

AGENDA - REGULAR BOARD MEETING

Wednesday, April 28, 2021 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <http://bit.ly/LDSBBoardMtgApril28>

PRIVATE SESSION – 5:30 PM

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

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

1. MOTION TO MOVE INTO PRIVATE SESSION

2. DECLARATION OF CONFLICT OF INTEREST

3. ACTION ITEMS

3.1 BOARD PRIVATE SESSION MINUTES

3.1.1 Regular Board Meeting - March 24, 2021

3.1.2 Education, Policy and Operations Meeting – April 7, 2021

4. FOR INFORMATION

4.1 4.1.1 SAFE SCHOOLS UPDATE

4.1.2 PROPERTY UPDATE

Limestone District School Board

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

4.1.3. LABOUR UPDATE

4.1.4 OPSBA UPDATE

5. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 PM

Acknowledgement of Territory, by Trustee Brown: “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.”

6. ADOPTION OF AGENDA

7. DECLARATION OF CONFLICT OF INTEREST

8. PRIVATE SESSION REPORT

9. CHAIR’S UPDATE

10. DIRECTOR’S UPDATE

11. PRESENTATION: SPECIAL EDUCATION AND COVID-19 UPDATE

–Superintendent Alison McDonnell and Director Krishna Burra

SECTION A – Matters Requiring Action at the Meeting

12. Consent Agenda

12.1 Board Minutes:

- 12.1.1 Regular Board Meeting – March 24, 2021 (Pages 4 – 19)
- 12.1.2 Special Board Meetings (I) – April 7, 2021 (Pages 20 – 24)
- 12.1.3 Special Board Meeting (II) – April 7, 2021 (Pages 25 – 27)

12.2 Reports from All Committees:

- 12.2.1 Special Education Advisory Committee –March 10, 2021 (Pages 28 – 37)
- 12.2.2 Education, Policy and Operations Committee – April 7, 2021 (Pages 38 – 48)
- 12.2.3 Budget Committee, April 21, 2021 (Pages 49 – 54)

13. ROUTINE MATTERS

- 13.1 OPSBA Report and Potential Board Letter – Trustee French
- 13.2 Student Trustee Elections 2021-2022 (Pages 55 – 56)
- 13.3 Report from Student Trustees

14. REPORTS FOR INFORMATION

- 14.1 Interim Financial Q2 – Superintendent Young (Pages 57 – 58)
- 14.2 Board Motion Update – Superintendent Babcock (Pages 59 – 60)

15. REPORTS REQUIRING DECISION

None at this time.

16. NOTICE OF MOTION

None at this time.

SECTION B – Information

17. INTERNAL REPORTS AND OTHER COMMUNICATIONS

None at this time.

18. EXTERNAL REPORTS AND OTHER COMMUNICATIONS

- 18.1 Correspondence to Minister Stephen Lecce, dated March 26, 2021, from Parents for Mask Free Education, re: Mandatory Masks and Social Distancing. (Pages 61 – 66)

19. COMMUNICATION REFERRED TO COMMITTEE

None at this time.

20. REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

21. BUSINESS ARISING

The following motion was brought forward by Trustee Quadir, sponsored by Trustee Brown and seconded by Trustee Elliott:

“That the Limestone District School Board conducts a review of the human rights incident reporting process, including the anonymous reporting process, to ensure a human rights and equity lens. The review includes the tracking and monitoring procedures to ensure accountability and transparency, as well as exploring ways to increase awareness for all board students and staff.”

22. OTHER SPECIAL MEETINGS/EVENTS

OPSBA AGM and Elections June 12, 2021

23. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – MARCH 24, 2021

PRIVATE SESSION

Roll Call:

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

1. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

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

2. Declaration of Conflict of Interest

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

3. Action Items

3.1 Board Minutes:

3.1.1 Regular Board Meeting – February 10, 2021

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

4. For Information

- 4.1 Safe Schools Update – Associate Superintendent Gillam provided a safe schools update.
- 4.2 Property Update –None at this time.
- 4.3 OPSBA Update – Trustee French provided an OPSBA update.
- 4.4 Labour Update – None at this time.
- 4.5 Legal Matter – None at this time.
- 4.6 Personnel Update – None at this time.

5. REPORT TO PUBLIC SESSION

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

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

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	M. Babcock, Superintendent of Education K. Burra, Director of Education M. Christopher, IT Support S. Gillam, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education K. Smith, Communications Officer C. Young, Superintendent of Business Services
Guests:	Recorder:
S. James, Program Equity Team R. McDonald, Program Equity Team L. McEwen, Program Equity Team M. Nyamekye, Queen's University	W. Moore, Executive Assistant to the Director and Trustee Liaison

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

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

Limestone District School Board

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

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1. Adoption of Agenda

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

2. Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards and with LDSB. Trustee Elliott declared a conflict as his wife is a teacher with the LDSB and a member of ETFO. Student Trustee Putnam stated that her mother is a teacher with the LDSB and a member of ETFO.

3. Private Session Report

Vice-Chair Gingrich stated that in Private Session, the Private Session Minutes from the Regular Board Meeting of February 10, 2021 were approved.

Vice-Chair Gingrich indicated that Associate Superintendent Gillam provided a safe schools update and that Trustee French provided an OPSBA update.

There was no other business, or motions arising.

4. Chair's Update

Chair Ruttan stated: "We have been fortunate in the KFL&A area with respect to COVID-19 case numbers, however these numbers are starting to increase, yet again. With the recent cases in schools, I want to thank board and school staff for their tireless work behind the scenes. Working with KFL&A Public Health to identify cohorts of students, staff and others who may have been in contact with the COVID-19 positive person, is detail-oriented and time consuming work, but nonetheless, must be accurate to ensure the safety of students and staff, and the community as a whole. Ensuring up-to-date communication has been extremely helpful and appreciated, not only by Trustees, but families who look to Limestone for updates. Again, thank you for your continued hard work.

Applications for the position of Student Trustee with the Limestone District School Board for the 2021-2022 school year are now open. The Board has established three positions for Student Trustees to provide representation for the interests of students within Limestone. One Student Trustee each, is elected to represent urban and rural schools, and a third

Student Trustee is elected to represent Indigenous students in the board. As Chair, I would like to extend my sincere thank you to our Student Trustees for engaging with their peers and helping to promote such an important role.

The Board of Trustees sought feedback on the development of the 2021-2022 LDSB budget through an anonymous survey that closed last week. We hope stakeholders took the opportunity to provide their input on priority areas for next year. The Board's goal is always to direct as many resources as possible to support student achievement and well-being. It is important for us to know the priorities of students, families, staff, and the community so that we can make informed responsible decisions, especially given ongoing constraints and pressures related to the COVID-19 pandemic. Feedback will assist the Board of Trustees throughout the budgeting process to ensure students' needs are best served in 2021-2022. Information collected will be summarized and reviewed at the Budget Committee meeting on April 21, 2021.

A key responsibility of the Board of Trustees is to develop and adopt policies that are based on the Board's vision, and that provide a framework for implementation of the vision. It is our responsibility to monitor and evaluate how efficiently the Board's policies are implemented, and how effective they are in achieving the Board's goals. To that end, Trustees have recently engaged in several sessions to review existing policies and contribute to the continuous improvement of board governance. I would like to extend my appreciation to my colleagues for their continued work on policy review.

In closing, as you all know, last week would have been our traditional March Break. March Break usually signifies the beginning of spring and provides the opportunity for staff and students to regenerate, after a much needed break. Although this break has been postponed to April, it was wonderful to see school staff engaging in various activities to raise spirits and boost morale. Some of the creative activities included pajama days, dressing in school colours, hat days, and jeans day, to name a few. It was truly inspiring to see the efforts of staff to help lift the spirits of students and their colleagues.

And that concludes my report."

5. Director's Update

Director Burra stated: "Good evening Trustees and members of the virtual gallery. It has been a busy month since our last Board Meeting in February. Teaching and learning continue,

and we continue to prepare for the 2021-2022 school year. In addition, we continue to grapple with the impact of the COVID-19 pandemic, and doing the best we can to support students and staff. The recent increase in local cases is a community-wide concern that again emphasizes the need for everyone to follow prescribed health protocols in schools and in the community. Unfortunately, we had the first closure of a LDSB school as a result of cases. Positive COVID cases have a very significant impact on everyone in the school community. I would like to acknowledge the hardships endured recently by students, staff, and families attached to Winston Churchill Public School, Land O'Lakes Public School, and Ecole Sir John A. Macdonald Public School who experienced one or more positive COVID cases. In addition, isolation requirements also impacted the school communities of Vanier, Polson, Marysville, and Granite Ridge. These situations are never easy, and create considerable stress and anxiety for everyone involved. It is important for us to recognize the impact, and I would like to commend these school communities, and school staff in particular, for supporting each other, as well as students and families, through these significant challenges.

I should also note that asymptomatic testing by family of schools will begin this week through the local testing centres in Kingston and Napanee. A tremendous thank you to the Kingston Health Sciences Centre and Lennox and Addington County General Hospital for their partnership and support for this initiative. In some cases, Public Health will continue to provide mobile clinics where we see COVID cases in a school.

Staff and students continue to do the best they can despite the challenges and restrictions caused by the pandemic. We have seen a more recent increase in the number of student and staff absences. This is primarily due to the single symptom screener. Other systems across the province are also strained. We will do everything we can to ensure the continuity of learning, but also need to ensure we have enough staff to make sure schools can function.

Further information regarding the virtual school option for 2021-2022 is provided in a report this evening. In addition, we are requesting students/families to express interest for the secondary virtual school for next year this week or next. Further information regarding the elementary virtual school for 2021-2022 will be provided in the spring.

Given last week was the originally scheduled March Break, it was great to see the wide range of activities offered and celebrated in schools: spirit days, Indigenous learning, and lots of outdoor learning were on display in many schools. As we all know, teaching and learning are critical, but schools also provide so much more to children and adolescents in meeting their

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needs and overall well-being. I also know students and staff are very much looking forward to the April Break in two-and-a-half weeks.

Thank you Madame Chair, that concludes my report.”

6. Presentation – Building Capacity in Equity Work

Superintendent of Education Michèle Babcock introduced the Limestone Equity Team including Suche James and Rae McDonald, as well as guests Lauren McEwen, the Creative Arts SHSM Teacher at Loyalist Collegiate & Vocational Institute, and Michelle Nyamekye, a teacher candidate in her final year of the Queen's University Concurrent Education program.

R. McDonald began by sharing how Limestone is embedding anti-racism teaching into primary learning. Starting in the primary grades, Limestone is working on decentering the white narrative in the primary years by using intentional mentor texts and videos and inclusive language guides. In later junior, intermediate and secondary years, the work builds on these themes. Eventually, the work focuses on modelling critical thinking, exploring different perspectives and encouraging and supporting opportunities for student leadership and action against racism.

L. McEwen and M. Nyamekye explained how Limestone is working to create identity affirming spaces such as that which has been created as part of the Virtual Gender and Sexuality Alliance or GSA. The Virtual GSA provides a safe space for students to be themselves. Originally it was to be solely for virtual school students, but it soon moved to include all students in Grades 7-12 in Limestone. The space, structure and topics are student-led. Staff are always available for support and as a resource. The intent is to build community and a virtual meeting space will likely continue even when in-person meetings can resume.

M. Nyamekye also explained how the new Queen's Black Mentorship Program for Black students in Limestone will allow participants to build a community with other Black students, build Black culture and get a sense of themselves.

