



AGENDA - REGULAR BOARD MEETING

Wednesday, March 24, 2021 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

<http://bit.ly/LDSBBoardMarch24>

PRIVATE SESSION – 5:30 PM

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

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

1. MOTION TO MOVE INTO PRIVATE SESSION

2. DECLARATION OF CONFLICT OF INTEREST

3. ACTION ITEMS

3.1 BOARD MINUTES

3.1.1 REGULAR BOARD MEETING - February 10, 2021

4. FOR INFORMATION

4.1 SAFE SCHOOLS UPDATE

4.2 PROPERTY UPDATE

Limestone District School Board

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

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

5. 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.”

- 1. **ADOPTION OF AGENDA**
- 2. **DECLARATION OF CONFLICT OF INTEREST**
- 3. **PRIVATE SESSION REPORT**
- 4. **CHAIR’S UPDATE**
- 5. **DIRECTOR’S UPDATE**
- 6. **PRESENTATION: BUILDING CAPACITY IN EQUITY WORK –**
Suchetan James and Rachael McDonald, Program Equity Team

SECTION A – Matters Requiring Action at the Meeting

7. Consent Agenda

- 7.1 **Board Minutes:**
 - 7.1.1 Regular Board Meeting – February 10, 2021 (Pages 5 - 21)
 - 7.1.2 Special Board Meeting – March 3, 2021 (Pages 22-24)

7.2 Reports from All Committees:

- 7.2.1 Special Education Advisory Committee – February 17, 2021 (Pages 25 - 34)
- 7.2.2 Education, Policy and Operations Committee – March 3, 2021 (Pages 35 - 42)
- 7.2.3 Environmental Sustainability Committee – March 9, 2021 (Pages 43 - 47)

8. ROUTINE MATTERS

8.1 OPSBA Report – Trustee French

8.2 Report from Student Trustees

9. REPORTS FOR INFORMATION

9.1 LDSB Virtual School Planning 2021-2022 School Year – Superintendent Silver and Superintendent Babcock (Pages 48 - 50)

9.2 Trustee Distribution Report – Superintendent Young (Pages 51 - 57)

10. REPORTS REQUIRING DECISION

10.1 School Year Calendar 2021-2022 – Associate Superintendent Gillam and Associate Superintendent Hedderson (Pages 58-61)

11. NOTICE OF MOTION

- 11.1** The following motion was brought forward by Trustee Quadir, sponsored by Trustee Brown and seconded by Trustee Elliott:
- “That the Limestone District School Board conducts a review of the human rights incident reporting process, including the anonymous reporting process, to ensure a human rights and equity lens. The review includes the tracking and monitoring procedures to ensure accountability and transparency, as well as exploring ways to increase awareness for all board students and staff.”

SECTION B – Information

12. INTERNAL REPORTS AND OTHER COMMUNICATIONS

None at this time.

13. EXTERNAL REPORTS AND OTHER COMMUNICATIONS

13.1 Youth COVID Restrictions – Maryanne Parkinson, BScN, RN-EC, MN-NP
(Pages 62 - 63)

13.2 Masking of Kindergarteners in LDSB – Michael Prichard (Page 64)

14. COMMUNICATION REFERRED TO COMMITTEE

None at this time.

15. REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

16. OTHER BUSINESS

None at this time.

17. OTHER SPECIAL MEETINGS/EVENTS

OPSBA AGM and Elections June 12, 2021

18. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – FEBRUARY 10, 2021

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	K. Burra, Director of Education S. Gillam, Associate Superintendent S. McWilliams, Superintendent of Human Resources C. Young, Superintendent of Business Services
Guests:	Recorder:
G. Taylor, CEO, Tri-Board Transportation	W. Moore, Executive Assistant to the Director and Trustee Liaison

1. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

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

2. Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards and with LDSB. Trustee Elliott declared a conflict as his wife is a teacher with the LDSB and is a member of ETFO. Trustee French stated that her partner continues casual admin work with Facility Services, so she will recuse herself from any decision-making associated with that.

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3. Action Items

3.1 Board Minutes:

3.1.1 Regular Board Meeting – January 13, 2020

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

4. For Information

- 4.1 Safe Schools Update – Associate Superintendent Gillam provided a safe schools update.
- 4.2 Property Update – Superintendent Young provided a property update.
- 4.3 OPSBA Update – None at this time.
- 4.4 Labour Update – Superintendent McWilliams provided a labour update.
- 4.5 Legal Matter – Superintendent Young provided legal updates.
- 4.6 Personnel Update – Superintendent McWilliams provided a personnel update.

5. REPORT TO PUBLIC SESSION

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

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

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	M. Babcock, Superintendent of Education K. Burra, Director of Education J. Douglas, Communications Officer S. Gillam, 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 K. Smith, Communications Officer C. Young, Superintendent of Business Services
Guests:	Recorder:
L. Bell, Elementary ESL Teacher T. Ley, Secondary Itinerant ESL Teacher K. McLaren, Secondary ESL Teacher W. Pettingill, Elementary Vice-Principal G. Taylor, CEO Tri-Board Student Transportation	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair Ruttan welcomed everyone to the Regular Board Meeting of the Limestone District School Board of Trustees, which was held virtually.

Chair Ruttan 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.”

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1. Adoption of Agenda

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

2. Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards and with LDSB. Trustee Elliott declared a conflict as his wife is a teacher with the LDSB and a member of ETFO. Trustee French stated that her partner continues casual admin work with Facility Services, so she will recuse herself from any decision-making associated with that.

3. Private Session Report

Vice-Chair Gingrich stated that in Private Session, the Private Session Minutes from the Regular Board Meeting of January 13, 2021 were approved.

Vice-Chair Gingrich indicated that there was a safe schools update. He noted that Trustees heard a property update about the former KCVI. As per regulation 444/98, the second 90-day offer period has now commenced and expires on May 5, 2021.

A labour update resulted in the following motion being passed:

MOTION MOVED BY: Trustee Elliott and seconded by Trustee Morning that the Board ratify the tentative collective agreement as presented between the Board and the OSSTF Teachers. Carried.

Superintendent Young provided legal updates.

There was no other business, or motions arising.

4. Chair's Update

Chair Ruttan stated: "February is a turning point in the school year. Now half-way through the year, and with the 100th day of learning being celebrated in classrooms, parents and guardians are receiving their student's elementary report card and seeing their student's learning progress. Students are looking ahead and planning for next year's transitions to

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secondary school, specialty courses and beyond graduation.

All of this requires significant planning, patience, and ingenuity, as we do this work amidst an ever-changing landscape.

To our dedicated staff, students and families, our continued appreciation for navigating the extraordinary and unexpected impacts of COVID-19. We ask of ourselves, and each other, to continue to be flexible. Together we have, and will continue, to respond to what works best for students. The health and safety of students and staff remains our priority.

The Ontario Public School Boards' Association has submitted its recommendations in response to the Ministry of Education's call for feedback on funding plans for the 2021-2022 school year.

Trustees will hear more about these budget recommendations along with an overview of the recent education symposium through Trustee French's regular OPSBA update.

In the next few months Trustees will be working hard to modernize and update the Board's policies and supporting documents that guide us in our work. It is an essential part of a Trustee's responsibility and will be of benefit to future Boards. And that concludes my report."

5. Director's Update

Director Burra stated: "Good evening Trustees and members of the virtual gallery.

While 2021 started with almost all in-person learners and staff in a remote format due to the provincial emergency order, Limestone schools have been successfully functioning since our region reopened for in-person learning on January 25, 2021.

Given the continuing, regular announcements and required changes to practices, our system has continued to be dexterous in adapting to changing circumstances and evolving information. Kingston, Frontenac, and Lennox and Addington continue to be in very fortunate circumstances related to COVID. Limestone schools have benefitted, and will continue to benefit, from low case counts in the community. The return of our region to the 'Green-Prevent' status today is the latest example of our efforts to adhere to public health protocols. That being said, Dr. Moore has been very clear that green status is not a return to normal: safety measures and public health guidelines regarding limiting face-to-face interactions and

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movement are critical in the next few weeks to ensure the COVID variants of concern do not spike in our community. We have had several communications with public health about asymptomatic testing in schools and will follow their lead in rolling out any testing. This will likely be tied to a confirmed positive case in a school.

Last week the provincial government released additional dollars to support school boards in the fight against COVID. As a result, Limestone received almost \$570,000 to support improved air quality and ventilation; just over \$610,000 for overall health and safety; almost \$80,000 for student transportation; and almost \$740,000 to support additional devices and/or connectivity. We have not received further details regarding other funding announced last week, other than the commitment to support student nutrition programs, summer learning opportunities, equity initiatives, and mental health. We will provide an update regarding the allocation of these new funds once we receive more information.

Lately, we have received concerns in or around a handful of schools related to traffic and safety which are often exacerbated by winter conditions, snow piles that narrow roadways and space for parking, and slippery roads. A good example is the addition of a crossing guard near Southview Public School in Napanee. We continue to work with municipalities and other partners to address safety concerns on Highway 15 and near Elginburg District Public School, as well as traffic congestion around Kingston Secondary School and Molly Brant Elementary School. Sometimes these situations take some time to resolve. A mix of school board staff, municipal staff, Tri-Board Student Transportation, and other partners are closely looking at these situations to maximize safety.

Partnerships and support come in many forms. As a different example, Kingston Rotarians and partners assembled and delivered 250 wellness kits to help Limestone students as part of its centennial year celebrations. According to mental health professionals, one in five students struggle with their mental health, but more so during COVID. School administrators, adolescent care workers and social workers will help get these kits to students that need them most. Our thanks to Rotary, Maltby Centre, and KFL&A Public Health for their partnership in supporting students across KFL&A.

Over the past few weeks, the system has been very active in continuing to support teaching and learning, and unique learning opportunities. Schools have been active in acknowledging and celebrating Black History Month; we had a great turnout to a Limestone Specialist High Skills Major virtual information session, and the now virtual Creative Arts Visual Paradise is

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well under way. In addition, staff are preparing for a significant transition for our student information system as we migrate to the Aspen platform in a couple of weeks. I should also note that Kindergarten registration in Limestone is now live as we prepare to welcome new Limestone students in the fall.

I cannot possibly capture all of the different initiatives and activities that we see in our schools every day. I am proud to share that our district, schools, and staff continue to do the best they can to support students and families and provide as many opportunities as possible within public health confines to ensure safety and well-being. I would now like to share a few visuals to highlight some of the impressive teaching and learning occurring in schools.

Thank you.”

6. Presentation – English Second Language (ESL)

Associate Superintendent Sartor stated that last month, she shared a report on English Second Language (ESL) programming with Trustees. She noted that the growth and evolution of the ESL programming at Limestone is a success story. As a result of a significant increase in the number of newcomers and refugee claimants choosing Kingston as their home over the past decade, Limestone has had the opportunity to build an ESL team that serves English language learners both at the elementary and secondary level. She introduced four of the seven team members, that will be presenting this evening: Vice-Principal Wilma Pettingill, the ESL Lead; Tim Ley, a K-12 ESL Itinerant educator; Lindsay Bell, an elementary Itinerant educator; and Katlynd McLaren, a secondary Itinerant educator.

