



LIMESTONE DISTRICT SCHOOL BOARD

Agenda

Regular Board Meeting

Wednesday, June 17, 2020

Limestone Education Centre

(Virtual Meeting due to COVID 19)

at 5:30 p.m.

Meeting link: <https://bit.ly/LDSBMtgJune17>

Private Session

* 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 employees of the board; or
- (e) Litigation affecting the board.

Motion to Move into Private Session

Declaration of Conflict of Interest

Chair's Update

Director's Update

Action Items

- (a) Board Minutes – May 20, 2020
- (b) Education, Policy and Operations Committee – May 13, 2020
- (c) Committee of the Whole (Director Selection) – June 3, 2020 and June 10, 2020

For Information

- (a) Personnel Update
- (b) Safe Schools Update
- (c) Property Update
- (d) OPSBA Update
- (e) Labour Update
- (f) Legal Matter

Report to Public Session – 6 p.m.

Public Meeting - 6 p.m.

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."

Adoption of Agenda

Declaration of Conflict of Interest

Private Session Report

Chair's Update

Director's Update

Presentation: **Outgoing Student Trustee Recognition**

Section A – Matters Requiring Action at the Meeting

1. Consent Agenda

- 1.1 Board Minutes – May 20, 2020 (Pages 5-19)
- 1.2 Reports from All Committees:
 - 1.2.1 Special Education Advisory Committee May 27 & June 10, 2020 (Pages 20-41)
 - 1.2.2 Education, Policy and Operations Committee – May 13, 2020 (Pages 42-51)
 - 1.2.3 Budget Committee – June 10, 2020 (Pages 52-55)

2. Routine Matters

- 2.1 OPSBA Report – Trustee French
- 2.2 Report from Student Trustees
- 2.3 Introduction of Incoming Student Trustees

3. Reports for Information

- 3.1 Kingston Secondary School Update – Superintendent Craig Young
- 3.2 School Re-entry Contingency Planning – Director Debra Rantz (Pages 56-57)
- 3.3 Anti-racism Education in Limestone – Superintendent Michele Babcock (Pages 58-59)

4. **Reports Requiring Decision**

None at this time.

5. **Notice of Motion**

None at this time.

Section B – Information

6. **Internal Reports and Other Communications**

7. **External Reports and Other Communications**

8. **Communications Referred to Committee**

9. **Requests for Reports and/or Information**

10. **Other Business**

11. **Future Meetings** (Draft – to be confirmed)

Audit Committee

- September 14, 2020 5:30 p.m.
- November 9, 2020 5:30 p.m.
- May 3, 2021 5:30 p.m.

Board Meetings

- September 9, 2020 6:00 p.m.
- October 14, 2020 6:00 p.m.
- November 11, 2020 6:00 p.m.
- December 9, 2020 6:00 p.m.
- January 13, 2021 6:00 p.m.
- February 10, 2021 6:00 p.m.
- March 24, 2021 6:00 p.m.
- April 14, 2021 6:00 p.m.
- May 19, 2021 6:00 p.m.
- June 16, 2021 6:00 p.m.

Committee of the Whole (Education, Policy & Operations)

- August 26, 2020 5:00 p.m.
- September 23, 2020 5:00 p.m.
- October 28, 2020 5:00 p.m.
- January 27, 2021 5:00 p.m.
- March 3, 2021 5:00 p.m.
- April 28, 2021 5:00 p.m.
- June 2, 2021 5:00 p.m.

Special Education Advisory Committee

- September 16, 2020 TBD
- October 21, 2020 TBD
- November 18, 2020 TBD
- December 16, 2020 TBD
- January 20, 2021 TBD
- February 17, 2021 TBD
- March 10, 2021 TBD
- April 21, 2021 TBD
- May 26, 2021 TBD
- June 9, 2021 TBD

Environmental Sustainability Advisory Committee

- October 13, 2020 4:00 p.m.
- March 9, 2021 4:00 p.m.
- May 11, 2021 4:00 p.m.

Budget Committee

- April 21, 2021 4:30 p.m.
- June 2, 2021 4:30 p.m.
- June 9, 2021 4:30 p.m.
- June 14, 2021 4:30 p.m. (Tentative)

School Enrolment/School Capacity Committee

- March 10, 2021 4:00 p.m.

Parent Involvement Committee

- October 8, 2020 7:00 p.m.
- November 12, 2020 7:00 p.m.
- February 11, 2021 7:00 p.m.
- March 11, 2021 7:00 p.m.
- May 6, 2021 7:00 p.m.

12. Other Special Meetings/Events

None at this time.

13. Adjournment

To help slow the spread of COVID-19, the Ontario government has extended the Declaration of Emergency to May 31, 2020. This extension will enable the government to continue protecting the health and safety of the people in Ontario. As such, for the time being, the Board will be conducting its business via virtual meetings.

Private Session

Present:

Trustees: J. Brown
G. Elliott
L. French (Vice-Chair)
T. Gingrich
B. Godkin
R. Hutcheon
K. McGregor
J. Morning
S. Ruttan (Chair)
J. Crook (Student Trustee)
A. Putnam (Student Trustee)

Staff: M. Babcock, Superintendent of Education
K. Burra, Superintendent of Education
S. Gillam, Associate Superintendent, Safe and Caring Schools - regrets
A. Labrie, Superintendent of Education and Human Resources
A. McDonnell, Associate Superintendent, Learning for All – regrets
D. Rantz, Director of Education
S. Sartor, Associate Superintendent, School Effectiveness and Assessment
J. Silver, Superintendent of Education
C. Young, Superintendent of Business Services

Recorder: L. Strange, Records Management Coordinator

Chair Ruttan called the roll.

MOTION: To move into Private Session.

MOVED BY: Trustee Hutcheon, seconded by Trustee French. Carried.

Declaration of Conflict of Interest

Trustee Elliott declared a conflict as his wife is a teacher with the LDSB and a member of ETFO.

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

Chair's Update

No update at this time.

Director's Update

No update at this time.

Action Items

- (a) Board Minutes – April 29, 2020
- (b) Audit Committee – May 4, 2020
- (c) Committee of the Whole (Director Selection) – May 6, 2020
- (d) Committee of the Whole (Education, Policy & Operations) – May 13, 2020

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

For Information

- (a) Personnel Update (Item (a) on Agenda)
Superintendent Labrie provided an update.
- (b) Safe Schools Update.
No update at this time.
- (c) Property Update (Item (c) on Agenda)
No update was at this time.
- (d) OPSBA Update (Item (d) on Agenda)
Trustee French provided an OPSBA update.
- (e) Labour Update (Item (e) on Agenda)
No update at this time.
- (f) Legal Matter (Item (f) on Agenda)
No update at this time.

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 the resolutions, as noted above, be made public.

MOVED BY: Trustee Hutcheon, seconded by Trustee Brown. Carried.

The Board moved into Public Session at 5:45 p.m.

Public Meeting

Trustees: J. Brown
G. Elliott
L. French (Vice Chair)
T. Gingrich
B. Godkin
R. Hutcheon
K. McGregor
J. Morning
S. Ruttan (Chair)
J. Crook (Student Trustee)
A. Putnam (Student Trustee)

Officials: M. Babcock, Superintendent of Education
K. Burra, Superintendent of Education
J. Douglas, Communications Officer
S. Gillam, Associate Superintendent, Safe and Caring Schools
A. Labrie, Superintendent of Education and Human Resources
A. McDonnell, Associate Superintendent, Learning for All
W. Moore, Executive Assistant to the Director and Trustee Liaison
D. Rantz, Director of Education
S. Sartor, Associate Superintendent, School Effectiveness and Assessment
J. Silver, Superintendent of Education
K. Smith, Communications Officer
C. Young, Superintendent of Business Services

Recorder: L. Strange, Records Management Coordinator

Trustee Ruttan called the roll.

Chair Ruttan 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."

Adoption of Agenda

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

Declaration of Conflict of Interest

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

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

Private Session Report

Trustee French made the following statement:

In Private Session the following minutes and motions were approved:

Board Minutes – April 29, 2020 – A labour and OPSBA update was provided.

Audit Committee – May 4, 2020

There were no motions.

Committee of the Whole (Director Hiring) – May 6, 2020:

MOVED BY: Trustee Gingrich that the Stakeholder Consultation Summary be received for information. Carried.

MOVED BY: Trustee McGregor that the Director Candidate Profile be approved. Carried

MOVED BY: Trustee Brown that the Director Candidate Posting be approved. Carried.

MOVED BY: Trustee Gingrich that the Board meet on Wednesday, June 3, 2020 to work on interview questions and candidate presentations. Carried.

MOVED BY: Trustee French that the Board meet on June 10, 2020 to conduct a candidate pool review and shortlisting. Carried.

MOVED BY: Trustee Morning, That the Board tentatively book the following dates for interviewing candidates: Saturday, June 27, 2020, and Sunday June 28, 2020. Carried

Committee of the Whole (Education, Policy & Operations) – May 13, 2020

A Property and OPSBA update was provided.

MOTION: That the Board rise and report, and that the resolutions, as noted above, be made public.

MOVED BY: Trustee Brown, seconded by Trustee Hutcheon. Carried.

Chair's Update

Chair Ruttan stated:

"Yesterday, the Premier of Ontario and the Minister of Education announced that schools will not re-open for the remainder of the 2019-2020 school year. This is disappointing news,

and we know it is not what many of you might have hoped for, but it is based on the advice of provincial and local public health officials.

We appreciate the government taking a cautious approach to the return to in-class instruction. Keeping the well-being and safety of students, staff, and school communities its priority.

This announcement will allow the Limestone District School Board and local Public Health to finalize guidelines and protocols that will guide us until the end of June.

The Limestone District School Board recently held its annual Student Trustee elections. The Board has added a third Student Trustee position to represent students with Indigenous ancestry beginning in the 2020-2021 school year. The Indigenous Student Trustee was selected by secondary students who self-identify as First Nations, Metis, or Inuit.

This is a momentous occasion for the Limestone District School Board. To recognize Indigenous voice and enhanced student voice at the Board table is so important.

On behalf of Trustees, congratulations to incoming Student Trustees:

- Quannah Traviss from LCVI, Limestone's first Indigenous Student Trustee,
- Namirah Quadir, a Grade 11 student attending KCVI/Kingston Secondary School who was elected Urban Student Trustee and
- Student Trustee Annika Putnam, who was re-elected in her position as Rural Student Trustee.

Well done.

Trustees are extremely proud of these students accepting the awesome responsibility to represent all students of the Limestone District School Board.

Although formal presentations to outgoing Student Trustees typically occur at the June Board Meeting, I would like to take a moment to acknowledge the term of this year's Student Trustees Jessica Crook and Annika Putnam. Your leadership has been exemplary through what has been a very challenging year. On behalf of all of us, thank you.

Limestone staff continue to pivot and provide support where and when it is needed. Educational Assistants and Limestone Learning Foundation volunteers have been assisting the Food Sharing Project in sorting and delivering food boxes to students and families who need our support right now. Many of these EAs normally help run their school food programs and know first-hand the importance of food security.

School boards have not received the next set of financial documents, or Grants for Student Needs, from the government for the 2020-2021 school year budget. So, we remain without a specific timeline at this point. Our Budget Meeting schedule has been adjusted to reflect this delay. Trustees have received input from stakeholders around what they saw as budget priorities. We thank those individuals, parent committees, and employee unions for sharing their views.

As you know, approximately 90% of our budget pays for things that are not discretionary such as instruction – school salaries, facility operations and repair, and special programming.

In closing, I wish to express my sincere gratitude to Limestone staff, students and families for their flexibility, patience and understanding as we support the continuity of learning opportunities.

Trustees remain committed to supporting students and staff in every way we can, until it is safe to be together again.

That concludes my report."

Director's Update

Director Rantz stated:

"The Provincial announcement to keep schools closed for the remainder of the school year is not what many of you might have hoped for, but we support all decisions that help ensure the ongoing safety and well-being of our students and staff.

It is important to note that school is not cancelled – in-school teaching and learning is suspended. Learning opportunities will continue within our emergency remote learning plan. We will do our best to provide answers as quickly as possible. Some of this information will likely not be available for a few weeks.

Here is what we do know:

- Our top priority remains the mental health and well-being of students and staff.
- We will continue to provide emergency remote learning to our students for the remainder of the school year.
- Schools will remain closed, but we will work with local public health officials to determine how students and staff can safely return to school to retrieve any belongings that were left behind in March.
- The Province will announce its re-entry plans for the 2020-2021 school year before the end of June.
- We are still waiting for details on the province's new, expanded Summer Learning Program and what this might mean for Limestone.

Even during these incredibly stressful times, staff continues to be focused in their pursuit of ensuring students reach their full potential, moving on to the next grade or graduating from high school.

