



AGENDA - SPECIAL BOARD MEETING

Wednesday, August 12, 2020. Limestone Education Centre

220 Portsmouth Avenue, Kingston 6:00 p.m.

[Virtual Meeting LINK](#)

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."

1. **Adoption of Agenda**
2. **Declaration of Conflict of Interest**
3. **Chair's Update**
4. **Director's Update**

Section A – Matters Requiring Action

5. **Consent Agenda**
6. **Routine Matters**
7. **Reports for Information**
 - 7.1 School Re-entry and Start of the 2020-2021 School Year – Director Burra (Pages 5-15)
 - 7.2 Health and Safety Protocols – Associate Superintendent Gillam (Pages 16-19)
 - 7.3 Elementary and Secondary Model School Reopening Plan and Sample Secondary Timetable – Superintendents Babcock and Silver (Pages 20-31)

Limestone District School Board

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

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8. Reports Requiring Decision

9. Notice of Motion

Section B – Information

10. Internal Reports and Other Communications

10.1 School Reopening: FAQ – on Website ([Link](#))

10.2 Investments to Support School Reopening in Response to the COVID-19 Outbreak – Superintendent Young (Pages 32-33)

11. External Reports and Other Communications

11.1 Letter to the Honourable Stephen Lecce from the LDSB Board of Trustees regarding funding, July 24, 2020 (Page 34)

11.1 School Re-entry Guidance Document (Ministry document) ([Link](#))

12. Communications Referred to Committee

13. Requests for Reports and/or Information

14. Other Business

15. Future Meetings

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.

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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.

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- May 6, 2021 7:00 p.m.

16. Other Special Meetings/Events

17. Adjournment

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ADMINISTRATIVE REPORT: SCHOOL RE-ENTRY SEPTEMBER 2020 SPECIAL MEETING OF THE BOARD OF TRUSTEES

August 12, 2020

Purpose:

To provide Trustees with an overview of school re-entry planning finalization and address some continuing pressure points as we prepare for the 2020-2021 school year.

Background:

On July 30, 2020, the Ministry of Education released its *Guide to Reopening Schools*. The document provides both directives and guidance to Ontario school boards. As a non-designated school board and because of the Board's geographic region, Limestone has been directed to reopen schools five days a week for all students, Kindergarten to Grade 12. Ensuring a safe working and learning environment, and minimizing risk are the Board's top priorities. KFL&A Public Health has endorsed the Ministry Guide, provided secondary cohort (groups) contacts remain as close to 100 students as possible. The Ministry document provides guidance to school boards to work with local public health to finalize plans and ensure measures are in place to minimize risk for students and staff. Throughout the planning process, the following priorities have guided our work: addressing safety concerns for our students, staff and families by mitigating or minimizing risks; supporting the mental health and wellness of students and staff; maximizing student-teacher (face-to-face) learning opportunities; planning for an effective transition to regular classroom instruction (full-time schooling) or remote learning (at-home) models as may be necessary; and providing consistency in routines, expectations, and scheduling.

Current Status:

Understandably, with just a few weeks before the start of school, families and students are seeking more information about school reopening. Last week we launched a LDSB microsite (website) focused on re-entry to provide further

information. Resources will continue to be developed by staff, public health, and other medical professionals to help support students, staff and families moving forward. Accurate and up-to-date information is critical. Given schools are representative of the communities they serve, it is critical that all members of the community continue to follow public health direction to reduce risk. Everyone in the community has a role in reducing risk and preventing community spread of COVID. As long as the community risk of COVID remains low, schools can remain open.

Staff continue to work diligently with public health and labour partners to finalize school reopening plans. The supplementary reports and documents attached to the meeting package will provide an overview of current plans. We also anticipate further guidance from public health and the Ministry of Education.

There are several pressure points that currently exist. As has been publicized in the media, there are several instances where the Ministry Guide does not align with the updated Sick Kids' Report *COVID-19: Guidance for School Reopening* (July 29, 2020). As one example, the Ministry Guide dictates Kindergarten to Grade 8 students should be cohorted within their class:

“Elementary schools will reopen with conventional in-person delivery of teaching and instruction, with enhanced health and safety protocols, provincewide. Elementary school students in Kindergarten through Grade 8 will attend school five days per week, with 300 minutes of instruction per day, remaining in one cohort for the full day, including recess and lunch.”

The Ministry Guide goes on to say, “direct and indirect contacts in [elementary] schools for students should be limited to approximately 50.” Sufficient funding has not been provided to reduce class sizes lower than pre-COVID levels. In addition, even with increased staff funding, enough space for lowered class sizes would be a challenge. The only way we could reduce class cohorts would be to move to an adaptive model with some students attending some days, and others on different days. This is not the direction we have received. The Ministry Guide directs that masking is mandatory for all students in Grades 4-12, and optional for Kindergarten to Grade 3. There are of course exceptions for those unable to wear masks. Given we are unable to consistently maintain 2 metre/6 feet spacing between students in Kindergarten to Grade 3 classes, we will be strongly encouraging and supporting masking for Limestone's youngest students to help reduce risk and maximize safety. “Secondary schools will open in September with conventional or adapted in-person teaching and instruction, depending upon the designation of the school board.” As a

non-designated board, we have been directed to open secondary schools in a conventional mode with students attending school five days per week: However, the report provides the following guidance:

“All school boards are encouraged to adopt secondary timetabling methods that emphasize cohorting of students as much as possible, to limit the number of student-to- student contacts. In order to reduce risk of transmission and to support contact tracing, school boards are to develop timetables that over a one- to two-week period: Limit indirect and direct student contacts to approximately 100 students in the school; and are encouraged to keep secondary school students in a maximum of two in-person class cohorts.”