Vice-Principal Wilma Pettingill shared student work from a few students in the ESL program. Vice Principal Pettingill advised that students and families move to Kingston by a variety of ways: some come through the natural immigration process and some arrive to study at Kingston’s post-secondary institutions. The ESL Team works closely alongside agency partners and sponsorship teams, to welcome the families into Limestone schools, through a smooth organized transition process. Families who immigrate or who are studying at post-secondary institutions, find housing, complete Limestone’s online registration, and begin attending immediately. Administrators notify the ESL team to conduct an initial assessment. Families who arrive through agency partners, or sponsors, follow a slightly different modified entry process. Once housing has been secured, a transition meeting date and time is confirmed. Those attending the transition meeting may include administrators, student support teacher,

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ESL teacher, the settlement worker and interpreter, the sponsor, the family and Vice-Principal Pettingill, or Associate Superintendent Sartor, if needed. The goal of the meeting is to welcome the new family, introduce them to staff, and share school routines, confirm their grades, confirm busing, if applicable, and answer any questions. The start date to begin attending is established.

The transition meetings, which occur at Limestone schools are highly successful. The feedback received, and that families have shared, indicates the families feel welcomed and highly supported. Once the student begins attending, there are ongoing supports available. Some of these include follow-up meetings with interpreters and the family, and settlement workers as needed, and translation of materials as needed. Teachers, staff, and the ESL teachers reach out regularly and this was evident during online learning. There is also regular support through the Maltby Centre, FACSFLA, Hotel Dieu, Kids Inclusive, and K3C counselling. Limestone has a direct support pathway to connect with all of these agencies for quick support of ESL and newcomers as needed. Immigration Services Kingston Area (ISKA) has a youth group that meets weekly, not right now in person, but will hopefully begin to again in the future. The YMCA and public libraries, and other community sports supports, offer many programs for the ESL families and newcomers to join. Over the past few years Limestone has had a representative at monthly agency meetings. Over the many years they have been able then to share a Limestone perspective on education and work with our partners for those healthy relationships and work together on programing.

Tim Ley provided an overview of the initial assessment, as part of the Ministry's STEP program. He advised that STEPS to English proficiency is a six-step continuum. He noted that it starts with the Initial Assessment- an opportunity to develop a profile that includes the student's educational, cultural, and personal background with the goal of accurately placing them on the STEP continuum.

Task selection and student performance is measured through the appropriate grade literacy skills/developmental lens. It includes all or some of an oral interview, picture response, L1 reading and writing samples, early literacy tasks and/or leveled reading and writing tasks. During the interview step, questions range from personally relevant and simple, to more abstract, open ended, and complex. For some, a picture response task is the appropriate next step. This step is often skipped where students have performed well in the interview. Students are presented an image and asked questions ranging from simple to complex,

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objective to subjective, depending on the student. Then, depending on age and background, they may be asked for a sample of L1 reading and writing. When the age and/or literacy level suggests, they move on to either early literacy tasks, or levelled reading and writing tasks. Ultimately the purpose of the initial assessment is to place the student in the OLB- the Observable Language Behaviour continuum. This is shared with classroom teachers and acts as both a means for tracking skills development and as a planning tool for teachers that need to modify curriculum content for their ELLs. It tells the ESL team where they are at, and what can be expected of them now, as well as what to build toward.

Lindsay Bell provided an overview of the Elementary ESL Support Model.

ELLs are placed in a regular classroom and given direct (STEP 1-3) or indirect (STEP 4-6) support. Indirect support may provide accommodations within classroom; extra support during summative tasks; or check-ins with the classroom teacher and student to track progress. Direct support could include modified tasks and reduced expectations; ESL teacher offering regular in-class support, sometimes co-teaching with the classroom teacher; or small group withdrawal sessions focused on early literacy skills. All ELLs remain with their peer group for the majority of the day.

Katlynd McLaren provided an overview of the Secondary ESL Support Model.

At the secondary level there are different approaches for different needs, including:

- o ESL classes which allow students to earn a credit for their work in developing their language skills.
- o Sheltered Instruction in some core academic subject areas which allow educators to deliver subject content while also meeting the needs of students with emerging vocabulary and literacy skills.
- o Accommodations in integrated classes to support ELLs developing vocabulary and English literacy, according to their STEP.

Itinerant teachers directly support students in the English Literacy Development program and students at STEP 1 and 2 on the language continuum.

English Literacy Development and early STEP students face a unique and complex challenge in high school, as high school courses rely heavily on reading and writing ability, but early literacy skills are not something traditionally taught at the high school level.

In the direct support model, they work with students one-on-one and in small groups to teach sound-letter skills like phonics.

Itinerant teachers also indirectly support students at STEP 3-6 on the OLB by partnering with their classroom teachers. This looks like many different things and involves a lot of talking through challenges and brainstorming solutions.

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

Presentation – Student Transportation

Gord Taylor, CEO of Tri-Board Student Transportation, provided Trustees with a comprehensive review of busing services provided for the Limestone District School Board, the Algonquin and Lakeshore Catholic District School Board and the Hastings and Prince Edward District School Board.

G. Taylor shared some statistics with Trustees. Tri-Board has 256 buses serving LDSB, 110 of which are shared buses with the neighbouring boards. Limestone has 13,393 elementary students, 7,041 of which are transported. Of the 6,258 secondary students in Limestone, 3,312 are transported. He noted that there are 189 students with Special Needs (K-12) that are also transported. The average ride time for all transported students in LDSB is 19.81 minutes.

G. Taylor advised that safety is paramount and touched on safety initiatives incorporated, including: Safety Officer, Stop Checks, Contract Compliance, Operator Audits – safety and training, School Loading Zones, and Tag Program-MET at Stop/Medical/Transfer. G. Taylor noted that at the elementary level, Tri-Board offers safety in-school school bus safety training at various grade levels.

G. Taylor outlined some safety features of the school bus itself, including Canadian Safety Association D-250 Standards; compartmentalization with the higher back seats; video cameras; GPS/AVL – location, light activation timing; and stop-arm violations.

Tri-Board Student Transportation has had a successful year despite the pandemic. It has implemented safety protocols, beginning with pre-screening of students as per Ministry of Education requirements. Students are to wear masks and are required to be seated in a recorded seating plan to facilitate proper contact tracing. Buses are sanitized daily with

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antiviral solution on high-touch areas and handrails after each run. Bus drivers wear appropriate personal protective equipment (PPE). Windows are opened whenever possible, for better ventilation.

Driver availability continues to be a challenge. This is common in Ontario in general. Many drivers tend to be older, and a significant number of older drivers opted not to return for their own health reasons as a result of the pandemic.

School zone congestion continues to be a challenge as more parents are choosing to take their kids to school by car. Many families fall outside of the eligibility area for transportation and this is a challenge. For JK-Grade 6, this would be 1.6 km. and for students in Grades 7-12, it is 3.2 km. Limestone District School Board, the Algonquin & Lakeshore Catholic District School Board and the Hastings & Prince Edward District School Board have developed common student transportation policies.

G. Taylor touched briefly on looking to the future and the introduction of alternate fuels, such as propane, or the possibility of electric buses. He noted that there is a Ministry funding formula review underway with respect to transportation. Transportation in Ontario is about a \$1 Billion sector. G. Taylor mentioned a proposed minimum wage for drivers, which may help attract more drivers. He noted that Tri-Board Student Transportation operates in a four-light alternating warning system, a system used throughout Ontario, while every other jurisdiction in North America has an eight-light system with amber lights. Tri-Board is hoping that Ontario soon changes legislation and enables the eight-light system. Ontario would then join the rest of Canada and the United States by adopting the amber warning lights on school buses.

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

7. Consent Agenda

7.1 Board Minutes

7.1.1 Regular Board Meeting – January 13, 2021

7.2 Reports from all Committees

7.2.1 Special Education Advisory Committee – January 20, 2021

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MOVED BY: Trustee McGregor and seconded by Trustee Brown that the Consent Agenda, as presented, be approved. Carried.

8. Routine Matters

8.1 OPSBA Report - No update at this time.

8.2 Report from Student Trustees

Student Trustee Quadir stated: “Good evening. On behalf of the students of our board, we would like to sincerely thank all educators, administrators, caretakers, educational assistants, guidance counselors, adolescent care workers, and all other staff across the board for ensuring our smooth return to in-person learning. We hear that students are generally ecstatic to be back in class and this has eased a multitude of concerns with remote learning and its short and long-term effects on mental health. Students have expressed gratitude for the flexibility and encouragement of teachers and support staff. In terms of current events, student, and staff-led groups such as the Limestone Gay-Straight Alliance and the Indigenous Student Drop-In have been active in creating a space for students to connect online. We are also happy to see students finding creative ways to participate in extracurriculars and events such as spirit weeks, sports, Relay for Life, DECA, Model UN, and more.”

Student Trustee Putnam stated: “Good evening everyone, I hope you are all doing well. I would like to give a big thank you to all of the staff involved with updating the accessibility of free menstrual products for students in our schools. I am so proud to see how quickly this improvement was put into place. I wholeheartedly believe that even though we may not be able to directly observe the effects of this change, it will have a positive impact on the day-to-day lives of our students. All of the students I spoke to prior to this change for data collection are so excited to see these products easily available within their washrooms. I plan to stay in contact with these students over the coming months while we observe how this change is working over time. We would also like to congratulate all of Limestone’s high school students for completing half of the 2020-2021 school year. Whether they are entering their 5th octomester or their second semester, we are continuously amazed by how Limestone’s students adapt to new and unfamiliar forms of learning. That concludes my section of the report.”

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Student Trustee Traviss stated: “Hello everyone; I hope you all are doing well. As the weeks go on, Student Trustee Quadir and I continue to attend weekly Indigenous youth gatherings, virtually, of course, to meet Indigenous leaders from across the board. I would like to tell you that our group is making grand plans for the future, but really, we just come together for a good time. Something we could all use in a time like this. Next Friday, I will be meeting with each secondary school's Indigenous student representative to discuss a plan to show off Limestone’s diverse Indigenous crowd. In addition, student trustee elections are expected to take place in April and this year we are working to ensure that this is an equitable and inclusive process for all students. The three of us will be promoting this opportunity to students across the board, as well as planning virtual classroom visits to elementary and secondary schools to discuss student leadership. Thank you.”

9. Reports for Information

9.1 Follow-up on Virtual Learning

Director Burra stated that with the COVID-19 pandemic, the Ministry of Education offered families the choice of in-school learning, or remote learning, for the 2020-2021 school year. The Ministry of Education released PPM 164: Requirements for Remote Learning on August 13, 2020 which outlines the requirements for synchronous and asynchronous learning for students opting for remote learning. The Limestone District School Board surveyed its families in August 2020 to determine the number of students who were opting for in-school learning, and the number of students opting for remote learning. Survey results showed that approximately 10% of the LDSB student population was opting for remote learning. LDSB then established an elementary and secondary Virtual School to accommodate student remote learning needs. Opt-in/opt-out opportunities were provided to families at the end of August, mid-September, and in early November.

The Elementary Virtual School began with an initial enrolment of 1,241 students. Families were given another opportunity to opt-in or out of in-school instruction by October 29. For the start of November, the Elementary Virtual School had 1,425 students.

The LDSB Secondary Virtual School follows the same octomester/block timetable model that most LDSB secondary schools are following. Students have the option to opt-in and out of LDSB Virtual School at the beginning of each octomester but moving between in-school courses and Virtual School courses is dependent on space in each course.

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The Secondary Virtual School started the first octomester with approximately 530 students. Near the end of octomester 2, there were 598 students enrolled.

At the beginning of November, to accommodate the increase in students for elementary and secondary virtual school, additional staff were hired to support students. As a result, school-based staffing was not reorganized.

Likely the final opt-in/opt-out opportunity of the 2020-21 school year is currently open to families. Families need to provide notice by Friday, February 19, if they are interested in changing the model of learning for their child(ren) for the balance of this school year. However, it should be noted that if space is available, in either learning context, requests for additional changes will be accommodated.

As we experienced for most of January, and when we had positive COVID cases identified in classes this past fall and depending on the guidance of provincial and local public health authorities, students, and staff in in-person learning must be prepared to move to virtual/remote learning at any juncture. Consequently, due to public health circumstances, some or all learners may need to pivot to remote learning if necessary.