Professional development continues with staff accessing various regional virtual conferences, self-directed learning, and social media chats deepening their knowledge and practice.

Limestone's "Minds Online" learning portal offers professional learning webinars on Minds Online, myBlueprint, and Google Classroom. Each session is recorded and available for staff to view on demand. There are also Limestone Program Team office hours related to different subject areas to offer responsive support for educators.

Tireless efforts are being made by our educators and educational services staff, to provide students with the best supports they can during emergency remote learning.

Facilities, central, clerical and support staff continue to adjust to the ever-changing landscape of their work, and school administrators continue to provide balanced leadership.

It is staggering really, when you take a moment to realize all that staff are doing while looking after their own personal responsibilities.

Last week, we communicated to Grade 12 students that due to COVID-19 restrictions and physical distancing requirements, formal graduation ceremonies cannot be held as planned in June. Although we knew this could happen, it is still incredibly disappointing. We know that graduation is a milestone moment in the lives of students and their families, but keeping everyone safe must be our priority. Secondary schools have been investigating various options to honour graduates and celebrate this significant accomplishment in other ways.

As the Chair mentioned, Limestone's skilled staff have been and will continue to support communities in every way we can. Schools are the hubs of their communities and we continue to look for opportunities where we can collaborate and support each other.

Such is the case with the recently established KFL&A Social Recovery Task Force. The goal of the task force, which will work in tandem with the Mayor's Economic Recovery Task Force, is to seek out opportunities for stabilization, collaboration and coordination among agencies in the social service sector such as food programs, housing and homelessness, mental health, counselling and safety from violence in the region.

Limestone is proud to be included as part of this important collaboration with our larger community to ensure everyone's wellness and safety going forward.

Our work on this task force supplements our existing collaborations on the Mayor's Community Check-In Table and the Vulnerable Sector Table.

I continue to be proud of staff and students and impressed by their sheer force of energy, resilience and commitment in the pursuit of excellence in public education, and success for all.

That concludes my remarks, Chair Ruttan."

A Trustee inquired about Task Force participation in other areas outside of the City of Kingston. Director Rantz replied that inclusion in the committees mentioned was by invitation, but that LDSB remains in close contact with all communities in its catchment area for possible assistance as needed.

Section A – Matters Requiring Action at the Meeting

1. Consent Agenda

(a) Board Minutes – April 29, 2020

(b) Reports from All Committees:

- i) Special Education Advisory Committee April 22, 2020
- ii) Environmental Sustainability Advisory Committee – May 12, 2020
- iii) Parent Involvement Committee – May 7, 2020

iv) Audit Committee – May 4, 2020

v) Committee of the Whole (Education, Policy & Operations) – May 13, 2020

MOTION: That the Consent Agenda of May 20, 2020, as presented, be approved.

MOVED BY: Trustee McGregor, seconded by Trustee Hutcheon. Carried.

2. Routine Matters

(a) OPSBA Report – Trustee French

Trustee French stated that:

- OPSBA has released a statement regarding the closure of schools until end of school year.
- CSBA is working on bus safety for back to school in September.
- OPSBA is advocating for the release of the GSNs.
- There has been a legislative update regarding the change to the regulation that Trustees be physically present for at least 3 meetings. This change is a reflection of the need for virtual meetings during the COVID-19 epidemic.
- Union ratifications are moving forward at the provincial level.
- The OPSBA Board of Directors meeting is this Saturday. Minster Lecce will attend.

(b) Report from Student Trustee(s)

Trustee Crook:

"Hello everyone, it is great to see all of your amazing faces again. Thank you Chair Ruttan for your kind words. Like Chair Ruttan, I too, am very happy to be announcing the incoming Student Trustees for LDSB: Namirah Quadir from KCVI/KSS for Urban Student Trustee. Then the first LDSB Indigenous Student Trustee Quanah Traviss from LCVI. As well as Annika Putnam, who will return as Rural Student Trustee from Sydenham High School. I have no doubt that these three will accomplish amazing things during their term and advocate for all students amazingly."

Trustee Putnam:

"Good evening everyone. It is nice to be able to see you all again. We wanted to take a minute to thank all of the members of the InterSchool Council and Mr. Lambert, as well as all of the students who submitted applications for any of the Student Trustee positions, for their patience and time when completing the new and adapted virtual election process. And finally, we would like to recognize everyone in the Limestone community as we continue to adapt to remote online learning and all of the new updates coming. Thank you very much."

3. Reports for Information

a) Kingston Secondary School Update

Superintendent Young stated that the contract with Bondfield has been reassigned to Corebuild Construction to continue the build of the new Kingston Secondary School. The staff currently on site will continue with the new company. The project continues to be 100% bonded.

A Trustee asked if there is any sense of when the building will be completed. Superintendent Young replied that he will have that information in the next few weeks and will share with Trustees when it is available.

Superintendent Burra stated that students will continue at the KCVI site until the new school is complete. It will be a simple geographical move for students and staff once the new building is ready for occupation. Work continues to move forward with integration and the Legacy Project.

A Trustee asked about concerns regarding enrolment numbers for KCVI for next year. Superintendent Burra answered that enrolment has been increasing over the last four years, but that staff is confident they will be able to manage the numbers in the KCVI building for the start of the 2020-2021 school year.

b) Board COVID 19 Response Update

Director Rantz stated the Premier and Minister of Education announced that schools will remain closed due to the COVID-19 pandemic response.

This decision is based on the advice of provincial and local public health officials who continue to monitor each stage of the reopening plan to assess the evolution of the COVID-19 outbreak. We will support all decisions that help ensure the ongoing safety and well-being of our students and staff.

There continue to be many questions about what the cancellation of in-school learning means. In Limestone, we have reiterated some of the top-of-mind items identified by our school communities.

These include:

- Continued focus on the physical, mental, and emotional health and well-being of our students and staff.
- Continuation of emergency remote learning for our students until school opens.
- All remaining school days for this school year will be instructional days.
- Students will receive final report cards in June. All marks will be based on students' learning prior to the school closures on March 13. Marks cannot go down, only up.
- Grade 12 students scheduled to graduate will do so as planned. Graduation ceremonies that normally take place in June are cancelled and plans are underway to determine how we will recognize this significant milestone for our senior students when it is safe to do so.
- Schools will remain closed, but staff are working with local public health officials to determine how students can safely return to school to retrieve any belongings that were left behind in March.

Superintendent Babcock spoke to the Limestone Pulse Survey, which was conducted May 8 – 14, 2020. She shared a PowerPoint to highlight data that has been collected.

She noted that Trustees were made aware that a survey was going out to the Limestone community to gauge how students, families, and staff are doing during the Emergency Remote Learning. As the Director indicated in her report, the survey just closed Thursday, May 14 at day's end.

Board researcher, Laura Gillam, has been working quickly to provide some preliminary data to share with you this evening. This data is high level; this evening we are focusing on student data. The family data mirrors the trends of the student data.

Over the coming weeks, staff will be digging more deeply into the data for these groups, as well as for our staff. It was shared that we surveyed all of our staff in Limestone. Some boards focused only on educators but we felt it was important to understand how educators and non-educators are feeling at this time.

Goals for this survey:

- To understand how all groups within the Board are progressing with working / learning in an Emergency Remote Environment.
 - What is working well for all groups: students, staff and families?
 - What are the needs that can be addressed to improve the working / learning?
- To gather a baseline of data that can help us to monitor the progress of the system as we continue in Emergency Remote Working and Learning Environments

Some of the data is not surprising, but it is important to have collected. There can be assumptions about what we think is happening but until we ask, we cannot know for sure. Much of the data validates what we have been thinking.

We also need to be careful that we do not speculate to the explanations for certain responses. We need to dig deeper into the data for more clarity. Again, what we are sharing this evening is high level preliminary data.

Superintendent Babcock stated that the first 2 slides deal with the demographics; who has responded to the survey. There has been a 22% overall response rate of the potential population who could respond; for the short timeline of notice and response turnaround, this is a good response rate. Boards larger than Limestone did not have this strong a response rate. For example, Ottawa-Carleton had only 7000 responses.

Slide 3 is a representation of responses by panel: 63% of student response at the secondary level and 37% at the elementary level. For family responses the Board received 23% of the responses from the secondary level and 77% from the elementary level.

Slide 4 provided an overview of all groups. This is an averaged response rate. It can be seen that most respondent groups are feeling similar about their experience; close to okay but not solidly there.

Slide 5 shares the challenges that students identified with their experience of remote learning. For secondary engagement and workload or schedule of assignments are their greatest challenges. At the elementary level it is also engagement and workload.

In the 'Other' category, for every question respondents were provided an opportunity to share something that staff may not have thought of as a choice. This will be part of the complete data analysis as we move forward.

Slide 6 shows encouraging feedback, in that we see a large percentage of our students are indicating that they are having connection with their teacher. There is a 1% who say that they have had "no communication" – this is something that we continue to monitor with our schools and administrators to ensure that we are aware of families of students who may not be engaging for whatever the reason. We are not surprised that there are some students indicating "no communication" and staff continues to reach out.

Slide 7 shows what respondents feel is working well. The positive response has been largely about technology. Through the quick and comprehensive work of the IT department, we have shared with you how technology has been deployed and supported to help students and families engage in remote learning. Communication has also been noted as a positive.

The feedback on strengths and next steps for learning is an area that staff knows is new and challenging in this different learning environment. Staff are doing their best to adapt but we know there is more to do. Senior Staff are not surprised by this data and it affirms what we know is an area of need in the system.

Next steps will include:

- Analyzing the data from each group
- Reviewing the open text box responses
- Understand what the needs are that can be addressed to improve the learning and working at home for students and staff.
- Reaching out to those participants who asked to be contacted for a follow-up conversation.

Associate Superintendent McDonnell stated that during emergency remote learning (ERL) Educational Services staff have worked diligently to redefine service delivery models and roles and responsibilities for all program teaching staff, EAs, SST/LPS, Blind, Low Vision, Deaf and Hard of Hearing Teachers, Behaviour Specialist and After School Skills Development Program for students with autism, our Educational Services Teams (Autism, BAT, School to Community), and our Attendance Counsellors, Social Workers, Student Support Counsellors and Adolescent Care Workers. Most recently, we have redefined the service delivery model for Speech Language Pathologists, and Clinicians in order to ensure that our students with special education needs get the supports and services remotely that they require.

In light of feedback provided from our Special Education Advisory Council (SEAC), Educational Services is focusing attention on how to best support families with students with special education needs during ERL. We heard clearly from SEAC that many of these families are struggling to meet the learning needs of their children within the home. In response to this, we have established a small, multi-disciplinary subcommittee at Educational Services to investigate how to collect the voice of these families and students. Our SEAC will also be involved in this process. Our plan is to use the information that we collect to provide more targeted supports and interventions should ERL continue in some way into the fall.

Our teams are also turning more of their attention to creating resources for parents. As an example, our Deaf and Hard of Hearing Teachers have created a tip sheet for parents to use to support learning at home and Melissa Boyd Rupa, the coordinator of the After School Skills

Development Program is creating a variety of YouTube videos for parents who have children with autism. These videos will be accessible to all families and will support families with learning at home.

Associate Superintendent Gillam will be meeting with Dr. Moore and representatives of its co-terminous Boards tomorrow. Items to be discussed are the retrieval of personal items, best practices for graduation ceremonies, and acceptable delivery models for summer school. LDSB staff will also review the Ministry of Labour's guidelines regarding school inspections and maintenance work. Staff will continue to plan for what school will look like in September, and are reviewing if and how Gould Lake programs can be accessed this summer.

Superintendent Silver stated that traditional graduation ceremonies will not take place this year. Staff know these events are important to students and families and they are looking at options. Physical distancing will continue for the foreseeable future and it affects what can be done. Senior Staff are working with guidance counsellors and administrators and have received suggestions from parents and students for alternate ways to celebrate graduations. More information will be shared when it is available.

Superintendent Burra noted that the survey data showed technology is working well for those who have accessed it. LDSB is now approaching 2200 devices that have been allocated to students. He stated that in regards to retrieving devices, only devices from Grade 12 graduates will be collected at this point. Until there is greater clarity about summer school and the fall return to school staff feel it is best to leave devices with students. Access to internet has been provided to almost 100% of families. Very few students are without access at this point, and ITS staff are working on solutions for these individual situations.

A Trustee asked how many staff are doing voluntary deployment. They also asked if a card could go to students from Trustees for Grade 8 and 12 graduates, as they will not be attending ceremonies in person. They also asked for clarity on the Minister's comments on live teaching.

Director Rantz replied that she is working with the Ministry to formulate agreements with Unions for employees to engage in this work. She stated that she believes two staff have expressed interest at this point. Synchronized (Live) Learning information is still forthcoming from the Ministry. Senior Staff does have a letter ready to go out to administrators to encourage more learning interactions, whether that is face to face, online, through phone calls or live chats. She noted that Limestone is compliant with Ministry direction on real-time learning.