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

7. Consent Agenda

7.1 Board Minutes

7.1.1 Regular Board Meeting – February 10, 2021

7.1.2 Special Board Meeting – March 3, 2021

7.2 Reports from all Committees

7.2.1 Special Education Advisory Committee – February 17, 2021

7.2.2 Education, Policy and Operations Committee – March 3, 2021

7.2.3 Environmental Sustainability Committee – March 9, 2021

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

8. Routine Matters

8.1 OPSBA Report - Trustee French touched on the following points in her update:

President/Vice President's Reports

- Active period including meetings with the Leaders of the Opposition, and NDP Advocacy Day (planned for all party leaders with Exec and ITC members)
- Weekly Minister's calls
- Advocacy related to reserves, funding concerns, meetings with Nancy Naylor (ADM)

ED Report

- Virtual Public Education Symposium (PES) successful based on feedback
- PD Speaker Series – growing numbers attending
- Labour Relations Symposium will be virtual

Education Finance Update

- B and SB Memos and funding announcements for the period since last BOD reviewed (available online)
- Areas include air quality and technology for schools, OH&S, Student Mental Health
- Boards can now access up to 15% of their proceeds from disposition
- OPSBA GSN submission, along with COSBO committee meeting with Ministry

Indigenous Trustees' Council

- Broadband deficiencies of primary concern

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- Advocacy in a number of areas

Legislative Update

- Legislature returned Feb 16, 2021
- Several new Bills and Regulations reviewed
- OPSBA GSN submission (posted online)
- Virtual Advocacy Days March 15-18, 2021

Government Relations, Public Affairs and Communications

- Regular releases and media statements by OPSBA
- Investigating Public Awareness Campaign on the value of public education

Program Summary Update

- French as a Second Language Labour Market Partnership Project
- Children and Youth Mental Health Coalition met – positive feedback on School Mental Health Ontario resources <https://smho-smso.ca>
- The Future of Education consultation underway to create a discussion paper involving work teams, regional meetings and board leads
- Grade 9 de-streamed mathematics course consultation underway – implications for special education, Indigenous and Black students in the data 56/72 boards have contract with Ministry to collect and then share data (slides)
- Ministry initiatives meeting took place to discuss only de-streaming Grade 9 math – venue for new educational initiatives has not been meeting regularly

Equity, Diversity and Inclusion Audit Update

- Sought 4 proposals, 2 submitted and selection made - Turner Consulting will conduct organizational audit

OPSBA 2020-21 Priorities

- Interim summary report – activities progressing and on track

First Quarter Financial Update and Draft Audited Financial Statements, Year-ended August 31, 2020

- Meeting expenses down, investment income up
- OESC debt down to just over \$400,000
- Approved

Committee/Work Teams Updates

Ontario Coalition for Children and Youth Mental Health

- Meeting in November and work continues – needing sustainable funding, particularly as 'post-covid' period could extend for years

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Joint Education Program and Policy development Work Team meetings

- Several recent meetings advancing a number of initiatives
- Trustee McGregor and Trustee Hutcheon

Project Compass Update

- Steering committee and 4 sub-committees meeting (Mission/Vision/Values, Governance, Priority-setting, and Policies/Procedures)
- Current state feedback survey will be incorporated

Canadian School Board Association Update

- Continued advocacy regarding internet connectivity, with a virtual Federal Advocacy Day planned this year
- Anti-racism work team contracting an external firm to conduct an internal audit, and establish a national statement to share with Boards
- New National School Mental Health Leadership Network
- Annual Congress and National Indigenous Trustee Gathering July 7-9

Regional Chairs Reports

Correspondence

Regional Meetings April 10, 2021

Next Board of Directors Meeting April 24, 2021

AGM and Elections June 12, 2021

Trustee French reminded Trustees that OPSBA Policy Resolutions or Constitutional and Bylaw Amendments are due by Wednesday April 14 at 4:30 p.m. She indicated that Limestone could ask OPSBA to seek out a policy resolution to advocate on a particular issue. Perhaps a resolution to remove the limitations on Indigenous Trustee representation. Trustees were fully supportive, and Trustee French will draft a submission and through the Chair, will ensure all Trustees have input on the draft resolution.

8.2 Report from Student Trustees

Student Trustee Quadir stated: “Good evening everyone. On behalf of all Limestone students, we would like to express our gratitude towards all teachers, administrators, caretakers, educational assistants, and all other board staff for working hard to ensure student well-being and student success. As we near the end of our terms, I am excited to announce that Student Trustee applications for the 2021-2022 school year are now underway and in addition to creating promotional posters for each school, Student Trustees Putnam,

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Traviss and myself are holding information sessions both this Thursday and next Tuesday at 5 p.m. on Microsoft Teams for any interested students in Grades 10-11 or Grade 12 who are returning for an additional year. Applications close in the second week of April. I am also thrilled to mention that I have been working with Equity and Inclusion Consultant Mr. James and the Queen's University Black Graduate Caucus to start a mentorship program for Black students in the LDSB, as well as the Queen's Smith School of Business to advise sessions for underserved students, including racialized and LGBTQ2S+ youth, to learn about the Queen's Commerce program. In addition, I am in correspondence with the Canadian Blood Services to start and engage blood donation clubs at Limestone and Algonquin Catholic schools to encourage youth to participate in a unique and valuable form of community service."

Student Trustee Putnam stated: "Good evening, I hope everyone is staying safe and enjoying the warm weather we have had these past few days. In the past month, we attended the 2021 OSTA-AECO Board Council Conference which was held virtually from February 18-21. There was an abundance of meaningful discussion surrounding our roles as Student Trustees and how we can best advocate for students. As well as the Public Board Council Eastern Region Representative, I held two discussion-based information sessions where we covered topics such as menstrual equity in Ontario boards, new board policies and practices put in place to combat systemic racism, as well as elementary outreach. The conversations were impactful and left us with more knowledge surrounding what we can do to support students. As always it was great to be able to have such meaningful conversations with other student trustees from across Ontario and our perspectives were certainly broadened once again. We would like to thank the board for their continued support in our attendance at these conferences."

Student Trustee Traviss stated: "Good evening everyone. I would like to start off tonight by wishing all students in Grade 10 and 11 who are now preparing to write the OSSLT. For some, it seems like just another test, but for many more it can be one of the biggest challenges to overcome on your journey through high school. Moving forward, I am very excited for my part to play in both Indigenous Student Trustee elections and Rural and Urban elections. I have had so many interested students come forward, and it is super encouraging to see so much potential for student leadership. In addition to the two upcoming information sessions, with the help of Ms. Siemonsen, I will be holding workshop for any Indigenous students who might want some help with the application process. To finish off our Student Trustee Report, I want to give a huge shout out to all students who are persevering this year. Whether it is joining

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online student groups like Limestone GSA or the Indigenous youth drop in, or spending some quiet time at home, it is students like you who make me proud to come from LDSB.”

9. Reports for Information

9.1 LDSB Virtual School Planning 2021-2022 School Year

Superintendent Silver advised that as positive cases of COVID-19 trend downward, and with further mitigation expected once the KFL&A region has full vaccination capabilities later this summer, we expect our schools will return to mostly in-person learning in September 2021. Despite most students opting for in-person learning in 2020-2021, LDSB will continue to offer remote learning options for the 2021-2022 school year. The Ministry of Education has indicated that there will be no additional funding to support virtual schools next year, so the 2021-2022 model will have to operate differently than what is currently taking place in the LDSB Elementary Virtual School and LDSB Secondary Virtual School. The 2021-2022 remote options are intended for students for whom online learning better meets their learning needs, and for students who need to continue with virtual learning due to underlying medical conditions for themselves, or for family members.

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

Without additional funding and/or opportunities for reorganizing the system, we cannot accommodate movement between in-person learning and LDSB Virtual School options during 2021-2022. Consequently, registration in virtual school will be a year-long commitment. Families who want to make a change to their student’s program (face to face or virtual) can request a transfer between schools. This request is not guaranteed and will depend on space availability in virtual classes and at the school. As a school system, we must begin planning now for September 2021 to hire teachers, schedule classes, and offer course selections.

Superintendent Silver reviewed the course options as outlined in the report.

Communication to families will occur beginning March 22, 2021 and will include direct Communicate broadcast messages to all LDSB Virtual School Families, and families who are

new to home schooling this year, including information about 2021-2022 virtual options, a link to the registration form and to the FAQs posted on our website.

9.2 Trustee Distribution Report

Superintendent Young stated that at the May 16, 2019 Board Meeting, Trustees passed a motion that instructed the Director of Education to provide the Trustees, by 2021, a report on the Limestone District School Board Trustees electoral boundaries for the urban and rural constituencies in preparation for the 2022 municipal election. Superintendent Young provided the current Trustee electoral breakdown as per the 2018 election. The noted that rules governing the number and distribution of Trustee positions are found in Section 58.1 of the *Education Act*, and in *Ontario Regulations 412/00 – ‘Elections to and Representation on District School Boards,’* and that these rules have not changed in the election in 2014.

Moving forward, Superintendent Young advised that before the 2022 Election, the Board of Trustees will need to finalize the determination and distribution of Trustees for the 2022 election per *Ontario Regulation 412/00*. They will also need to approve the Trustee Honorarium for the following term. As well, Trustees will need to appoint a compliance audit committee.

Chair Ruttan thanked Superintendent Young for his report and called upon Trustees for any comments or questions.

10. Reports Requiring Decision

10.1 School Year Calendar 2021-2022

Associate Superintendent Gillam stated the calendar that started with a PA Day on Friday, September 3, 2021 was selected to bring to Trustees for approval (see Appendix A). This calendar was identified in the last report and on the stakeholder survey as Option 2. Final results of the stakeholder survey clearly supported Appendix A as the majority choice for parents/guardians, staff and students. Concerns were received and noted with respect to the Jewish High Holidays that will occur right after Labour Day this year. Both the Hastings and Prince Edward, and Algonquin & Lakeshore Catholic District School Board have approved the Appendix A calendar for next year.

Associate Superintendent Gillam advised that boards received the Ministry of Education School Year Calendar memo which recommended that boards schedule three mandatory PA days prior to the start of student instruction.

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

MOTION: That the Trustees of the Limestone District School Board receive and approve the 2021-2022 School Year Calendar (Appendix A), that starts with one PA Day on Friday, September 3, 2021, and further,

That if the 2021-2022 School Year Calendar (Appendix A) is submitted in May, but not approved by the Ministry, due to insufficient PA days to start the school year, the Board approve the School Year Calendar (Appendix B) that starts with three PA Days on September 1, 2021 for submission.

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

11. Notice of Motion

The following motion was brought forward by Trustee Quadir, sponsored by Trustee Brown and seconded by Trustee Elliott:

“That the Limestone District School Board conducts a review of the human rights incident reporting process, including the anonymous reporting process, to ensure a human rights and equity lens. The review includes the tracking and monitoring procedures to ensure accountability and transparency, as well as exploring ways to increase awareness for all board students and staff.”

SECTION B – Information

12. Internal Reports and Other Communication

None at this time.

13. External Reports and Other Communications

None at this time.

14. COMMUNICATION REFERRED TO COMMITTEE

None at this time.

15. REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

16. OTHER BUSINESS

None at this time.

17. OTHER SPECIAL MEETINGS/EVENTS

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

18. ADJOURNMENT

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

The meeting adjourned at 8:22 p.m.



SPECIAL BOARD MEETING MINUTES – APRIL 7, 2021

PUBLIC MEETING

Roll call:

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

1. Call to Order

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

Chair Ruttan stated that board meetings begin with the reading of the Acknowledgement of Territory. Recently the Board agreed that each Trustee would share the acknowledgement at each Board and EPOC meeting. Tonight, we begin with Trustee Elliott. Going forward, each Trustee will share the acknowledgement in alphabetic order.

Trustee Elliott stated: “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. I moved here in 1998 and I am truly grateful for the opportunities presented to me in this beautiful region and to be part of this community with my family. Although this acknowledgement is only a small piece of my reconciliation, I hope to continue to reflect on the privilege I have as a settler and try to do better in both my thoughts and actions.”