Consequently, we are working with public health and labour partners to finalize the secondary schedule utilizing a quadmester model. Quadmestering means students will likely only be working on two courses at a time for about 10 weeks, before switching to two new courses. This model will reduce student contacts.

Another pressure point is the need to provide flexibility for families to choose in-person return to school or opting out of returning for remote learning. The Ministry has been clear that families have a choice for the 2020-2021 school year: “To ensure students and families are supported and respected in making decisions that work best for them, in-person school attendance will be optional for the 2020-2021 school year. If not attending in-person, students will be expected to attend school remotely.” It should be noted that school boards will continue to receive funding for students regardless of what mode of learning families/students choose. While it is entirely understandable that families would like to be able to move from one model of learning to another at any time, our staffing agreements prevent movement on a day-to-day, or week-to-week basis. The Ministry Guide provides the following direction:

“School boards will be permitted to wait-list students and families who do not pre-register by a cut-off time established by the board. Boards should make their pre-registration deadlines publicly available. Boards will be permitted to offer these students and families remote learning until an appropriate class placement can be provided. School boards may set restrictions on the ability of students to transfer between remote learning and in class learning. These restrictions may take the form of a limited number of dates in the school calendar for transfer between these forms of learning, such as the end of a semester or quadmester.”

As noted, boards will receive funding for students returning to classrooms or who continue with remote learning. However, this funding must support staffing for both models. Therefore, as an example, if a school normally has 250 elementary students who would attend in a conventional mode and 50 families/students opt-out of returning to the classroom, staffing will have to be withdrawn from the school to support these remote learners. Consequently, schools will have to reorganize their current classrooms for face-to-face learners, and staffing across the system will have to be reallocated to support the remote learners. Depending on the number of families opting to continue remote learning, staffing for remote learners may have to occur centrally to allow us to organize classes by grade level(s). At the secondary level, there are similar implications in terms of classroom sections and teachers that would need to potentially be pulled out of school allocations to support remote learners. Because of the significance and impact of reorganization of staffing in schools, it is a tremendous challenge to provide unlimited flexibility for movement from one model of learning to another. There are also collective bargaining agreement parameters around when we can, and cannot, reorganize schools. We will try to provide flexibility, but we may face constraints based on agreements and the numbers of students opting for remote learning.

Several other school boards have already moved forward with surveying families to determine their intent for the start of the 2020-2021 school year. In Limestone, we have deliberately delayed putting the survey out so that we could provide more resources and information to support families in making an informed decision. We must be transparent with families regarding constraints in moving from one model to another in terms of timing, or in terms of the school with respect to attendance. In addition, the more students that opt out of returning to the classroom, the more significant the changes will be for staffing, and the less flexibility we will have to provide opportunities for families to move from one model to another. We of course want to maximize flexibility for families so they can make the best decision based on their circumstances, but there are significant constraints that impact our ability to adjust staffing. The Limestone survey for families will be going out to families later this week with a relatively short turnaround time to allow for continued preparation. We will do our very best to provide flexibility moving forward.

As indicated, remote learners will be supported by Limestone teachers. The only exception to this would be some secondary students taking e-learning courses through a consortium. The staffing for remote learning will occur later in August,

once we have data from families regarding their intent for the start of the school year. Supports will be provided for educators and students to maximize the success of remote learning. Some of the staff supporting remote learners may be staff who require medical accommodations due to COVID-19. The Ministry Guide provides the following expectations for remote learning:

“Remote learning options will be available for all students on a full-time enhanced distant/remote learning basis with access to learning materials posted online to support both synchronous and asynchronous learning opportunities during the day.”

Parents opting out of returning to school will be able to expect a similar schedule and day to those students returning to school. It is our understanding that very shortly the Ministry will release a new Policy and Program Memorandum to provide further direction for remote learning. Consequently, further refinement and finalization of remote learning planning will have to take place.

While remote learning will be a viable option for families, and we will continue to support those in need of a device or access to the Internet, some geographic areas of the board do not have effective access to the Internet, and some students cannot be as effectively served in this model without some adult support. Consequently, there are significant equity issues and concerns related to remote learning that reduce its true viability for some families. This certainly will be the case for some vulnerable and/or marginalized families within Limestone. There are also significant concerns from some families who have children or immediate family members who are medically more vulnerable to COVID. Some of our staff fit into similar circumstances. As outlined in one of the attached reports, there are a wide range of health and safety measures that will be put in place to minimize risk. Support for mental health and well-being for students and staff, and support for students with special needs are two additional areas of critical attention.

Support for Mental Health and Well-being for Students and Staff

Ensuring the mental health and well-being of students and staff remains a priority for Limestone. We will continue to use a tiered approach for mental health supports by providing tier one classroom and whole school level supports to students, and targeting tier two and tier three interventions to those students who require more intensive supports, including referrals to community mental health providers. School based mental health supports will continue to include access to Student Support

Counsellors, Adolescent Care Workers, Attendance Counsellors and Social Workers. School Mental Health Ontario will also provide school boards with a professional learning framework and toolkit to focus on building students' social-emotional learning skills so that they can build resilience, manage their stress, and build positive relationships. Professional learning will be provided for system leaders, educators, support staff and mental health professionals to support the approach to school re-entry, as well as throughout the school year.