Director Rantz stated that she will look into the possibility of a card or letter for graduates from Trustees.

A Trustee referenced the slide indicating students did not feel connected to classmates and asked about additional mental health supports to address this. Superintendent Babcock stated that Senior Staff are seeing tremendous effort by staff to provide ways for students to engage and feel connected.

Associate Superintendent McDonnell stated that Educational Services staff are working with School Mental Health Ontario to provide more supports for staff and students. Initially School Mental Health Ontario was just for students, but during this crisis they have also taken on staff well-being. They are providing tip sheets and weekly webinars. Staff have continued their partnership with the Employee Assistance Program, providing additional counselling and webinars. The Canadian Mental Health Association is also providing access to virtual resources.

A Trustee asked if the Qualtrics software allows students to identify themselves if they would like to. They stated they feel the survey is not getting enough information.

Superintendent Babcock replied that surveys tend to be kept anonymous to try to capture honest answers. The survey does provide an opportunity to identify if they wish. She reminded Trustees that this is a high-level report at this point, and that there is much more data to go through.

Associate Superintendent McDonnell stated that Educational Services has established a multi-disciplinary team to review the needs of students and how best to support them.

A Trustee asked about the slide referring to challenges for workload and scheduling. Superintendent Babcock replied that staff will dig deeper into the data and the qualitative piece through the comments.

A Trustee asked if there is a problem with students moving into Grade 9 who will be taking their devices to a new school. Superintendent Burra replied that it is on the radar of ITS staff, but there are good records of which students have which devices. Staff will be able to track devices and get them back to the proper site.

4. Reports Requiring Decision

a) OPSBA Representative Election

Trustee French provided an overview of the role of OPSBA Representative, noting the time commitment to attend the Board of Director meetings in Toronto and bring back the report to the Board.

MOTION: To open nominations.

MOVED BY: Trustee Elliott, seconded by Gingrich. Carried.

Trustee McGregor nominated Trustee French, seconded by Trustee Brown.

Trustee French accepted the nomination.

Trustee Morning nominated Trustee Hutcheon, seconded by Trustee Godkin.

Trustee Hutcheon accepted the Nomination.

MOTION: To close nominations.

MOVED BY: Trustee Brown, seconded by Trustee Hutcheon. Carried.

Trustee Hutcheon and French provided comments on their reason for wanting to be the Board's OPSBA representative.

Trustees provided their electronic vote to W. Moore, who collated the votes and reported the results to the Chair.

Trustee French was elected the OPSBA Representative.

Trustee Morning nominated Trustee Hutcheon For Alternate, seconded by Trustee Godkin.

Trustee McGregor nominated Trustee Gingrich, seconded by Trustee French.

Trustee Brown nominated Trustee McGregor, seconded by Trustee Gingrich.

All Trustees accepted their nomination.

MOTION: To close nominations.

MOVED BY: Trustee Gingrich, seconded by Trustee Brown. Carried.

The nominees spoke to their reasons for wanting to be the OPSBA Alternate.

Trustee McGregor withdrew her name from the vote.

Trustees sent their electronic vote to W. Moore, who collated the votes and reported the results to the Chair.

Trustee Gingrich was elected as the OPSBA Alternate.

MOTION: To delete the electronic votes.

MOVED BY: Trustee Hutcheon, seconded by Trustee Elliott. Carried.

5. Notice of Motion

None at this time.

Section B - Information

1. Internal Reports and Other Communications

None at this time.

2. External Reports and Other Communications

None at this time.

3. Communications Referred to Committee

None at this time.

4. Requests for Reports and/or Information

None at this time.

5. Other Business

None at this time.

6. Future Meetings

The next meeting of the Limestone District School Board of Trustees will take place on June 17, 2020 at 6 p.m.

7. Other Special Meetings/Events

See agenda listing.

8. Adjournment

Chair Ruttan called for a motion to adjourn the meeting.

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

The meeting adjourned at 7:50 p.m.

**Special Education Advisory Committee
Meeting Minutes
Limestone District School Board**

May 27, 2020

A meeting of the Special Education Advisory Committee was held on Wednesday, May 27, 2020 at 5:00 p.m.

To help slow the spread of COVID-19, the Ontario government has extended the Declaration of Emergency to the end of June 2020. This extension will enable the government to continue protecting the health and safety of the people in Ontario. As such, for the time being, the Board will be conducting its business via virtual meetings.

Present:

Trustees: K. McGregor, Chair
B. Godkin, Trustee

Members: P. Dendy, Member-at-Large
S. Henderson-Todd, Lennox and Addington Resources for Children
C. Roberts, Easter Seals Kingston
C. Whalen, Family & Children's Services, Frontenac, Lennox & Addington

Staff H. Box, Special Education Program Coordinator
S. Burnett, Special Education Program Coordinator
L. Conboy, Mental Health Lead
K. Leggett, Vice-Principal of Educational Services
A. McDonnell, Associate Superintendent, Learning for All
J. Murphy, Special Education Program Coordinator
L. Rousseau, Educational Services and Safe Schools Coordinator
D. Scarlett, Principal of Educational Services

Guests: M. Boyd-Rupa, After School ABA Coordinator

Regrets: N. Carson, Epilepsy South Eastern Ontario
C. Tooley, Down Syndrome Association Kingston
D. Jalovcic, Learning Disabilities Association of Kingston
E. Sheldon, Community Living Kingston
A. Martin, Member-at-Large (Queen's University)

Recorder: Liz Strange, Records Management Coordinator

1. Welcome

Trustee McGregor called the meeting to order, welcoming all those in attendance to the meeting.

Trustee McGregor called the roll.

Trustee McGregor read the Indigenous Acknowledgement:

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

2. Approval of Agenda

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

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

4. Business Arising from the Minutes

None at this time.

5. Educational Services Update: Changes to Special Education Services Delivery Models and Roles and Responsibilities and Parent/Guardian Supports during Emergency Remote Learning - Educational Services Leadership Team

Associate Superintendent McDonnell spoke to a recently released memo from the Ministry. Funding is being provided to district school boards to develop and implement a transitional summer program for students with complex special education needs and complex mental health needs; to support the continuation of regulated mental health supports for students on current caseloads and in crisis over the summer; and to support students with special education needs who are participating in enhanced elementary and secondary summer programming opportunities.

K. Leggett spoke to current work of the Board's Speech-Language Pathologists (SLP) and Communicative Disorders Assistants (CDA), stating that for existing referrals they are in collaboration with the in-school team and check-ins with classroom educators, to determine how they are managing the students' speech or language needs during remote learning. They continue to communicate with administration and in-school teams, to provide educators with resources and support with strategies and programming for students on caseload, and continue to work on developing resources and updating Minds Online.

For new referrals during Emergency Remote Learning, Speech-Language Pathologists and Communicative Disorders Assistants are available to provide support for emerging student needs. New referrals will be determined by school teams in consultation with the appropriate Speech-Language Pathologist.

For programming support Speech-Language Pathologists and Communicative Disorders Assistants are available for educator consultation regarding student programming and resources. They can support with locating and/or developing educational materials that will assist students and families during emergency remote learning.

Students using Specialized Equipment Allocation (SEA) devices may receive access to assistive technology training by Discovery Occupational Therapists to incorporate the technology to support school work performance. Discovery Occupational Therapists can support with the use of the assistive technology to enable the student to effectively access the Ontario curriculum.

These services are for students with SEA technology claims who have high needs (i.e., Tier 2, 3) and who require 1:1 individualized instruction; and students with SEA technology claims who may have been identified by the SST, teacher or in-school team as struggling to complete academic tasks for a variety of reasons.

D. Scarlett spoke about the current work of the Board's Clinical Consultants, stating active referrals are where consent has been signed by the family and is filed at Educational Services and that new referrals during Emergency Remote Learning (ERL) are determined by in school teams in consultation with the school based Clinical Consultant. Clinical Consultants provide direct supports to school staff and are available to provide resource support and to work collaboratively with school staff around issues related to learning and mental health.

Associate Superintendent McDonnell stated that IEPs will continue to be created and implemented to ensure continuity of learning for students with special education needs. The Ministry has advised that where existing accommodations, modifications or alternative expectations are not feasible, boards should work collaboratively with students and families to determine workable solutions on a case by case basis.

D. Scarlett shared examples of several types of parent/guardian resources that have been created to assist families with children at home who have special needs.

M. Boyd-Rupa, the Board's ABA After School Skills Development Program Coordinator, shared that she has provided a survey to the parents/guardians of students in her program to see what areas are of the most concern during Emergency Remote Learning. She has also begun to produce a number of videos with tips and tricks to help parents with children with autism at home.

6. Correspondence

None at this time.

7. Association Updates - Supports for Parents/Guardians during the Pandemic

Associate Superintendent McDonnell stated that Limestone has embarked on an LDSB survey for all students, staff and families to gauge how things are going during Emergency Remote Learning. Some results are to be shared at the June SEAC meeting.

Educational Services wants to be able to learn more about the needs of families with children with special education needs and therefore have created a small multi-disciplinary sub committee. As a first step, this group is requesting feedback on barriers and solutions related to Emergency Remote Learning from our SEAC organizations that service students and families as well as our educational services staff. Each agency is requested to complete the chart and return it to Associate Superintendent Alison McDonnell by Tuesday, June 9, 2020. This information will be shared with SEAC for discussion and decision.

S. Henderson-Todd stated that Lennox and Addington Resources for Children has been closed for 4 weeks, with some staff working remotely. The Early ON program has prepared packages for parents with craft ideas and have run Zoom play groups. Staff have made contact with all families. Currently the focus is on children entering school for a successful transition.

C. Roberts stated that Easter Seals depends on donations and fundraising, and during this closure this cannot be worked on. The team has been focused on creating online resources. Some sites will be running virtual camps this summer, and leadership camps are going forward.

C. Whalen stated that Family & Children Services FLA is an essential service, so some employees are still doing home visits for urgent situations. Teams are planning on their re-engagement with families. Respite, parent relief, and children programs have been suspended, and this is really affecting families. Cool Camp may run virtually, but the details have not yet been decided. Services for Families at Home has been approved at the same funding as last year.

8. Other Business

Grants for Student Needs (GSN)

Normally SEAC has the Superintendent of Business Services attend the May meeting to provide budget information, however the GSNs have not yet been released to school boards. This update is tentatively booked for the June meeting.

**Special Education Advisory Committee
Meeting Minutes
Limestone District School Board**

May 27, 2020

9. Next Meeting Date

June 10, 2020 at 6 p.m.

10. Adjournment

MOVED BY: P. Dendy, that the meeting adjourn.

The meeting adjourned at 6:40 p.m.

**Special Education Advisory Committee
Meeting Minutes
Limestone District School Board**

June 10, 2020

A meeting of the Special Education Advisory Committee was held on Wednesday, June 10, 2020 at 5:00 p.m.

To help slow the spread of COVID-19, the Ontario government has extended the Declaration of Emergency to the end of June 2020. This extension will enable the government to continue protecting the health and safety of the people in Ontario. As such, for the time being, the Board will be conducting its business via virtual meetings.

Present:

Trustees: K. McGregor, Chair
B. Godkin, Trustee

Members: A. Ballance, Family & Children's Services, Frontenac, Lennox & Addington
P. Dendy, Member-at-Large
S. Henderson-Todd, Lennox and Addington Resources for Children
D. Jalovcic, Learning Disabilities Association of Kingston
E. Sheldon, Community Living Kingston

Staff H. Box, Special Education Program Coordinator
S. Burnett, Special Education Program Coordinator
L. Conboy, Mental Health Lead
K. Leggett, Vice-Principal of Educational Services
A. McDonnell, Associate Superintendent, Learning for All
J. Murphy, Special Education Program Coordinator
L. Rousseau, Educational Services and Safe Schools Coordinator
D. Scarlett, Principal of Educational Services

Guests:

Regrets: N. Carson, Epilepsy South Eastern Ontario
C. Tooley, Down Syndrome Association Kingston

A. Martin, Member-at-Large (Queen's University)
C. Roberts, Easter Seals Kingston

Recorder: Liz Strange, Records Management Coordinator

1. Welcome

Trustee McGregor stated:

**Special Education Advisory Committee
Meeting Minutes
Limestone District School Board**

June 10, 2020

"Good evening Trustees, Committee members, Staff and the viewing public. Welcome to the Limestone District School Board's Special Education Advisory Committee.

I am Trustee Karen McGregor. I am the chair of SEAC and I proudly serve the constituents of the Townships of Central Frontenac, Addington and Highlands and North Frontenac.

A reminder to committee members and viewers in the event we experience any technical difficulties during this live meeting, we will get back up as quickly as we can. On behalf of all Limestone District School Board, and the community members of this advisory committee, I would like to thank our stakeholders for their patience and understanding as we adopt a new way of conducting Board business during our response to the COVID-19 pandemic.

