23/24.

The Empower Literacy Program (Tier 3 literacy intervention tool) will be expanded to include 40 elementary schools and 7 secondary schools.	September 2022-June 2023	●	23 additional educators will be trained in Empower and will implement this program in their school during the 2022/2023 school year. The 17 SSTs trained during the last school year will continue to deliver the Empower program in their schools. Varied student data (Reading Assessment Data, Empower assessment tools, perceptual surveys) will display significant student growth in the area of confidence and literacy achievement (decoding, fluency). Caregiver, educator, and administrator feedback will also be gathered at the onset and the conclusion of the program. Outcome: Complete. Achievement data and perceptual data was tracked pre- and post-program. Student decoding and fluency significantly improved, as did student confidence and desire to read.
After school virtual tutoring will be offered for students in Grades 1-10	September 2022-April 2023	●	Student participation and return rates will be tracked. Student feedback will be used to adjust the program delivery and focus. Outcome: Complete. Participation rates remained consistent throughout the year. Students who participated in the virtual tutoring used the program at least 2.6 times per month. Most students were able to receive 1:1 tutoring support based on the educators available and students participating.
LDSB will support community partners to offer after-school tutoring support to LDSB students	September 2022-April 2023	●	KEYS, Pathways to Education and Boys and Girls Club, Kingston were partners in providing after school tutoring support in the areas of literacy and math, to LDSB students. Funding was possible through the Supporting Student Potential Priority and Partnership agreement. Outcome: Complete. Through community partnerships, 805 elementary students and 250 secondary students accessed tutoring support. Literacy and numeracy support was offered.
A 4-part professional learning series will be developed for New Teachers.	September 2022-June 2023	●	New contract teachers and teachers in long term positions will be invited to participate in the New Teacher Induction Program professional learning series. Educator voice will be collected following each session. Program team members will offer ongoing support throughout the school year. Outcome: 3 of the 4 sessions were offered to educators. 1 of the sessions had to be cancelled due to a pause on professional learning for a short period of time, due to a shortage of occasional teachers. In lieu of the 4th session, resources were purchased for new educators to support their continued learning.

Student Achievement results will be analyzed and targeted literacy support will be offered to students to help address pandemic-related learning gaps.	December 2022- June 2023		3 occasional teachers were hired as part of the “North-end Catch-up Plan” (NECUP) pilot project to use research-based reading screeners, and direct reading instruction in small groups of Primary students to mitigate pandemic-related learning gaps and help build a solid foundation of literacy skills for early primary students. Outcome: This project was completed at J.G. Simcoe Public School with 1 teacher and at Molly Brant Elementary School with 2 teachers. Reading screening information was gathered for all Primary and some junior students for progress monitoring. With targeted intervention, growth in student reading progression and confidence was documented for many students between January 2023 and June 2023.
The Literacy program team and Read A Lot program leadership will plan a summer literacy program. The focus will be on targeted literacy intervention in the areas of oral language, reading and writing.	July 2023		4 in person sites will offer the Read- A- Lot Summer Literacy program. Targeted reach outs will include ELL students, students who currently have significant gaps in their literacy skills. The program will run for 3 weeks in July. Student literacy achievement and growth in confidence will be measured. Students, educators and caregivers will be asked for feedback throughout the program. Outcome: Complete. 298 students participated in the 3 week program. Students experienced significant growth in literacy achievement, as well as confidence. Student, educator and caregiver voice was gathered.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan I3.1
Student Pathways

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

RESPONSIBILITY: Superintendent Jessica Silver and Associate Superintendent Steve Hedderson

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

Actions	Timelines	Status	Evidence of Success
Professional learning and classroom coaching will be provided to support Grade 9 destreamed teachers, and LPS teachers with a focus on identifying and closing learning gaps for students, and high yield instructional and assessment practices.	September 2022 – June 2023	●	Program team members and special education support teachers will support professional learning for LPS teachers and classroom teachers with a focus on Student and Classroom profiles, and UDL strategies to ensure success for all students. Grade 9 English, Science, Geography and Math teachers will be provided with professional learning, and ongoing program team support as they implement new destreamed curriculum, or single stream grade 9 curriculum. Outcome: LPS teachers were supported through professional learning focused on gap closing using high yield strategies such as working with math manipulatives, and on strategies to support students in reading. Occasional Teacher shortages resulted in small group professional learning, and individual support being provided to Grade 9 educators teaching destreamed and single stream classes.
Instructional coaches in secondary schools will support grade 9 educators implementing destreamed programming.	September 2022 – June 2023	●	Instructional coaches will engage in professional learning, and receive ongoing support by secondary program team members, as they support educators in varied Grade 9 subject areas. Outcome: Secondary Instructional Coaches supported classroom educators, including destreamed teachers and new teachers, in a variety of instructional and assessment practices.
Increase the number of opportunities for students to take dual credits, paying particular attention to specific SHSM programs and geographic areas currently underserved in the Board.	September 2022 – August 2023	●	Students from across the district are eligible to enroll for a dual credit program in Grade 11 or 12. Outcome: There were 41 students enrolled in the School-Within-A-College (SWAC) and underrepresented Workers in the Trades (uWITTS). The students completed 98.5 secondary school credits. These students were able to additionally have opportunities to complete a dual credit which is reflected in the numbers below. We had 126 students successfully complete a dual credit in partnership with St. Lawrence College. With our new partnership with Loyalist College we had 30 students complete a Dual Credit in semester 2 in the areas of Engine Systems & Electrical. The new SHSM Transportation sector Dual Credit which ran at NDSS in partnership with Loyalist College had 20 students complete the credit.

Increase the number of students participating in the Ontario Youth Apprenticeship Program (OYAP) and the number of Registered Trade Agreements (RTA) for interested students.	September 2022 – August 2023		Students enrolled in Co-op courses and seeking placements in compulsory trades are registered in OYAP. Students interested are eligible to sign RTAs with interested employers. Outcome: For the 2022-2023 school year we had 277 Ontario Youth Apprenticeship Program Participants and 33 Registered Training Agreements (RTA).
Increase awareness of Expanded Opportunities in the district amongst school administrators.	September 2022 – August 2023		Ensure school administrators are familiar with the variety of expanded opportunities available to support students across all pathways. Outcome: There were a variety of professional learning sessions for secondary administrators to broaden awareness of expanded opportunities for secondary students and a K-12 administrator professional learning session was held in March 2023 to provide a K-12 perspective of pathways and opportunities for students as they move through the system.
Increase Specialist High Skills Major (SHSM) participation and completion rates.	September 2022 – August 2023		LDSB updated its SHSM 3 Year Plan and met with all SHSM sites to explore supports needed to continue to increase their completion rates. Several SHSM sector programs at different LDSB schools applied for additional SHSM Ministry funding to help address areas for program innovation and to help improve completion rates. Outcome: 4 new SHSM programs began in the 2022-23 school year. Information and Communications Technology (ICT) Programs at Bayridge SS, Napanee DSS and North Addington Education Centre, and a new Transportation SHSM at North Addington Education Centre. 583 students were enrolled in SHSM programs across the district and 207 students earned an SHSM Diploma type.