Chair Ruttan advised the viewing public that this Special Meeting of the Board has been called to address an OPSBA Policy Resolution submission, and the election of a Board OPSBA representative. This meeting is solely intended to deal with the OPSBA deadline items. As such, no standing reports or agenda items are included.

2. Declaration of Conflict of Interest

No conflict of interest for this meeting was declared.

3. Order of Business

3.1 OPSBA Policy Resolution Submission

Trustee French thanked Trustees for supporting this process. It has been a few years since Limestone has submitted a policy resolution. She indicated this is a process that is used selectively, to allow a Board to bring forward questions for OPSBA that would be of interest to Boards across Ontario. Limestone District School Board has been very dedicated to supporting Indigenous voice in our Board and has struggled with structures that exist in policy to allow us to have a dedicated, designated Indigenous Trustee as part of the decision-making Board. Limestone supported an Indigenous Student Trustee and that has exemplified voice at our table, but that is still outside of the process that we would desire as a group.

Trustee French indicated she was happy to draft a policy resolution on Limestone’s behalf within the parameters that OPSBA has provided, and thanked Trustees for all their feedback and counsel. Once there is a formal resolution by the Limestone District School Board, it can be submitted through the OPSBA Annual General Meeting process that will go through the Executive and to the OPSBA Board of Directors at the provincial level, seeking support.

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Trustee French reviewed the draft policy resolution submission, starting with the rationale.

Rationale

Whereas, public school boards across Ontario are acting to address racism in education and improve Indigenous education, and

Whereas, the colonial Ontario Regulation 462/97 presently limits school boards to only having a designated Indigenous Trustee if they have a reciprocal education agreement with a First Nation for students attending schools in their board, and

Whereas, some school boards may not have an Indigenous community in their geographic boundary and/or fewer self-identified students, and further, that Indigenous students may include members of multiple other Indigenous communities, urban Indigenous, Métis or Inuit populations outside of a Reciprocal Education Agreement as evidenced in Student Census data, and

Whereas, several school boards have designated Indigenous Student Trustees in an effort to support Indigenous voice, but Student Trustees do not have the full responsibilities, accountabilities, and authorities in governing and decision-making as elected Trustees, and

Whereas, one of the Limestone District School Board's Strategic Goals is "to improve student achievement and well-being, promote diversity and foster a sense of belonging (cultivate, nurture)" with numerous initiatives to engage, empower and welcome Indigenous students and families, and

Whereas, Canadians have a duty to implement the Calls to Action of the Final Report of the Truth and Reconciliation Commission, and further, elected Trustees have legal obligations and responsibilities to uphold Human Rights and Equity, and

Whereas, one of OPSBA's key priorities and work is "Advancing Reconciliation – First Nations, Métis, and Inuit Education.

Resolution

Be it resolved, that OPSBA lobby the Ministry of Education to revise Regulation 462/97, or provide an alternative mechanism, in order for boards to have a process to add an additional, funded designated Indigenous Trustee.

MOTION MOVED BY: Trustee French and seconded by Trustee Gingrich that Trustees of the Limestone District School Board approve the draft OPSBA Policy Resolution Submission, as presented, and forward to OPSBA for their annual general meeting for consideration. Carried.

3.2 Election of Board OPSBA Representative

Chair Ruttan called for nominations for the position of Board OPSBA Representative.

Trustee Gingrich nominated Trustee French and was seconded by Trustee McGregor.

Trustee French accepted the nomination.

Chair Ruttan called for nominations two additional times. Hearing none, she stated that nominations would be closed.

MOVED by Trustee Elliott, that the nominations be closed. Carried.

Chair Ruttan congratulated Trustee French on being acclaimed as the Board's OPSBA Representative.

Chair Ruttan called for nominations for the position of Alternate.

Trustee French nominated Trustee Gingrich and was seconded by Trustee McGregor.

Trustee Gingrich accepted the nomination.

Trustee Godkin nominated Trustee Hutcheon and was seconded by Trustee Morning.

Trustee Hutcheon accepted the nomination.

Chair Ruttan called for nominations two additional times. Hearing none, she stated that nominations would be closed.

MOVED by Trustee McGregor, that the nominations be closed. Carried.

Trustees voted on their selection of Alternate. Director Burra and the Executive Assistant to the Director and Trustee Liaison collected the votes and Director Burra counted the votes.

Chair Ruttan congratulated Trustee Gingrich on being elected as Alternate. Chair Ruttan thanked Trustee Hutcheon for putting her name forward.

MOVED by Trustee Elliott, that the ballots be destroyed. Carried.

4. ADJOURNMENT

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

The meeting adjourned at 5:25 p.m.

SPECIAL BOARD MEETING MINUTES – APRIL 7, 2021

PUBLIC MEETING

Roll call:

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

1. Call to Order

Chair Ruttan welcomed everyone to the Special Board Meeting of the Limestone District School Board of Trustees, which was convened immediately following Education, Policy and Operations Committee.

MOVED BY: Trustee Godkin and seconded by Trustee Hutcheon that the meeting be called to order. Carried.

2. Declaration of Conflict of Interest

No conflict of interest for this meeting was declared.

3. Order of Business

3.1 Motion brought forward during EPOC Meeting

Chair Ruttan stated that there were two motions brought forward from the Education Policy and Operations Meeting tonight for decision and asked Trustee Elliott to read the first motion.

MOTION: That the Limestone District School Board send a letter to KFL&A Public Health, and our Medical Officer of Health Dr. Kieran Moore, expressing LDSB's support and gratitude for their active partnership. Given education workers have been deemed essential, LDSB commits to do everything we can to support the rollout of vaccines to LDSB staff as soon as feasible, based on vaccine supply.

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

Before proceeding with the second motion, it was noted no vote was taken to convene a Special Board Meeting. Chair Ruttan concurred that a vote requiring the majority, to convene a Special Board Meeting is indeed required. After some discussion, Director Burra clarified that the proper process does require Trustees to agree with proceeding with a Special Board Meeting. If Trustees do not agree, the business at hand would proceed to the next regular Board Meeting.

A roll call vote to convene a Special Board Meeting was conducted. A majority vote is required.

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 (8)

NAYS: (0)

ABSTAIN: Trustee Ruttan (1)

ABSENT: Trustee Putnam, Trustee Quadir, Trustee Traviss (3)

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The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning (8)

NAYS: (0)

ABSTAIN: Trustee Ruttan (1)

Chair Ruttan stated that the first motion brought forward from Education, Policy and Operations has been approved. The second motion being brought forward is as follows:

MOTION: That to accelerate the process, the Director use email communication to send the letter to KFL&A Public and our Health Medical Officer of Health Dr. Kieran Moore, prior to the next Board Meeting.

MOVED BY: Trustee Gingrich and seconded by Trustee Hutcheon. Carried.

4. ADJOURNMENT

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

The meeting adjourned at 8:30 p.m.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

March 10, 2021

PUBLIC MEETING

Roll Call:

Trustees:	Members:
B. Godkin K. McGregor (Chair)	<p>Present:</p> <p>S. Henderson-Todd, Lennox and Addington Resources for Children A. Ballance, Family & Children's Services, Frontenac, Lennox & Addington A. Martin, Member-at-Large (Queen's University) D. Jalovcic, Learning Disabilities Association of Kingston C. Carriere-Prill, Member-at-Large</p> <p>Regrets:</p> <p>C. Tooley, Down Syndrome Assoc. Kingston N. Carson, Epilepsy South Eastern Ontario C. Roberts, Easter Seals Ontario E. Sheldon, Community Living Kingston P. Dendy, Member-at-Large</p>
	Staff:
	<p>H. Box, Special Education Program Coordinator T. Vail, Special Education Program Coordinator L. Conboy, Mental Health Lead K. Leggett, Vice-Principal of Educational Services A. McDonnell, Superintendent, Learning for All L. Rousseau, Educational Services and Safe Schools Coordinator C. Snider, Special Education Program Coordinator M. Blackburn, Principal of Educational Services</p>
Guests:	Recorder:
None at this time.	J. Senior, Administrative Assistant

Limestone District School Board

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1. WELCOME

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

Trustee McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

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

3. DECLARATION OF CONFLICT OF INTEREST

Trustee Godkin declared a conflict as his daughter is an occasional teacher with two other public boards.

4. BUSINESS ARISING FROM MINUTES

None at this time.

5. EDUCATIONAL SERVICES UPDATE

5.1 Building Our Vision for the Future, Enhancing Special Education Services in our District, 2020-2021 Monitoring Document – Superintendent Alison McDonnell shared that the presentation will be focused on our District Monitoring Document. This document is monitored and shared with SEAC three times a year, and tonight will be focused on the work that has been accomplished for the time period of January, February and March 2021.

Principal Mike Blackburn stated that the Educational Services Team will be sharing the important work that has occurred recently in the area of professional learning and capacity building both face to face and virtually within three key areas:

- Support the needs of all students within an inclusive environment;
- Support the development and implementation of exemplary Individual Education Plans (IEPs)
- Support student mental health and wellness (Tier 1,2,3 supports)

This work and our goals have been thoughtfully selected based on the system observations and data collected over the past year. As we plan meaningful professional learning opportunities for our system, the intended impact on student learning, well-being and success is always at the forefront.

A variety of professional learning initiatives and opportunities have been offered to a diverse group of educational staff within our system. This presentation will share what this capacity building has looked like, the intention behind this learning, and our hopes for the impact on the learning experiences of students with special education needs.

Special Education Program Coordinator Cheryl Snider shared that the Student Support Teacher/Learning Program Support (SST/LPS) course was designed from the ground up this year for our new virtual reality by our Limestone District School Board (LDSB) Coordinator Team. Uniquely this year, the course included both live sessions through Microsoft Teams and Independent Learning Modules presented through Minds Online that allowed participants to apply their knowledge and deepen their understanding of the content discussed and taught. For example, in one course session, participants were explicitly taught how to personalize the accommodation section of the Individual Education Plan (IEP) and their independent learning module was to review one of their student's IEPs and make suggestions for improvements.

The purpose of this course is to provide current LDSB educators with an overview of the SST/LPS role and equip them for success in their role through an investigation of two overarching questions:

- How might I meet the needs of all learners and close gaps in learning?
- How might I build capacity at my school?

The role of the SST/LPS educator is both a special education specialist who works directly supporting students and a leader and a resource in the building. The role was revisited from both of these lenses throughout the course.

This certificate course is designed to provide the necessary knowledge and skills required to take on an SST/LPS role in Limestone. Successful completion of all components of the course is required to obtain a certificate.

Special Education Program Coordinator Tiiu Vail shared that the emphasis of this course was on long-term capacity building within our schools. The course dove into a number of pertinent topics in special education, including an exploration of relevant Ministry of

Education documents, including Special Education in Ontario and Learning for All, the in-school team process, the tiered approach to intervention and prevention, Universal Design for Learning, as well as a session devoted to district supports provided by Educational Services.

Embedded within the course were a number of application tasks that focused on applying the content of the course to how teachers could utilize this as they work with students. The team that put together the course also sought to honor the importance of Equity and Wellness as a part of the content. During our first session, Equity Consultant, Suche James, spoke about the importance of Equity in schools. Every week featured embedded wellness activities in consultation with Laura Conboy, Mental Health Lead, that linked directly to content from School Mental Health Ontario (SMHO) and attended to the LDSB goal of promoting wellness. These wellness topics, while utilized as a strategy to help teachers taking the course focus and create a sense of presence, were also tools/strategies that staff were taught and were encouraged to try with students. Forty staff participated in a range of roles, including both elementary and secondary educators, current SSTs and administrators, and a variety of educators in specialized roles.