Gallery guests you will hear all discussion during tonight's meeting as the mics of our committee members and presenting staff are turned on, and you will see the video of whom ever is speaking. Viewers will notice a slight delay between the appearance of speakers and that is normal.

I will do a roll call of SEAC's committee members so everyone knows who is present this evening, and staff is also present for this meeting, including Associate Superintendent of Learning for All - Alison McDonnell, Principal of Educational Services - Darlene Scarlett, the Recording Secretary and Meeting Producer.

And with that I call this meeting to order."

Trustee McGregor read the Indigenous Acknowledgement:

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

Trustee McGregor called the roll.

2. Approval of Agenda

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

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

4. **Business Arising from the Minutes**

None at this time.

5. **Educational Services Update: Reporting Progress: Building our Vision for the Future, Special Education Services in our District - Associate Superintendent Alison McDonnell, Special Education Program Coordinator Sue Burnett, Special Education Program Coordinator Jen Murphy**

S. Burnett shared the following:

1) At the June 2019 SEAC meeting, Educational Services presented information regarding the use of the myBlueprint education and career planning website for transition planning for students with special education needs. As a continuation of this learning and educator capacity building, half of the secondary School to Community Services (SCS) Teachers participated in a full-day workshop in November, 2019, led by an Educational Services team, the Board's Pathways & Equity Consultant, and secondary SCS Teachers who were a part of a myBlueprint working group. Unfortunately, the second half of the group could not participate in their scheduled workshop later in November given the job action at that time.

In order to ensure all teachers received the information, we condensed the workshop and revised it to a virtual format. The hour and a half long session was held on June 8th, 2020, with the goal of ensuring that all of our secondary SCS Teachers enter the 2020-2021 school year with the same foundational knowledge of myBlueprint as a tool for transition planning. Our focus next year will be on introducing students and families not yet familiar with myBlueprint to the website, as well as sharing more widely with community partners.

2) As a reminder, this work with myBlueprint began in earnest during our Board's participation in the Ministry's Pilot to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities. We are currently in the third and final year of this Pilot, and are working with all of the Boards involved on the culminating activity.

This involves the joint creation of a slide deck and infographic, which will highlight current best practices in a variety of areas related to post-secondary transition planning (for example, role of the Transition Coordinator, community partnerships, etc.) Once completed, these are documents we hope to share at a future SEAC meeting.

3) The Special Olympics Ontario (SOO) School Championships was supposed to have taken place in Kingston June 3-5. Although they have been postponed until next year due to COVID-19, the organization is moving ahead with a

Virtual School Championships from June 16-18. This will include virtual opening and awards ceremonies on the SOO Facebook page. In terms of student participation, students can register for challenges ahead of time in one or more of the 5 school championship sports events, and work through the challenges at home. They then submit their results to the SOO website by June 12th.

Since LDSB was to be the host school board for the event, along with ALCDSB, SOO has asked for our support with the virtual event. In particular, they have asked for:

- 1) Participation from area high schools in the "virtual parade of athletes", which will be a part of the virtual Opening Ceremonies on June 16th. Schools have been asked to send in any favourite photos of the school's involvement in previous SOO programming.
- 2) Student athletes to participate in the athlete's oath at the Opening Ceremonies. Interested students can email a video of themselves reciting the athlete's oath to one of the event's planning committee members. All information is on the SOO website: <http://schoolchamps.ca/>

J. Murphy stated:

She spoke to page 6 and the Learning for All section of the Special Education Review as well as page 10 and the Investigating Partnerships that Support Shared Services and Use of Resources section on page 10.

Under the heading of Learning for All, you will see an update on our work to increase staff capacity in the area of Universal Design for Learning, also known as UDL. UDL is a framework based on research that educators can use to develop high quality and flexible learning environments designed proactively to address the learning needs of all students. The goal of UDL is to remove barriers to learning and give all students equal opportunities to succeed.

Following our presentation at the Council for Exceptional Children last December, we have continued to incorporate the UDL framework into all aspects of our work. This work includes the development of an online resource area that will be available to all staff through Limestone's MindsOnline platform. Two years ago, we developed a similar resource area for New Teachers using Padlet, which is another online platform. However, the number of resources has grown, and to align with other professional learning happening in the district, we are shifting to MindsOnline, which will provide opportunities not just for staff to access the resources, but will provide opportunities for discussion and dialogue amongst staff. We hope to have the resource area up and running by the end of June.

Under the heading of Investigating Partnerships that Support Shared Services and Use of Resources, you will notice that we are continuing to collaborate with community partners to incorporate the 6 F-words for Childhood Disability into our

transition to kindergarten process. The 6 F-words framework is a holistic approach that focuses on six key areas of child development, including fitness, function, friends, family, and fun. This year our transition to kindergarten team revised our approach to meetings and the student profile that we complete during meetings to reflect the 6F's and a more family-centred approach. The plan was to begin by engaging families with a conversation about their goals (which is a critical component of UDL) followed by gathering information from the family and community partners using a strength-based approach and the language of the 6 F's.

When emergency remote learning began, we were unable to meet with families in-person, but we felt it was essential to continue with this valuable process. Back in March, we connected with our community transition to kindergarten team, and we collaborated to adjust the process to keep families and students at the centre. As a first step, our Special Education Coordinators reached out to community partners to gather additional information about students using the new student profile. We then shared this information with schools and asked school teams to reach out directly to families to make a connection, answer any questions they had and to provide support with online registration. When we outlined this process back in March, we decided as a community team that we would not initiate full transition meetings until we had a return to school date. This short-term process was not to replace transition meetings, but was a first step in building a connection between families and schools during emergency remote learning.

When the government announced that we would not be returning to school this June, we reconvened as a community transition to kindergarten team, and we have started to have conversations about how we might move forward with meetings later in August and before the start of the school year. While we are still determining the specifics about what this might look like, the goal remains that we have a family-centred process. From now until the end of June, schools are continuing to reach out and connect with families and provide updates and information as it becomes available.

6. Correspondence

- a) Nipissing-Parry Sound Catholic District School Board

7. Association Updates

- Review of Emergency Remote Learning Feedback from SEAC Organizations and Review of LDSB Survey Results

Associate Superintendent McDonnell shared data collected from the LDSB Emergency Remote Learning Survey. This presentation focuses on the data related to the family and student survey as it relates to students with IEPs. This presentation is attached to the minutes.

Overall, a few key points of feedback emerged from both the family and student survey that offer suggestions for improving support and meeting the needs of all students. The feedback from families and students that identified as having an IEP was extremely similar to the feedback of those who did not identify as having an IEP.

Here are the main points of feedback:

- Continue to improve the frequency and quality of feedback to students (and families)
- Where possible, continue to improve direct instruction
- Continue to improve communication and clarity of learning goals to students (and families)
- Continue to improve communication of expectations to both students and families (What does success look like online?)
- Consider the students with modifications when planning learning activities (differentiated instruction)
- Where possible, create opportunities to connect with students face-to-face (online)

A. Ballance stated that families did not know what to expect with online learning.

D. Jalovcic asked if there was information about accessibility of technology. Associate Superintendent McDonnell stated that yes there was and that she can bring back more information in the Fall if SEAC desires.

S. Henderson-Todd stated that her agency has heard that some students with special needs have experienced issues with technology, but overall have heard that most students are doing well with online learning. There have been some issues with families having only one device, but multiple children needing to access it to compete work.

There was a query about what other challenges were reported by students. Associated Superintendent McDonnell replied that the challenges reported under 'other' were varied, however examples were issues like connectivity/access to internet, difficulty working in a busy home environment, etc.

A small, multi-disciplinary committee from Educational Services will review the data collected through the LDSB Survey as well as the feedback collected from SEAC members who responded to the request to document barriers and solutions and use this information to plan for the next school year, should remote learning continue in some format.

8. Other Business

i) Ministry Updates – Associate Superintendent Alison McDonnell

- Grants for Student Needs - Education Grant Funding for 2020-2021

Grants for Student Needs-Associate Superintendent McDonnell shared that Boards have not yet received GSNs for 2020-2021 school year and therefore a special education budget presentation will not be shared with SEAC this year in June. Additional information will be made available to SEAC in September 2020.

- Memorandum 2020: SB04 2020 Summer School & Summer Learning Opportunities

The ministry is investing \$22 million, funded through the Priorities and Partnership Fund (PPF), to provide supports to students with special education needs and mental health concerns over the summer. This will allow schools boards to offer voluntary summer employment to supporting staffing in the summer months.

This funding will be allocated for:

- regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations (\$8million),
- staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resource teachers and educational assistants (\$6.4 million),
- in person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-21 school year for students with special education needs and mental health concerns (\$7.6 million).

Schoolboards have the flexibility to design programs within their funding allocation to address student need based on local priorities.

Transfer payment agreements will be provided to all school boards and additional program details will be provided with the agreements. These agreements have not yet been received by school boards.

ii) Special Education Plan for 2020-2021 School Year

Associate Superintendent McDonnell shared that this plan has had only minimal revisions that are linked to staffing and that there have been no reductions to service delivery models. Should the GSNs be reduced, then the special education plan would need to be revised to reflect a change in service delivery model. This plan will be shared with the Ministry and posted on the LDSB website.

iii) Multi-Year Accessibility Plan for 2020-2021

Associate Superintendent McDonnell shared that this plan has had only minimal revisions, including updates to section H) Recent Barrier Removal Achievements and Section J) Barriers to be Addressed, in particular the monitoring column 2019-2020 that were made in collaboration with the LDSB Accessibility Committee and will be shared with the Ministry and posted on the LDSB website site.

iv) Timing of meetings-2020-2021

Trustee McGregor will put together a survey to collect information about times that will work best for members for virtual meetings, face-to-face meetings and meetings that are a combination of both.

Associated Superintendent shared that S. Burnett and J. Murphy will be leaving Educational Services at the end of the month for new opportunities. She thanked them for their years of service, and their dedication to our students with special education needs and the staff and families that they supported.

9. Next Meeting Date

TBD.

10. Adjournment

MOVED BY: S. Henderson-Todd, that the meeting adjourn.

The meeting adjourned at 6:45 p.m.