Staff members also continue to have access to the Not Myself Today Mental Health and Wellness Portal and to the Employee Assistance Program.

Late last week, the Ministry allocation to LDSB did provide more funding (\$125 608) for mental health supports for the 2020-2021 school year. Educational Services will review student needs in the system to determine how best to utilize this additional funding.

Additional supports in the area of mental health and well-being are being provided to students over the summer months including:

- Social Workers (SWs) are providing ongoing support to students from their 2019-2020 caseloads (elementary and secondary) in the form of one-to-one counselling support via telephone and/or secure virtual meetings. The continued connection to school-based regulated mental health clinicians will help facilitate a smooth transition back to school for students for whom a return to school would be challenging.
- SWs and Clinical Consultants (CCs) are providing short-term mental health support to any students registered with the Limestone District School Board via a non-crisis telephone support line (and/or the use of a virtual platform).
- SWs and CCs can also provide consultation services to families/caregivers regarding the mental health of their children.
- SWs and CCs are available to consult, complete well-being check-ins, and/or assist students and/or parents/caregivers in navigating community resources
- Each of these supports and services are available from 9 a.m. to 4 p.m., Monday - Thursday until August 27, 2020. *This is not an emergency crisis support service.* The telephone number for the LDSB Mental Health Support Line is 613-417-3375.
- Short videos will be available by August 24 on the LDSB website that are targeted at parents/caregivers of children with mental health needs designed to enhance parent capacity in supporting students with their mental health and well-being, as well as their return to school. Topics may include anxiety

and transitions and re-establishing routines.

- Student Support Counsellors (SSCs), Adolescent Care Workers (ACWs) and Attendance Counsellors (ACs) will be available at the end of August to support school-based teams with the transition of students to school.

Support for Students with Special Education Needs

Educational Services staff will continue to work with school staff to ensure that innovative supports and services are in place to meet a range of special education needs including:

- Access to EA support to meet the medical, physical, safety and learning needs of students.
- Access to a full complement of special education supports and services provided through Educational Services at tier one, two and three levels (i.e., clinical support, speech language support, SST/LPS support etc.)
- Development and implementation of Individual Education Plans (IEPs) that meet differentiated student needs.
- Use of Personal Protective Equipment (PPE) to facilitate close contact between staff and students when required as per Public Health Protocols
- Access to SEA equipment to allow access to the curriculum.
- Addition of 13 new EA positions and an additional \$200 000 added to short term EA support.
- Collaboration with community partners to meet individual student needs.
- Inclusive opportunities for students in special education programs as per Public Health Protocols.
- Professional learning and training provided to staff to support students with special education needs.

Late last week, the Ministry allocation to LDSB provided more funding (\$113 141) for special education supports for the 2020-2021 school year. Educational Services will review student needs in the system to determine how best to utilize this additional funding.

Over the summer months additional supports for students with special education needs are being provided to support a successful transition back to school including:

- Student Support Counsellors (SSCs), Adolescent Care Workers (ACWs), and School Attendance Counsellors (SACs) will work with school-based teams to prioritize those students who are currently on their caseload and require support to transition back to school. Schools will also establish transition

meetings, or class/school visits as deemed appropriate that would normally take place in May or June but due to school closures, were unable to occur.

In addition to the above targeted work may involve:

- Supporting students with meeting or reconnecting with school staff: teacher, EA, Administration if available.
- Supporting students with becoming re-acquainted with the school building: classrooms, washrooms, entry and exit doors.
- Reviewing and practicing hygiene rules, social distancing, and safety practices with students and re-establishing routines for school readiness.

Students in the After School Skills Development Program (ASSDP) continued to receive virtual programming over the summer:

- The Summer ABA Transition Program for students placed in District Autism Classrooms (August 24-28) will use the principles of Applied Behaviour Analysis (ABA) to teach skills to students and will also focus on establishing new routines which may be required as students re-enter buildings during the 2020-21 school year (i.e., transition skills, wearing masks, hand washing and physical distancing).

Recommendation(s):

That this report and supplementary reports be received by Trustees for information and discussion.

Prepared By: Krishna Burra, Director of Education

Appendices: 1. Director Deb Rantz's update to Trustees on June 17, 2020
2. Summary Survey Data from LDSB School Re-Entry survey administered June 2020



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

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.