Cheryl Snider shared information about the EA (Educational Assistants)/ECE (Early Childhood Educators) professional learning day which was a virtual learning opportunity held on the January 29, 2021 Professional Activity (PA) Day.

The professional development was provided in response to positive feedback regarding a series of learning sessions offered the previous year specifically for EAs and was responsive to the “Professional Development Wish List” compiled from the CUPE 1480 survey for EAs and ECEs. The purpose was to build capacity by providing optional professional development sessions for interested staff on a variety of relevant and engaging topics to support EAs and ECEs in their everyday work of meeting the needs of all learners within an inclusive learning environment.

Topics included Literacy and Numeracy Intervention, Working with Students with ADHD, Strategies for Building Success for Secondary Students with ASD, Self-Regulation, Behavioral Skills Training, Anxiety, Book Creator, myBlueprint, and Augmentative and Alternative Communication. It also featured a full day technology drop-in support as well as yoga and meditation breaks. A calendar of sessions was provided in advance with direct links to the live sessions allowing participants the freedom to choose their own sessions throughout the day. Many of these sessions were recorded and are available on Minds Online. We had an overwhelmingly positive response with over 140 staff participating at one time and several sessions with over 100 participants in attendance.

Hugh Box shared that he and others on the Autism Team presented at the EA/ECE Professional Learning Day on how to support students with Autism Spectrum Disorder (ASD) who have self-regulation challenges, which was very well attended. Hugh Box stated that EAs are front-line workers, working directly in classrooms with students and that EAs are integral in helping students learn.

Vice-Principal Karen Leggett shared that the Educational Services Team developed the Minds Online Resource to support student success and build staff capacity. The goal of this resource is to provide a platform for staff to learn, to access information, and to collaborate with each other. The resource was developed with the objective of offering our educators choice in their learning. With access to the internet, any educator in LDSB can explore any of these resources on the LDSB Minds Online platform. We understand that educators, like students, learn in a variety of ways. The Minds Online Resource offers educators a choice in how they want to learn about specific topics, strategies and supports in order to build their capacity to meet students' needs. The Minds Online Resource also provides easy access to various other online resources for quick access and deeper exploration of specific topics and strategies.

Mental Health Lead Laura Conboy highlighted two different areas of professional learning. Once a month LDSB hosts a virtual 2-hour session, Managing Anxiety at School and Home, prerecorded webinars from Lynn Lyons, with a multidisciplinary team of Educational Services staff, including Student Support Counsellors, Adolescent Care Workers, Social Workers, Clinical Consultants and Attendance Counsellors. This session began in December and will carry through until the end of May for a total of 12 hours of professional learning in this area. Anxiety has been identified as the primary mental health concern amongst elementary and secondary students in LDSB. We know that building capacity in this area will benefit students. By bolstering this area of learning, we hope that staff are going to feel better equipped to support students such as help manage the feelings of anxiety, and build coping skills, strength, and resiliency to help decrease the levels of anxiety that students are feeling.

Laura Conboy also shared that professional development was provided in the area of Applied Intervention Skills Training (ASIST), a two-day, face to face training. This training is normally offered yearly, but due to COVID-19, it was not offered during the 2019-2020 school year.

Within LDSB, staff are trained to facilitate this training, including Attendance Counsellor Christa Cox and Clinical Consultant Laura Stevens. In a regular school year, training would include a large, multidisciplinary group of staff and community partners, but due to COVID-19 restrictions, training comprised a small group including Student Support Counsellors, and Clinical Consultants.

The focus of the training is to teach staff how to recognize the signs of someone who is struggling with suicidal thoughts, how to provide a skilled intervention for that individual, and how to develop a safety plan to keep that student safe so that we can ensure that we give them the support that they need. This training is a part of the LDSB Mental Health and Well-Being Strategy and follows the principles and practices of ASIST.

Principal Blackburn thanked SEAC for the opportunity to share some of the important and impactful work and reiterated that one-way Educational Services supports students with special education needs is through meaningful, professional learning for our front-line staff to build their capacity, their knowledge, and their understanding so that they can support students in the best way possible.

6. CORRESPONDENCE

None at this time.

7. ASSOCIATION UPDATES

None at this time.

8. OTHER BUSINESS – Administrative Report: Superintendent’s Report

Special Education Plan 2021-2022 – Consultation Process – Superintendent Alison McDonnell reviewed the document, Standards for School Boards’ Education Plans and reminded members that on an annual basis, the LDSB Special Education Plan is brought to SEAC for discussion and consultation. It is also shared with the public on the LDSB website and shared with the Ministry for review.

The following information from the document was reviewed:

Regulation 306 of the Education Act mandates school boards to create and maintain a Special Education Plan and be made available to the Ministry of Education and publicly accessible. The Policy document Standards for School Boards’ Special Education Plans (2000) describes the province wide standards that boards must adhere to in developing their special education plans. Boards must maintain a special education plan, review it annually and amend it as necessary and send amendments to the Ministry for review. The purpose of a Special Education Plan is to “inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education” (Special Education in Ontario, Policy and Resource Guide, 2017, B2).

Superintendent Alison McDonnell introduced the following Standard: The Board's General Model for Special Education:

- Purpose of the Standard – To provide the Ministry and the public with information on the board's philosophy and service-delivery model for the provision of special education programs and services.
- Requirements of the Standard – The school board's special education plan must outline in detail the board's general philosophy and service-delivery model for the provision of special education programs and services. The board's special education plan must be designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and any other relevant legislation. The board must include a statement in the plan confirming that the plan has been designed in accordance with this requirement.
- Compliance with the Standard – The ministry will review each school board's special education plan to ensure that the above information is included.

Superintendent Alison McDonnell introduced the corresponding section of the LDSB Special Education Plan: Special Education Programs and Services (pages 1-4). This section of the LDSB Special Education Plan aligns with the information within the Standards document. This section begins with the Limestone District School Board Mission, Vision and Values. SEAC was consulted in the development of the Mission, Vision and Values. The remainder of this section of the plan provides an overview of the philosophy of special education programs and services.

Limestone District School Board bases their philosophy of special education supports and services on creating the most inclusive community possible for our students. The premise is that students have the opportunity to receive the supports and services that they require in the least intrusive and most inclusive way. In most cases, that looks like receiving the supports and services at their home site. That is not always something that is appropriate for all students and so the service delivery model does encompass a variety of different options for students who would benefit from more intensive supports and services. This Tiered Approach to service delivery allows the provision of the most appropriate supports and services based on the student's particular needs.

The Tiered Approach can:

- Facilitate early identification of both students who may be at risk and students who may be in need of greater challenges; and
- Ensure appropriate and timely intervention to address these students' needs and significantly reduce the likelihood that they will develop more intractable problems in the future.

Tier 1 - Assessment and instruction are planned in relation to the curriculum for all students, applying principles of Universal Design for Learning and Differentiated Instruction. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty. At this tier, Educational Services resources are focused on supporting classroom teachers as a resource, and in supporting students in the regular classroom.

Tier 2 - On the basis of assessment results, differentiated instruction and interventions are planned for students who are facing learning challenges in a particular area, or in general. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed.

Tier 3 – For students who require intense support to achieve learning goals, even more precise and personalized assessment and instruction are planned, often with the help of the in-school team and/or other available school or district-level resources. Monitoring of progress continues.

SEAC members were asked to provide input into this section of the LDSB Special Education Plan using the questions outlined in the Superintendent's Report:

- What are LDSB strengths related to the Standard: The Board's General Model for Special Education (LDSB Special Education Plan (p. 1-4)- Special Education Programs and Services)?
 - Constance Carriere-Prill, Member-at-Large, stated that she likes the tiered approach and thinks that it is a strength of LDSB. One of the biggest difficulties for the Board to face is trying to strike the acceptable balance in including children within the classroom because that is the best thing for them, but also providing alternatives when that no longer becomes what is the best for them. The way the document is set up, in the approach, really strikes a good balance in terms of inclusion, but also identifying individual needs that may need to be addressed.
 - Chair McGregor noted that the presentation on the Minds Online resource is a good example of how LDSB provides consistent, and accessible access to professional learning across all employee groups.

- What are LDSB opportunities for improvement related to the Standard: The Board's General Model for Special Education (LDSB Special Education Plan (p. 1-4) Special Education Programs and Services)?
 - Djenana Jalovcic of Learning Disabilities Association of Kingston stated that an area of improvement is communication with parents so that they have a clear understanding of the Tiered Approach.
 - Constance Carriere-Prill, Member-at-Large, stated that she would like to see more detail in terms of monitoring. Monitoring is mentioned, but there really is not a lot of clarification around how that happens in regards to timelines and communication.
 - Andrea Martin, Member-at-Large, Queen's University, stated that to build on what has been said, as she looked at the Tiered Approach, which is strongly grounded in research, she would suggest the addition of more explicit assessment data which clearly outlines the requirement to move from Tier 2 to more intensive targeted support in Tier 3.

Superintendent Alison McDonnell asked SEAC for input in identifying other areas of the Special Education Plan that they would like highlighted. The Educational Services Leadership Team suggested using April and May SEAC meetings to highlight two sections each month of the Special Education Plan. At each of these meetings, based on the sections of the plan that are identified by SEAC members, the Educational Services Leadership Team will come to the SEAC meeting and present a fulsome overview of each section identified. SEAC Members will have this information in advance of the meetings and will have the opportunity to provide feedback.

The following sections were suggested by SEAC:

- April SEAC Meeting
 - Transition Planning
 - Professional Learning
- May SEAC Meeting
 - Individual Education Plans (IEP) Process
 - the Identification Placement in Review Committee (IPRC) Process

All SEAC Members agreed to the above suggestions.

9. NEXT MEETING DATE

Wednesday, April 21, 2021

10. ADJOURNMENT

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

The meeting adjourned at 6:43 pm

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – APRIL 7, 2021

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	M. Babcock, Superintendent of Education K. Burra, Director of Education S. Gillam, Associate Superintendent S. Hedderson, Associate Superintendent S. McWilliams, Superintendent of Human Resources A. McDonnell, Superintendent of Education S. Sartor, Associate Superintendent J. Silver, Superintendent of Education L. Strange, Records Management Coordinator C. Young, Superintendent of Business Services
Guests:	Recorder:
N. Zahn, Outdoor Education Educator S. McShane, Outdoor Education Educator	W. Moore, Executive Assistant to the Director and Trustee Liaison

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

“As was the case with the earlier special meeting, tonight we are using a hybrid meeting model with some Trustees and staff attending virtually, and some attending in-person at the Education Centre in accordance with current Public Health directives. All Trustees in attendance at the Special Board Meeting, prior to this meeting, are still in attendance for our EPOC meeting.

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

Chair Gingrich called the meeting to order.

1. Adoption of Agenda

Trustee Elliot stated, before moving to adopt the agenda, he would like to bring two motions forward, and add them to the agenda under Other Business, for discussion and decision.

“That the Limestone District School Board send a letter to our partners at KFL&A Public Health and our Medical Officer of Health, Dr. Kieran Moore, requesting the immediate prioritization of vaccines for Special Education workers and, pending the availability of vaccine, for the prioritization of the remaining LDSB school-based staff and LDSB staff who are required to work in a school setting and/or provide either director or indirect service to students and receive the vaccination during the April 12-16 break, or a date as soon as possible before June.”

Before voting, Chair Gingrich clarified that this vote is to place the motions on the agenda this evening, and the Committee we will then vote to place these on the Board agenda for a later date.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Putnam, Trustee Quadir, Trustee Traviss (9)

NAYS: Trustee French and Trustee Ruttan (2)

Abstain: Trustee Gingrich (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning (6)

NAYS: Trustee French and Trustee Ruttan (2)

Abstain: Trustee Gingrich (1)

The motion carried.