Based on some of the discussion and questions at the November 11, 2021 Board Meeting, when Trustees received a virtual school update, and with the virtual school presentation at the January Board Meeting, Director Burra provided further data regarding the composition of the LDSB elementary and secondary virtual schools. He advised Trustees that there as a discrepancy in the total figures for the Elementary Virtual School by Home School and the total for the Elementary Virtual School by Grade. He advised that in the *By School* chart, four separate schools each totalled <10, while the *By Grade* chart reflected exact amounts.

Enrollment in the LDSB Virtual Schools will continue to be monitored, and adjustments made as space allows. Director Burra noted that as indicated previously, this is likely the final opportunity for a formal opt-in/opt-out during the 2020-2021 school year. Based on the number of requests received by February 19, 2021 staffing decisions will be made to accommodate family choices. Given the complexity of staffing and the impact on classrooms in the virtual schools and in-person learning schools, time for analysis will be required to provide the necessary staffing and system supports. The goal will be to avoid any significant reorganization impacting students and staff in either learning context. The current timeline is to provide a transition date the week of March 8, 2021. This date may have to change based on the volume of requested change and the staffing ramifications.

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9.2 School Year Calendar 2021-2022

Provincial Regulation 304 School Year Calendar, Professional Activity Days requires that the school year shall start on or after September 1 and end on or before June 30. Every school year shall include a minimum of 194 school days.

In Limestone District School Board, the 194 school days are made up of seven PA Days and 187 instructional days. Examination days (10 in total) for secondary schools are considered instructional days.

The Board shall submit an approved school year calendar to the Ministry of Education for approval by May 1, 2021 unless the Board submits a calendar outside the parameters established above or deviates from the Ministry template for the December or mid-Winter breaks, in which case the Board must submit a calendar for approval to the Ministry by March 1, 2021. The 2021-2022 School Year Calendar provides for 196 days between September 1, 2021 and June 30, 2022 so there will be no need to submit a calendar for early approval in March.

The three Boards in the Tri-Board Consortium (LDSB, Hastings and Prince Edward District School Board and Algonquin Lakeshore Catholic District School Board) have traditionally agreed upon a common calendar to share transportation costs. The consortium agreement and practice is that should a Board decide not to conform to the common calendar that Board must continue to pay for the transportation as arranged in the common calendar and is also required to assume 100% of the transportation costs for any additional days. In Limestone District School Board, each day of additional, independent transportation would cost approximately \$100,000.

For the 2021-2022 School Year Calendar, the same process will be used as in the previous 10 years. This will include consultation with internal stakeholders, community partners, and a public survey. The survey will be conducted using an electronic medium, with paper copies available for home delivery.

Ministry direction for the completion of the 2021-2022 School Year Calendar has not been received at the time of this report being written. Normally this information is received in January, but we anticipate it arriving in the near future.

The School Year Calendar Committee, comprised of school stakeholders, has met once on

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Friday, January 29, 2021. Stakeholders include a Trustee, union representation, parent representation, and staff. During the first two weeks of February, LDSB parents, students, staff, and community partners (daycares, municipalities, Public Health, business associations, etc.) will be invited to provide survey input to the Associate Superintendent on the 2021-2022 School Year Calendar options. This survey information will be shared with the School Year Calendar Committee, Senior Staff, and Trustees prior to making a final recommendation.

The 2021-2022 School Year Calendar survey provides three options. These three options were created by Tri-Board Consortium Boards and consider Ministry expectations and past experience with respect to calendar submissions. Associate Superintendent briefly outlined the three calendar options.

The Tri-Board Consortium Boards have provided all three options in their public surveys. We are anticipating that Options 2 and 3 will likely garner the most favour given the long-standing tradition of starting school after Labour Day.

Both the HPEDSB and ALCDSD are currently conducting surveys and meeting with stakeholder groups. Both Boards are also taking this information to their Board of Trustees for final approval prior to May 1, 2021.

10. Reports Requiring Decision

None at this time.

11. Notice of Motion

None at this time.

SECTION B – Information

12. Internal Reports and Other Communication

None at this time.

13. External Reports and Other Communications

None at this time.

14. COMMUNICATION REFERRED TO COMMITTEE

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None at this time.

15. REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

16. OTHER BUSINESS

None at this time.

17. OTHER SPECIAL MEETINGS/EVENTS

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

18. ADJOURNMENT

MOVED BY: Trustee Elliott and seconded by Trustee Godkin that the meeting adjourn.

The meeting adjourned at 8:22 p.m.

SPECIAL BOARD MEETING MINUTES – MARCH 3, 2021

PUBLIC MEETING

Roll call:

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

1. Call to Order

Chair Ruttan welcomed everyone to the Special Board Meeting of the Limestone District School Board of Trustees, which was held using a hybrid meeting model with some Trustees and staff attending virtually, and some attending in-person at the LDSB Education Centre.

Chair Ruttan 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

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

Before proceeding with the meeting, Chair Ruttan advised Trustees that the School Enrollment/School Capacity Committee meeting, tentatively scheduled for March 10, 2021, has been cancelled. As the government has put a pause on the accommodation review process, the meeting is not necessary. Enrolment information that would have been presented will come at upcoming Budget Meetings and some boundary information will be presented at the next Board Meeting.

She also noted that the annual Community Partnership and Planning meeting will be held on April 20, 2021 at 3 p.m. Invitations are extended to community partners to provide input on some activities of the Board. Trustees are not required to attend.

1. Declaration of Conflict of Interest

No conflict of interest for this meeting was declared.

2. Order of Business

2.1 Potential Change in Meeting Dates

Director Burra stated that with the government’s decision to move the March Break from the week of March 15-19, 2021 to the week of April 12-16, 2021, some upcoming Board Meetings could be rescheduled. Given the move of March Break and the policy/bylaw review process in which Trustees are engaged, Trustees may consider moving a couple of the meetings to better accommodate the policy/by-law review process. The Board’s current meeting schedule for EPOC and Board Meetings include an EPOC meeting on March 3, 2021, a Board Meeting on March 24, 2021, a Board Meeting on April 14, 2021, and an EPOC meeting on April 28, 2021. A potential option might be to move the currently scheduled Board meeting from April 14, 2021 to April 28, 2021, and the currently scheduled EPOC meeting from April 28, 2021 to April 7, 2021. This change would allow further policy/by-law discussion in committee on April 7, 2021 with potential final approval on April 28, 2021 or May 19, 2021.

Director Burra noted that the change in meeting dates would result in a wider gap between EPOC meetings, but the number of meetings would remain unchanged. Any exigent or

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emergent items requiring attention could be added to a Special Meeting of the Board connected to a Budget Meeting. In addition, while the change in meeting dates would allow Trustees with children and the Student Trustees to avoid a meeting during the 'April Break,' the adjustment to the schedule could make Student Trustee attendance on April 7, 2021 more challenging due to the proximity of this meeting to the end of the sixth octometer. Once option would be for Student Trustees to attend virtually for part of the meeting.

MOTION MOVED BY: Trustee Elliott and seconded by Trustee McGregor that Trustees approve moving the currently scheduled April 14 Board Meeting to April 28; and moving the currently scheduled April 28 EPOC Meeting to April 7, 2021. Carried.

3. **ADJOURNMENT**

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

The meeting adjourned at 5:10 p.m.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

FEBRUARY 17, 2021

PUBLIC MEETING

Roll Call:

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

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1. WELCOME

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

Trustee McGregor read the Acknowledgement of Territory:

“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.”

Trustee McGregor welcomed Principal Mike Blackburn as the new principal of Educational Services.

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. BUSINESS ARISING FROM MINUTES

None at this time.

5. EDUCATIONAL SERVICES UPDATE

5.1 Transition Planning for Students with Special Education Needs – Principal Darlene Scarlett began by highlighting the goals of the presentation:

- Focus on two fundamental transitions: Transition to Kindergarten (T2K) and Transition to Life Beyond School for students with special education needs;
- Highlight Limestone processes for T2K in collaboration with community partners; and,
- Highlight Limestone processes for Life Beyond School Transition and the Ministry Pilot.

Special Education Program Coordinator Cheryl Snider spoke to the Transition to Kindergarten (T2K). In Limestone, staff help students and families prepare for a successful start to kindergarten in many ways. The Transition to Kindergarten (T2K) meetings for students with special needs and our annual T2K Parent/Family workshop are two key steps in this journey.

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The T2K process is in partnership with the family, community agencies and the Limestone District School Board. The Kindergarten Transition Planning Committee involves representatives from Community Living, Kids Inclusive, Early Expressions and Maltby, as well as a representative from the Algonquin & Lakeshore Catholic District School Board.

Our T2K protocol is premised on the fact that partnerships with parents/caregivers are critical and ensures that they are provided with an opportunity to participate as equal partners and advocate for their child in the transition planning process supported by community partners. We strive to ensure that planning is collaborative and seamless for children as they transition to school with their peers. A supported transition meeting will often have parents/caregivers, school team members, community agencies, family, and Educational Services staff at the table. The T2K Student Profile form helps facilitate positive conversations between all stakeholders as we work to collect and communicate pertinent information about each child to their classroom educator. Transition to Kindergarten meetings will begin in late March with a bulk occurring in April in order to assist for planning for the future school year, but ongoing planning for this process has occurred since November.

The T2K Student Profile is used to guide our transition meetings and incorporates the use of CanChild's 6 F-words; this provides a common language for educators and community agencies and offers simple, relatable language for families and helps frame things positively.

The 6Fs, are based on research and build on the World Health Organization's International Classification of Functioning, Disability and Health Framework. The 6 F-words: Function, Family, Fitness, Friends, Fun and Future are important to all children's development. The 6 F-words are interrelated and equally influence a child's health and functioning. Most importantly, they remind us to focus on what children can do. Using the F-words framework ensures that we operate with an asset-based lens when discussing students' goals, strengths, and needs during our transition meetings.

Transition meetings provide an opportunity for rich dialogue and detective work. Our goal is to create a full and accurate picture of the whole child, but sometimes our youngest learners may not be able to articulate their goals and strengths for themselves, so having a conversation during our transition meeting around these 6 F-words helps us paint a picture of students' skills and talents and what their goals are and also serves as a communication plan for all community partners and educators that are working with that student so that we all have the same message and understand the student to the same degree.

The Transition to School Workshop is held annually in February. This workshop provides families with an overview of the transition process and an opportunity to connect with Educational Services staff and our community partners. The Transition to School Workshop will be held virtually through Microsoft Teams on February 26th from 9:30 am to 12 noon. Cheryl Snider has created a Transition to Kindergarten website for parents and families to have access to the information that would previously have been delivered to them at the in-person workshop.

Following the workshop, community agencies will share information with Educational Services staff regarding students who would benefit from the process. Once information and consent are received, the Educational Services Team contact principals to share information and arrange a transition meeting.

Principal Scarlett spoke to Life Beyond School, specifically for students with developmental disabilities. The Transition Pilot with the Ministry of Education that began three years ago has been extended this school year.

The intended outcomes of the Transition Pilot:

- Improved educational outcomes for students with developmental disabilities by supporting their transition into work, community, or post-secondary education.
- The sharing of best practices/resources/tools that lead to successful post-secondary transitions.

Transition Pilot participants consist of two lead boards: Durham District School Board and Conseil Ecoles Catholiques Centre-Est along with six supporting boards; Limestone District School Board being one of the supporting boards. The two lead boards were funded to hire a transition coordinator who worked collaboratively with school staff, community agencies and employers to support students transition to the appropriate post-secondary pathway. The six supporting boards were funded to improve transition pathway outcomes to work, the community, and post-secondary education institutions for students and to participate actively in the professional learning community.