Strategic Action Plan: 2022 – 2023
Year-End Update
Action Plan I3.2
Leadership Development/Succession

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

RESPONSIBILITY: Superintendents Craig Young and Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Review and update the Succession process for the selection of Principals and Vice Principals.	September 2022- August 2023	●	A new succession process developed and implemented for fall pool hire process that included expansion of application of Leadership Profile and a new carousel framework for Principal candidates. Outcome: Leadership Profile for School Leaders developed and used as the framework for succession planning as well as the creation of a Leadership Profile Self-Reflection and Assessment Tool to support candidate learning and growth. A new process was implemented with a number of Vice-Principal and Principal pool placements made. This process will be refined and used for the 2023 success process.
Offer Leading in Limestone – Aspiring School Administrator workshop to promote Principal/Vice-Principal role and attract potential applicants.	September 2022 – August 2023	●	All educators who are curious about exploring school leadership opportunities were invited to attend fall and/or spring workshop to learn more about the role and have an opportunity to engage in discussions with current administrators and senior staff. Outcome: Fall session completed and feedback collected. Spring session held on May 16, 2023, that included feedback received from fall session. Candidates have a better understanding of the role of Vice-Principal and Principal as they map their career path. 120 participants attended between both sessions.
Continue to provide mentoring opportunities for new leaders.	September 2022 – August 2023	●	Mentoring program continues to support and guide new administrators whereby they have the opportunity to meet monthly to engage in discussion through a shared learning framework. Outcome: 50 Mentees participated in the program. Mentors met 7 times with assigned mentees to support their transition into the role and continued learning. Feedback collected from mentors and mentees that will be used to inform mentoring for 2023-2024 school year.
LDSB Staff supporting the EOSDN Leadership Program as well as staff participating in the program.	September 2022– March 2023	●	Identified staff participate in Leadership Academy (virtually) as a leadership development opportunity to share experiences and learn from leaders across the Eastern Region with positive feedback. Outcome: Administrators and support staff participated in the Academy for 2022-2023 school year and the Superintendent of HR was invited as guest speaker.

New Administrator Induction Program developed and implemented for 2022 – 2023 school year.	March 2022 – August 2022	●	All new Vice-Principals and Principals receive thorough role-specific orientation, including intentional mentoring and support, in their first year in the role. Outcome: One session provided at the beginning of the 2022-2023 school year. Development of future modules is underway for 2023-2024 school year that include relevant and meaningful content and modes to access information.
Introduction of Predictive Index (PI) to support hiring process for system leaders	September 2022 – August 2023	●	Introduction, training, and implementation of PI tools to support leadership hiring decisions aimed at understanding role requirements for successful hires, including optimizing strengths and increasing engagement and satisfaction. Outcome: Senior staff, managers and administrators have completed their personal PI. Next steps include incorporating the PI into different leadership modules and the hiring process for senior staff, managers, and administrators.

Strategic Action Plan: 2022-2023
Year-End Update
Action Plan C1.1 Enrolment and School Capacity

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

RESPONSIBILITY: Superintendent Craig Young

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

Actions	Timelines	Status	Evidence of Success
Review accommodation needs on an individual school basis to address accommodation pressures and capital priority submissions.	September 2022 – August 2023	●	A capital priority submission for Holsgrove PS has been submitted to the Ministry of Education for additional capital funding to address accommodation pressures. Portable classrooms will be purchased and/or relocated to several schools to address temporary accommodation pressures for September 2023. Outcome: The Holsgrove PS site was not in the approved list of funded projects in the spring of 2023. Staff will revise the submission and resubmit the school as a project for funding of a replacement school during the next round of requests for capital priorities projects.

Action Plan C1.2 Family Engagement

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

RESPONSIBILITY: Associate Superintendents Patty Gollogly, Steve Hedderson and Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
The Expanded Opportunities Team will continue to broaden awareness of programs of choice (SHSM, OYAP, Dual Credit) across the district.	September 2022 – August 2023	●	The Expanded Opportunities Team will attend every secondary schools' Grade 8 Information Nights to be able to speak to program options directly and demonstrate how all pathway options are supported, and promote Specialist High Skills Major (SHSM) programs publicly through a Showcase event. Outcome: Grade 8 information sessions at every secondary school (except one due to scheduling conflict that saw the original date rescheduled due to inclement weather) was attended by members of the Expanded Opportunities Team to speak directly with students and families.
The ESL team will pilot a newcomer Literacy evening at one elementary school, focused on sharing literacy strategies and games for families to use at home. The event will involve school staff and community members. A template will be developed for schools to use in the future.	September 2022- March 2023	●	Following the event, stakeholder voice will be gathered to review the successes and necessary next steps. Outcome: Completed. The event occurred and stakeholder voice has been collected and analyzed to inform future newcomer events planned throughout the district.

Support deeper understanding of the Equity, Diversity and Inclusive action plan and how the Parent Involvement Committee (PIC) can support parent understanding and engagement.	September 2022-June 2023	●	Due to the focus on equity and inclusion, Parent Involvement Committee will engage in initiatives that support equity and inclusion. Outcome: PIC had guest speaker from the equity leads from LCVI as well as information from Kingston Police informing parents regarding what constitutes a hate crime and what parents can do. PIC also supported an information night for parents regarding human sex trafficking and had survivor, Alexandra Stevenson, share her story. PIC also wrote letters to several levels of government to express deep concern about growing food insecurity among families in our community and across the country. 2SLGBTQIA+ focus group continued to meet, discuss and advocate for safe, caring and inclusive schools. A subcommittee was held for parents concerned with accessible and accommodated education, disability justice and mental health supports for students. PIC also walked in the Kingston Pride Parade and the Napanee Pride Parade.
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Strategic Action Plan: 2022-2023
Year-End Update
Action Plan C2.1 Student Engagement (Student Voice)
GOAL: To improve student achievement and well-being, we will work with families to support every student's learning journey.

RESPONSIBILITY: Superintendents McDonnell and Silver, Associate Superintendents Hedderson and Sartor

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

Actions	Timelines	Status	Evidence of Success
As a result of the presentation to launch the new school year, by Shane Safir, author of Street Data, school teams and the central program team will use student voice as a tool more often to inform their planning.	September 2022 – June 2023	●	During school visits, senior staff will hear about student voice data collection as an important part of school planning. Student feedback will indicate that they witness action that is related to their feedback. Outcome: Gathering student voice was a priority at the school and system level, to inform planning. Examples include Grade 9 destreamed survey, voice gathered through instructional and learning coaches, and student voice gathered by classroom teachers and administrators.
The Expanded Opportunities Team will engage current and former Dual Credit, SWAC, uWITTS, SHSM and OYAP students to help students, families and educators better understand the impact of these programs and address bias within the skilled trades.	September 2022 – August 2023	●	Alumni of Expanded Opportunities programs will be invited to participate in special events to share student voice with others who want to learn more about where programs lead beyond secondary school and how they have prepared them for their eventual careers. Outcome: Alumni have attended Grade 8 to 9 transition events at different secondary schools in Semester 1 and will be featured as part of the LDSB Skills Competition in Semester 2.
Student Voice will be gathered via surveys to better understand the student experience in Year 1 of destreamed programming and students' secondary school experience at the end of Grade 12.	January 2023 - June 2023	●	The Grade 9 destreamed survey will be designed and the Grade 12 exit survey data analyzed from 2021-22 and reviewed for use again in 2022-23. Outcome: Complete. A Grade 9 destreamed survey student/parent/staff survey was administered in May 2023 and the Grade 12 exit survey in June 2023. Survey results will be considered for planning in 2023-2024, and will be shared with schools in the 2023-2024 school year.
The Empower team will develop and refine pre- and post-surveys for students to gather information related to perceptions of their own achievement and confidence growth.	September 2022- June 2023	●	Surveys will be created for elementary and secondary students. Students will receive a pre-program and a post-program survey. Surveys will be analyzed and compared. Outcome: Pre-survey and post-survey was conducted with all students, and results compared. Many students also agreed to be recorded reading aloud pre- and post-program. They were able to then visibly see their growth. Significant results in achievement and confidence were realized in every student.

Collect student voice to guide equity actions at the system and school level.	September 2022-2023	●	Create opportunities at the system and school level to listen to and action student voice. Outcome: Student voice was collected from four schools in the fall/winter to inform/create action related to the Student Census-Sense of Belonging Report.
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Strategic Action Plan: 2022-2023

Year-End Update

Action Plan C2.2 Early Years/Childcare

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

RESPONSIBILITY: Superintendent Alison McDonnell

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

Actions	Timelines	Status	Evidence of Success
All students enrolling in JK will experience a sense of belonging through Discover Kindergarten events at community schools.	September 2022-August 2023	●	All schools will provide a Discover Kindergarten event where JK students will receive a LDSB T-shirt-Great Learning Starts here, in addition to links to literacy and math activities for families. Outcome: Discover Kindergarten events occurred in spring 2023 and all students who registered received a Great Learning Starts Here T-shirt.
Support the establishment of additional EarlyOn Sites, Daycare and Before and After School Programs (BASP) in LDSB schools.	September 2022-August 2023	●	Actively and regularly engage with Consolidated Municipal Service Managers (CMSMs), childcare providers, community partners and school principals to identify family and community needs to support a system of responsive, high-quality and accessible early years programming. Outcome: Community and family survey data was collected and utilized to establish a need for a BASP at Perth Road. BGC was the successful applicant for provider. Further engagement regarding BASPs at Newburgh/Centerville, Storrington and Prince Charles Verona did not result in providers and/or accessible programming availability at this time.
Implementation of the Early Development Instrument (EDI) in all SK classrooms as per Ministry of Education direction.	September 2022-August 2023	●	All SK teachers will complete the EDI on all SK students in their classrooms. Outcome: EDI implementation was completed by all SK teachers.