“That the Limestone District School Board, in solidarity with the South Frontenac Council, condemns the blatant disregard to COVID regulations and restrictions by MPP Randy Hillier

(Lanark-Frontenac-Kingston) as well as his recent repugnant tweet comparing public health safety measures to Nazi Germany. His misinformed and dangerous opinions are not representative of the Limestone District School Board's efforts to work with our Public Health partners to combat disinformation and ensure maximum safety for all of our staff, students, and families."

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee Morning, Trustee Quadir, Trustee Traviss (7)

NAYS: Trustee French, Trustee McGregor, Trustee Ruttan, Trustee Putnam (4)

Abstain: Trustee Gingrich (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee Morning (5)

NAYS: Trustee French, Trustee McGregor, Trustee Ruttan (3)

Abstain: Trustee Gingrich (1)

The motion was lost as two-thirds is required.

MOVED BY: Trustee Elliott that the agenda, as amended, be approved. Carried.

2. Declaration of Conflict of Interest

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

Section A – Matters Requiring Action at the Meeting

3. Reports for Information

3.1 Outdoor Education

Associate Superintendent Hedderson stated that the history of outdoor education in Limestone District School Board includes a long standing partnership with the Cataraqui Region Conservation Authority (CRCA), and the former Frontenac County Board of Education, that dates back to the late 1960s, where space has been leased to the Board to use for outdoor learning at Gould Lake. The small, yet dynamic outdoor education team has helped create many lasting memories for Limestone graduates who would have visited the Gould Lake Outdoor Education

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Centre over the years. For some students, this would have included attending one of the overnight programs that have been offered during the summer months since the 1970s.

Associate Superintendent Hedderson indicated that unfortunately, LDSB was not able to run summer programs last year because of the pandemic. The Outdoor Education Team has continued to innovate and provide outdoor learning opportunities to students across the district remotely last spring, and were recently, this school year, primarily at students' home schools. The Team has continued to evolve the enhanced programming and includes more intentional Indigenous connections.

Associate Superintendent Hedderson introduced the guest presenters, Nate Zahn, an elementary teacher, who is currently serving as the Outdoor Education Specialist, and Sean McShane, the Outdoor Education Coordinator and acting Outdoor Education Program Manager.

N. Zahn, who oversees the day-to-day operations of the Gould Lake Outdoor Centre (GLOC), indicated that the Outdoor Centre is located just north of Sydenham, on Gould Lake. Typically, GLOC sees 7,500 elementary students and 1,000 secondary students in a school year, and around 500 students in the summer, mostly secondary students.

Programming at GLOC is developed using the Ontario curriculum. The four main streams that lessons are based on the following provincial curriculums: Physical Education; Social Studies; Science and Technology; and more recently, integrating Math. On the website teachers can pick programs that are offered when they register their class for programming.

N. Zahn stated that summer programs are offered to students in Grades 7-12 to participate in either 5-day, day camps, or 30+ day kayak trip and Anticosti Island students can earn secondary school credits and also other certifications. He noted there are 10 different graduated programs that build on previous years skills that follow the Ontario curriculum. The website outlines how those programs look, similar to taking Math in Grade 9 to Math in Grade 12, things are built year to year, which is the same as GLOC programs as well.

N. Zahn indicated that GLOC has adapted this year. With no field trips happening, and students unable to come to the GLOC, the Gould Lake team started visiting elementary schools since September. He noted that the team has visited every school in the board this school year, except one, but plans to be there before June.

N. Zahn stated that last spring, during the provincial shutdown, from March to June, the Outdoor Education Team developed K-12 resources for teachers, students, and families to use while at home, and with those lesson plans, there were complementary YouTube videos. This is also linked into Minds Online that teachers can access on the website. N. Zahn advised that Gould Lake staff continue with the school-based programs for elementary students for the remainder of the year and outlined some new programs for the spring, including potential day camps.

S. McShane advised that outdoor education has evolved and incorporated more Indigenous content. This includes passing on Indigenous history and traditional knowledge of, and on, land use, for materials and medicines to our interpretive hikes, and “voyageur for a day” fur trade programs, among others. He noted that within the past 10 years, the Outdoor Education Team has been working directly with Indigenous students in secondary school programs, like the “River” and “Portage,” as well as elementary students at Rideau Heights, J. G. Simcoe, and Molly Brant public schools.

S. McShane noted that summer offerings of programs include leadership-based programs for high school students, where both secondary and elementary students come together on the land and explore Indigenous histories and ideas together. He indicated that space is made available for Knowledge Keepers to come and teach at the site, for example, a raising of a Teepee, where Elder Bernard Nelson can come in and pass on the teachings.

In the past couple of years, the Outdoor Education Team worked with the Katarokwi Learning Centre to design and deliver some Specialized High School Major (SHSM) credit packages. Geared towards students who may want to work in the outdoor industry, Outdoor Professional SHSM offers lots of engaging hands on lessons like Search and Rescue, Signal Fires, and Navigation.

Chair Gingrich thanked Associate Superintendent Hedderson, N. Zahn and S. McShane, and called upon Trustees for questions or comments.

3.2 Education Quality Accountability Office (EQAO)

Superintendent Silver stated that in a typical year, students write the preliminary assessment of reading, writing and mathematics. At Grade 3, there is the primary assessment of reading, writing, and math. At Grade 6, there is junior assessment of reading, writing, and math; and at Grade 9, there is an applied and academic math assessment. There is also the Ontario Secondary School Literacy Test (OSSLT), which is typically written in Grade 10. Superintendent Silver

indicated that last year there were no assessments written because of labour disruption, and the onset of COVID-19.

Superintendent Silver noted that in June of 2020, the Minister of Education did announce that there would be no Grade 3 or 6 assessments written this year, which was primarily related to the pandemic, and then, in the fall of this year, the Ministry announced that the literacy requirement for graduating Grade 12 students for this year, would be waived.

She indicated there are no elementary assessments being written. At the secondary level, EQAO is field testing a new system, and Limestone schools are administering field tests for both Grade 9 math and the OSSLT. The new online format, supports the continued modernization of the assessment, which has been the EQAO's goal for the last number of years. The other difference this year is that EQAO has provided multiple windows for students to write. For the math assessment, there is a window at the end of each octomester, at the end of each quadmester, and each semester, depending on each school or board. She noted that for the literacy test, there is a longer writing period, which started in March and goes until June, allowing schools the flexibility to choose a time that works for them.

Superintendent Silver noted the other difference this year is that participation in the assessment is optional, so schools and boards can make decisions whether or not to participate. Some of the larger boards made decisions not to participate in the literacy test. Most of the boards that did that are in COVID "hotspots," and are designated boards, so their students attend school half time, which logistically, was more than they could manage. Luckily, here in Kingston the COVID numbers are relatively low compared to the province, and the Minister did say that any student who did write the assessment this year, and was successful, would have it count as their literacy requirement for graduation. Therefore, in consultation with the senior team and administrators, the decision was made for our board to go ahead, and schools are participating in the literacy test.

Superintendent Silver advised that Limestone had two schools participate in the math assessment, which is a bit different, because there are no graduation requirements. All schools were scheduled to write it, except that the schools were closed in January, and so at the end of octomester four, students were at home, and could not participate at that point. In terms of the literacy test, all but one school has participated so far, and that school is planning to write during octomester seven, which starts April 9, 2021.

Superintendent Silver noted that the schools that have participated have been reporting that it has gone quite well and that LDSB is well on its way to having students complete their writing this year.

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

4. Reports for Action

4.1 Policy/Bylaws Review

Chair Gingrich stated that the question tonight is on the adoption of the bylaws. He will move through the bylaws one article at a time. After each article is put forward, it will be open to debate and amendment. When debate and amendments to an article are completed, the next article will be considered. No article will be adopted until all have been opened to amendment. Once Trustees have gone through all articles, the entire bylaws will be open to amendment. A vote will then be taken on the proposed bylaws, either as presented, or as amended.

The Chair noted that Trustees will then work through the appendices in the same manner, appendix by appendix. Trustees will vote on the appendices, either as presented, or as amended.

Chair Gingrich advised Trustees that he will then ask if there is any objection to attaching the appendices to the bylaws, and if there are no objections, Trustees will then vote on a motion to send the bylaws and attached appendices to the Board for approval.

Article I – Board Composition. There were no amendments.

Article II – Officers and Duties. There were no amendments.

Article III – Board of Trustees. Add a proviso that this article is in draft, and that the amendment ‘the rural to urban ratio must be maintained,’ be included.

Article IV – Meetings. Add a proviso to talk about distinguishing between merely adding something to the agenda for a discussion as opposed to adding something to the agenda for a motion. Further discussion or vote on the 2/3 vote. Separate out to see if Trustees want to keep or change this language.

Article V – Administrative Operations. There were no amendments.

Article VI – Committees. There were no amendments.

Article VII – Parliamentary Authority and Suspension of Rules. Amend this to remove article.

There has to be some structure in place. There is a process in place to amend all bylaws. Bring this back for further discussion.

For clarification purposes, when asked, Director Burra stated that there is a process to amend all the bylaws. This article was in the document presented to Trustees, and discussed, however, no other structure was suggested. He confirmed the parliamentary authority and suspension of rules is the basis of having bylaws and this is a reflection of what is currently in place and used by the Board, and brought forward for approval today, based on Trustee discussions at the previous meetings.

*MOTION BY: Trustee French to defer the continuation of the bylaw approval process, until Lori Lukinuk can be present for discussions, to ensure we do not jeopardize the document by changing some sections; and further,
That the articles and appendices that were not approved and requiring further discussion, be brought back to a further EPOC meeting. Carried.*

Article VIII – Amendment. There were no amendments.

Appendix A – Special Rules of Order. There were no amendments.

Appendix B – Handling Motions. There were no amendments.

Appendix C – Thirteen Ranking Motions. There were no amendments.

Appendix D – Agenda Setting for Board and EPOC – Research how we might clarify time sensitive.

Appendix E – Regular Meeting – Order of Business – Reports (a) Requiring Acton (b) for Information, also include: (e) OPSBA Report and (f) Student Trustee Reports

Appendix F – Special Meetings – Order of Business – There were no amendments.

Appendix G – Annual Meeting – Order of Business – Processing for meeting of electing the Chair and the Vice-Chair at the Annual meeting and then a meeting a few days later for selecting Trustees on the Committee but have the Chair and Vice-Chair reported out at that meeting. Clarify that there is an organizational meeting prior to the Annual Meeting. Proviso will be in place that this comes into effect, only after all the structures are in place, i.e., a Nominating Committee.

Section B – Information

5. Internal Reports and Other Communications

None at this time.

6. External Reports and Other Communications

None at this time.

7. Other Business

7.1 Motion

“That the Limestone District School Board send a letter to our partners at KFL&A Public Health and our Medical Officer of Health, Dr. Kieran Moore, requesting the immediate prioritization of vaccines for Special Education workers and, pending the availability of vaccine, for the prioritization of the remaining LDSB school-based staff and LDSB staff who are required to work in a school setting and/or provide either director or indirect service to students and receive the vaccination during the April 12-16 break, or a date as soon as possible before June.”

Trustee Elliott stated, that for context, this motion is almost verbatim to the Waterloo Region District School Board’s motion which was passed on March 29, 2021, who later sent a letter to its Health Unit on March 30, 2021. Waterloo RDSB announced today, that in partnership with its Health Unit, they have chosen priority vaccination to staff that directly support students with special education needs. While he is unsure this letter assisted in that process, he was hoping to emulate this process in our district, to ensure the safety of our system, which is staff. Because our area is not a hotspot, he is unsure if Public Health is prioritizing staff.

Chair Gingrich called upon Trustees to provide comments.