Our purpose within Limestone was to develop universal resources for transition planning, which would be available to all Limestone District School Board School to Community teachers, students, family members, and community partners. We chose my myBlueprint because it is a career planning, education life planning tool and it is available to all students within the Limestone District School Board.

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Key features of myBlueprint include:

- Canadian education, career and life planning website
 - Education Planner (Grade 7+)
 - All About Me (K-6)
- Student, family members, community agency staff, and educators can all be given access to a student's account
- Account remains with the student once they leave secondary school with an updated email account

We began with a myBlueprint Working Group, which was comprised of:

- 6 Secondary School to Community Teachers
- Community Living Kingston Representative
- LDSB Pathways & Equity Consultant
- Educational Services Staff

The working group created three sub-groups:

- Student Portfolio templates;
- MyBlueprint "How-To" resources; and
- Transition Planning resources.

Our goal is to build the capacity of secondary School to Community Services teachers to support effective pathways, planning and successful transitions to life beyond school. The actions to meet this goal are:

- Pilot with two secondary schools, BSS and LCVI, in partnership with the Youth Employment Services (YES), to provide an opportunity for students to explore the world of work; and,
- Utilize the myBlueprint tool in transition planning meetings with the Transitions Coordinator.

Our objective is to continue to engage students, families, and community partners in effective and ongoing transition planning from school entry to adult life. In order to complete this objective, we will:

- Utilize the myBlueprint tool as a strength-based, person-centred tool for transition planning;
- Establish student portfolios for all secondary students in School to Community programming by June 2021;
- Gather transition planning feedback from students, teachers, parents/guardians to inform next steps; and,
- Share our learning and next steps with families, community partners, and other school boards.

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Tiiu Vail spoke to the use of myBlueprint within Limestone District School Board. The myBlueprint tool is being used for course selection in secondary schools as well as in Grade 8 to complete course selection before entering secondary school. Secondly, myBlueprint is frequently accessed in the career studies course as a tool to help students orient themselves to possible pathways. As well, myBlueprint is being used in secondary School to Community classrooms to help develop student portfolios that can be shared with families, community support personnel, college programs, and future employers. Lastly, myBlueprint is used to hold important information in the “Guides” section. This includes a Transition to Life Beyond School Guide.

Donna Abbink spoke to the Transition to Life Beyond School Guide within myBlueprint. This guide provides students, their families and educators with information and resources for a successful transition plan from school. The guide creates a connection for parents from home to school. This guide is a way for our students and families to find information all in one spot. It includes links to important government sites for social insurance numbers, employment agencies, and our community partners. There is a section on the developmental services process, which is a very important process for our students and their families. There is also a separate section for ODSP. We have also imported documents routinely shared at transition meetings to accommodate families with the current virtual transition meeting platform.

Donna Abbink also spoke to the Youth Employment Support Collective (YES) Pilot. The YES Pilot was approved for next phase Laidlaw funding to support the Pilot until July 2021. School to Community Teachers and selected students at BSS and LCVI will be part of the Pilot. This is part of the YES Collective Services Providers-School Boards Coordination Action Team. The main objectives for this Action Team are to enhance coordination between service providers and school boards (and between service providers), to improve access, share and design resources, to create opportunities for employment skill building so that students with disabilities who are transitioning from secondary school to work or post-education will have a better outcome of becoming employed.

This year, due to COVID-19 restrictions, our School to Community District Team is hosting a virtual Life Beyond School Workshop. Microsoft Teams is being used to facilitate this virtual workshop. This event is being promoted through communication with families, community agencies and social media. Educational Services Staff will be speaking and demonstrating the myBlueprint tool. Also speaking at the workshop will be a speaker from Developmental Services Ontario Passport Funding and most importantly, we have a youth from our community who is going to share her story about her life since graduation.

Principal Scarlett answered SEAC Members’ questions.

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6. CORRESPONDENCE

6.1 Durham District School Board – Encourage the Ministry of Education to strengthen its commitment to Universal Design for Learning (UDL) by ensuring provincial online learning resources, and platforms used to access said resources, are accessible to all students. Provided for information.

7. ASSOCIATION UPDATES

Trustee McGregor asked SEAC Members for updates and reminded Members to email any pamphlets or printed material to Jill Senior.

Djenana Jalovcic of Learning Disabilities Association of Kingston stated that they are holding a webinar on transitions from 7 to 8 pm on March 4. The webinar will be run by Gail Eaton-Smith who is a LDAK board member and an advisor at Queen's Disability Services. The webinar is free for all and registration is through their website.

Andrea Murphy, Member-at-Large and Queen's Professor, detailed that the majority of Queen's Teacher Candidates are on their winter, four-week practicum right now. However, this year has had unbelievable challenges with placements because of COVID-19. Included in these challenges is the fact that all our associate schools have taken far fewer candidates, again because of COVID-19, and attendant concerns. It has had an extraordinary impact on and consequently student placements are well beyond our catchment area with the permission of the Ontario College of Teachers. This is week two of the four-week practicum and some candidates have been unable to find a placement.

8. OTHER BUSINESS

8.1 SEAC Consultation – A Practical Guide to Remote Learning for Students with Special Education Needs

The Ministry of Education is funding a research project through the University of Ottawa. The goal of the project is to develop a practical guide to remote learning for students with special education needs, to be released at the end of March 2021. Limestone was chosen as part of a random sample. Limestone will be providing examples of teaching approaches and practices used with students with special education needs along with resources, documents and links that have been deemed effective. As part of this process, Superintendent Alison McDonnell asked SEAC Members for input on:

- Are there examples of groups of students or specific exceptionalities that had a greater success or more challenges with virtual learning?
 - Candace Roberts of Easter Seals Ontario stated that she has heard from parents that they found it difficult for their children who were non-verbal, to sit for long periods and look at a screen; some of them needed more physical stimulation. Parents also found it difficult to teach their children because they did not know how to teach to their children in the same manner that they were being taught in school.

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- Djenana Jalovcic of Learning Disabilities Association of Kingston gave a complied list from the survey done by her association and attached to the SEAC minutes.
- Andrea Murphy, Member-at-Large and Queen's Professor stated that the biggest challenge that the teacher candidates had, who were teaching virtually, was to be able to truly, successfully differentiate instruction; they know how to do it, but they felt very limited by the fact that learning was remote, and it was very difficult to provide more intensive support within that format.
- Who should they (the researchers) talk to in order to learn more about what is working with remote learning?
 - Candace Roberts: Teachers, students, and parents.
 - Andrea Martin: Parents, teachers, and teacher candidates.

8.2 Transportation and Stability Supports for Children and Youth in Care (2020-2021)

Transportation and stability supports for children and youth in care is an application based program. Limestone and Family and Children's Services of Frontenac and Lennox and Addington (FACSFLA) have collaborated to submit an application to the Ministry of Education. Funding is provided to district school boards to improve stability and increase educational outcomes for children and youth in care.

- Transportation Supports-eligible students include those who are receiving services from a society and experience a residence change whether they are in out-of-home care or remain at home with their parents.
- Stability Supports-enable all children and youth in care to receive supports that will provide additional stability including:
 - Tutoring services for students, where required for maintaining or improving academic outcomes;
 - Technology hardware and software for continuity of online learning;
 - Cultural supports with specific focus for First Nations, Metis, and Inuit (FNMI) and racialized youth. Cultural supports typically mean connection to a representative from the community; and
 - Assessments, such as social-emotional or psycho-educational assessments.
- Funding provided for the 2020-2021 school year:
 - Transportation Supports: \$56,362.40
 - Stability Supports: \$50,000.00

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8.3 PAAC on SEAC Survey of SEAC Members – Superintendent Alison McDonnell

The results of the PAAC on SEAC Survey of SEAC members are included in the agenda package (Letter to the SEAC Chair, Executive Summary and Action Items and Results of the PAAC on SEAC Survey). The survey was open in the fall of 2019 to winter 2020 and sent to English language school boards across Ontario. Limestone District School Board participated in the survey as part of a SEAC meeting. The results of this survey have been analyzed and compared to results of PAAC on SEAC surveys in 2009 and 2014 with comparisons outlined in the full report, and action items identified in the Executive Summary. All information can also be found at the PAAC on SEAC Website at www.paac-seac.ca.

Trustee McGregor called SEAC Member's attention to Page 49 of the PAAC on SEAC Survey and asked for discussion surrounding Q 28: *From the following list please rank each of the following aspects of your SEAC, from 1 least effective to 5 most effective:*

- Agenda includes member input;
- Timely distribution of meeting materials;
- Regular distribution of student statistics and data;
- SEAC relationship with Trustees;
- SEAC relationship with board staff
- SEAC input to special education budget process;
- SEAC input to Special Education Plan;
- SEAC input to special education programs and services;
- SEAC orientation and training;
- Retention of SEAC members; and
- Availability to parents of information about SEAC.

The following are points of discussion and future follow up regarding Q 28:

- Very pleased that LDSB SEAC Committee practices encompass the practices noted above
- SEAC relationship with board staff is great.
- Would like an increase in the regular distribution of student statistics and data.
- The flow of information works well in the format used.
- Would like to dig deeper in our budget process.
- Continually learn a great deal from everyone's independent and collective expertise.
- Would love to see more parents involved.
- Would like to see more information about SEAC shared with our communities and possibly at parent council meetings so that all parents are aware of SEAC.
- As a service provider, it would be nice to have more parental involvement in SEAC; how can service providers facilitate on behalf of parents.

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9. NEXT MEETING DATE

Wednesday, March 10, 2021

10. ADJOURNMENT

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

The meeting adjourned at 7:16 pm

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EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – MARCH 3, 2021

PUBLIC MEETING

Roll call:

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

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

“As was the case with the earlier special meeting, tonight we are using a hybrid meeting model with some Trustees and staff attending virtually, and some attending in-person at the Education Centre in accordance with Public Health directives. We have regrets from Student Trustee Traviss. As a reminder to all and to keep the meeting as efficient as possible, I will call a speakers’

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list for each item for discussion and decision throughout the meeting as required.

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

Chair Gingrich called the meeting to order.

1. Adoption of Agenda

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

2. Declaration of Conflict of Interest

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

Section A – Matters Requiring Action at the Meeting

3. Reports for Information

3.1 International Education

Superintendent Silver advised Trustees that LDSB has operated an International Education department for over 20 years. One thing that sets Limestone’s program apart, is that Limestone runs its own Homestay program for students who wish to live with a local family. There are strict guidelines followed, and Homestay families provide responsible, high quality student care. The International Education office has Homestay staff who spend time in schools with students to closely monitor student’s academic progress, mental health and overall well-being.

The report provides background on students we have had, LDSB’s international markets, and current statistics for this year.

Students in Grades 7 to 12 choose to attend Limestone for a variety of reasons. Because Ontario is known for its high quality public education system, some students choose Limestone to learn English, some want to participate in school extra-curriculars, and some simply wish to graduate from an Ontario school.

Roughly 40% of international students in Limestone plan to graduate here, and about half of those, look to stay either in Ontario or in Canada for post-secondary options.

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Superintendent Silver noted that the COVID-19 pandemic has greatly impacted international education throughout the world, and within LDSB. Typically, students number between 100 and 130 per year in Limestone, but this year the number is just over 60 students. We did have a number of students that were with us last year that stayed when the pandemic began. An additional 20 students joined Limestone in Semester 2.