Strategic Action Plan: 2022-2023
Year-End Update

Action Plan C3.1 Indigenous Education

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

RESPONSIBILITY: Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Provide direct support to Indigenous students who self-identify.	September 2022 – August 2023	●	Well-being and re-engagement support will be provided by the Indigenous Student Support Counselor for Indigenous students and their families. Indigenous Support Worker will support Indigenous programming in the Bridge classroom. Provide a \$500 bursary to each secondary school to support a graduating Indigenous student who is pursuing post-secondary studies. Tutoring support will be provided to both elementary and secondary students to support academic achievement. Indigenous language instruction will be provided to interested students as teachers are available. We are hopeful of providing Anishinaabemowin and Mohawk to interested students across Limestone and Algonquin at GREC. Outcome: 10 elementary students participated in learning Anishinaabemowin from teacher Kim Debassige in a mostly face-to-face experience. Approximately 30 students K-12 participated in learning Kanyen'kéha from teacher Tahnee Bennet in a virtual format. In addition, Danka Brewer offered Algonquin teachings on Wednesdays at GREC.
Indigenous Student Leadership	September 2022 – August 2023	●	Indigenous Student groups/clubs and supports/cultural activities will be offered in secondary schools with the Indigenous lead at that school and the Secondary Indigenous Student Support and Reengagement Lead. The focus will be on learning/teaching circles, smudging and lessons on medicines, student leadership, and other important topics. A large student gathering will be planned for the spring of 2023. Outcome: Student leadership opportunities took place at all secondary schools during the 2022/23 school year. A major student event took place at La Salle in May 2023.



Action Plan C3.1 Indigenous Education (Cont'd)

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

RESPONSIBILITY: Superintendent Scot Gillam

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

Actions	Timelines	Status	Evidence of Success
Build capacity of LDSB educators in delivering Indigenous curriculum and increasing cultural competency.		● ● ● ●	System-wide engagement with educators related to Indigenous Education (Minds Online, Curriculum resources, Treaty Maps, Indigenous Ed. Week, Orange Shirt Day, National Indigenous Languages Day). Support documentation and face-to-face and virtual opportunities will also be provided to support teacher education on specific topics as well as incorporating Indigenous ways of being, doing and knowing into regular classrooms. A Referral system will be used to support classrooms and schools looking for support with Indigenous education in their classes or schools. Based on the referral, the Indigenous team will provide the most appropriate resource to support the requests. Professional Development will be offered as available to support Indigenous education within LDSB classrooms. Offered a subsidy for up to 30 teachers to attain their additional basic qualification in First Nations, Métis, and Inuit Studies, or Indigenous Studies. Outcome: Resources have been provided both on Minds Online and in virtual format to support Indigenous education and days of recognition. The Indigenous team received over 325 referrals from across the system to support students, staff and schools with Indigenous education. PD was not offered in substantial amounts, but the team supported requests as available.
Maintaining and increasing the presence of Indigenous Knowledge Keepers and Community members to support Indigenous Education in Limestone.		●	Increase the number of Indigenous Knowledge Keepers/Community Partners available as resources to support Indigenous Education at the system level and in schools. The referral process is being used to best align school/class needs with the offerings of various Knowledge Keepers/Community Members. These supports and visits are funded through Indigenous Education. Outcome: Limestone schools received over 150 Knowledge Keeper/Community Member visits to almost every school. Many of these supports occurred on a weekly basis.

Community engagement and partnership.		●	Continue to work with partners on the Indigenous Education Advisory Council (IEAC) to support the wide range of Indigenous Education initiatives in the system. Continue to expand IEAC to include more organizations and supports for Indigenous students and families. Develop a Terms of Reference for the Indigenous Education Advisory Council and making it a formal Advisory Committee of the Board. Indigenous team members will work alongside the Ministry of Education on the Algonquin and Mohawk Languages Steering Committee. Outcome: The Indigenous Education Advisory Council expanded their membership this year, including new caregivers and worked more closely with other community partners including the Kingston Indigenous Languages Nest. A Terms of Reference has been agreed upon and the Indigenous Education Advisory Council is now the Indigenous Education Committee or IEC. The IEC is now a Board Committee.
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Strategic Action Plan: 2022-2023
Mid-Year Update
Action Plan C3.2 Staff Engagement & Labour Relations
GOAL: To improve student achievement and well-being, we will maximize student engagement in classrooms and schools.

RESPONSIBILITY: Superintendent Susan McWilliams

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

Actions	Timelines	Status	Evidence of Success
Establish bargaining mandate and priorities for local bargaining, update contingency plans, provide input and support to central bargaining process, establish teams for local bargaining.	September 2022 - August 2023	●	Bargaining teams to be selected, stakeholders surveyed for input on priorities, mandate established. Outcome: Local bargaining completed for CUPE. Discussions completed with Non-Union Association and bargaining will continue with ETFO and OSSTF into the fall of 2023.
Collaborate with union leadership to administer current collective agreements and continue to problem solve.	September 2022 - August 2023	●	Continued engagement and collaboration with unions in problem solving to address concerns locally thereby minimizing the need for arbitration, where possible. Outcome: Regular meetings were scheduled with federation/union partners to problem solve, including resolution of a variety of issues.
Support OPSBA through involvement in the Labor Relations Council and negotiations central bargaining in 2022-2023.	September 2022 - August 2023	●	Continued involvement by Limestone staff in LRC and senior negotiators meetings, as well as participating in central negotiations and contract administration. Outcome: HR staff met regularly with Senior Negotiators across the province and contributed to bargaining planning and negotiations. Superintendent of Business continues to be a member of Labour Relations Council and is member of central team for CUPE negotiations.
Complete Pay Equity maintenance process for CUPE employees, as per Collective Agreement.	September 2022 - August 2023	●	Human Resources staff and CUPE representatives to collaborate and work through Pay Equity maintenance process to ensure continuance of equitable pay structures between gendered identified job classes. Outcome: Meetings have occurred with respect to process and timelines. Job Information Questionnaires have been distributed and returned. These jobs have been rated. There are approximately half a dozen jobs outstanding As soon as these are received, they will be evaluated accordingly.

Review of Employee Assistance Program (EAP) including seeking input and feedback from staff prior to initiating RFP process.	September 2022- August 2023	●	Development of EAP Feedback survey with distribution to all staff in April to gain input and feedback from as many staff as possible in terms of what EAP services are important to staff and their families. Outcome: Survey completed by 567 employees, and staff voice used to develop Request for Proposal. RFP will be issued in September 2023.
Creation of ThoughtExchange question seeking input from staff with respect to their mental health and wellness to inform next steps.	September 2022 – August 2023	●	Creation of ThoughtExchange question linked through EAP survey to gather staff voice on how we can support employee mental health and well-being. Outcome: Survey question distributed in April with 203 staff responding and prioritizing ideas. Responses reviewed and have begun to be used to inform different initiatives.