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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

RETURN TO SCHOOL SURVEY

RESPONSE FROM LDSB FAMILIES

WELL-BEING CONCERNS ABOUT STUDENTS RETURNING TO SCHOOL



Not being able to interact with their friends like they used to



Coping with the new reality of school



Readjusting to school life (social/academic)



Being overwhelmed trying to catch up with their learning



Falling behind with their learning



Coping with anxiety or fear

72%

72% of families are very likely or likely to send students back to in-class learning in September 2020

18% Not sure

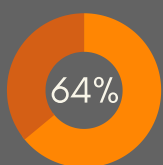
10% Unlikely/very unlikely

WHICH SCHEDULING OPTION IS BEST FOR SECONDARY STUDENTS

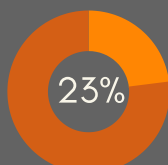
- 43% quadmastered (working on 1-2 courses at a time)
- 39% semestered (working on 3-4 courses at a time)
- 18% Not sure



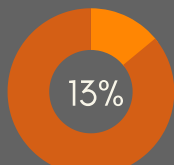
LIKELIHOOD OF USING SCHOOL BUS



Very likely/
likely



Very unlikely/
unlikely



Not sure



TOP SAFETY CONCERNS



Difficulties physical distancing

Public Health directives not followed

Lack of disinfecting materials or/and PPE

School not being properly cleaned

Returning to school too early

LDSB is committed to a safe and successful transition for everyone.

5,737 FAMILIES RESPONDED



42% Primary (including Pre-K)

34% Junior/Intermediate

24% Secondary

25% in French Immersion

27% have IEPs



ADMINISTRATIVE REPORT – HEALTH & SAFETY PROTOCOLS

SPECIAL MEETING OF BOARD OF TRUSTEES

Wednesday, August 12, 2020

Purpose

To review health and safety procedures planned to support the opening of the 2020-2021 school year in the Limestone District School Board. This information is based on the collaborative work with KFL&A Public Health and other local medical professionals while adhering to existing health and safety legislation. It is important to note that this information could change as new information and new directives are provided according to current community and regional risk related to the COVID-19 pandemic.

Background

The Limestone School Year Calendar was approved by the Ministry in late July 2020. The school year starts on August 31, 2020 with three Professional Activity (PA) Days: Monday, August 31, Tuesday, September 1 and Wednesday, September 2. The first day for students is Thursday, September 3.

COVID-19 continues to present unique challenges and concerns. As a school board, we have a responsibility to create a safe and healthy learning and working environment, and therefore are taking all reasonable precautions to protect our students and employees. LDSB continues to work closely with public health in ensuring that our procedures and protocols are in alignment with the most current information available.

Current Status

In preparation for the return of students and staff to our schools and sites during the week of August 31, 2020, the LDSB has implemented/will implement the following safety protocols:

- Each school/site will undergo a safety audit performed by administration and Joint Health and Safety Committee members to ensure compliance with all safety procedures and to identify school/building specific needs and supports
 - These audits will take place prior to student entry on Thursday, September 3, 2020.
- Daily screening of students, staff and all individuals who require access to schools/sites as per [Ministry of Health COVID-19 Reference Document for Symptoms](#)
 - A screening guide, created by KFL&A Public Health, will be available for all Limestone

- families to support daily screening at home, prior to coming to school.
- In the interim, screening processes as per the *Protocol for Entry to LDSB Schools* will be used.
 - Daily records will be kept of everyone entering the school/sites, including name, contact information and arrival and departure times and active screening status.
- Face masks
 - Face masks are mandatory for all staff unless there is a reasonable medical condition that would prevent masking; face shields will be provided to all staff as well.
 - Face masks are mandatory for students in Grades 4 to 12 unless there is a reasonable medical condition that would prevent masking; face masks are strongly encouraged for students in Grades Kindergarten to 3.
 - Cohorting (grouping students) as per Ministry guidelines and in accordance with public health requirements.
 - Enhanced cleaning protocols.
 - School specific entry and exit plans that support physical distancing and reduce potential congestion.
 - Provision of hand sanitizer at entry/exit points and in rooms that do not have hand washing sinks.
 - all classrooms will be outfitted with signs reminding students and staff about proper hand hygiene
 - these signs will also be placed prominently throughout all schools and buildings.
 - Physical distancing will be encouraged during washroom breaks.
 - signs will be used to identify washroom capacity and staggered washroom breaks will be used as much as possible.
 - Lockers will not be allocated to start the year. Lockers may be provided later in the fall.
 - students will be encouraged to bring only what they need to school.
 - Cafeterias
 - All school cafeterias will be closed to start first semester. We will revisit this in the fall.
 - Hand cleaning will be strongly encouraged before all breaks/outdoor play as well as after.
 - playground equipment will be available for use, but all students must clean their hands prior to use and after.
 - cohorting (grouping) guidelines must also be adhered to while on playground equipment and physical distancing.

- Only essential visitors will be allowed in the schools, following all screening and entry protocols
 - student drop off and pick up will occur outside the school
 - pick up for isolation rooms may be done at the main entrance only
- Appropriate signage will be used throughout Limestone schools and buildings, as per public health direction, to facilitate physical distancing, masking, and proper hygiene techniques
- Protocols for staff and students who become ill throughout the day (summarized below). These may change as additional information is received:
 - any student or staff member (or visitor) who develops COVID-19 symptoms while in school should be immediately separated from others, in a separate room where possible, until they are able to go home.
 - isolated students will be supervised as per school procedures, with physical distancing and PPE provided consistent with Public Health guidance until they can be picked up.
 - students will be escorted to the front door by staff for pick up
 - students or staff who have left school due to the presence of COVID-19 symptoms should use the online self-assessment tool and follow the instructions.
 - public health or the family doctor should also be notified
 - schools must immediately report any suspected or confirmed cases of COVID-19 within the school to Public Health and will provide documentation (e.g., daily attendance and transportation information) to Public Health officials to support case management and contact tracing.
 - an online tool will be available for schools and the board to report suspected or confirmed cases and no personal information will be collected.
 - public health officials will determine any additional steps required, including but not limited to the declaration of an outbreak and closure of classes and/or schools.
 - persons who test positive may not return to school until they are cleared according to public health guidance.
 - persons who retest negative (after an initial positive test) can return to school once they are symptom free for 24 hours.
 - schools will maintain records of classes, seating charts, bus cohorts and daily records of any approved visitors to the schools, including occasional teachers or custodians
- An Outbreak Management Protocol is being completed by KFL&A Public Health and will be shared with staff and families once it is released.
 - all staff will receive training on the Outbreak protocol once confirmed.
- Food Sharing Project programs will be permitted to continue with public health protocols in place.