Superintendent Silver stated that Trustees may remember that a report from the September Board Meeting regarding Limestone's readiness to welcome international students. The International Education department has worked with Canada Immigration, the Ministry of Education and KFL&A Public Health to ensure travel protocols are in place and to ensure safe pre-arrival and post-arrival for students. She noted that many students changed their mind, or decided to remain in their home country this year and not travel abroad. A number of students decided to keep their spot in Limestone, and wait until travel restrictions are lifted. For those students, Limestone offered a spot in our virtual school for Semester 1 until travel restrictions opened and they were able to join Limestone.

Superintendent Silver stated that the International Education department is working virtually with agents in countries around the world, looking ahead to the 2021-2022 school year. At this point there are over 75 students scheduled to join Limestone next year. The number of homestays is down, based on COVID and the need to provide space for students to self-isolate. Limestone will start doing some marketing in the next while to try to increase the number of Homestays.

Chair Gingrich thanked Superintendent Silver and called upon Trustees for questions or comments.

3.2 Equity Action Plan and Census Update

Superintendent Babcock shared a short presentation featuring highlights from the report. A draft of the Limestone Equity Action Plan was brought to Trustees in the fall. The presentation will include update on the actions that were identified for this school year, an update on the student census that closed on January 4, 2021, and an update on the Trustee motions that were brought in November 2020.

Superintendent Babcock advised she will only highlight a few things, because the Equity Team will

present in a more detail at the March 24 Board Meeting. The first thing she highlighted is the Limestone Lens newsletter that Trustees would be fairly familiar with because it arrives every month by email. The purpose of the Limestone Lens is to work on making, not only educators and school staff aware of the learning around equity, but all staff. The rationale for creating the Limestone Lens was to share our work with educators, classrooms teachers, educational assistants; mostly school leaders. However, additional frontline office staff such as office coordinators, secretaries, even custodians and other staff in Limestone, also need to participate on this journey of unlearning and then learning. Superintendent Babcock indicated that Program Team members Rae McDonald and Suche James conduct research, provide blogs, articles or YouTube videos, and other helpful information. They encourage Administrators to use this information and embed it in their staff meeting. Department managers, as well as Department Heads at the secondary level, can also do the same.

Next, Superintendent Babcock highlighted was the Culturally Relevant Responsive Pedagogy, an approach to planning for teaching that puts student identity at the centre of instruction. It is knowing the learner and it recognizes that all students' learning connect to their background, language, their family structure, and their social or cultural identity. It encourages family and school relationships, and it builds strong community connections. Culturally Relevant Responsive Pedagogy (CRRP), recognizes that culture encompasses aspects of social and personal identity and they need to acknowledge the student's multiple social and personal identities, especially where they intersect, so that when they are planning programming, learning strategies and activities for students, they are meeting them where they are at, and using information and resources that connect with the student, based on their identities.

Superintendent Babcock touched on the Grade 9 and 10 Resource allocation including a text selections audit and the purchase of diverse texts that speak to a range of lived experiences. The Equity Team is working with English teachers, especially around looking at the kinds of texts and literature they are using in classrooms to ensure that they are being diverse and using Canadian authors. Similarly, they are looking at the texts that have traditionally been used through an anti-depression and anti-racist lens.

Superintendent Babcock shared some examples of student learning during Black History month that included lots of evidence of engaging in learning activities, such as the Periodic Table of Canadian Black History. Trustee Brown wrote a wonderful letter for staff to encourage and exhort them to consider how they will continue to learn about this rich Canadian history and make change.

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Superintendent Babcock stated that a critical step for ensuring equity is to gain a clearer understanding of who students are and of their school experiences. The See Yourself in Limestone Student Census survey took place November 23 - December 18, 2020. While the pandemic required project planning to be adapted, this planning provided the ability to include opportunities for families of students in Kindergarten to Grade 3 to participate. Families were already familiar with student online account logins due to remote learning and the survey was now more easily accessible by families. Secondary students were able to access the survey during class time. The Student Census was closed January 4, 2021. Superintendent Babcock shared the response rates with Trustees: Grades 9-12: 66%; Grades 7-8: 86%; Grades 4-6: 84% and Grades K-3: 12%. She indicated that data verification and validation occurs prior to any analysis, to ensure the integrity of the data. In order to better understand the data, the team will engage in an analysis process involving conversations with stakeholders. Following a preliminary report of results, a series of themed reports will be created to help share the data with families, students, community partners and staff.

With respect to a motion that was brought in November 2020 that staff undertake to engage the Black community to provide input and advice on actions to address racism in schools and barriers to equitable experience, Superintendent Babcock advised that Limestone is co-chairing with Family & Children's Services of Kingston, Frontenac, Lennox & Addington, Manager of Equity and Transformation, at two spring meetings. Black community members will be coming together, and the Team will listen and learn; and get feedback and direction. A follow up meeting is scheduled for June and additional participation would then have a similar kind of framework to glean feedback on direction and vision for their planning. In the fall, membership will include allies and so they will look forward to the direction and the vision that folks who participated in March and June provided to them. There was a second motion regarding a report to Trustees on the use of the racialized achievement data for students with a focus on results of Black and Indigenous students to inform strategies to provide their experience in their learning outcomes. And of course, this is very much the work of the Equity Action Plan. The action plan in the agenda package includes the goals of the census and Steps 1 – 4.

Chair Gingrich thanked Superintendent Babcock for the report and provided an opportunity for Trustees to ask any questions or make any comments.

3.3 Budget Development

Superintendent Young indicated that the Ministry has yet to announce details of the 2021-2022 Grants for Student Needs (GSN); however, from past experience, and current discussions with the Ministry, we understand that they are working toward an announcement by early April 2021.

Last year, the GSN was announced on June 19, 2020 with specific details and grant calculation forms being made available to school boards at the same time. The Priority Partnership Funding announcements were also released at the same time. This late release was a result of the COVID-19 pandemic.

It is expected, based upon prior year reporting timelines, that school boards will be required to submit their 2021-2022 Estimates by June 30, 2021.

Superintendent Young stated that the multi-year enrolment projections prepared last year are now predicting a slight decrease in enrolment for 2021-2022. It is our practice to have current enrolment and demographic data reviewed each year. LDSB updates enrolment projections by February, so that school principals and Board staff can review in early March to begin the school staffing process for the upcoming school year.

The following budget development schedule has been established to ensure that the Board will be able to submit the 2021-2022 Estimates to the Ministry by the end of June 2021.

Wednesday April 21, 2021 (4:30 pm) <i>Prior to SEAC</i>	Review of 2021-2022 Budget Overview, Enrolment Projections, Budget Survey Review
Wednesday June 2, 2021 (4:00 pm) <i>Prior to EPOC</i>	GSN Overview Preliminary Operating Revenue
Wednesday June 9, 2021 (4:30 pm)	Preliminary Operating Expenditures/Preliminary Capital Revenue/Expenditures/Consolidated Budget Draft Budget Review
Monday June 14, 2021	<i>Date held if meeting required</i>

Superintendent Young noted that as per previous years, the budget development schedule will be provided to all committees of the Board, so that budget issues can be identified and discussed, where applicable.

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In addition, the Superintendent of Business Services and/or the Manager of Financial Services will make themselves available to attend the April 21, 2021 Special Education Advisory Committee (SEAC) meeting to share the details of the GSN.

Chair Gingrich thanked Superintendent Young for the report. Before moving to Trustee questions, Chair Gingrich highlighted for Trustees, further engagement on the upcoming budget. He noted, that as indicated in the report, all Board committees will have an opportunity to identify budget issues for 2021-2022. Staff have also prepared a brief survey seeking feedback from students, families, staff, and community partners on priorities for the equitable, successful, and fiscally responsible use of LDSB's finite financial resources. This information will assist the Board throughout the budgeting process to ensure students' needs are best served next school year. All information collected will be summarized by staff and reviewed at the Budget Committee meeting on April 21, 2021. The survey, which is voluntary and anonymous, will be open until March 19, 2021. The survey will go live tomorrow, March 4, 2021. He thanked staff for their work on gathering this information for the Board.

Chair Gingrich called for Trustees to ask any questions or make any comments.

3.4 COVID-19 Funding Allocation Update

Superintendent Young stated that the Ministry of Education has continued to make funding announcements to address the COVID-19 concerns within the province. With the latest announcement on February 1, 2021 staff have assembled an updated budgetary template of revenues and expected expenses that will be incurred in the current school year. These expenses will continue to address the COVID-19 pandemic pressures within the system, as well as meet the expectations of our various collective agreements.

Due to the pandemic, Limestone has experienced a reduction in the estimated enrolment of approximately 170 students at both the elementary and secondary level. The Ministry is addressing the concerns of reduced enrolment and the added pressures of staffing two different models of learning. Memo 2020:B22 that was released on November 26, 2020 provides for a 2020-2021 GSN "funding floor." This stabilization funding guarantees a minimum GSN revenue based upon the lower of the 2020-2021 GSN projections or 2020-2021 School Board Estimates.

Superintendent Young reviewed the tables, with Trustees that showed the total COVID-19 funding that has been announced, as well as the actual and projected COVID-19 expenditures for

2020-2021. The funding, as well as the utilization of the accumulated surplus, has allowed LDSB to be nimble, adaptive, and responsive to the ever-changing needs within the system at this time.

Chair Gingrich thanked Superintendent Young for the report and provided an opportunity for Trustees to ask any questions or make any comments.

4. Reports for Action

None at this time.

Section B – Information

5. Internal Reports and Other Communications

None at this time.

6. External Reports and Other Communications

None at this time.

7. Other Business

None at this time.

8. Next Meeting Date

Regular Board Meeting: March 24, 2021.

9. Adjournment

MOVED BY: Trustee McGregor that the meeting adjourn. Carried

The meeting adjourned at 7:26 p.m.



ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – MARCH 9, 2021

VIRTUAL MEETING

Roll call:

Members:	Staff:
S. Luxford-Oddie, Cataraqui Conservation B. Gilmour, St. Lawrence College R. Healey, Kingston Coalition for Active Transportation E. MacEachren, Faculty of Education, Queen's University N. Quadir, Student Trustee R. Kirkham, Student Trustee J. Campbell, Lennox & Addington G. Hall, Queen's University J. Salter-Keane, City of Kingston	M. Babcock, Superintendent of Education D. Fowler, Manager of Facility Services D. Hendry, Sustainable Initiatives Co-Ordinator C. Pepelea, Energy/Environmental Technologist
Trustees:	
J. Brown J. Morning	
Guests:	Recorder:
None at this time.	E. Bolarinho, Administrative Assistant

1. Welcome and Meeting Norms – Stana Luxford-Oddie

Stana Luxford-Oddie, Chair, welcomed everyone to the meeting.

Superintendent Babcock welcomed Trustee Judith Brown and Trustee Joy Morning to ESAC, who sit on this committee.

Stana Luxford-Oddie 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 Agenda

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

3. Business Arising from the Minutes – No business arising.

4. Updates

4.1 Cataraqui Conservation Area – S. Luxford-Oddie, Senior Conservation Educator

The outdoor programs offer the chance to have positive experiences with the land and to reinforce the connection between people and the land. More children, youth and adults are now more than ever experiencing increased scheduled time on screens and less time to be outdoors. Programs offered are school inspired nature programs for preschoolers to home school children and PA Day programs, school Pathways, offering mentorship to Queen’s teacher candidates and forest therapy walk experience programs. One of the most well-known programs is the school-based education programs, seeking to enrich curriculum and support and reach kindergarten through secondary students. The aim is to connect learners through their hands, heart, and head in meaningful ways to engage with the land. There are two locations at Little Cataraqui Creek area in Kingston and the other at Johnson Wildlife in Brockville, engaging four different boards, including LDSB. With the onset of COVID-19, the programs had many challenges and thanks to the Conservation Authority Board, they were able to reopen in the fall to provide school inspired nature programs again. Special thanks to Superintendent Babcock and Dan Hendry for their support as well as Algonquin & Lakeshore Catholic District School Board to find ways for the programs to be offered.