Strategic Action Plan: 2022-2023

Year-End Update

Action Plan C3.3 Community Engagement and Partnerships

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

RESPONSIBILITY: Associate Superintendents Steve Hedderson and Stephanie Sartor

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

Actions	Timelines	Status	Evidence of Success
We will seek community partnerships to enrich and support learning for students across all pathways.	September 2022 – August 2023	●	Closer partnerships will be formed with community agencies and businesses in the community to help them learn about Co-op, SHSM and OYAP programming and help us better understand employment needs of people working across various economic sectors, including Skilled Trades. Outcome: As of fall 2022, we have a seat on the Board of Directors (Educational Liaison) of the Kingston Homebuilders' Association, and a more direct relationship with various trades across the City of Kingston and entered a new partnership with Carpenters' Union to understand trades through a union lens. The Carpenters' Union hall has hosted professional development for educators and joined in partnership as part of the LDSB Skills Competition.
		●	Continue to nurture our relationship with Women Mean Business (WMB) to connect programming and marketing to ensure students who have historically been marginalized in the trades and/or business are prioritized in programming. Outcome: The Expanded Opportunities Team continues to work with WMB to support programming for under-represented workers in the trades and small business and engage local businesspeople to speak with students about future career prospects in business and the skilled trades.
		●	Continue to partner with Brookland Fine Homes as a main sponsor of the Building Construction Internship (BCIP) SHSM Program Outcome: BCIP is working on the construction of the 100th home thanks to Brookland Fine Homes and owner John Armitage. We have partnered with them, Habitat for Humanity and the City of Kingston to deliver a tiny home 4-unit complex to the city's north end to provide affordable housing for some residents of the City of Kingston. Progress on the units continues for Fall 2023 deployment to final location in Rideau Heights neighbourhood. The Minister of Education visited the construction site in Spring 2023 to speak with students and staff.
			LDSB is part of a 3-year provincial Entrepreneurship Pilot promoting entrepreneurship education for secondary school students, including developing an entrepreneurial mindset and skills to run a business or

		●	social enterprise. Outcome: In Year 1, 252 students participated in this pilot project with 18 students receiving seed funding to support their business ventures. Students participated in workshops coordinated by LDSB, with guest presenters from community agencies (i.e., Kingston EcDev, Queen's University). They then participated in a Board showcase, where they received feedback from community entrepreneurs. Through these rich experiences, students learned what an entrepreneurial mindset entails, and then applied these skills to their own business ventures.
We will seek community partnerships to address staffing challenges in priority areas such as Technology and French as a Second Language.	September 2022 – August 2023	●	Leverage the new Technological Education Multi-Session Program (TEMS) at Queen's which provides the opportunity for skilled tradespeople to earn a Bachelor of Education or Diploma in Education in a blended format both on and off-campus. The program is designed to allow teacher candidates to continue working during the program, complete practica in schools and eventually become certified teachers in Technological Education. Outcome: Through building this partnership, many TEMS students completed practica in our secondary schools in Semester 2. Since then, 2 contract teachers have been hired from this program to fill Technological Education teaching vacancies and 7 more were hired to the Occasional Teacher list.
		●	In partnership with the Eastern Ontario Staff Development Network (EOSDN) and Queen's University, promote awareness and identify employees who may be interested in the French as a Second Language (FSL) Multi-Session Bachelor of Education (B.Ed.) program (FSLM) to help address French teacher recruitment priority. The FSLM provides a unique opportunity to earn a B.Ed. in a blended format (learning both on-campus and online). Participants will qualify to work as licensed FSL teachers while completing the program and continuing to work in their jobs. Outcome: 1 LDSB employee formerly in the position of ECE is working to earn their teaching credentials (B.Ed. in Primary/Junior) through FSLM while work in LDSB as a teacher on a Temporary Certificate of Qualification of Registration (TCQR)

As the number of newcomers to Kingston continues to increase, the ESL team will build opportunities to streamline the registration and transition process with community partners. A focus will be on securing consistent translation supports.	September 2022-August 2023	●	Following the transition and registration process, families will report that the process was smooth, informative, and easy to navigate. Families will report that communication was not a barrier to acquiring the information they need. Outcome: The ESL team has initiated 3 meetings with KEYS to refine the registration and transition process. LDSB continues to participate in community partnership meetings. Meetings with school administrators in the spring will assist in refining this process. While ongoing communication is happening with families, a formal process to gather voice and feedback has not yet been developed.
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Strategic Action Plan *Evaluation Framework*: 2017 – 2023

Year-End 2022-2023 Update

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

Pillars	Goals	Outcome	Progress	Data
 Wellness	To improve student achievement and well-being, we will: 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.	Improved student achievement and well-being will be demonstrated through: 1. School Learning Plans that identify strategies to promote positive student wellness. 2. Inclusive, accessible, and culturally responsive and relevant pedagogy that are fundamental to and can be demonstrated in school and classroom planning. 3. Students reporting feeling safe and accepted in school climate surveys.	● ● ●	1.1. Mental Health Strategy 1.2. School Visits 1.3. Family of Schools meetings 1.4. School Learning Plans (SLPs), Board Improvement Plan (BIPSA) 1.5. Administrator Meetings 2.1 Staff PD numbers 2.2 Indigenous Studies Courses 2.3 Equity Advisory Committee Minutes 2.4 Equity-Based Data Collection Focus Groups 2.5 Student Census Data Collection & Analysis 2.6 School Climate Data Collection & Analysis 2.7 Workplace Census and Belonging Data Collection & Analysis 3.1 SEF assessments (learning environment) 3.2 Instructional Data Team Project 3.3 Interschool Council agenda/minutes 3.4 Mental Health Strategy 3.5 School Climate and Workplace Belonging Survey 3.6 Human Rights Reporting Tool

Status: ● On Target ● Making Progress ● Needs Further Attention				
Pillars	Goals	Outcome	Progress	Data
 Innovation	To improve student achievement and well-being, we will: - Cultivate problem solving, creative and critical thinking skills. - Design programming to support individual learning needs.	Improved student achievement and well-being will be demonstrated through: - Professional Learning as outlined in the Board Improvement Planning for Student Achievement that supports preparing students to solve complex problems, including problems we do not yet imagine, associated with living in a competitive, globally connected, and technologically intensive world. - Educators demonstrating principles from Universal Design for Learning during instruction and assessment.	● ●	1.1. SLPs, BIPSA 1.2. Professional Learning Plan – offer and subscription 1.3. EQAO Crit Thinking results 1.4. IT Infrastructure & software 1.5. Report Cards – Learning skills 1.6. Social Media – See Yourself in Limestone stories/Twitter 1.7. School Visits 2.1 Building capacity through professional learning for: ● Student Support Teachers ● Learning Program Support Teachers ● Guidance Heads ● Student Success Leads ● P/VP's ● Program Team 2.2 School visits 2.3 Instructional Data Teams 2.4 Building Capacity through subsidized AQ Courses for Educators 2.5 Student Voice Surveys 2.6 Educator Voice Surveys

 Innovation	3. Advance relevant and engaging learning experiences to support all learners and pathways.	3. Students being prepared to enter the highly skilled workforce, through increased number of experiential learning opportunities.		3.1 Evidence from: • Experiential Learning & Outdoor Education Programs • Focus Programs • My Blueprint • Co-op Education, SHSM, Dual Credit, OYAP 3.2 STEAM Partnerships (e.g. SLC, MakerSpace, KidPreneur, Tinker Trailer) 3.3 School Within a College (SWAC) 3.4 Women in Trades (WITS) 3.5 CLASS Training 3.6 Student focus groups
Status:  On Target  Making Progress  Needs Further Attention				
Pillars	Goals	Outcome	Progress	Data
 Collaboration	To improve student achievement and well-being, we will: 1. Work with families to support every student's learning journey.	Improved student achievement and well-being will be demonstrated through: 1. The Parent Engagement Strategy that reflects multifaceted and diverse approaches to communicate and engage with parents.		1.1. EQAO Attitudinal Surveys 1.2. Increased numbers at PIC 1.3. Digital tools 1.4. Twitter, website diagnostics 1.5. Use of School Messenger 1.6. Family Voice Survey for summer programming: Literacy Camps and Empower 1.7. School Year Calendar Survey 1.8. Virtual School Survey 1.9. Strategic Plan Engagements