Emergency Remote Learning Survey

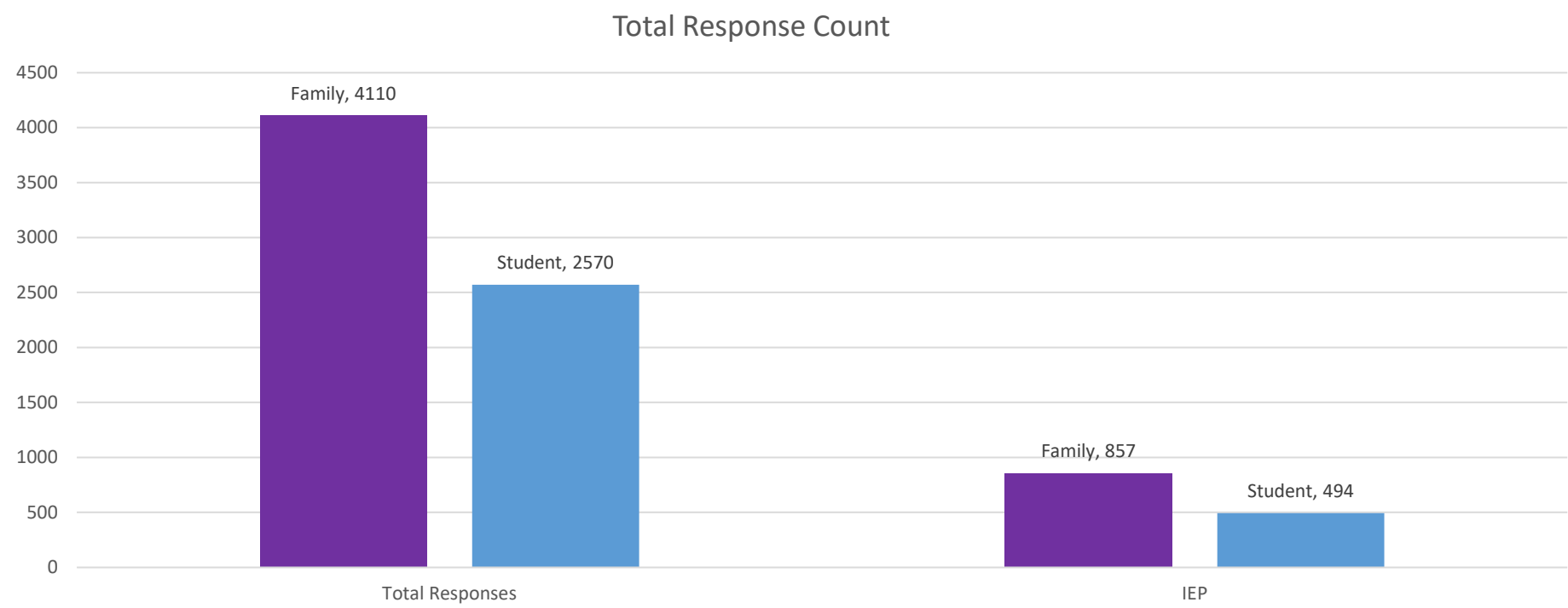
SEAC Meeting – June 10, 2020

SEE YOURSELF IN LIMESTONE.CA

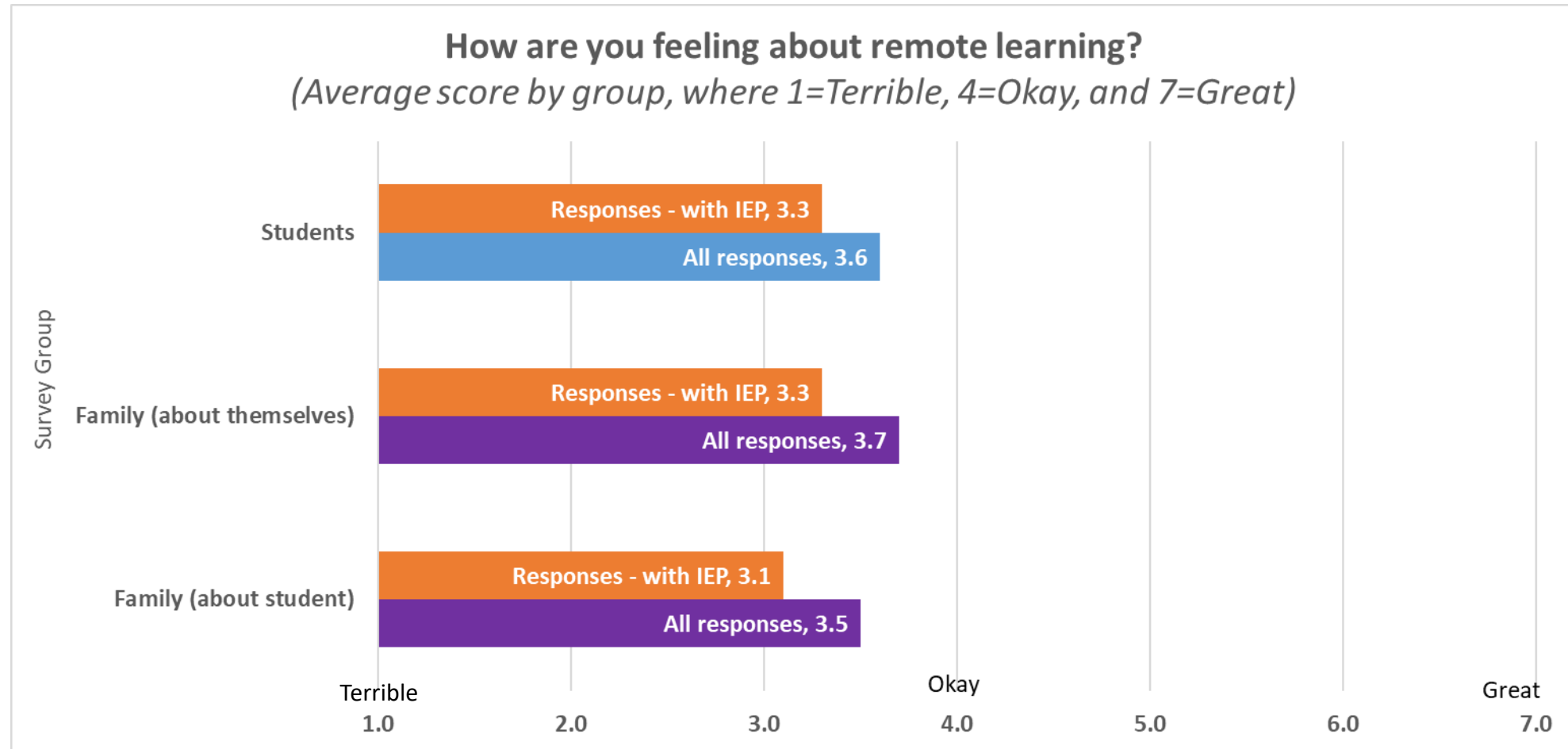


We value: Accountability | Collaboration | Fairness | Inclusion | Integrity | Optimism | Perseverance | Respect

LDSB Emergency Remote Learning - Survey Results

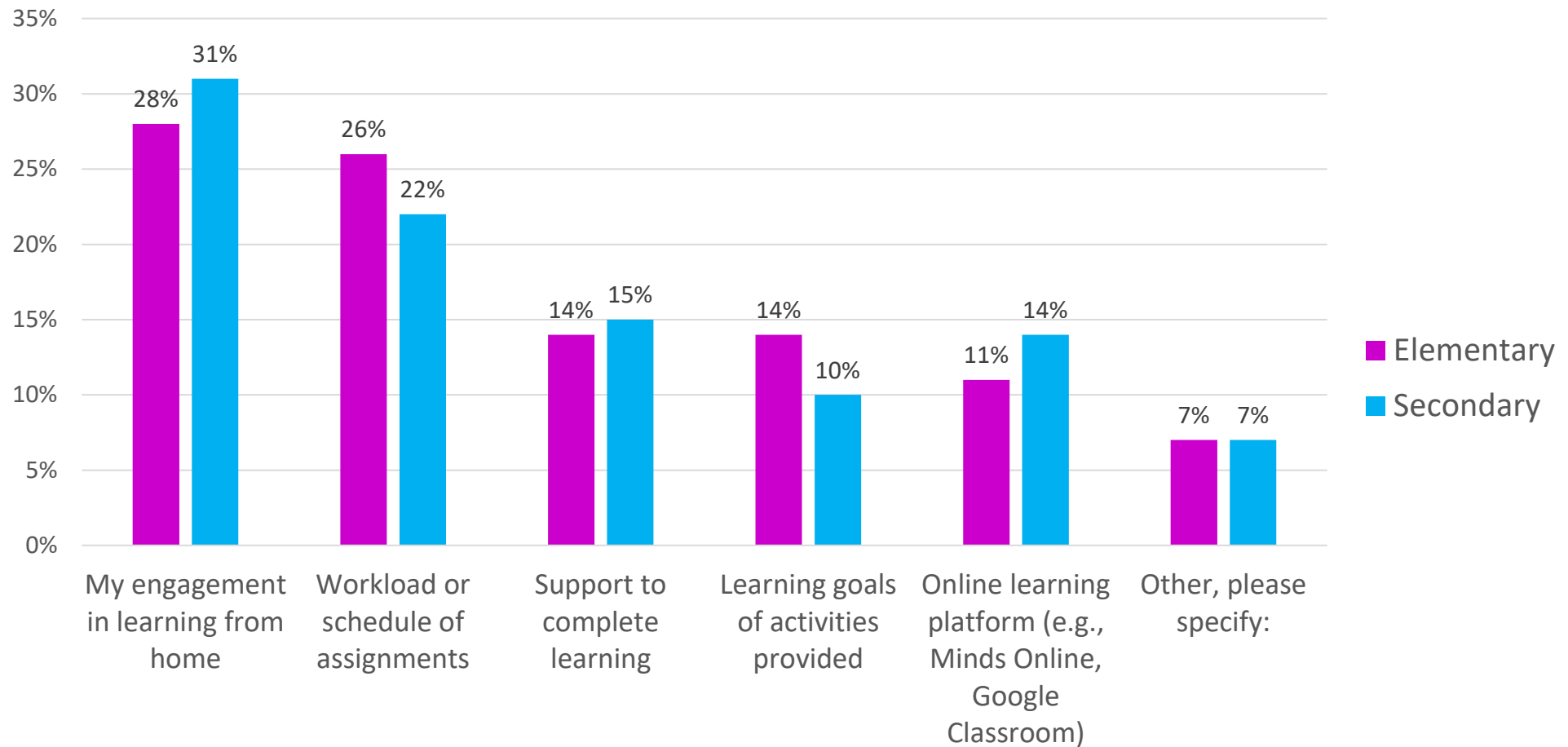


How are you feeling about remote learning?



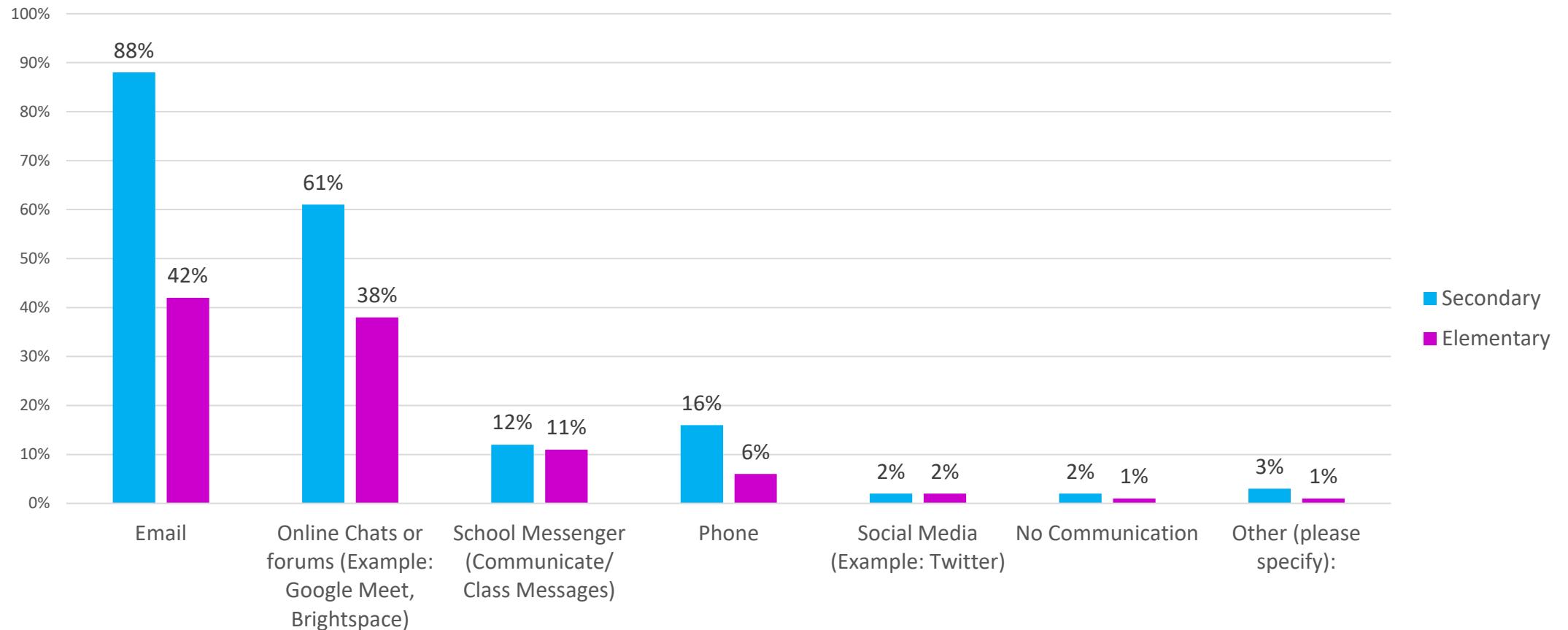
Student Survey – Challenges

Are you experiencing challenges? (Students with IEPs only)
(Select all that apply)