5. Presentations

5.1 City of Kingston – Julie Salter-Keane, Manager of Climate Leadership Division

This division was established a year ago to undertake and move forward Council’s Strategies Priorities. There are five strategic priorities and one of them is Demonstrate Leadership on Climate Action. With the City of Kingston declaring a climate emergency in 2019, this was included as one of their top priorities. Right now, they are developing a climate leadership plan which is a roadmap on how to get us to carbon neutrality by 2040. It will include extensive public engagement to reach a shared vision within the communities. The City created three technical committees, Mitigation Technical Team, Adaptation Technical Team and Community Advisory Group. LDSB sits on Community Advisory Group and plays a significant role in the development and implementation actions. One of the actions is the launch of two surveys, one for residents and one

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for businesses, aiming to uncover barriers and to reduce their carbon footprint. Another great project launched this year is the Kingston Community Climate Action Fund which helps charities and non-profit agencies pursue projects to reduce their carbon footprints. Another new launch is the Kingston Home Energy Retrofit Program (KHERP). This will allow homeowners to borrow money through the City at a low interest rate to do retrofits.

5.2 Beaty Water Research Centre at Queen's University – Geof Hall, Associate Director of Education and Outreach

The Beaty Water Research is a water hub at Queen's. The Beaty Water Research Centres has 3 pillars: research, education, and outreach. The Kennedy Field Station located in Tamworth, is a watershed training facility that has a network of monitoring wells so groundwater can be studied as it is moving through the system. The role is to take students out of the class and do hands on learning at this site for teachers, both undergrad, grad and school groups. Another site is Field Facilities – Tay River, which is an extensively monitored groundwater site. It is used to support agricultural activity and best management practices. The mandate is to touch anything water and to provide an area to access critical massive research. As part of providing equal educational opportunities, NETEX was recently launched, which is a massive online program where all students from around the world can take short courses and learn the same thing.

6. Community Organization Updates

St. Lawrence College – Brooke Gilmour, Sustainability Manager

A community engagement subcommittee at Queen's, is looking at ways to use student power and collaboratively meet experiences with younger students. St. Lawrence College will be working with Goosechase for Water Awareness Day on March 22, 2021. No further updates to report at this time.

Faculty of Education – Zabe MacEachren, Coordinator of Outdoor and Experiential Education Program

Queen's University has initiated more initiatives regarding sustainability. There is a group that is examining sustainability and courses throughout all departments of the University, to see which ones fit, based on the terms of UN Declaration.

Zabe MacEachren received a small grant to study what this year's teacher candidates know regarding environmental education. This course is linked to the math curriculum.

LDSB Manager of Facilities Services – Dave Fowler

Responsible for planning, operations, maintenance, construction, community use and sustainability. Thanks to Dan and Cedric who worked with our students and staff on environmental initiatives.

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LDSB Sustainable Initiatives Co-Ordinator - Dan Hendry

Loving Spoonful has expanded food grants throughout the boards. Transit this year, has been very different, but students got their passes in the fall. Earth Hour is March 27 and schools can choose when to do an earth hour. Rotary Club is doing a shoreline cleanup on April 24. Lastly at KSS, we are working on getting green bins at the school.

LDSB Energy/Environmental Technologist - Cedric Pepelea

Responsible to work with teams to help improve efficiency of our schools to reduce greenhouse emissions and work with teachers to bring that environmental lens to the classroom. There are three enrolled schools in The Ontario Eco Schools Program which is a decline from 20 schools last year. The program this year has been adapted to allow students who are doing remote learning to participate. A lot of the focus is shifted to individual action as opposed to large school wide initiatives. On the facilities standpoint, a lot of the focus has been on ventilation and making our schools safe.

Engineer and Environment Manager at Loyalist – Jenna Campbell

The Township recently passed its climate change plan that has targets around community and corporate greenhouse gas production. The Township is looking for partners and people to collaborate with to meet their goals. The hope is to partner with some of the schools in the area to learn about biodiversity and rewilding of lands.

Student Trustee – Ryan Kirkham

Attends NAEC and was invited to attend this meeting through the inter-school council.

Student Trustee – Namirah Quadir

Attends Kingston Secondary School and has been very much involved with the environmental club, working with Indigenous wheatgrass circle and salmon restoration project in the past. Right now, working on soil awareness week and building a *Little Forest* to try to cultivate a real sense of environmental awareness.

KCAT – Roger Healey

KCAT is a research and advocacy group that has been involved in all aspects of transportation and sustainable transit. It has been working closely with City of Kingston about traffic issues at the high schools.

KCAT was involved in Quiet Streets Program last summer and fall which aims to reduce traffic in a 3 km stretch within the City and to make people aware of the need for social distance and safe

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exercising during the pandemic. It also emphasizes that moving over a stretch of 3 kms either by walking or by bike is an achievable goal.

Patricia Collins, Professor of Geography and Planning at Queen's and KCAT are very close to announcing the School Streets Program. City is very aware of the need to try to promote students of all ages getting to school by themselves through their Safe Routes to School Program. There are a couple of school candidates who are prepared to embark on this project this coming September.

7. Discussion from Learning Education Outside – Superintendent Babcock

Superintendent Babcock shared that the Limestone team has been talking about what are the lessons learned during covid in all sort of areas, and the lessons learned from being outside and the need to be outside. LDSB is very interested in knowing what learning outside looks like and how to connect to the curriculum and the learning.

8. Other Business - No other business

9. Next Meeting Date - Virtual meeting – May 11, 2021

10. Adjournment

Stana Luxford-Oddie adjourned the meeting.
The meeting adjourned at 6:00 p.m.



ADMINISTRATIVE REPORT: LIMESTONE DISTRICT SCHOOL BOARD VIRTUAL SCHOOL PLANNING 2021-2022 SCHOOL YEAR

REGULAR BOARD MEETING

March 24, 2021

Background

During the 2019-2020 school year, the Limestone District School Board received additional COVID-19 funding and additional stabilization funding from the Ministry of Education. This funding allowed for the establishment of the LDSB Virtual School to accommodate students/families who decided to opt for remote learning for all or part of the 2020-2021 school year.

As positive cases of COVID-19 trend downward, and with further mitigation expected once the KFL&A region has full vaccination capabilities later this summer, we expect our schools will return to mostly in-person learning in September 2021. We know in-person learning is the preferred model of learning for most students and families. In-person learning provides the greatest opportunity for schools and the system to serve students' needs as we move further away from the pandemic. Our experience shows us that, for most students, attendance and engagement is significantly higher when students are learning in-person. Being at school with a supportive educator team helps students develop deeper understandings of the material and allows students to connect with, problem solve, and collaborate with other students.

Current Status

Despite most students opting for in-person learning in 2020-2021, LDSB will continue to offer remote learning options for the 2021-2022 school year. The Ministry of Education has indicated that there will be no additional funding to support virtual schools next year, so the 2021-2022 model will have to operate differently than what is currently taking place in the LDSB Elementary Virtual School and LDSB Secondary Virtual School. The 2021-2022 remote options are intended for students for whom online learning better meets their learning needs, and for students who need to continue with virtual learning due to underlying medical conditions for themselves, or for family members.

In elementary, students from across the district would be transferred from their home school to the

virtual school. In secondary, Grade 9 and 10 students from across the district would be transferred from their home school into one virtual school with a set timetable option for Grades 9 and 10. Grade 11 and 12 students would take courses through LDSB e-learning and blended learning options, or through the e-learning consortium.

Without additional funding and/or opportunities for reorganizing the system, we cannot accommodate movement between in-person learning and LDSB Virtual School options during 2021-2022.

Consequently, registration in virtual school will be a year-long commitment. Families who want to make a change to their student's program (face to face or virtual) can request a transfer between schools. This request is not guaranteed and will depend on space availability in virtual classes and at the school. As a school system, we must begin planning now for September 2021 to hire teachers, schedule classes, and offer course selections. All LDSB schools begin assigning staff for the next school year based on the current projected number of students. We require this lead time to allow us to appropriately staff the school, provide time to personalize student timetables as needed to meet their learning needs, and honour collective agreements.

To assist with the complex planning required, all students will be automatically moved back to their in-person school for September 2021. Families who want to register with the Virtual School because their child(ren) benefit from virtual learning, or because of an underlying medical condition, must register their student for Virtual School next year. Communication will be sent directly to families in the Virtual School and a separate registration link for the LDSB Virtual School will be provided. Families do not need to register if their student is returning to in-person school. Communication will be sent to families with student(s) in Secondary Virtual School and Elementary Virtual School on March 22, 2021. Families with student(s) attending Grade 9 to 12 next year will be required to register and confirm student attendance for the LDSB Secondary Virtual School between March 22 and April 2, 2021. Families with child(ren) attending Kindergarten to Grade 8 next year will receive an additional communication in early May and will be required to register and confirm student attendance for the LDSB Elementary Virtual School by mid-May. This will best allow the school board to plan for the 2021-2022 school year. There have been multiple entry points into Virtual School this year, so students for whom remote learning is the preferred model of learning, or who need a virtual environment due to underlying medical conditions for themselves or family members, are likely already in the LDSB Virtual School, and may continue as such following registration for September 2021.

Course options

The model for the 2021-2022 LDSB Virtual School will be different than the 2020-2021 model. In elementary, Virtual School will be offered for students from Kindergarten to Grade 8, with Core French programming from Grades 4-8. Due to staffing constraints, Choices at 7 programs and French Immersion programming will only be offered in person. The LDSB Elementary Virtual School will operate from 9 a.m. to 3:20 p.m. daily.

In secondary, students will return to a two-semester model with four courses per semester, unless public health restrictions require a different model such as quadmester or octomester. Similar to in-person school, course demand will determine which courses run. Courses that rely on hands-on experiences, including International Baccalaureate, Advanced Placement, Specialist High Skills Major, co-operative education, technology, art, and physical and health education will only be offered in-person. Sufficient enrolment will be required for all courses. The LDSB Secondary Virtual School will operate on a typical school timetable, from 8:30 a.m. to 2:35 p.m. daily. The Grade 9 and 10 timetables for students include a set number of 8 courses, which are primarily compulsory credits. Options for Grade 11 and 12 courses are limited to the compulsory Grade 11 and 12 courses (English and Math), in addition to the current e-learning options provided. Additional course offerings may be available through blended learning based on sufficient enrollment, or through the e-learning consortium.

Next Steps:

Communication to families will occur beginning March 22, 2021 and will include direct Communicate broadcast messages to all LDSB Virtual School Families, and families who are new to home schooling this year. The Communicate message will include information about 2021-2022 virtual options, a link to the registration form for 2021-2022, and a link to the Frequently Asked Questions which will be posted on the board website.

Recommendations

That Trustees receive this report for information.

Prepared by: Jessica Silver, Superintendent of Education
Michele Babcock, Superintendent of Education
Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: TRUSTEE DISTRIBUTION REGULAR BOARD MEETING

March 24, 2021

Purpose

To provide Trustees with background information related to the distribution of Trustees by electoral boundaries in preparation for any potential changes in preparing for the 2022 municipal elections. This information is also being provided as a response to the following motion: *“That the Board of Trustees direct the Director of Education to provide the Trustees, by 2021, a report on the Limestone DSB Trustees electoral boundaries (including population counts) for the urban and rural constituencies in preparation for the 2022 municipal election”* passed at the May 16, 2018 Board Meeting. The following report addresses the current electoral boundaries in the Limestone District School Board area, the process and timing for making any potential adjustments, and additional data that may be useful in supporting a decision. It should be noted that the data listed below will be updated at the point trustees would need to make a decision in 2022.