	2. Maximize student engagement in classrooms and schools. 3. Enhance partnerships with parents/guardians, employees, government and community groups.	2. Student Voice, gathered through student focus groups and Our School Climate survey data, demonstrating that students find their learning experiences engaging and relevant. 3. Dialogue with parents, students, staff and community partners resulting in evidence informed decision-making with a better understanding of our local community.	● 2.1 Interschool Council data 2.2 School Climate data 2.3 Student Trustee reports 2.4 School Learning Plans 2.5 School Effectiveness Framework 2.6 Student Focus Groups 2.7 Gr. 9 Destreamed Survey 2.8 Grades 8 & 12 Exit Surveys 2.9 Strategic Plan Engagements ● 3.1 Engagement with/by Equity & Human Rights Consultants and Equity and Human Rights Officer 3.2 School Council Meetings & PIC Meetings 3.3 Student focus groups 3.4 Interschool Council 3.5 SEAC 3.6 ESAC 3.7 Community Equity Advisory Group 3.8 KSS Integration Committee and collaboration 3.9 Staff meetings
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				3.10 Partnerships (e.g. Youth Diversion & KFL&A Public Health – Naloxone, Cannabis, Smoke- Free Ontario; Police, etc. – Threat Assessment, Human Trafficking) 3.11 Indigenous Ed Council/Committee 3.12 Indigenous Languages 3.13 Staff participation in Community Organizations 3.14 Family voice through Grade Destreamed survey 3.15 Special Education Review 3.16 Technical Advisory Group 3.17 Strategic Plan Engagements
Mission Statement We prepare students within safe and inclusive environments to embrace a changing learning world as lifelong learners and informed, responsible citizens.		Vision Statement Together we embrace and foster engaging and innovative where everyone achieves success and well-being.		

Date	Item
September 7, 2022 EPOC Meeting	Tutoring Programs Update I2.1 De-Streaming Report I3.1 EA Allocation around Special Education I2.1
September 21, 2022 Regular Board Meeting	Disposition of School Property at 38 Cowdy St. Kingston I2.1, C3.3 Honoraria for Board Members Governance Compliance Audit Committee Governance
October 5, 2022 EPOC Meeting	Equity Action Plan 2 nd Edition 2020-23 W2.1 Summer Programming I2.1 LDSB Procedural Bylaw Revisions re: Indigenous Trustee Governance Tri-Board Student Transportation Services Banking Agreement Governance
October 26, 2022 Regular Board Meeting	LDSB Strategic Action Plan – End-of-Year Report 2021-22 Governance Strategic Action Plan – Areas of Focus 2022-23 Governance
November 16, 2022 Initial/Inaugural Meeting	Initial/Inaugural Governance Election of the Chair and Vice-Chair Governance
November 21, 2022 Special Meeting of the Board/ Nominations Meeting	Selection of Committees Governance
December 2, 2022 Special Board Meeting	OPSBA Update Governance
December 7, 2022 EPOC Meeting	School Climate Survey W1.1 2021-22 EQAO Results I2.1 Director's Annual Report Governance
January 18, 2023 Regular Board Meeting	Prioritizing Equity Presentation W2.1 Multi-Year Capital and School Renewal Project Plan I1.2, C1.1, W3.3, W3.2 2022-2023 Revised Estimates and Interim Financial Report for Q1 I1.2 Year 2 Update on the 2021-24 Mental Health and Substance Use Strategy W1.1 Staff and Student Absence Update W1.1, C3.2

February 8, 2023 EPOC Meeting	Right to Read Follow Up I2.1 School Year Calendar Governance Special Education Review I2.1
February 22, 2023 Regular Board Meeting	Tri-Board Transportation Presentation C3.3 School Year Calendar Governance Corporate Services Survey C3.2 Virtual School Update I2.1, I3.1
March 8, 2023 EPOC Meeting	See Yourself in Limestone – Workforce Census & Belonging Survey C3.2 2023-24 Budget Development Schedule Governance
March 29, 2023 Regular Board Meeting	Expanded Opportunities Building Construction Internship Program Presentation I3.1 School Year Calendar for 2023-24 Governance Update on the See Yourself in Limestone Student Census 2020 W1.1 eLearning Update I2.1, I3.1
April 26, 2023 Regular Board Meeting	Legacy Wall and Book of Remembrance Presentation C3.3 Indigenous Languages Presentation C3.1 Interim Financial Reporting QT2 2022-23 Governance & I1.2 Strategic Plan Monitoring Mid-Year Update Governance KC/QE Chattel C3.3
May 3, 2023 EPOC Meeting	Strategic Plan Update for 2023-2028 Governance LDSB Procedural Bylaws and Policy Update Governance
May 17, 2023 Regular Board Meeting	Limestone Student Achievers Presentation Governance Kingston Transit & transportation Efficiencies Report I1.2, C3.3 Odessa Public School Grade 7/8 Satellite Location at Ernestown for 2023-24 C1.2, I1.2
June 7, 2023 EPOC Meeting	Poverty Mitigation Report C1.2, C3.3, W1.1 Succession Planning Process I3.2
June 21, 2023 Regular Board Meeting	Appointment of Special Education Advisory Committee Members-at-Large Governance & C3.3 School Pedestrian Safety Working Group Play Book C3.3, W1.1 Nomination and Appointment of the IEC Committee Member C3.1
August 23, 2023 Regular Board Meeting	Youth Imagine the Future Presentation I3.1, I1.1 Short Term Borrowing I1.2 Edits to Policy 13 Governance Interim Q3 I1.2 See Yourself in Limestone Strat-Plan Governance

Trustees of the Limestone District School Board Of Education
220 Portsmouth Avenue
Kingston ON K7M 0G2

September 23, 2023

Dear Chair Hutcheon, and through you to the fellow Trustees of the LDSB.

Kwey Kwey , Allow me to introduce myself,

I am Danka Brewer (Kokum Makwa)

I am an O-maa-mii-win Ikwe (traditional Algonquin woman) from the Sha-bot O-baa-dji-wan First Nation. I am a mother of 2 and grandmother of 7. I am a 7-generation direct descendant of Chief Frances Sharbot and Mary Susan Nigik. I have received my cultural teachings from Algonquin Elders, Grandmothers and Grandfathers in Sha-bot O-baa-dji-wan First Nation , Pik-wàa-ka-na-gàan O-màa-mii-wi-ni-ni-wak First Nation and Ki-ti-gan Zi-bi A-ni-shin-a-beg First Nation. As well as a Mi-chi Saa-gig Elder from Curve Lake First Nation. I have been working with schools, community, municipal, provincial and federal organizations sharing traditional and cultural knowledge and crafts for the last 30 years. I carry teachings on traditional hand drumming, traditional hand drum making, Algonquin language, traditional seasonal environmental teachings, traditional food harvesting and preparation, leather crafting, traditional ways of knowing, ceremonies and women's teachings .

I am a traditional ceremonial pipe carrier, song-carrier/singer/hand drummer and ceremonial conductor. Currently Station Grandmother for Canadian Forces Station Leitrim.

I have been reviewing Board minutes to continue to keep myself up-to-date with initiatives and developments in education and educational policies within Limestone District School Board, as I have an expansive family and have grandchildren, nieces and nephews attending schools throughout the LDSB. Upon reviewing presentations to the board for April 26, 2023, I reviewed the presentation on Indigenous Languages Program presented by Superintendent Gillam & Vice-Principal of Indigenous Education and Reconciliation Lead Liv Rondeau that highlighted Indigenous languages programming across the Limestone District School Board. In the spirit of reciprocity and overall transparency, I would like to request a review and revision to this presentation as I am identifying myself as the teacher for the students learning the Algonquin language at Granite Ridge Education Centre.