Next Steps

Health and safety protocols will continue to be updated and amended as new information is received and local circumstances change and evolve.

Recommendations

That this report and supplementary reports be received by Trustees for information and discussion.

Prepared by: Scot Gillam, Associate Superintendent of Safe and Caring Schools and Program

Reviewed by: Krishna Burra, Director of Education

ADMINISTRATIVE REPORT: ELEMENTARY AND SECONDARY MODEL SCHOOL REOPENING

SPECIAL BOARD MEETING

August 12, 2020

Issue	Practices for Schools	Elementary Context	Secondary Context
Protection Strategies	<p>Self Screening daily for students and staff</p> <ul style="list-style-type: none"> a COVID screening checklist will be shared with staff and families to be used each day to complete a self screening before going to school/work <p>Hand Hygiene</p> <ul style="list-style-type: none"> schools will train students on appropriate hand hygiene including use of hand sanitizers & schedule breaks to allow students to wash hands at appropriate times throughout the day <p>Masks</p> <p><u>Students</u> in grades 4 – 12 require non-medical or cloth masks indoors; outdoor times like recess can be breaks from masks</p> <p><u>Staff</u></p> <ul style="list-style-type: none"> all school-based staff required to wear 	<p>Students in K – 3 will be encouraged to wear masks in indoor spaces.</p> <p>Students will be cohorted with classmates & homeroom teacher.</p> <p>Exposure to multiple teachers will be limited. Specialized subject teachers (ex. French, Phys Ed, English to Immersion) will travel into the students' classrooms.</p>	

Issue	Practices for Schools	Elementary Context	Secondary Context
	<p>masks (medical exceptions apply)</p> <ul style="list-style-type: none"> • staff in regular close contact with students will be provided with appropriate PPE • all staff will be provided with masks & eye protection (ex. face shield) 		
Physical Space	<p>In classrooms:</p> <ul style="list-style-type: none"> • seating charts will be developed and adhered to, so they are available for contact tracing • unnecessary furniture will be removed, and desks placed with as much distancing as possible • allow teachers as much teaching space as possible • desks will face forward rather than in circles or groupings. • larger classes will be timetabled into larger spaces • All available spaces will be used in a school, including gym, library, etc. <p>In hallways/classrooms:</p> <ul style="list-style-type: none"> • Students/staff can travel through hallways without maintaining 2 m. distance provided they are masked, and keep walking - no stopping and talking <p>Bathrooms:</p> <ul style="list-style-type: none"> • Signage will be posted to indicate 	<p>Lockers for grade 7 and 8 students will not be allocated and used at the start of the school year - this will be revisited prior to late Fall/Winter.</p> <ul style="list-style-type: none"> • Personal belongings brought to school should be minimized & labelled <p><u>Outdoor Recess</u></p> <p>Schools will develop site specific plans for cohorts and yard space depending on school population and yard size.</p> <p>Recess & lunch breaks may need to be staggered to avoid congestion and allow yard play.</p>	<p>Lockers will not be allocated and used at the start of the school year - this will be revisited prior to late Fall/Winter.</p> <ul style="list-style-type: none"> • Personal belongings brought to school should be minimized

Issue	Practices for Schools	Elementary Context	Secondary Context
	<p>maximum number of people using bathroom at any given time</p> <ul style="list-style-type: none"> ● Schools will train students on appropriate hand hygiene before/after using the washroom and physical distancing within the washroom <p>Signage will be provided based on health unit recommendations as visual reminders for masking and physical distancing.</p>		
School timetable and routines	<p>There may be some changes to the traditional school day, and activities that would normally occur.</p> <p>Field Trips: No field trips should be planned until further notice.</p> <p>Assemblies/Grade Meetings: At this time, school assemblies and large gatherings are not allowed.</p> <p>Libraries: At this point, students will not be permitted to borrow library books. Staff and students will be encouraged to use the SORA (online) library.</p>	<p>EQAO for Grades 3 & 6 will not take place this year.</p> <p>Rotary & Specialized Staff will travel to students' classrooms.</p>	<p>School boards are to adopt secondary timetabling methods that emphasize cohorting of students as much as possible, to limit the number of student-to-student contacts.</p> <p>In order to reduce risk of transmission and to support contact tracing, school boards are to develop timetables that:</p> <ul style="list-style-type: none"> ● Limit indirect and direct student contacts to approximately 100 students in the school; and ● Are encouraged to keep