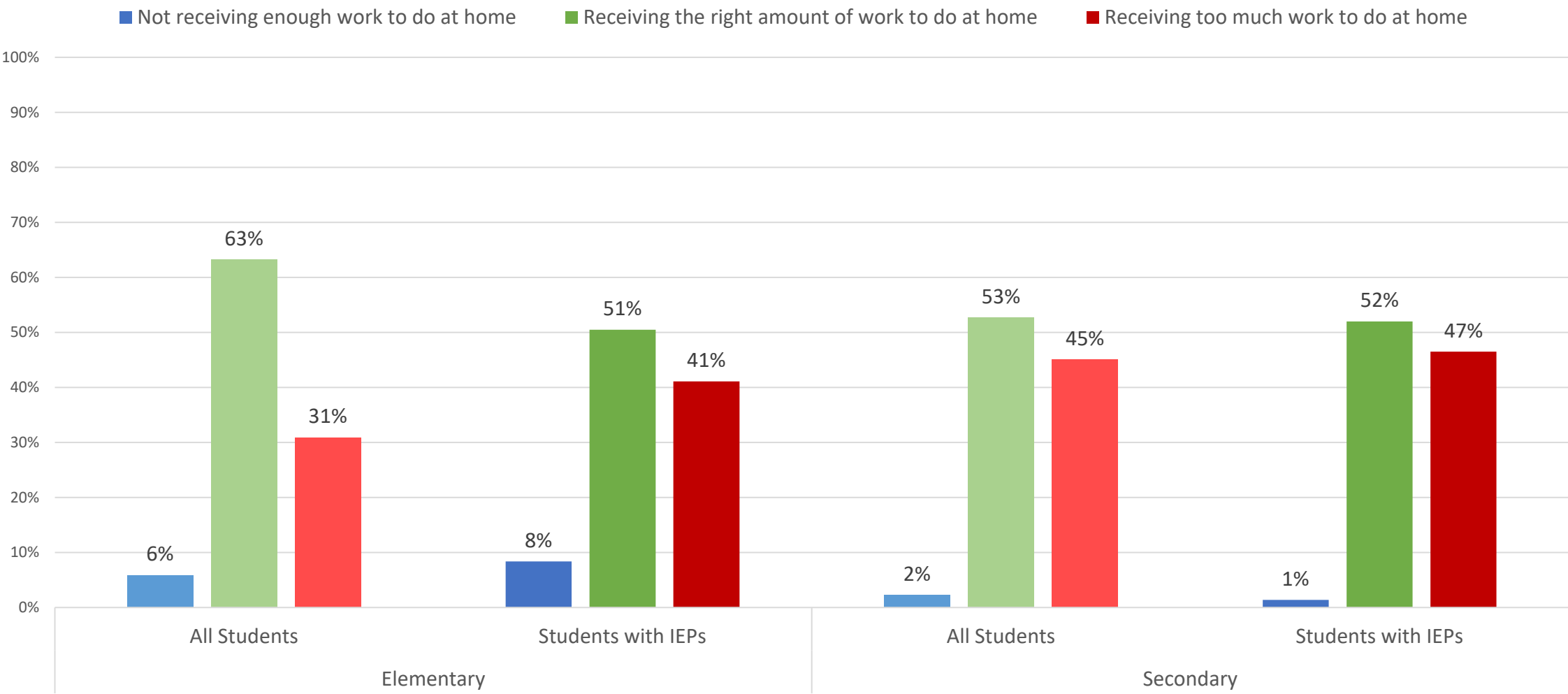
Student Survey – Connection with Teachers

How do you stay connected with your teacher(s)? (Students with IEPs only)
(Select all that apply)



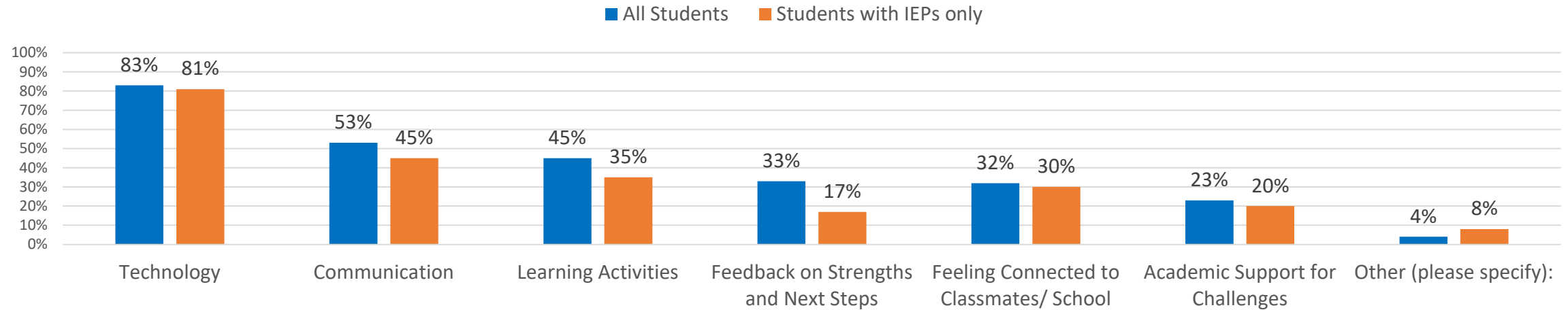
Student Survey – Workload

Student Survey - Workload Experience for All Students vs. Students with IEPs

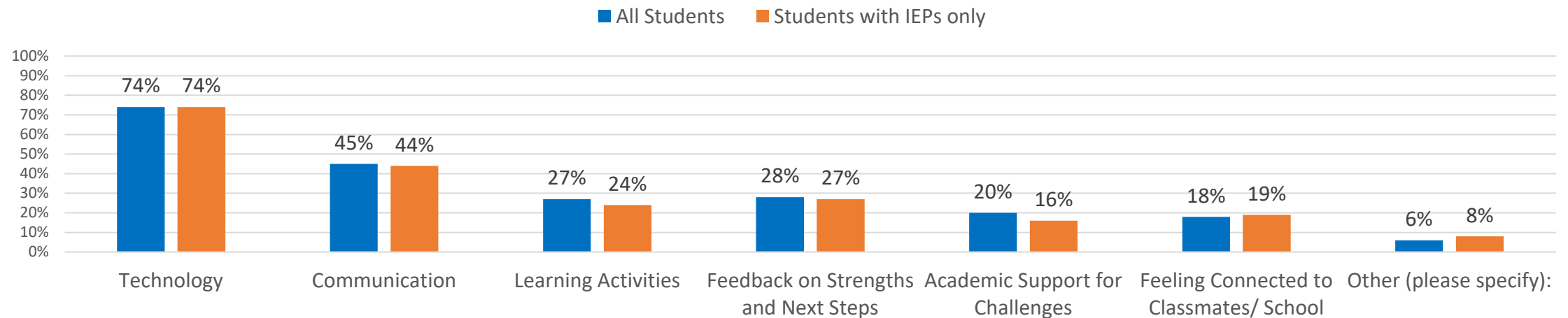


Student Survey – What is working well in terms of remote learning? (select all that apply)

Elementary Students



Secondary Students



Feedback for Improving Support for Students with Special Education Needs

A few key points of feedback emerged from both the family and student survey that offer suggestions for improving support and meeting the needs of all students. The feedback from families and students that identified as having an IEP was extremely similar to the feedback of those who did not identify as having an IEP.

Here are the main points of feedback:

- Continue to improve the frequency and quality of feedback to students (and families)
- Where possible, continue to improve direct instruction
- Continue to improve communication and clarity of learning goals to students (and families)
- Continue to improve communication of expectations to both students and families (What does success look like online?)
- Consider the students with modifications when planning learning activities (differentiated instruction)
- Where possible, create opportunities to connect with students face-to-face (online)

Questions

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**We're Putting
Wellness First**



**We're Turning
Innovation into Action**



**We're Committed
to Collaboration**



Committee of the Whole (Education, Policy & Operations) May 13, 2020
Meeting Minutes
Limestone District School Board

Trustees: J. Brown
G. Elliott
L. French (Vice-Chair)
T. Gingrich
B. Godkin
R. Hutcheon
K. McGregor
J. Morning
S. Ruttan (Chair)
J. Crook (Student Trustee)
A. Putnam (Student Trustee)

Officials: M. Babcock, Superintendent of Education
M. Baumann, Manager of Financial Services
K. Burra, Superintendent of Education
J. Douglas, Communications Officer
S. Gillam, Associate Superintendent, Safe and Caring Schools
D. Hendry, Sustainable Initiatives Coordinator
A. Labrie, Superintendent of Education and Human Resources
A. McDonnell, Associate Superintendent, Learning for All
D. Rantz, Director of Education
S. Sartor, Associate Superintendent, School Effectiveness & Assessment
J. Silver, Superintendent of Education

Recorder: L. Strange, Records Management Coordinator

Trustee French called the roll.

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."

Approval of Agenda

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

Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

Trustee Elliott declared a conflict as his wife is a teacher with the LDSB and a member of ETFO.

**Committee of the Whole (Education, Policy & Operations) May 13, 2020
Meeting Minutes
Limestone District School Board**

Section A – Matters Requiring Action at the Meeting

1. Reports for Information

a) Discover Kindergarten in Limestone Update

Superintendent Babcock stated that full-day Kindergarten was fully implemented in 2014. The full-day Kindergarten program is optional for children four and five years old, however, research shows that children who participate in full-day early learning programs – like full-day Kindergarten – get a stronger start in school and life. The two-year program is designed to create a strong foundation for learning that promotes all areas of a child's development in an environment that supports learning through relationships, play, exploration and inquiry. The Limestone District School Board offers full-day Kindergarten in both English and French. The Kindergarten program is supported by an educator team of an Ontario certified teacher and a Registered Early Childhood Educator.

Each Spring, schools host a Discover Kindergarten Open House. This Open House happens during the day or an evening with the goal of allowing new families to see the school environment, meet the educator teams, and engage in a sample of activities reflective of what their child may do during their Kindergarten day such as a Read-Aloud, a 'cut and paste' station, a 'working with letters' station, a physical or music activity, a counting activity, and a 'Ride the Bus' opportunity. Families who attend the Open House may or may not have registered their child. The Open House is a wonderful opportunity for families to have their questions answered and to take the mystery out of Kindergarten.

Registration for kindergarten is done through the Limestone District School Board's online registration.

With the current pandemic and school closure, Kindergarten Open Houses are unable to happen this Spring. To assist families and schools during this time, materials have been created to support schools in building connections with their new families.

Support Materials:

1. Slideshow for the school website – Each school has the option of personalizing the slideshow in order to share with families what to plan for and expect when their child begins Kindergarten. The slides include images of the schoolyard and the classroom. Information slides speak to the daily schedule, what to pack in the knapsack (ex. clothing with labels), what to pack for nutrition breaks, as well as links to online resources for families.
2. Home Connection – This package will be mailed out and the family will be asked to return the pages to the school in a stamped pre-addressed envelope.
 - a. Student Profile Page – the student is asked to draw and colour images that share their likes/dislikes, their favourite activity, who is in their family, etc. The page begins with the child's name which they may print independently or with assistance.

Committee of the Whole (Education, Policy & Operations) May 13, 2020
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- b. Student Information Page – the family completes this page that shares more details about the student so that the school can plan for the best class placement for the student; ex. allergies, what upsets the student and what helps them calm down.
3. Kindergarten FAQs – A page of frequently asked questions will be included for parents for the family to keep.

Associate Superintendent McDonnell stated that the Limestone DSB, in collaboration with our community partners (KidsInclusive, Early Expressions, Community Living Kingston and District, the Maltby Centre and Family and Children's Services Frontenac Lennox and Addington), are continuing to follow our Community Protocol for Transition to Kindergarten for Students with Special Education Needs during this period of emergency remote learning. This process allows students with special education needs to enter Kindergarten more successfully by ensuring staff at their home school are aware of their special education needs and by ensuring that applicable resources and supports are in place.

Currently, there are 75 students being served through the Transition to Kindergarten for Students with Special Education Needs process.

Steps for this process during emergency remote learning are as follows:

1. Community agencies complete the 'Student Information Form' and email the form to the LDSB Transition to Kindergarten Lead with either verbal consent noted on the bottom of the form or an attached consent form.
2. One of the LDSB Special Education Program Coordinators will contact the community agency who filled out the form to gather more information through the lens of the 6 Fs Framework in order to gather more information about the student and to begin a student profile.
3. The student profile is shared back to the student's home school. In-school teams are then reaching out to parents/guardians to make a connection, answer any questions they have and to support online registration.
4. The student profile is also shared with Educational Services to inform decisions around services and supports.
5. While no face to face meetings are taking place at this time, ongoing conversations with community agencies are occurring about how to prioritize meetings once we are able to meet face to face as well as consider alternate strategies should face to face meetings not be possible.

Superintendent Babcock shared a presentation showing how emergency remote learning is occurring for Kindergarten students.

A Trustee asked how teachers manage a child who is not toilet trained, when they have many other students. Superintendent Babcock answered that principals would do their best to place these students in a classroom with ECEs or a smaller number of students. Other staff may be called in to assist as the situation dictates.

A Trustee asked about the timeline for when digital slideshows will be available on websites. Superintendent Babcock clarified that schools have a choice in how to present the information, and this may not include a slideshow. This information should be available soon.

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A Trustee asked if the 75 special education students mentioned in the report have been to the schools. Associate Superintendent McDonnell answered that the 75 students have not had an opportunity to go into schools yet. This may occur at a later date if given provincial direction.

It was asked if Trustees can take the virtual tours. Superintendent Babcock answered that it is the choice of an individual school to provide a virtual tour or not. The link for such a tour would be accessible to all.

A Trustee asked what the '6 Fs' are that are referred to in the report. Associate Superintendent McDonnell answered that this refers to a framework to identify the strengths of students. The 6 Fs are: function, family, fitness, fun, friends, and future. Community partners and staff members use the 6 Fs to share information for the best transition to school.