This Algonquin language program has been running since 2017 including the transition to virtual learning during the pandemic of 2020 to 2021. In 2017 I hosted an average of 18 community members, staff and students participating in an one and a half hour weekly class. Over the course of the next 5 years, with the support of Principal Becky Yanch and Vice-Principal Kristin Stevens my Algonquin Class attendance increased to a weekly average of 50 learners. Since the return to in class learning, I partnered with the French Language instructor Madame Ball, at Granite Ridge Education Centre to provide weekly Algonquin Language instruction to all of the Elementary classes K-8 on Thursdays in 2021-2022. In the 2022 - 2023 school year, I provided weekly Algonquin language instruction on Tuesdays to students at Granite Ridge Education Centre from K-12. Algonquin Language classes continue this year on Tuesdays in all Elementary classes for 30 minute instructional periods, as well as the Grade 11 students. I designed, developed and implemented the Algonquin Language content and resources, appropriate for every grade level for the approximate 2000 learners I have instructed at Granite Ridge Education Centre in the past 7 years.

The Algonquin language class that I provide should never have been placed in this presentation as a mere afterthought at the end of the Indigenous Education and Reconciliation Lead's presentation. I have presented over 7 years of Algonquin Language classes that include culturally connected meanings to the words and language being taught. Students come away with a richer comprehension of how the Indigenous language works and the cultural connections needed to continue their language learning and competency. The Algonquin Language is the root language to the 155 Anishinaabemowin dialects that span Turtle Island. By learning Algonquin, it helps in learning additional Anishinaabe languages and helps in the prevention of the loss of these rich culturally based languages and the continuation of building bridges of understanding and reconciliation between Western and Traditional world views.

In conclusion, I would like to ensure that the information that I have provided here about the ongoing Algonquin Language Education within Limestone District School Board is included in any reporting method that is presented to this board or going forward to ministries at provincial or federal levels.

Please feel free to reach out to me if you have any questions, or you feel I could be of some assistance to you.

Miigwetch,

Danka Brewer

Danka Brewer
(Kokum Makwa)
Indigenous Knowledge Facilitator
Kokum Makwa Cultural Enterprises
613-876-8239



PARENT INVOLVEMENT COMMITTEE MEETING MINUTES – May 4, 2023

Roll Call:

Members:	Staff:
S. Bradley, Co-Chair and 2SLGBTQIA+ Focus Group V. Wood, Co-Chair and Sydenham HS S. Coleman, Amherst Island PS M. Redmond, Bayridge PS L. Ray, Ernestown SS M. Foster, J.R. Henderson PS C. Innocent, Ecole Maple ES J. Kehoe, Molly Brant ES (IEAC) V. Venditti, Polson Park PS S. Delouche, R.G. Sinclair PS J. Jodoin, Rideau PS S. Gratto, Storrington PS A. Bradshaw, Winston Churchill PS	K. Burra, Director P. Gollogly, Assoc. Superintendent M. Baker-Cox, Pathways and Equity G. Petznick, Expanded Opportunities J. Quenneville, Experiential Learning S. Aslam, Innovation and Technology
Trustees:	
B. Godkin M. Joy	
Guests:	Recorder:
K. Hare, KFL&A Public Health (regrets)	E. Smith, Administrative Assistant M. Christopher, IT

1. Call to Order

Co-Chair Bradley called the meeting to order at 6pm.

Co-Chair Bradley welcomed everyone to the meeting and provided the Acknowledgement of Territory. "We recognize that 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."

2. Adoption of Agenda

Adopted.

3. Declaration of Conflict of Interest

No conflict of interest declared.

4. Approval of Minutes

April 2023 minutes were approved by consensus.

5. Delegation/Presentation

Director Burra, delivered a presentation on "*LDSB Strategic Planning Process 2023-2028*". Director Burra answered some questions and invited PIC/School Council members to complete the ThoughtExchange Survey. Co-Chair Bradley thanked Director Burra for the presentation and invited Melissa Baker-Cox and the team to deliver their presentation on "*Expanded Opportunities*". Jason Quenneville and Shamaila Aslam delivered presentation on "*Experiential Learning*"; Geoff Petznick delivered presentation on "*Specialist High Skills Major (SHSM)*" a specialized program and "*Ontario Youth Apprenticeship Program (OYAP)*"; Melissa Baker-Cox delivered presentation on "*Dual Credit*", "*School Within A College (SWAC)*" and "*Under-represented Workers In The Trades (uWITTS)*", she further informed about myBlueprint, a comprehensive education and career/life planning program with the tools students need to make the most informed decision about their future. Presentations will be shared with PIC members. The team answered follow up questions.

6. Reports for Information

6.1 Co-Chairs Update

Co-Chair Bradley informed that Ministry of Education PIC presentation will take place on May 15 to talk about education funding.

PRO grant money needs to be spent by May 18 and the final report submitted to the Board by May 26.

With reference to Bill 98, the Better Schools Act, public feedback can be given by emailing education.feedback@ontario.ca, due by 7:00pm on May 9, 2023.

Kingston Pride Parade is on June 17 and starts at 12:00pm. Napanee Pride Parade is on June 3.

Co-Chair Bradley invited any comments, recommendations for improvement; noted that this would be her last meeting as a Co-Chair and invited Vanessa Wood, the Co-Chair, to provide further update.

Co-Chair Wood informed that Sydenham HS is having its 150th reunion in August 2023.

Summer School is open for registration, school runs from July 4 until 28, closing registration date is June 28.

Co-Chair Wood recognized that May is Mental Health Awareness month, and that information is available on LDSB website. She further informed about Food Sharing Project and that they have reached out for some donations; Co-Chair Wood share statistics concerning rising cost of food prices and invited for donations to be made. She noted that it is concerning to see how many children did not have lunches or food.

Recommendation was made to School Councils to set up a donation box to every canteen or similar, and to allocate certain percentage for donation to Food Sharing Project. It was further recommended that PIC should advocate to various levels of government on the topic of Food Sharing Project, recommendation was accepted. It was further suggested that School Councils/parents consider writing an advocacy letter as well.

Discussion followed concerning donations for food.

6.2 Trustee Update

Trustee Godkin acknowledged that this week is Mental Health Week and Education Week. Education Week is an opportunity to celebrate community, it provides a special opportunity to celebrate community and to recognize the efforts of volunteers. Mental Health Week is a Canadian tradition, with Community Schools and workplaces rallying to celebrate, protect and promote mental health. LDSB has developed a comprehensive Mental Health and Substance Use Strategy to help promote mental health, identify issues early, reduce stigma and provide pathways to both Board and community-bases supports for students. Students can find more resources on LDSB website.

Trustees had an opportunity to go to OPSBA in May and received training in Labour Relations. Ontario Council of School Board Trustees annual general meeting is coming up on June 8 to 10.

Trustee Godkin recognized that in the past five years Board has been proactively reaching out to parents/guardians inviting their inputs. He encouraged that everyone participates in surveys that the Board is sending out as their input is valuable.

Trustee Godkin provided update on EPOC meeting from May 3, 2023.

6.3 Board Update

Assoc. Supt. Gollogly informed that the LDSB school year calendar for 2023-2024 has been approved by the Board of Trustees, confirmed by the Ministry of Education, and will be posted to the board website early next week.

Lots of exciting things are going on for the Month of May – Bayridge and LCVI Road Race and NDSS Road Race.

Assoc. Supt. Gollogly recognized that the May 5th is the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirited (MMIWG2S) individuals. Also known as Red Dress Day, this solemn day is observed to honour and remember missing and murdered Indigenous women, girls and Two-Spirit people, and to encourage one another to take action for change. On this day, we encourage everyone across the school district to wear red and remember, honour, and give voice to MMIWG2S whose stories have not been heard.

Assoc. Supt. Gollogly thanked PIC for sponsoring a parent session May 10th regarding awareness of Human Trafficking: **Alexandra Stevenson "The Laughing Survivor"** shared her story from a child activity to human trafficking victim to adult activist. Alexandra breaks down what trafficking is, what it commonly looks like (and doesn't look like) and what you need to know to keep your child safe. She shares techniques that you can use with children as young as 2 years old to start laying the groundwork for healthy relationships, understanding consent and recognizing vulnerabilities.

See Yourself in Limestone Student Census: Student Sense of Belonging Report: the first in a series of reports that focuses on belonging at school for different demographic groups: race and racial background; religion; country of birth; first language; and newcomer or refugee status, and how these identities relate to student experiences. Building local knowledge about who Limestone students are and how they are experiencing school is a crucial step towards actively creating meaningful positive change for all individuals within the school community.