Director Burra was called upon to provide Trustees with an update. He stated that staff are in contact with Public Health every single day, seven days a week, for the better part of the last six weeks. The issue of vaccination for educational staff is included in Phase Two of the provincial vaccination strategy. This has been raised by the Director at least three or four times in the last two months directly with Dr. Moore. Dr. Moore shared that educators and staff in school buildings are considered essential workers, so it is certainly on their radar. KFL&A Public Health has been rolling out vaccines quickly and they have no vaccines currently. In fact, KFL&A has the highest per capita vaccination rate in the province currently.

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Director Burra advised that the Premier announced, earlier today, that beginning the week of April 12, 2021 education workers who provide direct support to students with special education needs across all areas and all education workers in select hotspot areas, beginning with Toronto and Peel are eligible to register for vaccination. This will be followed by a rollout across the remainder of the province, as supply allows. There will be specific instructions and information shared in short order. This incremental step will continue safeguarding staff and students and the province will roll this out as quickly as supply allows.

Director Burra noted the rates per 100,000 in those regions, just noted, are in many cases 10 times the rate that we have locally. He believes the KFL&A number, this morning, is in the neighborhood of 29 per 100,000 and there are many jurisdictions that are over 200.

Associate Superintendent Gillam confirmed that even with the increased cases seen over the last couple of weeks, KFL&A is in good shape. When an area is not considered a hotspot, the number of vaccinations received is less. Even though there is a priority to start vaccinating special education staff, and then move other education workers by age group, there is a limited supply of vaccines, which will determine how quickly Public Health is able to do that. As the Director said earlier, KFL&A Public Health, along with its partners, are getting needles in arms faster and more efficiently than anywhere else. Once things start rolling, we do anticipate getting teaching staff, support staff and caretaking staff done as quickly as possible.

Trustee Elliott withdrew his motion and proposed the following motion:

MOVED BY Trustee Elliott and seconded by Trustee Godkin that the Limestone District School Board send a letter to KFL&A Public Health, and our Medical Officer of Health Dr. Kieran Moore, expressing LDSB's support and gratitude for their active partnership. Given education workers have been deemed essential, LDSB commits to do everything we can to support the rollout of vaccines to LDSB staff as soon as feasible based on vaccine supply. Carried.

MOVED BY Trustee Ruttan and seconded by Trustee Godkin that to accelerate the process, the Director use email communication, to get feedback of the draft from Trustees, and once approved, send to KFL&A Public Health, prior to the next Board Meeting.

Director Burra stated that while the letter can be drafted relatively quickly, in terms of providing feedback, this could actually delay sending the letter, unless Trustees make a decision around that. Also, given that this motion is being presented at the EPOC meeting, formal approval is required, at

a Board Meeting or if Trustees waive notice, a Special Meeting of the Board, to approve the motion.

Trustee Ruttan amended her motion to remove feedback and approval from Trustees. Trustee Godkin agreed with the amendment.

MOVED BY Trustee Ruttan and seconded by Trustee Godkin that to accelerate the process, the Director use email communication to send the letter to KFL&A Public and our Health Medical Officer of Health Dr. Kieran Moore, prior to the next Board Meeting. Carried.

Trustee Godkin put forward the following motion:

That at the conclusion of the EPOC meeting, a Special Meeting of the Board be convened.

Director Burra confirmed that the Board would have to waive 48 hours notice and make a motion to convene a Special Board Meeting, however, there is a Private Session immediately following EPOC this evening. Trustees would have to adjourn the EPOC meeting and need to immediately reconvene a Special Board Meeting to address these motions, then close off the public session portion of the meeting, and then move into Private Session. The Private Session is to address an OPSBA information item and will be reported out at the April 28, 2021 Board Meeting.

Chair Gingrich stated that if Trustees were in agreement with waiving the 48 hours notice, Trustees would move into a Special Board Meeting.

8. Next Meeting Date

Regular Board Meeting: April 28, 2021.

9. Adjournment

MOVED BY: Trustee Godkin that the meeting adjourn.

The meeting adjourned at 8:20 p.m.

BUDGET COMMITTEE MEETING MINUTES – APRIL 21, 2021

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown	K. Burra, Director of Education
G. Elliott	M. Babcock, Superintendent of Education
L. French	S. Gillam, Associate Superintendent, Safe and Caring Schools
T. Gingrich (Vice-Chair)	S. McWilliams, Superintendent of Education and Human Resources
B. Godkin	A. McDonnell, Associate Superintendent, Learning for All
R. Hutcheon	S. Sartor, Associate Superintendent, School Effectiveness and Assessment
K. McGregor	J. Silver, Superintendent of Education
J. Morning	S. Hedderson, Associate Superintendent of Education
S. Ruttan (Chair)	C. Young, Superintendent of Business Services
N. Quadir (Student Trustee)-regrets	C. Downie, Supervisor & Planning Officer
A. Putnam (Student Trustee)-regrets	M. Baumann, Manager of Financial Services
Q. Traviss (Student Trustee)-regrets	
	Recorder:
	D. Burns, Administrative Assistant

Chair Gingrich commenced the meeting at 4:30 p.m. and stated: “Good evening Trustees, senior staff, and the viewing public. Welcome to the Budget Committee meeting of the Board. Thank you for your patience as we transition to virtual meetings once again. Due to the stay-at-home order this meeting is only taking place virtually. This is truly a unique year with its additional challenges and opportunities. I am Tom Gingrich, Trustee for Kingscourt-Rideau & King’s Town, and Vice Chair of the Board”.

Chair Gingrich read the Acknowledgement of Territory:

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“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 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 a member of ETFO**. Trustee Godkin declared a conflict as his daughter is an occasional teacher with another public board.

Budget Development Schedule

Superintendent Young presented the Budget Development Schedule, outlining future meetings:

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

Budget Overview 2021-2022

Superintendent Young presented a budget overview for 2021-2022. He stated that the Grants for Student Needs (“GSN’s”) had not yet been received. A budget is made up of revenues, expenditures, strategic priorities and must be balanced.

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Budget timeline:

January	<ul style="list-style-type: none"> School level verification Prepare documents/forms/spreadsheets
February	<ul style="list-style-type: none"> Contact schools re enrolment
March	<ul style="list-style-type: none"> Enrolment projections Department budget requests
April	<ul style="list-style-type: none"> Staffing projections Joint Staffing Committee Review Ministry budget announcement(s)
May	<ul style="list-style-type: none"> Review priorities Budget Committee reviews funding & revenues
June	<ul style="list-style-type: none"> Finalize priorities Budget Committee reviews draft budget Board approves final budget Submit final budget to Ministry

In March enrolment projections are reviewed. For elementary enrolment several factors are taken into account: rollover - grade-by-grade, school by school, historical estimates of junior kindergarten, consultant review and principal review and local knowledge. For secondary enrolment, factors taken into account include: student course registration data, historical estimates, consultant review and principal review.

Teaching staff projections are reviewed in April. Considerations includes class size regulations, collective agreements, ministry direction with regards to funding and joint staffing committee. This year school boards were to take into account that there will be no COVID funding for the coming year.

Teaching staff costs are by far the largest portion of the budget, mandated and directed by collective agreements. Estimates are based on average cost and the Q&E grid. We estimate retirements and new teachers and check the impact on our average costs.

In April and May, the GSNs are reviewed, which are a large part of the revenues. Enrolment data goes into EFIS schedules. The GSN Technical Paper is reviewed completely, and identifying any changes. The Priorities and Partnership Fund (“PPF”) is additional funding that comes in which is prescriptive and received with the GSNs or later in fall.

All expenses are estimated, other than teaching staff such as: custodial/maintenance/utilities, special education/curriculum/ITS, central administration/management, departments, schools and transportation. We review the technical paper for detail.

All requests are reviewed, to make sure they align with Board priorities: Technology, Special Education, Curriculum initiatives, School requests, Succession planning, Process improvement, and Professional development. Then available funding is identified.

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The budget must align with the Board's Strategic Plan and is developed with wide stakeholder input. The budget is reviewed and communicated regularly. The budget is communicated to Trustees, Departments/Schools, School Administrators and Employee Groups.

Governance – the budget committee is comprised of all Trustees, and the committee reviews the funding from GSN's and PPF's, the budget committee makes a recommendation to Board to accept the final budget.

Operating Budget Revenues for 2020-2021: GSN's \$247.3M, Other Revenues \$3.9M, PPF and other Grants \$1.6M and Tuition Fees \$1.3 M.

Operating Budget Expenditures 2020-2021: Instruction \$200.1M, Pupil Accommodation \$28.6M, Transportation \$17.9M and Administration \$7.5M.

The Education Act states that every board, before the beginning of each fiscal year, shall prepare and adopt estimates of its revenues and expenses for the fiscal year, and a board shall not adopt estimates that indicate the board would have an in-year deficit for the fiscal year. Budget estimates are due to the Ministry by June 30, 2021.

Chair Gingrich thanked Superintendent Young and asked Trustees for any comments or questions.

2021-2022 Projected Enrolment and 10-year enrolment trend

Supervisor Downie presented the 2021-2022 projected enrolment and 10-year enrolment trend data to Trustees as part of the 2021-2022 budget development process.

Each year an enrolment projection report is created using historic data to establish trends such as participation rates and retention rates. These trend lines are updated every year with October 31st actual student counts. Analysis is done using the Ontario Birth Registration and Information from Canada Revenue Agency ("CRA") showing student movement. This analysis comes together to form the short-term and long-term projections. Local input gathered from principals and staff is also factored in. Adjustments are made to the projections that reflect Average Daily Enrolment (ADE), and the weighting of enrolment between the two counts at the October 31st and March 31st.

ADE is the basis for funding for most provincial grants through the Grants for Student Needs (GSN) model.

Appendix A highlights the 2021-22 projected enrolment of 19,166 ADE for a decrease of 52 ADE from 2020-2021 Revised Estimates. A decline of 37 ADE is projected at the secondary level and a decline of 15 ADE is projected at the elementary level. These projections contain Other Pupils of the Board, which includes international students. Over the next 5 years the current enrolment level of 19,218 (ADE) is forecasted to decline by about 138 (ADE) to 19,080 (ADE).

Appendix B details school level enrolments as well as individual schools' utilization determined using

the “On the Ground” (OTG) capacity. The Ministry calculation that dictates the student capacity at the school. OTG does not include portables. Schools showing over 100% manage their accommodations with portables.

Chair Gingrich thanked C. Downie for her presentation and called upon Trustees for comments or questions.

Budget Survey 2021-2022 Review

Superintendent Young stated that the online survey was open from March 4 – 19, 2021. Six-hundred and forty-seven responses were received. The survey was advertised on LDSB webpage, Twitter, Facebook, Instagram and was emailed to family, staff, community and federation partners. Question No. 1 on the survey asked, “what is your involvement with the LDSB, please choose all that apply”, predominately those who responded were family members or caregivers. Question No. 2 asked, “do you have students in LDSB”, again predominately the family members or caregivers had students in the LDSB system. That is an accurate representation of those who have invested interest in LDSB. Question No. 3 required individuals to select the top five most important programming areas. From all the responses people placed Mental Health and Well-Being, Reading and Writing Skills, Arts/Music/Drama, Mathematics and Outdoor Education in the top five categories. Those results, were also broken out by student responses, and again, Mental Health and Well-Being was number 1 on that list. That is not surprising that mental health and well-being is top of the list in this COVID year. Question No. 4 allowed respondents to give additional information in regard to the survey. The majority of people stressed the top categories as Mental Health and Well-Being, Reading and Writing Skills, Arts/Music/Drama, Mathematics and Outdoor Education. The Senior staff has reviewed the 647 responses. There were some underlying themes, as well, for example, Science was not on the survey, and a number of people brought that up. Superintendent Young confirmed that this will be on the survey next year. Financial Literacy and American Sign language were both noted to be areas of interest. A number of respondents had comments on focus and enrichment programs. A number of people said it was difficult to pick the top 5. This speaks to the Board’s struggle with limited finances, which is recognized. A number of respondents said thank you for putting the survey out and for listening. A number of people thanked LDSB for the great work they are doing. This was positive to hear.