A Trustee asked if a delay in registration during this time will cause issues with planning for the fall. Superintendent Babcock answered that online registration was implemented last year, and is moving along well this year. Verification of documents will have to wait until the fall. There are always families that register last minute.

A Trustee asked if families can view schools by appointment. Superintendent Babcock answered that it is not an option at this point, but that staff are awaiting direction from the province and Public Health to make these decisions.

b) Alternative & Continuing Education Program & Summer Learning Program Update

Superintendent Silver stated that the Limestone District School Board has six Alternative Education Sites, and one Continuing Education Centre throughout the district. Current enrolment in Alternative Sites is 302 FTE (full time equivalent) students, under age 21, and 262 FTE adults, over age 21. Most of the alternative and continuing education sites are housed in locations owned by Limestone District School Board.

Summer Session has been offered through the Limestone District School Board for many years. Last year, students had the option of taking courses in Summer Session through e-learning, or through cooperative education. Summer Session offers students with the opportunity to reach ahead to take a new credit, or to improve a credit.

Associate Superintendent Sartor stated that Summer Literacy Camps have been offered through the Limestone District School Board for the past ten years. The In-School Team (Educator, Administrator(s), School Support teacher) identifies students working at least a grade below their current grade level, in literacy and/or math. Grades 1-8 students attend the camp. Classrooms consist of one instructor and one tutor for 15 students. Last summer, literacy camps and a math camp ran for a three-week session. In 2019, Limestone DSB supported approximately 250 students throughout all of the sessions. In the past, the program has been funded by the Ministry of Education, through the Council of Director's of Education (CODE). Last year, Limestone DSB received \$60K to support the summer program.

Superintendent Silver stated that as leases expire the Board reviews each program location. The lease for the Bayridge Learning Centre program site in Kingston's west end has expired, and renovations are planned at Collins Bay Public School, which is owned by LDSB. Once those renovations are complete, the Bayridge Learning Centre will move into its new

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location at the back of Collins Bay P.S. and will begin the 2020-2021 school year in its new location.

The primary purpose of summer session is a reach-ahead opportunity for students, which is the trend seen both in Eastern Ontario, and provincially. During summer 2020, LDSB will continue to offer Summer Session through e-learning. We are hoping to offer students the opportunity to take courses through co-operative education, but are currently waiting for direction from the Ministry, due to COVID-19.

Associate Superintendent Sartor stated that to-date, Ontario school boards have not yet received information on any Ministry funding for the summer learning programs. The Ministry is currently polling school boards about whether they are planning for in-class and/or remote sessions throughout the summer. Given the current global pandemic, the LDSB Summer Literacy Program team is currently discussing and planning for both remote and in-class sessions. In addition, the Eastern Region School Board superintendents responsible for summer learning are meeting at the beginning of May to share innovative ideas and possibilities for planning for remote learning. At this time, the summer learning program is still under development. Whatever the Ministry direction, the team will be prepared to adapt accordingly with short timelines.

Summer Session options for students reaching ahead in credits will continue to be offered through Limestone District School Board, and will include e-learning courses, and co-operative education, if possible. The Summer Learning Program team will await more direction from the Ministry and will plan accordingly.

Staff are awaiting direction from the Minister for summer school. At this point staff are preparing several different models for learning delivery.

A Spring tutoring program has been launched and had a tremendous response. Staff have reached out to GREC and other rural schools for ideas to assist those students with internet connectivity issues.

A Trustee asked if there is a possibility that summer sessions could be oversubscribed. Superintendent Silver responded that it is uncertain at this time. Actual numbers of summer session students will be reported to the Board in the fall.

A Trustee asked about students who are struggling with on-line learning, and if there will be opportunities for improvement credits instead of reach-aheads. Overall, how are students doing with on-line learning.

Superintendent Silver answered that it is possible for students to do reach-aheads or an upgrade credit. Staff are waiting on summer learning information from the Ministry. Trustees were reminded that students can take courses through the Board's on-line learning consortium, which includes courses not offered at LDSB.

The Board does not have data to show how students are doing with on-line learning at this point. Senior Staff are meeting with student success teachers every week.

It was clarified that alternative sites have different options available. Students can pick up paper packages or complete work on-line. Students seem to be doing well in this area.

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A Trustee asked if students will be able to use technology resources for summer learning. Superintendent Silver answered that Chromebooks will be available for those who need them.

Superintendent Labrie joined the meeting at 6:30 p.m.

c) Transportation Update

Superintendent Young introduced D. Hendry, Sustainability Initiatives Coordinator.

D. Hendry stated that in Kingston, the Limestone District School Board and the City of Kingston/Kingston Transit has developed a simple but powerful model to transform public transportation and it starts with training youth. We are doing this from two systemic changes: 1) educating secondary students on how to ride the bus with "on bus" orientation, and 2) the municipality subsidizing transit fees (free passes) for student riders until the end of their Grade 12 year.

Through an innovative and unique partnership with the City of Kingston, the Kingston Transit High School Pilot, allowed Grade 9 students to receive a "free" Kingston Transit pass to ride city buses to access recreational programs, volunteer opportunities, jobs or school programs. The Board paid the city \$40,000 to subsidize the cost of the passes.

This program is available for all students from Kindergarten to Grade 12 and provides free access to Kingston Transit for school field trips. The purpose of the program is to reduce the cost of field trips, encourage experiential learning and to grow future transit ridership.

In 2018, our transit orientation project was the winner of the Sustainable Communities Award in the category of transportation at the Federation of Canadian Municipalities' (FCM) Sustainable Communities Conference. The initiative also received the inaugural Inspire Award for the project that best demonstrates creativity and innovation, as decided by a live vote of delegates at the conference. Since then, the Board has received over 40 inquiries from across Canada and the U.S., and have shared the TedxOttawa talk, "Throwing Our Transit Culture Under the Bus," and the Federation of Canadian Municipalities guidebook, "Engaging students to increase public transit ridership."

The enhancement of the collaboration between Kingston Transit and the Limestone District School Board comes at a very good time. On January 27, 2020, the Ministry of Education announced, "Ontario Reviews Student Transportation to Improve School Bus Service for Students and Families," and this review will focus on "More Effective, Equitable and Accountable Transportation Service."

Staff met with Kingston Transit and Tri-Board Student Transportation Services on December 11, 2019 and January 29, 2020 to discuss the possibility of reducing school buses. Certainly, this is a complex undertaking but open communication and ongoing collaboration between the three organizations could lead to possible opportunities. Some of these complexities are:

- Understanding the passenger capacity Kingston Transit has available in their transit network during arrival and dismissal times at secondary schools.

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- Addressing scenarios where Kingston Transit may have passenger capacity to transport some, but not necessarily all, students to/from a particular secondary school.
- Gathering more complete information about secondary students who are already using Kingston Transit on a regular basis, even though they may be registered for school bus transportation.
- The uncertainty around changing student travel patterns with the planned opening of Kingston Secondary School in September 2020 and how that may impact the use of Kingston Transit.

During May and June 2020, the Board will expand its catchment specific Grade 8 orientation to help with the transition of students to the new Kingston Secondary School. This will include maps and communications going out to students and parents as well as onsite bus orientation at feeder schools.

Kingston Transit is finalizing a Kingston Secondary School-specific transit map to be shared with students, families and staff. The intent of this map is to illustrate the route, approximate departure time, and the approximate arrival time at school. Students will still need to plan their specific trip from their local bus stop to get their precise departure time. Kingston Transit continues to work closely with the Board to support the Kingston Secondary School opening and to look for other opportunities to increase transit use by students.

The Board continues to share the success of this partnership. The Board was recently accepted to share our youth transit programming success at the Canadian School Boards Association (CSBA) Annual Congress in July. CSBA Congress is an annual professional development event that takes place in early July. Approximately 350 school trustees or commissioners gather for Professional Development and to share best practices, compare experiences and learn new ways of better serving Canadian students.

A Trustee asked about Tri-Board's planning for the fall. Superintendent Young answered that Tri-Board staff is in contact with the Ministry for direction on what September will be like. They will need to aware of what the requirements will be before final plans can be made.

A Trustee asked if special routes designated for certain schools, will make a comeback for specific neighbourhoods. D. Hendry replied that route planning and changes are uncertain at this time.

2. Reports Requiring Decision

a) Indigenous Student Trustee – Policy Update

Superintendent Burra stated that at the September 25 Education Policy & Operations Committee Meeting, the following recommendations were accepted by Board of Trustees:

1. Adding an Indigenous Student Trustee to the Board of Trustees.
2. Transitioning the IEAC from an advisory council to a formal committee of the Board. Consultation occurred with the Indigenous Education Advisory Council on October 10 focusing on both transitioning the IEAC into a Board Committee, and the process for selecting an Indigenous Student Trustee. The IEAC members were supportive of both changes. Regarding

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the transition into a formal committee, the IEAC members wanted the opportunity for a sub-committee of the IEAC to draft terms of reference. This sub-committee continues to meet and discuss formal terms of reference for the IEAC. Based on the work of the sub-committee of the IEAC, we will receive recommended terms of reference at some point in the future.

As indicated in the October 30 EPOC report, at the October 10 IEAC meeting, members felt the Indigenous Student Trustee should be selected by Indigenous secondary students within the Limestone District School Board. Members felt that the Indigenous Student Trustee should be a senior student (Grade 11 or 12) and should be selected by students who self-identify as First Nations, Metis, or Inuit. The council also suggested an Indigenous Student InterSchool Council would be a useful structure to select an Indigenous Student Trustee.

Consultation with the InterSchool Council occurred on October 15 and December 10. These consultations focused on the addition of an Indigenous Student Trustee. The InterSchool Council approved of the change, but recommended the change occur aligned with current processes for selecting student trustees. Alignment of timing would allow time to establish the process and provide the incoming Indigenous Student Trustee with the same mentoring experience as the other two student trustees. The group also expressed that this process would allow a more seamless transition and would prevent the Indigenous Student Trustee from being singled out by being named outside of the usual timeline and process. Initially, the InterSchool Council thought the existing group could select the Indigenous Student Trustee. After the second consultation, the group understood why, and agreed, the Indigenous Student Trustee should be selected by Indigenous student representatives from each secondary school.

As a result of the consultations, processes were created, and policy changes drafted, to reflect the input provided by the IEAC and InterSchool Council. Prior to COVID-19, the intent was to bring the draft policy changes to Trustees for adoption at the April EPOC meeting. However, this meeting was cancelled due to current circumstances. Given the required timeline for the selection of student trustees at the start of May, the drafted policy changes guided the selection for the first Indigenous Student Trustee in Limestone for the 2020-2021 school year.

It was clarified that policy language can always be updated, and will be looked at on an annual basis during Student Trustee elections.

The Student Trustees expressed their appreciation and support of the new process and the creation of the Indigenous Student Trustee role. Both felt the online process allowed more time to review applications, answers and speeches. Feedback about the process has been overwhelmingly positive.

Trustee Ruttan noted that this addition of the Indigenous Student Trustee is a legacy to the Board, and specifically to the current Student Trustees.

A Trustee stated that from a process perspective they felt there should have been an emergency meeting or teleconference to decide on the process for the election of the Indigenous Student Trustee. As it is a change to policy a meeting with the Trustees should have occurred.

Superintendent Burra replied that policies are continually reviewed and updated. It was a condensed process due to the COVID 19 situation, and that he felt community partners would be

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understanding to that.

A Trustee asked about feedback on the process for the election of the Indigenous Student Trustee. Superintendent Burra answered that there has been overwhelmingly positive feedback from staff, students and all stakeholder groups.

Superintendent Burra stated that the policy language can go back to the IEAC if requested by the Trustees for review.

A Trustee asked for clarification on the eleven students in the Indigenous electoral body, specifically if that referred to 10 secondary schools and 1 alternative site representative. It was confirmed that is correct.

Superintendent Burra reminded Trustees that the language reflected in the policy changes are what came through the IEAC in the fall. This language can be reviewed another time by the committee if required.

*MOTION: 1. That this report be received for information purposes.
 2. Approval of the Policy 9 edits.*

MOVED BY: Trustee Ruttan.

Concerns were raised that the policy changes should be approved with the caveat that they should be reviewed by IEAC for final approval.

Trustees were reminded that there is a policy meeting in November, where this can be reviewed.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan, Student Trustee Crook, Student Trustee Putnam (11)

NAYS: (0)

ABSENT: (0)

The binding recorded vote was as follows:

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

NAYS: (0)

ABSENT: (0)

The motion was called and carried (9:0).

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Section B- Information Items

1. Internal Reports and Other Communication

None at this time.

2. External Reports and Other Information

None at this time.

Other Business

None at this time.

Next Meeting Date

The next Committee of the Whole (Education, Policy & Operations) meeting is TBD.

Adjournment

Chair French called for a motion to adjourn the meeting.

MOVED BY: Trustee Elliott, that the meeting adjourn. Carried.