6.4 KFL&A Update

K. Hare sent regrets. An update was provided on behalf of KFL&A:

- Immunization of Schools Pupil Act
 - In progress after being paused for approx. 2 years.
 - There were larger numbers this year which was expected because the pandemic made access to healthcare more challenging for people.
- Grade 7/8 school-based immunization clinics
 - Round 2 of the in-school clinics are underway.
- Mental Health Week
 - Wellness teams and wellness activities are happening in schools this week.
 - School team Public Health Nurses (PHN) support their schools in various ways for e.g. assist with planning, provide resources such as game boards and wheels which provide an interactive component to the wellness events, print resources e.g., smoothie recipe cards, Secondary Schools can apply for funds to support healthy snacks etc.
 - Roadmap to Wellness KFL&A Family Advisory Committee is hosting *Where to Turn?* event
 - Saturday May 6th from 12pm to 3pm
 - Rideau Heights Community Centre
 - Drop-in event to explore mental health services and resources for children, youth, and families.
- Discover Kindergarten
 - Discover Kindergarten events are being scheduled. School team PHNs have been invited to attend 11 open houses this spring to provide additional resources, promote Public Health messages, answer questions, and engage with families.
- Celebration of Dance
 - 6400 LDSB elementary students are participating in this initiative and are being physically active through dance.
 - A Virtual celebration will be held on May 17, 2023. Schools may choose another day for their own event.
- Marathon Club
 - Marathon Club is happening now and is part of the Health and Physical Education curriculum and Healthy Schools initiative.
 - Students are encouraged to set goals, train, and complete a total of 21.1 km (half marathon) or 42.2 km (full marathon) during the months of April, May, and June.
 - 2222 students are registered for the half marathon and 2027 students are registered for the full marathon.
 - Schools that register for Marathon Club are provided instructions and resources to support running activities during or after school hours and some schools may hold a final km run at their school as a celebration.

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

SEE YOURSELF IN LIMESTONE

6.5 Indigenous Education Advisory Committee (IEAC)

J. Kehoe informed that Indigenous Education Advisory Council will become standing Committee soon who will be required to report to the Board of Trustees.

LDBS has partnered with the Kingston Indigenous Languages Nest (KILN) to create a garden in City Park which will start in the near future. Meeting is taking place May 9, 2023, at 610 Montreal Street, all Indigenous family representatives.

J. Kehoe invited LDSB to be more proactive about planning events around culturally sensitive days.

6.6 2SLGBTQIA+ Focus Group

S. Bradley reported that the group met and talked about the importance of being specific in our language when it comes to historically or currently marginalized communities. Pink Shirt Day, for example, was created to stand up against homophobic bullying but has become just "anti-bullying" in general. International Day of Pink, which is specifically about transphobic and homophobic bullying, needs to not just state that, but be a clear commitment that we will not accept anything less than equity and justice for 2SLGBTQIA+ community.

Similarly, we discussed how Autism Acceptance Month is all about autism, not just neurodiversity in general. S. Bradley pointed out that it's not enough to simply acknowledge that bullying is bad or that we should be accepting of those who are different from us — we must be intentional in our efforts to understand and support those who are facing unique challenges based on how society is intolerant of their identities. People who are in need of that support can tell when it's been diluted to be more generally acceptable and while it may be tempting to do so to avoid controversy or divisiveness, there's nothing controversial about human rights.

7. Reports for action - None at this time.

8. Unfinished Business - None at this time.

9. New Business

Co-Chair Bradley informed that PIC bylaws were sent out and requested comments by June 1.

10. Correspondence – None at this time.

11. Next Meeting – TBC (next school year).

12. Adjournment

The meeting adjourned at 9:00 p.m.



ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – May 9, 2023

Roll Call:

Members:	Staff:
P. Bearse, KFL&A Public Health (Co-Chair) J. Hook, St. Lawrence College R. Healey, Kingston Coalition for Active Transportation E. Duncan, Loving Spoonful	A. McDonnell, Superintendent of Education D. Hendry, Sustainable Initiatives Co-Ordinator Regrets: S. Luxford-Oddie, Cataraqui Conservation D. Fowler, Manager of Facility Services J. Salter-Keane, City of Kingston P. Szlachta, St. Lawrence College G. Hendry, Sustainable Kingston H. McGregor, Queen's University L. MacDonald, Loyalist Township C. Bevens-Leblanc, PIC Representative E. MacEachren, Queen's University Faculty of Education
Trustees:	
J. Morning (Co-Chair) K. Maracle	
Guests:	Recorder:
K. Burra, Director of Education A. Grange, Communications Consultant	J. Dooley, Administrative Assistant

1. Call to Order

Peter Bearse, Co-chair called the meeting to order.

2. Adoption of Agenda

Adoption of minutes moved by Trustee Morning that the minutes as presented, be approved. Carried.

3. Declaration of Conflict of Interest

No conflict of interest declared.

4. Approval of Minutes

Adoption of agenda moved by Trustee Morning that the agenda as presented, be approved. Carried.

5. Welcome And Land Acknowledgement

Peter Bearse, Co-Chair, welcomed everyone to the meeting.

Peter Bearse shared the Land Acknowledgment.

6. Reports For Information (Community Organizations' Updates)

- Limestone District School Board – J. Dooley
Nothing to report.
- Loving Spoonful – Emily Duncan
Emily shared that the Grow Project has been running workshops with all of the participating schools which now includes Central Public School. This puts them up to 25 schools participating in the Grow Project. Loving Spoonful has started a fundraiser called, “Carrots for a Cause” which is an opportunity for schools, classes, community groups to use carrots as a fundraiser replacing the traditional pizza fundraiser. Many schools have jumped on board to support local farmers and food.

- Limestone District School Board – D. Hendry
We are seeing more and more school field trips using Kingston Transit which is a big part of Dan's job. He is also planning for next school year securing dates and sites for Kingston Transit to attend schools. Dan shared that he has had a growing interest from other school boards and districts around free education/transportation and works with them in his free time to share the success of our program. Dan has been doing art/environmental education cooperatively with other LDSB staff and is working on a Safe Streets Playbook and Guide which will be in the system next year.
- St. Lawrence College – J. Hook
St. Lawrence College joins in with the City of Kingston for the Pitch In Project. They had their community electronics collection drive on April 15th where they collected over three metric tons of electronics and had over 120 cars drive through. In early June, St. Lawrence College will participate in the commuter challenge.
- Limestone District School Board – Trustee K. Maracle
Trustee Maracle introduced herself as the new Indigenous Trustee and shared that she is excited to be a part of this committee.
- Limestone District School Board – A. McDonnell
Nothing to report
- Limestone District School Board – Trustee J. Morning
Trustee Morning will be going to École Maple to see a presentation by Loving Spoonful with the Grade 2/3 class. Trustee Morning shared that tomorrow will be her third day into a conversion to electricity from natural gas for her furnace and water pump. She is also installing a ductless heat pump.
- Kingston Coalition for Active Transportation - R. Healey
Kingston Coalition for Active Transportation will also be participating in the commuter challenge which is being led by Sustainable Kingston and the City of Kingston. Roger's main focus has been the School Streets Project. Roger has been working with Dan Hendry and others to produce a document that will help other schools get started on their own school street. They have been running the school street at Winston Churchill Public School for two years and Central Public School for a year. They have learned a lot about the process and are noticing at this time of year, the bike racks are full. Students are walking, biking, scootering and even inline skating to school. They are planning a year end celebration for both schools.
- KFL&A Public Health – P. Bearse
KFL&A has finished documents in both English and French around active school travel and has provided them to Limestone for Welcome to Kindergarten and Welcome to grade 9 events. They will be working with the City over the summer to increase the number of park and stride maps.