Issue	Practices for Schools	Elementary Context	Secondary Context
			<p>secondary school students in a maximum of two in- person class cohorts</p> <p>Efforts to cohort secondary school students may impact the traditional four course delivery model in a semestered school and as a result, boards may need to adjust the school day for students.</p>
School Arrival and Dismissal	<p>Arrival Times:</p> <ul style="list-style-type: none"> ● Schools will use all possible doors for entry/exit to the school ● Schools will create designated routes for students to get to and from classrooms at the beginning/end of the day - use of entry/exit doors that are closest to the class to minimize movement in hallways ● Hand sanitizer will be available for students when they enter and exit the school and in classrooms <p>Dismissal:</p> <ul style="list-style-type: none"> ● Dismissal times may be staggered to reduce congestion in hallways 	<p>Elementary school day timetable will remain generally unchanged. Entry & Dismissal times may be staggered to reduce congestion. Schools will organize and timetable recess & nutrition breaks to minimize congestion in hallways and allow for safe play on the yard by cohorts.</p>	<p>Arrival Times:</p> <ul style="list-style-type: none"> ● Classrooms will be open to students 15 min before period 1 begins ● Students who do not ride the bus to school should not arrive prior to 15 min before the start of period 1. ● Students entering the school 15 min before class begins should go directly to their period 1 class and sit in their

Issue	Practices for Schools	Elementary Context	Secondary Context
	<ul style="list-style-type: none"> ● Students should leave the building after class so cleaning can begin 		<p>assigned seat</p> <ul style="list-style-type: none"> ● Students who ride the bus and may be arriving at school with more than 15 min before class will proceed to a designated area within the school where physical distance may be maintained (i.e. cafeteria or gym), and they will be supervised
Lunch	<p>Lunch:</p> <p>Schools will develop site-specific plans, which may vary due to school size, location, and physical space.</p> <p>Class dismissal times may need to be staggered to ensure hallways are not congested.</p> <p>With respect to eating and drinking at school, it is expected that:</p> <ul style="list-style-type: none"> ● Staff and students will perform proper hand hygiene before and after eating. ● Each student will have their own individual meal or snack with no common food items. ● Each student will be required to bring 	<p>Students will eat lunch in their classrooms with their cohort.</p>	<p>With respect to eating and drinking at school, it is expected that:</p> <ul style="list-style-type: none"> ● Students can eat within the school in areas where they can physically distance, as outlined in the school plan ● Students are encouraged to eat outside where appropriate ● Students who leave the building during lunch should remain with their “social

Issue	Practices for Schools	Elementary Context	Secondary Context
	<p>their own drink bottle that is labeled, kept with them during the day and not shared.</p> <ul style="list-style-type: none"> • Water bottles will be required to be filled rather than students and staff drinking directly from the mouthpiece of water fountains. • Schools will remove all self-serving food items and microwave use will not be permitted. • Multi-use utensils will be cleaned after each use. • Schools will not plan non-instructional activities that involve students in preparing or serving of food. • Third party food services, including nutrition programs, will be delivered in a way that any student who wishes to participate can do so. "Grab and Go format" is preferred. All surfaces, bins and containers for food should be disinfected prior to and after each use. <p>Cafeterias will not be operational during first Semester.</p>		<p>circle" of trusted people, should remain masked when not eating, should physically distance, and wash hands before/after lunch</p>
Management of Individuals with suspected COVID-19, cases and outbreaks	<p>Public health will lead outbreak management.</p> <p>Public health will require attendance records, contact information from schools.</p> <p>Daily records must be kept of anyone</p>		

Issue	Practices for Schools	Elementary Context	Secondary Context
	<p>entering the school setting (name, contact info, arrival and departure time, screening completion, destination in building, etc.)</p> <p>More guidance is coming from MOE/MOH regarding details of outbreak management.</p> <p>Symptomatic Students: if a student begins to experience symptoms of COVID-19 while attending school it is recommended that they be immediately be separated from others in a separate room and staff should leave immediately or be separated. Health unit will provide a checklist of items for isolation room. If more than 1 child is symptomatic at one time, children must maintain physical distancing while waiting to be picked up and consider use of PPE (masks) if tolerated.</p>		
Visitors	<ul style="list-style-type: none"> ● In most cases, visitors are not allowed in schools, including parents ● Visitors (MOL, Fire Marshall, Regulated Health Professionals, etc.) are required to self-screen & wear a mask while inside the school ● Visitors will sign in, and the log must be kept for contact tracing 		
Pre-registration	<p>Families will be notified of the need to pre-register for September.</p> <p>A School Re-Opening Opt-Out Form will be</p>		

Issue	Practices for Schools	Elementary Context	Secondary Context
	<p>shared with families to indicate students who will remain at home for remote learning.</p> <ul style="list-style-type: none"> ● students who choose to “opt out” on in-school learning will be registered in e-learning courses 		
Cleaning/ Sanitizing:	Enhanced cleaning protocols will be followed as per KFL&A public health recommendations.		
Transportation	<p>Active forms of travel (walking, biking) are encouraged for students.</p> <p>Families dropping off will need to park away from the school to drop students off to avoid congestion at the school site.</p> <p>Busing</p> <ul style="list-style-type: none"> ● Buses will be running at full capacity, with the potential for more than one student per seat. ● Students in Grade 4-12 must wear masks on the bus; Students in K - 3 will be encouraged to wear masks pending further Public Health direction ● Students will be assigned seats and seating plan will be kept for contact tracing ● Students from the same families or class 		

Issue	Practices for Schools	Elementary Context	Secondary Context
	cohorts are encouraged to sit together <ul style="list-style-type: none"> Where possible, the seat behind the bus driver is to remain empty 		
Training **to be determined	Ministry mandated 1 day of H&S training		
Before and After school programs	Programs will resume as before COVID. Students will be part of 2 cohorts; day class and B&A group. Student lists and information will be maintained for contact tracing availability.		