Background

The current Trustee electoral breakdown, as per the 2018 election, is as follows:

Trustee 1	District 1, 12 and Frontenac Islands
Trustee 2	Districts 7 and 11
Trustee 3	Districts 5, 6, and 8
Trustee 4	Districts 9 and 10
Trustee 5	Districts 2, 3 and 4
Trustee 6	Loyalist and Stone Mills
Trustee 7	Greater Napanee
Trustee 8	Central Frontenac, Addington Highlands and North Frontenac
Trustee 9	South Frontenac

The rules governing the number and distribution of Trustee positions are found in *Section 58.1 of the*

Education Act, and in *Ontario Regulation 412/00* –“Elections to and Representation on District School Boards.” The rules have not changed since the election in 2014.

The Regulation requires:

- School boards are to complete a report on the determination and distribution of members of the Board by March 31 in the year of the election and copies of the report are to be provided to the Minister, election clerks of municipalities and secretaries of every other school board within the area of jurisdiction of the Board. Consequently, the report would have to be submitted by March 31, 2022.
- Boards with more than one municipality must pass a resolution that either designates one or more municipalities as low population municipalities OR state that the Board has decided not to designate any municipality as a low population municipality.
- The low population designation results in greater representation for a municipality than it would otherwise be based upon its population; however, it does not change the number of Trustees to be elected.

As per *Ontario Regulation 412/00*, the calculation for the number of Trustees is determined by the population of the electoral group and by board density (population over geographic area). For Limestone, the Board density is not a factor and hence population of the electoral group is the only factor.

The LDSB electoral group population:

Year	Electoral Group Population
2006	138,956
2010	139,059
2014	135,522
2018	138,063

For a population of an electoral group of between 100,000 to 149,999 persons, *Ontario Regulation 412/00* determines that LDSB is eligible to have 9 Trustees.

The Board should receive the 2022 electoral group population from MPAC in the spring of 2022,

which identifies the Board's electoral population who are residents in each township/municipality and for the City of Kingston by districts.

Current Status

Next steps:

Before the 2022 Election, the Board of Trustees will need to:

- Finalize the determination and distribution of Trustees for the 2022 election per *Ontario Regulation 412/00*.
- Approve the trustee Honorarium for the following term.
- Appoint a compliance audit committee.

Recommendations

That this report be received for information purposes.

Prepared by: Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix A - Determination of Number of Trustees & Distribution of Trustees
Appendix B - 2018 Elections Data & 2020-2021 Enrolment Data
Appendix C – School Enrolment, On the Ground Capacity and School Utilization
Appendix D – City of Kingston 2018 Electoral Districts

**Limestone District School Board
Determination of Number of Trustees
& Distribution of Trustees
2018 Elections
Appendix A**

Determination of Number of Trustees

2018 Data for Determination Calculation		
Population of electoral group	MPAC	138,063
Area (km2)	Table 1, O.Reg 412/00	7,193
Board Density	Population/Area	19.19
Dispersal Factor	Table 5, O.Reg 412/00	0

Determination of Number of Trustees		
Number of Trustees based on - Electoral Group Population	Table 2, O.Reg 412/00	9
Number of density based - Trustees	Table 3, O.Reg 412/00	0
Maximum number of addition- al Trustees based on density	Table 4, O.Reg 412/00	0
Number of dispersal based - Trustees	Table 5, O.Reg 412/00	0
Total number of Trustees -based upon board enrolment		9

Distribution of Number of Trustees

Electoral Population Data				Electoral Quotients With No Low Population Municipalities	Alternative Quotients With Low Population Municipalities
Municipality	2010 Electoral Population	2014 Electoral Population	2018 Electoral Population		
City of Kingston	87,178	84,592	88,359	5.760	5.086
Frontenac Islands	1,004	1,097	1,056	0.069	0.061
Greater Napanee	11,923	11,447	11,203	0.730	0.645
South Frontenac	14,107	13,805	13,618	0.888	0.784
Loyalist Township	11,470	11,475	11,353	0.740	0.654
Stone Mills	6,050	5,976	5,621	0.366	0.324
Central Frontenac	3,781	3,759	3,631	0.237	0.767
North Frontenac	1,581	1,571	1,513	0.099	0.319
Addington Highlands	1,965	1,800	1,709	0.111	0.361
Total	139,059	135,522	138,063	9.00	9.00

Population	Electoral Population	Electoral Quotients	Alternative Quotients
Group 1 - Low Population Municipalities (Central Frontenac, North Frontenac & Addington Highlands)	6,853	0.45	1.45
Group 2 - Remaining Municipalities	131,210	8.55	7.55
Totals	138,063	9.00	9.00

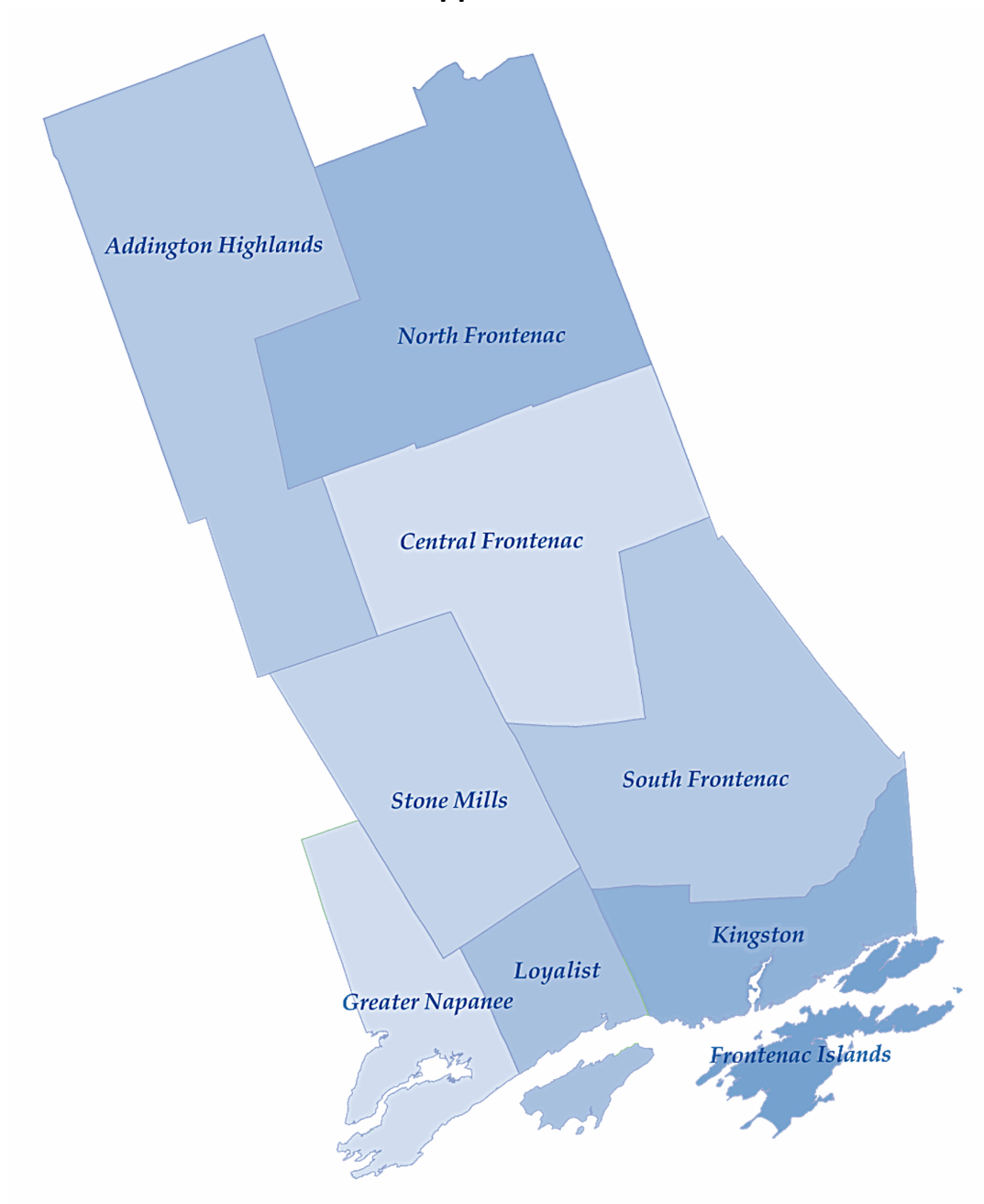
Note- Alternative Quotients - includes adding 1.0 to the sum of the low population municipalities electoral quotients, and conversely subtracting 1.0 from the sum of the remaining municipalities electoral quotients.

**Limestone District School Board
Trustee Distribution
Per Electoral Population and Per Student
2018 Elections Data & 2020-2021 Enrolment Data
Appendix B**

2018 Electoral Data (last year of data)						2020-2021				
Municipality/County	Ward/Township	District	Trustee	2018 Electoral Population	Total Electoral Population /Trustee	# of Secondary Schools	# of Elementary Schools	Total number of schools	Total Actual Students (under 21)	Total Actual Students/ Trustee)
City of Kingston	5	Portsmouth	Elliot	8,343	23,391	1	3		1,726	2,153
City of Kingston	6	Trillium	Elliot	7,669			1		235	
City of Kingston	8	Meadowbrook-Strathcona	Elliot	7,379			1	6	192	
City of Kingston	2	Loyalist-Cataraqui	Brown	7,129	21,098		2		610	4,497
City of Kingston	3	Collins-Bayridge	Brown	6,555		1	3		1,423	
City of Kingston	4	Lakeside	Brown	7,414		1	4	11	2,464	
City of Kingston	9	Williamsville	Morning	6,477	14,067		1		414	1,014
City of Kingston	10	Sydenham	Morning	7,590			3	4	600	
City of Kingston	7	Kingscourt-Rideau	Gingrich	8,006	16,236	1	3		1,766	2,198
City of Kingston	11	Kings's Town	Gingrich	8,230		1	1	6	432	
City of Kingston	1	Countryside	Godkin	6,271	14,623		3		549	2,211
City of Kingston	12	Pittsburgh	Godkin	7,296		1	2		1,637	
County of Frontenac	Frontenac Islands	Frontenac Islands	Godkin	1,056			1	7	25	
County of Lennox and Addington	Greater Napanee	Greater Napanee	French	11,203	11,203	1	3	4	2,199	2,199
County of Frontenac	South Frontenac	South Frontenac	Ruttan	13,618	13,618	1	5	6	2,115.0	2,115
County of Lennox and Addington	Loyalist Township	Loyalist Township	Hutcheon	11,353	16,974	1	5		1,949	2,427
County of Lennox and Addington	Stone Mills	Stone Mills	Hutcheon	5,621			4	10	478.0	
County of Frontenac	Central Frontenac	Central Frontenac	McGregor	3,631	6,853	1	2		429	785
County of Frontenac	North Frontenac	North Frontenac	McGregor	1,513			1		41	
County of Lennox and Addington	Addington Highlands	Addington Highlands	McGregor	1,709		1	1	6	315	
Totals				138,063	138,063	11	49		19,599.0	19,599.0

(Alt Site Gateway/NDSS, BSS/BLC, LCVI/LEC enrolment is reported under home school)
(Katarowki Learning Centre- it is reported as own SS school)