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

Other Business

None at this time.

Next Meetings

Chair Gingrich noted the upcoming Budget Committee meetings on June 2, June 9 and June 14, 2021.

Adjournment

MOVED BY: Trustee McGregor, that the meeting be adjourned. Carried.

Meeting adjourned at 5:19 pm.

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ADMINISTRATIVE REPORT: STUDENT TRUSTEE ELECTIONS 2021-22

REGULAR BOARD MEETING

April 28, 2021

Purpose

To provide Trustees with an update on Student Trustee elections for the 2021-2022 school year.

Background

The Limestone District School Board has established three positions for Student Trustees to provide for the interests of students within its school system. One Student Trustee is elected to represent urban, one Student Trustee is elected to represent rural schools, and one Student Trustee is elected to represent Indigenous students to ensure accurate representation for all secondary students in the board. Candidacy is open not only the highest two ranking officials of the respective school's Student Council, but to any senior student in Grade 10 or 11 and returning Grade 12 students.

Student Trustees participate in voting with the elected Board of Trustees, however, their votes are non-binding. Student representation on the Board is further outlined in Board Policy 9: Board Operations.

Elections for the position of Student Trustees typically occur in the spring preceding the next school year. The Student Trustees may occupy the position for a one-year term only unless they are subsequently re-elected during regular Student Trustee elections.

Election Process/Results

Due to the COVID-19 pandemic, similar to elections for the 2020-2021 school year, Student Trustee elections were held virtually. Candidates were required to meet the eligibility criteria for the next academic year and submit a completed application prior to the election. Candidates were required to submit a written or recorded speech not exceeding two minutes, and a written response to platform questions, to present to the incoming and outgoing members of the Inter-School Council who then voted on the positions. The same application process is used for the Indigenous Student Trustee however, this student is selected by Indigenous Student representatives from each secondary school at a separate meeting. The Indigenous Student Trustee selection is held prior to the Rural/Urban Student Trustee elections to allow the opportunity for Indigenous Student Trustee candidates who

not selected for that position to run for a Rural/Urban Student Trustee position.

This year, Limestone saw its largest and most diverse group of students running for Student Trustee. There were nine student candidates in total who ran for one of the three Student Trustee positions.

The Indigenous Student Trustee election was held April 8, 2021. Breanna Roy, currently in Grade 11, at Napanee District Secondary School was elected by her peers. The Urban/Rural Trustee election was held April 20, 2021. Shana Johnson, currently in Grade 11, at North Addington Education Centre was elected by her peers for the position of Rural Trustee. Tanesha Duncan, currently in Grade 11 at Loyalist Collegiate & Vocational Institute, was elected by her peers for the position of Urban Trustee.

Current Student Trustees will work with the incoming Student Trustees over the next few months to provide mentorship and learning opportunities. Student Trustees are also supported by the LDSB Inter-School Council and Student Trustee Admin Advisor. The 2021-2022 Student Trustees will begin their role in September 2021.

Recommendations

That this report be received for information

Prepared by: Bryan Lambert, Admin Advisor, LDSB Inter-School Council & Student Trustees

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: INTERIM REPORTING QTR 2 2020-2021

BOARD MEETING

April 28, 2021

Purpose

To report on the Interim Financial Operating expenditures for the period September 1, 2020 to February 28, 2021 (Quarter 2).

Background

A 2020-2021 Interim Financial Report was presented to the Board on January 27, 2021 and provided updated revenue and expenditure information from the budget to the revised estimates, as well as operating expenditures for the period ending November 30, 2020 (Quarter 1).

Attached is the 2020-2021 Interim Financial Report for the period ending February 28, 2021 (Quarter 2), which has been presented in a similar format as the 2020-2021 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 2, \$125,870,289 of the \$261,682,447 operating budget or 48% has been spent. The expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period. *(See Appendix 1 for more information.)*

The 2020-2021 interim financial report for Quarter 2 indicates a spending level of 48%. This is comparable to the 49% spending level reported for the same period last year.

The Board is on target to end the 2020-2021 fiscal year within the budgeted deficit of (\$1,054,527).

Recommendations

That this report be received for information purposes.

Prepared by: Myra Baumann, Manager of Financial Services

Reviewed by: Craig Young, Superintendent of Business Services
Krishna Burra, Director of Education

Limestone District School Board
Interim Financial Report-Operating Expenditures
For the Period Ending February 28, 2021 (Quarter 2)
Appendix 1

Expenditure Categories	2020-2021 Revised Estimates	2020-2021 Expenditures at (Q2)	2020-2021 % Spent at (Q2)	2019-2020 % Spent at (Q2)
Instruction				
Classroom Teachers	\$ 129,366,275	\$ 62,169,717	48%	47%
Supply Staff	7,495,835	2,840,052	38%	49%
Teacher Assistants	16,992,982	8,250,061	49%	53%
Early Childhood Educator	4,598,240	2,512,036	55%	55%
Textbooks and Supplies	4,557,391	2,069,987	45%	47%
Computers	4,059,041	1,921,976	47%	49%
Professionals/Paraprofessionals	9,588,458	4,360,477	45%	47%
Library and Guidance	3,796,357	1,908,580	50%	51%
Staff Development	1,574,916	395,001	25%	26%
Department Heads	310,130	178,753	58%	49%
Principals and VPs	11,485,595	5,544,513	48%	49%
School Office	6,467,015	3,404,399	53%	54%
Coordinators and Program Teacher Support	3,472,399	1,628,775	47%	48%
Continuing Education	1,316,467	563,127	43%	29%
Instruction Total	205,081,101	97,747,454	48%	48%
Administration and Governance				
Trustees	155,921	58,641	38%	50%
Directors and Supervisory Officers	892,777	440,010	49%	52%
Board Administration	6,606,812	3,051,408	46%	50%
Administration and Governance Total	7,655,510	3,550,059	46%	50%
Transportation				
Transportation	18,539,766	10,610,919	57%	61%
Transportation Total	18,539,766	10,610,919	57%	61%
Pupil Accommodation				
School Operations and Maintenance	28,901,131	13,250,533	46%	46%
Pupil Accommodation Total	28,901,131	13,250,533	46%	46%
Other				
Other Non-Operating Expenses	1,504,939	711,324	47%	52%
Other Total	1,504,939	711,324	47%	52%
Operating Expenditures Total	\$ 261,682,447	\$ 125,870,289	48%	49%



ADMINISTRATIVE REPORT: BOARD MOTION UPDATE

REGULAR BOARD MEETING

April 28, 2021

Purpose

To bring Trustees an update on the Motion passed at the Regular Board Meeting of November 11, 2020.

Background

At the Regular Board Meeting of November 11, 2020, the following motion was passed:

That as part of the continued strategic plan progress aligned within the Wellness Pillar, section 2.2 Equity and Inclusion, the Board requests LDSB staff undertake to engage the Black community in Limestone DSB, be it in consultation or an ongoing caucus to be formed similar to the Indigenous Education Council, to provide input and advice on actions to address racism in our schools, and barriers to equitable experience.

Email and phone invitations were made to agency and community partners as well as Black parents and Black citizens to participate in two meetings scheduled for late March and early June. The invitation asked that the person attending identify as Black. The purpose of the two Spring meetings was to hear from the Black Community without any barriers to sharing. The intention was to hear the voices of those we want to serve, focusing on listening to the sharing and recommendations of those with lived experience. Msenwa Mweneake, Equity and Transformation Lead for Family and Children Services, is partnering in co-chairing the meetings.

Current Status

The first meeting was held using MS Teams on March 31, 2021, 6:00 – 8:00 p.m. There were twenty-one participants. The evening began with introductions including the role and/or the organization the person represented. This was followed by participants being placed randomly into break-out rooms to discuss and answer the following three questions:

1. Please share your organization's connection to the goal of improving the support of Black youth in KFL&A.
2. Please share personal and/or work experiences regarding anti-Black racism in KFL&A.

3. What guidelines and/or recommendations would you suggest to help move a community advisory committee forward for supporting the achievement and well-being of Black youth in KFL&A?

One participant for each group recorded the participants' thinking and provided these at the end of the evening. The group gathered for a wrap-up to share highlights from their conversations.

A follow-up survey was distributed to participants a few days later thanking them for their participation, asking for any additional comments, and inviting them to identify anyone they thought should be included for the next meeting. The survey closed April 19, 2021.

Responses to the March Focus Group meeting have been very positive and respondents expressed appreciation for the opportunity to come together and to network with other Black citizens and Limestone District School Board to better support Black youth in KFL&A. They shared how much it was appreciated that folks be able to share strategies and resources as a network rather than work individually and independently in their respective roles. The group also identified that they themselves experience privilege and that not all groups within the Black community were represented at the meeting.

Next Steps:

Survey results and meeting notes are being reviewed and analyzed. The information gathered will inform the organization and representation for the second meeting June 3, 2021.

Recommendations

That Trustees receive this report for information.

Prepared by: Michele Babcock, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education

Friday March 26, 2021

Stephen Lecce
Education Minister
Ministry of Education
5th Floor
438 University Ave.

CC: Doug Ford, Premier of Ontario
CC: Christine Elliott, Ontario Minister of Health
CC: All Ontario School boards

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CC: ETFO, OECTA, AEFO, OSSTF

CC: All Ontario MPPs

<https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fwww.ola.org%2fen%2fmembers%2fexpense-disclosure%2flist&c=E,1,qTydPkmlt1cZ3ikvL4vQvyz1eGziyT1uEysORW0M_qprC3t4SYJ6cEdVk64ZMX74ZrYFgmoL15ZguiNkqZZg9dSWf9EY5NdY9vIUrnI8HS8HqlbveioWQKmOEQ,,&typo=1>

CC: David Williams, Chief Public Health officer of Ontario

Dear Minister Lecce:

Parents for Mask Free Education is a group of Ontario parents concerned about our children's human rights, health and safety in schools.

Our concerns are with COVID-19 policies and recommendations in schools that many experts around the world believe are inflicting harm on our children. One of the greatest harms we see being inflicted on children is mandatory masks and social distancing during a critical time of their social, emotional and cognitive development. There are several examples 1,2,3,4,8, 10, 11,13 that illustrate the emotional, psychological and developmental damage being done to children. Recently, Ontario lowered the threshold for mandatory masks to grade 1 from grade 4, and masks were also made mandatory outside during recess and lunch breaks. Prior to February 2021, masks were not mandatory outside. While some educators are giving children scheduled "mask breaks", some are not providing enough breaks, or any breaks at all.

We believe measures like social distancing and mandatory masking for children, with few breaks, is unnecessary, excessive and potentially harmful. There are currently no studies on the long-term impacts of masking young children 5, and the World Health Organization's directives on mask wearing for children clearly states that low-risk children under 12 do not need to wear masks

<<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.who.int%2Fnews-room%2Fq-a-detail%2Fq-a-children-and-masks-related-to-covid-19&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605921502%7CUnknown%7CTWFpbGZsb3d8eyJWlloiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikk1haWwIiwiaWVCI6Mn0%3D%7C1000&data=NAXvW0UlyXmh9jvj8CeWIO8v%2BAAtASFzkzyXrC4NeWs%3D&reserved=0>> 6. The WHO also

says “masks should not be worn during vigorous physical activity
<<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.who.int%2Fnews-room%2Fq-a-detail%2Fcoronavirus-disease-covid-19-masks&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605921502%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&am p;sdata=6xtNxaTXIQ8dsO81qc9kQCykSL3UHgrLGciyKBbPbU%3D&reserved=0>> 7,” guidance that Ontario schools are clearly contravening.