The meeting adjourned at 7:15 p.m.

Committee of the Whole Board (Budget)
Meeting Minutes
Limestone District School Board

June 10, 2020

Trustees: J. Brown
G. Elliott
L. French (Vice Chair)
T. Gingrich - regrets
B. Godkin
R. Hutcheon
K. McGregor
J. Morning
S. Ruttan (Chair)
J. Crook (Student Trustee)
A. Putnum (Student Trustee)

Staff: M. Babcock, Superintendent of Education
M. Baumann, Manager of Business Services
K. Burra, Superintendent of Education, Program and IT
S. Gillam, Associate Superintendent, Safe and Caring Schools
A. McDonnell, Associate Superintendent, Special Education
D. Rantz, Director of Education
A. Labrie, Superintendent of Education and Human Resources - regrets
S. Sartor, Associate Superintendent, School Effectiveness and Assessment
J. Silver, Superintendent of Education
C. Young, Superintendent of Business Services
J. Douglas Charanduk, Communications

Recorder: D. Burns, Administrative Assistant

Trustee French, as Chair of the Committee, called the meeting to order at 4:41 p.m., and welcomed all those present.

She 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."

Approval of Agenda

MOVED BY: Trustee McGregor, that the agenda of June 10, 2020 as presented, be approved. Carried.

Declaration of Conflict of Interest

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

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

Information Items

1. Administrative Report – Preliminary 2020-2021 Operating Budget

Superintendent Young welcomed Manager Baumann to present the Preliminary 2020-2021 Operating Budget Administrative Report. Manager Baumann provided an update on the projected enrolment. For elementary enrolment there is an increase of 50. For secondary enrolment there is a total decrease of 135; there is a decrease of 52 international students included in this number due to the impact of COVID-19.

Manager Baumann provided an overview of the Preliminary Operating Budget Revenue. The Ministry has not yet released information on Grants for Student Needs (GSN) or Partnership and Priorities Fund (PPF). The preliminary operating budget revenue excludes the GSN operating allocation and PPF funding.

There have been a few funding amounts noted under Investment in System Priorities and Community Use of Schools Funding provided under CUPE collective agreement.

Other Government Grants – MOE-PPF Current Year Funding has a revised estimate of \$1.9 million, we haven't included anything under 2020-2021. No amount has been included under the MOE-PPF Prior Year Carry forward either.

Under Other supplemental grants we have a dual credit program with St. Lawrence College that will continue. Under the Collective Agreements System Investments, we have about \$2.5 million.

Tuition Fees for international students is projected to decrease by about \$630,332 as we have projected half the amount of students. First Nations Student are projected at \$46,884. Community Education & Outreach fees are expected to decrease due to international students, and lack of summer revenues. There is a slight decrease in Instructional Costs Recoveries due to Secondments. International other fees (i.e. homestay and medical) are projected to decrease based on international students. Operating Revenue Total (excluding GSN allocation) is showing a decline of about \$1.2 million.

PPF Grants for 2020-2021 have not been included as the Ministry has not made any announcement yet. Appendix A is attached to show the prior years and types of grants we would normally be receiving.

Committee of the Whole Board (Budget)
Meeting Minutes
Limestone District School Board

June 10, 2020

Manager Baumann provided an overview of the Administrative Report. The Ministry sets funding consistent with the current labour framework meaning a 1% salary increase for all employee groups with the exception of the Director and Supervisory Officers, and Employee Life Health Trust (ELHT) benefit increases ranging from 1% to 4%.

The Ministry provided information regarding the government's proposal for a secondary average class size of 23.

Budgeted FTE has been adjusted based on enrolment projections, collective agreements and Ministry projected secondary class size.

Elementary teacher FTE has increased by 11.0 FTE due to the projected enrolment increase and ETFO Support for Students Funding. Secondary teacher FTE has decreased by 9.7 FTE due to the projected enrolment decrease offset by OSSTF Support for Students Funding. Educational assistants FTE has increased by 13.0 FTE due to CUPE Investment in System Priorities Funding for Special Education. Library and Guidance has increased by 1.0 FTE library technician due to CUPE Investment in System Priorities Funding. Paraprofessionals FTE has increased by 1.0 FTE due to OSSTF-EW Support for Students Funding. Other non-operating has decreased by 1.8 FTE due to a reduction in secondments. Operations and maintenance FTE increase due to CUPE Investment in Systems Priorities Funding still to be finalized.

Trustee Godkin inquired why there was such differences between estimates and revised estimates for 2019-20 and estimates for 2020-21 for First Nations Student tuition fees. What number of students was the amount based on? Manager Baumann advised 2020-21 estimates were based on 4 students, revised estimates for 2019-20 was for 1 student and estimates for 2019-20 was for 8 students. The numbers were based on the information available at the time.

Trustee Godkin asked for further explanation on why the Secondary teacher FTE has decreased by 9.7 FTE. Superintendent Young advised that A. Labrie explained the OSSTF agreements in a previous meeting stating that when an individual is gone for a full semester the Board has to hire in at that point and we always announce layoffs. We are still finalizing numbers with regards to retirements. It is expected that the staff reductions will be covered by attrition.

Trustee Elliott noted the decrease in revenue and wondered if we should be concerned. Superintendent Young advised that the decrease at the International Student level is due to COVID-19 and it is not insurmountable with regards to our total revenue. As we pull in other revenue numbers, we will make adjustments accordingly.

Trustee Ruttan inquired what the secondary ratio was in our previous collection agreement. Superintendent Young stated the ration was 22: 1 and Ministry funding was 28: 1 and there was a top-up and attrition reduction and funding that offset that as well.

Chair French inquired if there were any risks associated with getting grants this late in the year. Superintendent Young advised the Ministry has extended our deadline with submitting a Board approved budget to them. We have until the end of August to submit the Board budget.

Other Business

None at this time.

Next Meeting Dates:

Follow up dates will be provided after the meeting.

Adjournment

Trustee French called for a motion to adjourn the meeting.

MOVED BY: Trustee Brown, that the meeting adjourn. Carried.

The meeting adjourned at 5:05 p.m.



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Board Meeting

ADMINISTRATIVE REPORT: SCHOOL RE-ENTRY CONTINGENCY PLANNING

JUNE 17, 2020

Purpose:

To provide the Board of Trustees with an update on the Limestone District School Board's contingency planning to enable students and staff to return to instruction for the 2020 – 2021 school year.

Background:

On May 19, 2020, the Ontario government announced the schools would remain closed for the remainder of the 2019-2020 school year to protect the health and safety of students and staff during the COVID-19 outbreak. It announced at the same time, that the government is planning for the re-opening of schools for the 2020-2021 school year, and for the gradual reopening of child care centres (some of which are located in Limestone schools). The Ontario government indicated it will "announce a plan to strengthen learning and safety protocols to enable students and staff to return to in-class instruction for the 2020-2021 school year. That plan will be bolstered by an enhanced province-wide virtual learning program that will allow all students to learn, regardless of the challenges that may transpire in the coming months."

On June 8, 2020, Premier Ford announced that the government is easing restrictions in most regions of Ontario, including the KFL&A region, based on trends of key public health indicators such as lower rates of transmission, increased capacity in hospitals, and progress made in testing.

On June 9, 2020, the Ontario government announced its plan to reopen child care centres across the province to support the next stage of the province's reopening framework and in support of enabling parents to return to work.

Current Status:

The Ministry of Education has advised school board chairs and directors that a return-to-school plan is being developed in concert with health officials, and that details of the plan will be released before the end of June.

A provincial working table is examining many issues related to possible September reopening – health and safety; set up and readiness of facilities; human resources; transportation, for example – and have reviewed several potential elementary and secondary models of instruction. Their goal is to develop a framework that can be sustained across all boards through the fall of 2020, while allowing boards to add local context.

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

SEE YOURSELF IN LIMESTONE

Limestone staff continue to plan for several contingencies to return to in-class learning once Ministry and public health officials deem it is safe. Any planning for re-entry must ensure that the Board maintain a healthy and safe environment for all students, families and employees; support vulnerable students who may need special assistance; and provide continuity of learning opportunities for all students.

While we await specific direction from the Ministry, boards are advised to consider the following while they plan for next school year:

- Consider a wide range of options and solutions.
- Plan to open in adapted circumstances with smaller classes and alternate day or week program delivery.
- Support class formation based on collective agreements, so students stay with their teachers for the year.
- Consider how to support adapted delivery and transition to full delivery of in-class instruction.
- Prepare for in-class and remote instruction delivery, and the possibility of shifting between the two modes.
- Consider use of non-classroom space such as gymnasiums and hallways.
- Examine technical readiness and online capacity.
- Work with transportation partners on busing solutions.
- Continue protocols on hand hygiene.
- Assess access to cleaning supplies and personal protective equipment.

In addition, the Board continues to use the feedback we receive from students, families and staff and make amendments as required. Limestone staff continue to use data obtained during our recent survey on emergency remote learning to help inform our plans for re-entry. More than 7,600 people participated from across the Limestone community representing 19% of our students, 20% of our families, and 34% of our staff. By far, the top suggestions for better supporting families were related to improving feedback from teachers; improving direct instruction (from teachers); connecting with teachers and classmates face-to-face; finding solutions to meet the needs of all students (e.g. differentiated instruction); and improving student engagement/motivation. We also heard from educators that additional professional learning in the areas of teaching math online and accessibility of French as a Second Language-specific resources would be beneficial. The Senior Team and Program Team are working together on how best to address these gaps moving forward.

Next Steps:

The Ministry of Education has indicated that they will provide more guidance in the coming days around academics, mental health, special education, transportation, and health and safety protocols. School year calendars are expected to be confirmed in the coming days as well. Limestone staff will review and adapt these plans as required to meet the needs of students, families and staff within our school district.

Recommendation:

That this report be received for information purposes.

Report Prepared By: Debra Rantz, Director of Education



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Board Meeting

ADMINISTRATIVE REPORT: ANTI-RACISM EDUCATION IN LIMESTONE

JUNE 17, 2020

Purpose:

To provide information on actions that the Limestone District School Board is taking to continue to build on anti-racism education in Limestone to support Black, Indigenous and Racialized students.

Background:

The Limestone District School Board identifies that the guiding principle of respect for the diverse perspectives of the entire school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to, and opportunity for, effective student engagement and achievement. The goal is to ensure that schools are inclusive and reflect the makeup of their diverse communities. (*Administrative Procedure 105: Equity and Inclusion, LDSB*).

In 2017, the Ministry released the *Ontario Education Equity Action Plan* which outlines the provincial framework for identifying and eliminating discriminatory practices and systemic barriers and bias from Ontario schools and classrooms. The Limestone District School Board has been using the goals of the plan as a guide for equity and inclusion work.

To better understand our student experiences, we gathered data during two *Student Voice* projects in 2018 and 2019. These initiatives were organized to bring together racialized and marginalized students from across the district to share their voices regarding their educational journey. From these voices, several recommendations came forward that have been included in the Strategic Plan and continue to inform our goals and actions.

With the introduction of the *Ontario Education Equity Action Plan* and the subsequent enactment of the *Ontario Anti-Racism Act (2017)*, a framework for school districts to move forward with an identity-based student data collection was established. The *Act*, which applies to all publicly funded institutions, specifically acknowledges four groups that are most adversely impacted by racism, including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia. The *See Yourself in Limestone Identity-based Student Data Collection* was scheduled for the Spring of 2020 but was paused due to school closures as a result of the COVID-19 pandemic. We remain committed to this project and continue to plan for the time that we can administer the survey.

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

SEE YOURSELF IN LIMESTONE

Current Status:

Limestone is committed to equity and inclusion, and we acknowledge the importance of confronting anti-Black racism. We recognize the work that continues to be required to eliminate racism in all its forms across our district. To add to the work already being done, the following immediate actions are planned for June.

- Meeting with members of the Black Community to continue to build relationships and to hear their experiences and thoughts regarding anti-Black racism education in Limestone. What is learned through these meetings will inform decisions and planning moving forward.
- Partnering with the Queen's University Faculty of Education Equity, Diversity and Inclusion Advisor for sharing insights and practices for staff professional learning.
- Professional learning session with Grade 9 and 10 English teachers to discuss course literature and how we can incorporate anti-racism awareness and learning through the literature we choose.
- Opportunities for elementary staff to participate in discussions to ask questions and share strategies about how we learn about anti-racism with our younger students.
- Continue to share curated resources with educators.
- Engaging the Equity Advisory Committee regarding its ideas and strategies for moving forward.

Information gathered in the coming weeks, as well as ongoing conversations, will help to inform plans as we prepare for the coming school year.

Recommendation:

That the Board receive this report for information.

Report Prepared By: Michele Babcock, Superintendent of Education
Report Reviewed By: Debra Rantz, Director of Education

Attachments:
N/A