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

SAMPLE SECONDARY TIMETABLE

SPECIAL BOARD MEETING

August 12, 2020

	Practices												
School timetable and routines	<p>The Quadmester model:</p> <ul style="list-style-type: none">• Allows for face-to-face instruction for all four periods in a semester• Most closely resembles a typical school day with students in school all day for 300 minutes of instruction• Minimizes transitions and cohorts• Allows easier continuity of learning if schools move into remote learning<ul style="list-style-type: none">- teachers/students only have two subjects to manage remotely if needed <p>Semester 1 Quadmester: Quad 1: Sept 3 - Nov 6 Quad 1 midterm: Oct 6 Quad 1 exams: Nov 9, 10 (2 days) Quad 2: Nov 11 - Jan 25 Quad 2 midterm: Dec 10 Quad 2 exams: Jan 26, 27 (2 days) Snow day - Jan 28 PD Day - Jan 29</p> <p>Sample Timetable:</p> <table><tr><th>Time</th><th>Quad 1</th><th>Quad 2</th></tr><tr><td>8:30</td><td>Period 1 (150 min block)</td><td>Period 2 (150 min block)</td></tr><tr><td>11:00</td><td>Lunch (45 min block)</td><td>Lunch (45 min block)</td></tr><tr><td>11:45</td><td>Period 3</td><td>Period 4</td></tr></table>	Time	Quad 1	Quad 2	8:30	Period 1 (150 min block)	Period 2 (150 min block)	11:00	Lunch (45 min block)	Lunch (45 min block)	11:45	Period 3	Period 4
Time	Quad 1	Quad 2											
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11:45	Period 3	Period 4											

	(150 min block)	(150 min block)
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Start/end times remain the same - morning and afternoon blocks will include a staggered break for staff/students.

Lead Teacher A/Teacher B System: To meet collective agreement requirements for prep time each day, “teacher B” teachers will be assigned a classroom for a half period so that the lead teacher A is released for their prep period. The lead teacher works collaboratively with teacher B classroom. The lead teacher A will be responsible for reporting requirements, with input from teacher B

Students should be supported in transitioning to their next grade or course, acknowledging prolonged absence from the classroom.

Academic support should include assessments to identify key strengths and gaps in learning at key instructional times throughout the course to ensure students have not missed key concepts from last year. Adaptations may be needed for some subjects/courses to ensure safety protocols are in place.

LPS/Student Success: Students who “drop in” for support. Classrooms will keep a log of student name, time in/out, and location/seat within the classroom.

Music:

Most overall expectations for the Music strand can be met without the use of instruments in the secondary Arts curriculum.

Instrumental Music: strings, guitars, and percussion instruments can be used

Vocal Music: can’t happen at this time - very high-risk activity, even with masks

Art and Drama: Activities should support physical distancing while limiting use of shared materials, costumes or props. If possible, provide individual students with an art kit so that materials are not shared or borrowed. Utilizing a sketchbook for 2-D work and maintaining a portfolio to keep artwork organized. The use of digital portfolios would alleviate space restrictions. There should be no performances to audiences outside of the classroom cohort at this time.

Health and Phys Ed and Weight Room: classes will be outside, weather permitting

- gyms should only be used where physical distancing measures can be followed
- activities should support physical distancing while limiting use of shared equipment
- shared equipment should be disinfected regularly and students should practice proper hand hygiene before and after participating in physical activity and equipment use

Change room - capacity will be limited

Science: it may be necessary for the teacher to model hands-on activities and experiments for students. Labs/experiments should only be completed when physical distancing can be maintained, and equipment does not need to be shared by students. Special consideration should be taken for classrooms with fixed equipment. Lab equipment and shared objects (e.g., microscopes, hot plates, scales, autoclaves, etc.) should be sanitized before and after use or ensure a rest-period between use of shared materials. Allow for more transition time for cleaning, before and after lessons. Students should practice proper hand hygiene before and after participating in physical activity and equipment use. Safety protocols and procedures should continue to be followed

Co-op: In person community placements can be arranged, and co-op placements can also be offered virtually, where feasible. Students will be provided with PPE for co-op placements as needed, and pre-placement must include a safety component related to COVID-19

Technology/Foods Classes:

- Technology shops should only be used where physical distancing measures can be followed
- activities should support physical distancing while limiting use of shared equipment
- shared equipment should be disinfected regularly and students should practice proper hand hygiene before and after participating in equipment use
- Students should have individual safety equipment where possible, and if shared, must be cleaned between use

Field Trips: No field trips should be planned until further notice.

Assemblies/Grade Meetings: At this time, school assemblies and large gatherings are not allowed.

Libraries: At this point, students will not be permitted to borrow library books.

Cafeteria services will not be provided to start the school year.