**Limestone District School Board
Trustee Electoral Map 2018-2022
Appendix C**



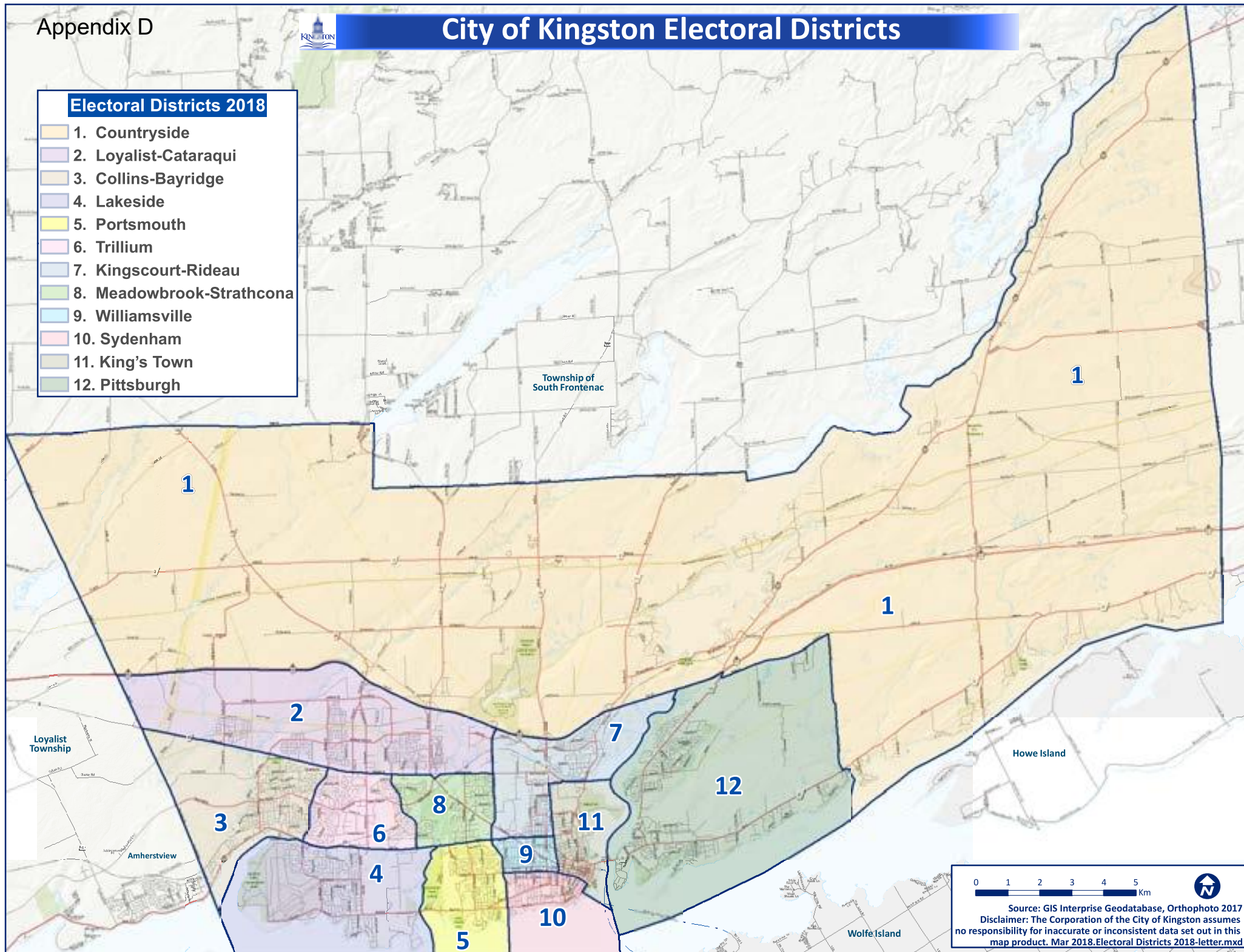
Loyalist & Stone Mills – R Hutcheon
Greater Napanee – L French
South Frontenac – S Ruttan
Central Frontenac, North Frontenac – K McGregor
and Addington Highlands
City of Kingston - J Brown, G Elliot
T Gingrich & J Morning
City of Kingston & Frontenac Islands – B Godkin



City of Kingston Electoral Districts

Electoral Districts 2018

- 1. Countryside
- 2. Loyalist-Cataraqui
- 3. Collins-Bayridge
- 4. Lakeside
- 5. Portsmouth
- 6. Trillium
- 7. Kingscourt-Rideau
- 8. Meadowbrook-Strathcona
- 9. Williamsville
- 10. Sydenham
- 11. King's Town
- 12. Pittsburgh



0 1 2 3 4 5 Km

Source: GIS Interprise Geodatabase, Orthophoto 2017
Disclaimer: The Corporation of the City of Kingston assumes no responsibility for inaccurate or inconsistent data set out in this map product. Mar 2018.Electoral Districts 2018-letter.mxd



ADMINISTRATIVE REPORT: SCHOOL YEAR CALENDAR 2021-22 UPDATE REGULAR BOARD MEETING

March 24, 2021

Purpose

To update Trustees with respect to the Limestone calendar for the 2021-2022 school year, and updated information received from the Ministry of Education.

Background

Provincial Regulation 304 School Year Calendar, Professional Activity Days requires that the school year shall start on or after September 1, 2021 and end on or before June 30, 2022. Every school year shall include a minimum of 194 school days.

In the Limestone District School Board, the 194 school days are made up of seven PA Days and 187 instructional days. Examination days for secondary schools fall under instructional days.

Current Status

Following the completion of the School Year Calendar survey, consultation with the School Year Calendar Committee, and discussions with the Hastings and Prince Edward, and the Algonquin & Lakeshore Catholic District School Boards, the calendar that started with a PA Day on Friday, September 3, 2021 was selected to bring to Trustees for approval (see Appendix A). This calendar was identified in the last report and on the stakeholder survey as Option 2. Final results of the stakeholder survey clearly supported Appendix A as the majority choice for parents/guardians, staff and students. Concerns were received and noted with respect to the Jewish High Holidays that will occur right after Labour Day this year. Ministry expectations around the total number of school days, means that students must start by Tuesday, September 7, 2021. Both the Hastings and Prince Edward, and Algonquin & Lakeshore Catholic District School Board have approved the Appendix A calendar for next year.

The Ministry of Education School Year Calendar memo was received on Monday, March 1, 2021. Boards are required to submit regular calendars for review on or before May 28, 2021. It was also recommended by the Ministry that boards schedule three mandatory PA days prior to the start of student instruction.

After receiving the memo, we also received correspondence from OSSTF, ETFO and CUPE that they strongly opposed three PA Days to the start of the school year. This effectively moves all opportunities for teacher and support staff professional development to the beginning of the school year. This calendar would only allow for one PA Day in November for professional development. All other PA Days would be used for the preparation of report cards or for the semester turn around.

Recommendations

1. That the Trustees of the Limestone District School Board receive and approve the 2021-2022 School Year Calendar (Appendix A), that starts with one PA Day on Friday, September 3, 2021.
2. If the 2021-2022 School Year Calendar (Appendix A) is submitted in May, but not approved by the Ministry, due to insufficient PA days to start the school year, the Board approve the School Year Calendar (Appendix B) that starts with three PA Days on September 1, 2021 for submission.

Prepared by: Scot Gillam, Associate Superintendent, Steve Hedderson, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education

Attachments:

Appendix A – School Year Calendar – PA Day Friday Sept 3

Appendix B – School Year Calendar – 3 PA Days to start



Appendix A

[illegible]

Regular Board Meeting - March 24, 2021 - Page 61

Subject: Youth Covid Restrictions

CAUTION: This email originated from outside of the Limestone District School Board. Do not click links or open attachments unless you recognize the sender and know the content is safe.

To: Director Burra, Chair Ruttan, and Trustees,

First off I want to thank you for all your hard work this year managing the ever fluctuating circumstances of the pandemic.

I am reaching out to you today as a parent, community member, and a healthcare professional to draw attention to the youth mental health crisis that has arisen from this pandemic and to address factors influencing children's mental health.

We are seeing a significant proportion of kids with increased depression, anxiety, irritability, and less ability to buffer the day-to-day frustration, compared to their pre-pandemic self. Children get upset more often and more easily; they are less able to tolerate disappointment, less motivated to get involved in activities, are restless, bored and have a sense of loneliness and hopelessness.

While the concerns of COVID-19 continue to keep emergency departments busy, the mental health issues that we are seeing have become overwhelming and distressing. Personally, I would rather deal with a dozen covid positive patients than a single other child with cutting injuries. My colleagues would say the same. These are the sensitive topics that we are struggling to manage. The resources for managing children's mental health issues are hugely strained these days, in-hospital beds are full, and burnt-out parents are falling on the emergency departments as they have nowhere else to turn.

We have a strong social system in Ontario. Our education system being the foundation for healthy child development. The medical community needs your help to mitigate the youth mental health crisis and reduce the number of children presenting to the ED.

I urge you to follow the advice given in the SickKids Report. There is much in this report to review, but considering the impact on children's mental health, it is paramount that these recommendations are well understood. Please strongly consider:

- The Board's position on kinder masking. Is it enough to send a broad message that it's not mandatory, or should there be more information given regarding the negative impacts of mental health and actively encourage kinder providers to allow children to take off their masks?
- Where are the mandatory mask breaks? The medical community does not support masking children outdoors. What effort is the Board taking to advocate for the children?
- Extracurriculars and social engagement need to be encouraged.
- Use of climbers (in warmer weather) should be encouraged.
- The octomester is creating a huge level of mental health crises amongst adolescents. This needs to be addressed. Are the harms of this design outweighing the benefits?? It's not too late to make a change.

- Evidence based decision making: In order to optimize success on an ongoing basis it is essential that research take place to assess covid transmission dynamics in schools and to determine effectiveness of the various mitigation strategies.

While I know that there is much to consider, please keep the health and wellbeing of our youth at the forefront of your decisions. Let's stop the 'children are resilient' mantra, and start advocating for this vulnerable population. Together, we can build a stronger community.

Thank you,

Maryanne Parkinson, BScN, RN-EC, MN-NP

Emergency Medicine Nurse Practitioner

Quinte Health Care Corporation

Critical Care Registered Nurse

Kingston Health Sciences Centre

Subject: External Communication to the Board - LDSB Masking Policy Update

CAUTION: This email originated from outside of the Limestone District School Board. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Re: Masking of Kindergarteners in LDSB

Dear Chair Ruttan, Director Burra, and Trustees,

Since the last Limestone District School Board meeting, The SickKids Hospital has updated their "Guidance for School Operation during the Pandemic" document. This document is the central pillar for the safe operation of schools in Ontario at this time. As I'm sure you are aware, The SickKids Hospital's Reopening Guidelines were the basis of the government's plans and policies since last summer. Please note that in this updated document, top doctors from Ontario's major healthcare centres explicitly state that they do not recommend kindergarten children be masked in schools.

Their guidance is now, "for elementary school students, there was a lack of consensus around a masking recommendation, but most agreed that in areas of moderate to high community transmission, NMMs should be recommended in this age group. **There was agreement that masking should not be mandated in kindergarten.**" This recommendation be found in the section "Considerations for the Safe Continued Operation of Schools", subsection 5.

<https://www.sickkids.ca/en/news/archive/2021/covid19-updated-guidance-school-operation-during-pandemic/>

These guidelines have also been endorsed by the Children's Hospital of Eastern Ontario (CHEO) and The Kingston Health Sciences Centre (KHSC). A copy of this letter has been forwarded to Dr. Moore, KLF&A's Medical Officer of Health.

Please use this opportunity to update the LDSB's initial masking mandate and remove the expectation for kindergarten students to wear masks in school. The website should be updated and directives to staff should be communicated as soon as practical.

The SickKids guidance document also states, "Children's and youth's social development hinges upon their interactions, facial expressions and body language. Though important for all age groups, this is particularly so for younger children." Please consider the well-being of kindergarten children and the recommendations of Ontario's top doctors and remove the mask mandate for our youngest students.

Sincerely,
Michael Pritchard