7. LDSB Strategic Planning Consultation – K. Burra, Director of Education and A. Grange, Communications Consultant

Director Burra shared information about the launch of the next round of the strategic planning process for 2023-2028. A strategic plan focuses our priorities on where the board should focus our work. Strategic planning is a requirement from the Ministry of Education and ensures that we are consulting with the public and narrowing in on what matters most as it relates to students, their learning and well-being. Director Burra shared the existing Mission, Vision and Values for Limestone District School board. The three current strategic pillars are wellness, innovation and collaboration. We need to focus all our efforts on students and understand that as an organization the further you get away from the classroom, the greater your responsibility in ensuring that you are providing service and supporting those staff who are supporting the classroom. This work has already begun. In September when we launched the professional learning focus for the year, the focus was on students in the margins. The reality is that 12-30% of students in Limestone are not being effectively served. One of the main focuses going forward should be on equity.

Director Burra shared a timeline of the process. May-June timeline is when we will engage with stakeholders. The goal is to unpack that information, look for key themes and present those to the Trustees in August. Limestone District School Board can then revamp and put out new Mission, Vision and Values priorities that we can then share back with stakeholders in the fall for feedback. This information can then be consolidated to create a new plan that will launch late 2023 or early 2024. This will help focus our work moving forward. Data was collected from various sources including: budget survey, special education review survey, grade 9 de-streaming survey, graduating students survey, grade 8 to 9 transition survey and staff wellness engagements. The ThoughtExchange Survey is the tool that we will be using to collect information. The questions will be tailored to the audience that we are asking the question of. Director Burra asked the committee to answer the question, “As a member of a board committee/group, what key strengths or key challenges/opportunities do you see for Limestone District School Board in the next few years?” with the hat of a committee member. There will be a different question as a parent/care giver. A QR code and a URL was shared for the committee members to participate in the ThoughtExchange.

8. Unfinished Business

No unfinished business reported.

9. New Business

No new business reported.

10. Next Meeting

TBA (MS Teams)

11. Adjournment

Peter Bearse adjourned the meeting.

The meeting adjourned at 4:51 p.m.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

September 13, 2023

PUBLIC MEETING

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: S. Henderson-Todd, Lennox and Addington Resources for Children H. Simson, Learning Disabilities Association of Kingston M. Covey, Community Living Kingston L. Clouthier, Easter Seals Ontario H. Clark, Autism Ontario E. Clow, Member-at-Large K. Hill, Member-at-Large Regrets: A. Martin, Member-at-Large (Queen's University)
	Staff:
	Present: M. Blackburn, Principal of Educational Services J. Lalonde, Special Education Program Coordinator S. Gillam, Superintendent, Learning for All N. Dillard, Vice-Principal of Educational Services C. Snider, Special Education Program Coordinator T. Vail, Special Education Program Coordinator A. Ward, Special Education Program Coordinator L. Conboy, Mental Health Lead W. Fisher, Educational Services and Safe Schools Coordinator
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

SEE YOURSELF IN LESTONE

1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting. Including new members:

- Katrina Hill, Member-at-Large
- Erin Clow, Member-at-Large
- Holly Clark, Autism Ontario

Chair McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

MOVED BY: Member-at-Large Erin Clow that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes June 14, 2023

MOVED BY: Member-at-Large Erin Clow that the June 14, 2023, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Administrative Report: Special Education Review – Principal Mike Blackburn and Vice Principal Nicola Dillard shared a summary of the Special Education Review.

6.2 Presentation: Special Education Review Update – Principal Mike Blackburn and Vice Principal Nicola Dillard shared a presentation of the Special Education Review highlighting the key findings of the Review.

Chair McGregor called on SEAC Members for questions.

7. CORRESPONDENCE

7.1 Dufferin District School Board – Letter to Minister of Education regarding the recruitment and retention of staff serving in the capacity of Educational Resource Worker (Educational Assistants). Provided for information.

8. ASSOCIATION UPDATES

8.1 Autism Ontario SEAC Nomination Letter – Haley Clark is the new Autism Ontario LDSB SEAC Member. Superintendent Gillam reviewed the Autism Ontario SEAC Nomination Letter and welcomed Haley Clark to SEAC. Letter provided for information.

8.2 Sandra Henderson-Todd, Lennox & Addington Resources for Children, shared that she will be retiring as of September 12, 2023. Superintendent Gillam thanked Sandra for her many years of service as a member of the SEAC committee.

8.3 Linda Clouthier, Easter Seals Ontario, shared information regarding the 3rd Annual Grayson Cup at the Cataraqui Golf & Country Club in support of children and youth with physical disabilities. This event is happening on Monday, October 2, 2023.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam shared the following:

A. Ministry Updates:

The Better Schools and Student Outcomes Act, 2023 (Bill 98)

The new Provincial Priorities on Student Achievement regulation prescribes three priorities to be adopted by all school boards into their multi-year plans:

- Achievement of Learning Outcomes in Core Academic Skills
- Preparation of Students for Future Success
- Student Engagement & Well-Being

Policy and Program Memorandum 151 (PPM 151)

The amended PA Day regulation requires school boards to publicly provide more detail on PA Day topics, hosting entities, learning and delivery methods, content, presenter(s), and resources. This information must be posted at least fourteen days in advance of the day in a prominent location on the board's public website or that of the participating school(s) and included in communication to parents. PPM 151 also confirms previous communication to school boards regarding the topics school boards must address during the three mandatory PA Days, provides additional considerations, and resources for school board planning, and reflects the new regulatory requirements.

Policy and Program Memorandum 168 (PPM 168)

PPM 168 contains direction regarding protected time for reading instruction and early reading screening. Students in Year 2 of Kindergarten, Grade 1, and Grade 2 will be screened for early reading. Protected time in Grades 1 to 3 for foundation reading instruction are discussed, aligned with Foundations of Languages described in Strand B of the new Ontario Curriculum, Grades 1-8: Language, 2023. Reading screening will be implemented using ministry-approved, evidence-based early reading screening tools, in accordance with PPM 168.

Policy and Program Memorandum 169 (PPM 169)

PPM 169 outlines requirements for school boards in the consistent delivery of mental health learning and services and provides information/guidelines on new initiatives to support the mental health literacy of educators, school staff, students, and their families. PPM 169 will be effective on January 1, 2024. School boards will be required to annually report on the implementation of requirements using a template provided by the Ministry. An annual reporting template will be sent to school boards prior to the start of the 2023-24 school year. The reporting template will be due to the Ministry on June 30th of each school year. The Mental Health Literacy Modules for Grades 7 and 8 students are being developed by School Mental Health Ontario (SMHO) with experts such as Sick Kids Hospital. The modules will be released to the sector for the 2023-24 schoolyear and will be mandatory beginning in January 2024.

Policy and Program Memorandum 124 (PPM 124)

PPM 124 deals mainly with the Ontario Secondary School Diploma requirement of community involvement activities. Guidance is provided to ensure the needs of students with disabilities and/or special education needs are being met during the initial assigning of eligible activities and the provision of accommodations as applicable. PPM 124 also allows students in Grade 8 to accumulate community involvement hours in the summer before they enter Grade 9.

B. Educational Services Update:

SEAC Presentation Schedule

SEAC members are asked to submit a list of potential presentations for the 2023-2024 school year. Topics will be discussed with Educational Services administration and teams, and a schedule will be provided at an upcoming SEAC meeting.

Short Term Educational Assistant (STEA) support 2023/24

Historically, schools have requested Short Term Educational Assistant support for students who register over the summer and have significant medical or safety needs. STEA has also been historically provided for students who experience significant issues over the course of the summer. STEAs are provided in 6-week intervals so that schools can try and integrate the various needs into their current support model. Occasionally these integrations take longer and STEA positions are renewed in full, or partially. Mike Blackburn and the team at Educational Services do a great job in supporting students and schools with these invaluable supports. To date, we have an additional 39 STEAs supporting students and schools in LDSB.

9.1 SEAC Meeting Topics – Superintendent Gillam called on SEAC members to submit a list of meeting topics they would like to have presented for the 2023-2024 school year.

Chair McGregor called on SEAC Members for questions.

10. NEXT MEETING DATE

Wednesday, October 11, 2023

11. ADJOURNMENT

MOVED BY: Sandy Henderson-Todd, Lennox and Addington Resources for Children, that the meeting adjourn. Carried.

The meeting was adjourned at 6:33 pm.