Prepared by: Michèle Babcock, Superintendent of Education

Jessica Silver, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: INVESTMENTS TO SUPPORT SCHOOL REOPENING IN RESPONSE TO COVID-19 SPECIAL MEETING OF THE BOARD OF TRUSTEES

August 12, 2020

Purpose:

To provide information to Trustees related to the *Ministry Memo 2020: B11 – Investments to Support School Reopening in Response to the COVID-19 Outbreak*.

Background:

On August 4, 2020, the Ministry released *Memo 2020: B11 – Investments to Support School Reopening in Response to the COVID-19 Outbreak*. This memo outlines the \$309 million investment into the sector to address the re-opening costs due to COVID-19. There are individual board allocations contained in the memo as well as details on the specific areas that the funding is meant to address. These areas include:

- Funding for Additional Staffing
- Health and Safety Training
- Masks and Personal Protective Equipment
- Cleaning Supplies
- Student Transportation
- Special Education
- Mental Health

In addition, the memo outlined further details with regards to previous announcements on funding for mental health, technology, and the cleaning allocation.

Current Status:

- The Province announced \$30 million in funding for additional staffing related to supervision that will be provided through an application process after the Board has incurred deficit spending of accumulated surpluses in excess of 1% of revenues. For LDSB, this amounts to deficit spending of approximately \$2.5 million prior to an approval of an application for funding.

- Funding for additional Custodial Staffing - **\$470,370**
- Health and Safety Training for occasional teachers and casual education workers - **\$94,726**
- Masks and Personal Protective Equipment – this memo details an investment of \$60 million to the sector for PPE and that masks and face shields will be provided for teachers and other education workers. LDSB has placed orders with the Ministry of Government and Consumer Services for the required PPE.
- Cleaning Supplies – this memo details a total system investment of \$29 million for cleaning supplies for schools and school busses. LDSB’s previously announced cleaning allocation is **\$38,582** and orders have been placed with the Ministry of Government and Consumer Services for the required cleaning supplies.
- Transportation in the sector will be receiving a \$40 million investment to address cleaning and disinfecting supplies and labour for enhanced cleaning protocols. Details of how this investment will be distributed has not been provided.
- LDSB will be receiving an additional **\$113,141** to support special education with additional local needs related to staffing resources, assistive technology, and professional assessments.
- Mental health needs will be supported through an additional investment of \$125,608 in addition to a previously announced investment of \$125,608 for a total mental health needs investment in LDSB of **\$251,216**
- The Government previously announced a \$15 million system investment to support technology related expenses in providing students with greater access to technology. LDSB’s allocation for technology related expenses is **\$136,871**.

This additional revenue for LDSB will be incorporated into the Revised Estimates that will be released in November 2020.

Recommendations

That this report be received by Trustees for information.

Prepared by: Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

July 24, 2020

The Honourable Stephen Lecce
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To the Honourable Stephen Lecce, Minister of Education,

As school boards across Ontario continue to work on various reopening plans for the 2020-2021 school year, the Trustees of the Limestone District School Board would like to share some important considerations to maintain student and staff safety and well-being during any return to school model.

Regardless of the model chosen – whether that be continued remote learning, a return to in-school learning that follows public health directives, or a blended learning model of remote and in-school learning – considerable costs will need to be incurred by school boards that are not accounted or provided for in current funding models.

Remote learning will require additional investment to ensure equity of access for all students through adequate Internet access (especially in rural and remote areas), appropriate devices (including supportive assistive devices for those whom require them) and maintenance of those devices, technical support and ongoing professional learning for staff.

In-school learning will require a robust staffing plan to accommodate as many students as possible (including those with special education needs) while following public health directives. There will also be requirements for appropriate personal protective equipment (PPE) for staff and students (to comply with both health and safety and labour requirements), cleaning and sanitizing supplies and equipment, and transportation requirements. Each of these items requires adequate and reliable funding. Although we are awaiting direction on PPE requirements, we are estimating a cost of up to \$3 million for our school board alone. Obviously, extra staffing costs would be high as well, depending on the re-entry model, not to mention replacement staff required for those who become ill or are required to self-isolate.

Whatever model will also require significant investment to provide mental health supports for students and staff who have been adversely affected by the pandemic. We must also consider providing food security supports to our most vulnerable populations which relies on school-based supports and interventions. We cannot underestimate the affect the pandemic, lockdowns and school closures have on our school communities and we must be appropriately funded to continue this important work for as long as is needed.

We know there are still many unknowns regarding the new school year, and indeed how the pandemic will continue to affect our school communities in both the short and long term. To adequately and responsibly plan for the required changes to keep everyone safe going forward, school boards must receive additional and flexible funding. Recent increases to the Grants for Student Needs (GSNs) and Priorities and Partnerships Fund (PPF) are welcome but do not currently account for the myriad of challenges that lay ahead. It is critical that local boards be engaged in the planning and decision-making and have some flexibility to act with local needs in mind, based on public health expert guidance.

We know you, too, are committed to ensuring the health, safety and well-being of students and staff is a priority. We urge the Ministry of Education to join school boards in helping to ensure a safe return to school for everyone.

Respectfully,

Suzanne Ruttan
Chair, Limestone District School Board of Trustees

cc: OPSBA

SEE YOURSELF IN LIMESTONE

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

Suzanne Ruttan (Chair) | Debra Rantz (Director of Education and Secretary) | Craig Young (Treasurer)