According to Health Care Consent Act, 1996, S.O. 1996, c. 2, Sched. A (ontario.ca)
<https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fwww.ontario.ca%2fflaws%2fstature%2f96h02%23BK14&c=E,1,i-LlbtKNKN0rGUN0McNxAxDaiS4hg1-sittSnK2ITHhhKHrxanMGoaR6X2O_nT6X5EZnRRvPDKYsFfoOt-8zQ-cx_iZxt6WAUlmCeVhVY7WWLxGug64O0ayA,,&typo=1> . Mandating masks to stop the spread of a disease is a medical treatment requiring an individuals consent under sections 10 & 11 of the Health Care Consent Act, Ontario.

Mandating the wearing of masks contravenes sections 2 & 7 Constitution Acts, 1867 to 1982 (justice.gc.ca) <https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fflaws-lois.justice.gc.ca%2feng%2fconst%2fpage-15.html&c=E,1,4C31LnwNeAyWkHZkS1W1an1knR8JMyBJkORrmBPVSvm1stRn8wQ3xKYyD5dN_Bb6bWvwpOMpYJR1MXh1Q3G_KtZh-qX80MH546J_ht_mntDiqv8uKWI,&typo=1> . We ask that the Ontario government and school boards justify contravening these acts.

We are requesting the Ontario government and school boards provide the scientific data and risk assessment that was used to justify mandatory masking policies in schools for children in grades 1-12. Can you guarantee there will be no developmental, emotional and cognitive short and long-term effects from mask wearing on children as young as six for 30+ hours a week?

If you cannot provide the data that supports this harmful policy, we want you to abolish the new masking guidelines, as well as existing mask policies across schools in Ontario.

In September, many school boards decided to go above and beyond ministry guidelines and implemented mandatory masks from kindergarten, in some cases without consulting local public health units
<<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D002fLYAe-mE&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605921502%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&am p;sdata=BecscdtIEgOfrPXeb5%2BcaPBMD%2FcDpq2DidFDRqWYarA%3D&reserved=0>> . Now, they are going even further with regards to mask exemption policies. Many school boards and principals are asking parents to defend their mask exemptions, and requesting additional documentation such as doctor’s notes, which the ministry clearly discourages. Even in cases where parents provide medical notes, principals are questioning and even rejecting those notes. In many cases where they accept doctor’s notes and allow medical exemptions, educators are segregating and discriminating against children with mask exemptions.

Some boards are going as far as revoking existing medical exemptions, and others are not allowing medical exemptions at all, which we believe is a contravention of the Ontario Human Rights Code. This is a clear violation of children's human rights, especially those who have valid medical issues and are unable to wear masks.

We have included testimonials from parents whose children have suffered as a result of mask-wearing. Some first and last names have been removed for privacy reasons, but all of them are real and verifiable accounts we've received via email and our social media channels such as Facebook and Twitter. There are countless other testimonials on similar websites and parent groups.

Does the Ministry of Education and Ontario school boards take full responsibility for any and all harms to children as a result of these enhanced masking policies? If so, we'd like it clearly spelled out in all ministry websites, documents and directives about mask wearing in schools.

We want families and children to have the choice to wear masks, and we demand the government's emergency COVID-19 orders do not supersede the human rights of children.

Further, we are asking that you do not implement mandatory masks or social distancing for the 2021-22 school year. We also ask that school boards in the province not be granted additional powers to implement policies that go beyond provincial health directives. School boards should not be making these choices about our children's health - medical professionals should be making those decisions, based on sound scientific evidence. As a recent report from Public Health Ontario⁹ showed, COVID-19 mitigation measures have contributed to a severe decline in children's mental, emotional, developmental and physical health. Suicide rates among children are climbing¹². Children across Ontario have been forced to sacrifice their human rights this year in order to protect adults who are fully capable of protecting themselves with PPE. This is unconscionable. Many children say they don't want to go to school anymore because of these COVID-19 protocols and the toxic environment they've created. Ontario children deserve a return to normalcy.

Parents are acutely aware of the constant battle between your government and teachers' unions. Our position is clear: children are not to be used as political pawns in this ongoing battle. This is unacceptable and must cease immediately, for the sake of our children. We ask that the provincial government protect children and redeem itself in the eyes of Ontario's youngest generation, because children have lost faith in their school leadership and their government.

Sincerely

Parents for Mask Free Education

Footnotes:

1 Child Suicide is Becoming an 'International Epidemic' Amid Restricted Pandemic Life, Doctors Warn - Foundation for Economic Education (fee.org)
<https://linkprotect.cudasvc.com/url?a=https%3a%2f%2ffee.org%2farticles%2fchild-suicide-is-becoming-an-international-epidemic-amid-restricted-pandemic-life-doctors-warn%2f%3ffbid%3dlwAR0LBndbs89l8xQ9138qMEeo4TkNNyIW5EpOk9GZGxCPY3uwiLc1pKBRb_Q&c=

[E,1,XqFYHOD34IWK0fSnTnG1qValfos47ZBwlt617zuxCZhaY4SrD3jV_t-QRk8iuTMldwXLucNYGlv0TG2MkCaAwSeXSR-Vm3ontKlVYq1GRCQ&typo=1>](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bbc.com%2Fnews%2Fhealth-55863841%3Ffbclid%3DIwAR0bsTIYppvw1a0OSCxYNkFoE_VhNnL6KYkG_w18IDUWYv79GBqyPVg1cgQ&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605921502%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=pln%2BkMdqhONYUwG%2BP4n2Qm9Wo0Zd%2BJv%2FI4JhhRxN9Xc%3D&reserved=0)

2 Covid: The devastating toll of the pandemic on children - BBC News

https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bbc.com%2Fnews%2Fhealth-55863841%3Ffbclid%3DIwAR0bsTIYppvw1a0OSCxYNkFoE_VhNnL6KYkG_w18IDUWYv79GBqyPVg1cgQ&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605921502%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=pln%2BkMdqhONYUwG%2BP4n2Qm9Wo0Zd%2BJv%2FI4JhhRxN9Xc%3D&reserved=0

3 Covid is having a devastating impact on children — and the vaccine won't fix everything (nbcnews.com)

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nbcnews.com%2Fnews%2Feducation%2Fcovid-having-devastating-impact-children-vaccine-won-t-fix-everything-n1251172%3Ffbclid%3DIwAR0AOHLOPGLelcbVmO8VAoXjndSpduohryEQ94bCTMhHW7DgebGd69eeto&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605921502%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=JMjFwqPhcGAHoQgLXzmPgjaXwq2TxIzddbJtit2yUw%3D&reserved=0>

4 Masking Children: Tragic, Unscientific, and Damaging – AIER

https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fwww.aier.org%2farticle%2fmasking-children-tragic-unscientific-and-damaging%2f&c=E,1,k6cDArIXv_OeJTJSR0VeGi6xv-ynCQaf2hXth7SrW1LfBbkwi6HiROJ40JOVxDmu2EXI872CSgdoGVLD6uGLi8fg90dHVtZKNT5QjnvWVJpcQquXhupjdW_Diw,,&typo=1

5 The impact of face masks on children-A mini review - PubMed (nih.gov)

https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fpubmed.ncbi.nlm.nih.gov%2f33533522%2f&c=E,1,5iVK_vGHqljHKQqgbnuPwj431B4RIdAPo6Qs6huPPjI0aipiPBPPi0Guc3v2Ch6SkBNeYZelQtUwYmnn7NPFHv_8rpD01C5h0--8eHMXJRCVJyg,&typo=1

6 Coronavirus disease (COVID-19): Children and masks (who.int)

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.who.int%2Fnews-room%2Fq-a-detail%2Fq-a-children-and-masks-related-to-covid-19&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605931464%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=QiOaVrabyJdnTDxzFQpX1Tes2uIXFe2rhh9E2qUkbg%3D&reserved=0>

7 Coronavirus disease (COVID-19): Children and masks (who.int)

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.who.int%2Fnews-room%2Fq-a-detail%2Fq-a-children-and-masks-related-to-covid-19&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605931464%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=QiOaVrabyJdnTDxzFQpX1Tes2uIXFe2rhh9E2qUkbg%3D&reserved=0>

8 The potential impact of the COVID-19 pandemic on child growth and development: a systematic review (nih.gov)

<https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fwww.ncbi.nlm.nih.gov%2fpmc%2farticles%2fPMC7510529%2f%3fbbclid%3dlwAR0AzHoS9nKJmFYGFbg_4HbxCKLeQWN1Vb-1uekyScp2aPhYGq4lsMTeqF0&c=E,1_sybtqQgMT7GXVa9B5jqTgKL8tDmNTTVjWql4zBEF6tfKOhJDqVF5P1WOY6-Xhd7DZ8g1LJSOef65_G0F2CQ518vg4M-3dfWf0RK2BaA_HTWc2AKw,,&typo=1>

9 Negative impacts of community-based public health measures on children, adolescents and families during the COVID-19 pandemic: Update (publichealthontario.ca)

<https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fwww.publichealthontario.ca%2f%2fmedia%2fdocuments%2fncov%2fhe%2f2021%2f01%2frapid-review-neg-impacts-children-youth-families.pdf%3fla%3den%26fbclid%3dlwAR1ZtaWWg2E_C3Fdcx2EsUAVzHEagEdAGfnKs8AEuriFusT07ijEhRoCbpY&c=E,1,DYVBSFdIXNLY477viPb2WtLxMHJDK6BBTuuE5g42YIzoFG7FTcBu1nckRvQdd_pRafyLZtQsAZLD8qNX5vrIOz7vj1QyQd-5slhCrGfzC2sj62P2A-lhg,,&typo=1>

10 4 million cries for help: Calls to Kids Help Phone soar amid pandemic | The Star

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.thestar.com%2Fnews%2Fgta%2F2020%2F12%2F13%2F4-million-cries-for-help-calls-to-kids-help-phone-soar-amid-pandemic.html%3Ffbclid%3DIwAR2orhBsRyGEzWcqrTjVg_RUheO8mdO3xY-6l40hSJFPJShbo9wdgd91x78&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605931464%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=0Pr9gcp4wzHVAD4B8UJgt%2BN9947z09u0IBz2Mj2WMSU%3D&reserved=0>

11 Global rise in childhood mental health issues amid pandemic | The Star

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.thestar.com%2Flife%2F2021%2F03%2F12%2Fglobal-rise-in-childhood-mental-health-issues-amid-pandemic.html%3Ffbclid%3DIwAR39b8OIXO_4OPQhO1a7rqcg_sv8eeh_RZvrdQ9nOjtB27DOK0fVwpLe-Zo&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605931464%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=Xf3Xklv5Hr0JrTWOMYZNZ69Ci4oUqFDYAPQ5xUtAuM%3D&reserved=0>

12 They had to write an obituary for their 16-year-old son. This is what Saul's parents want you to know about the pandemic's effect on youth mental health | The Star

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.thestar.com%2Fnews%2Finvestigations%2F2021%2F03%2F15%2Fthey-had-to-write-an-obituary-for-their-16-year-old-son-this-is-what-sauls-parents-want-you-to-know-about-the-pandemics-effect-on-youth-mental-health.html%3Ffbclid%3DIwAR1sRz3BBx5NZ1YB9nV17zBA1UkCNAayTRWj0AN3zvnMc93fwUXMp_kwmus&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605931464%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C1000&sdata=PvQnY5AkU1ij06eL%2FMs4JNjkH6BuvoYjdKbENcEOvHI%3D&reserved=0>

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<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ffacebook.com%2FI.php%3Fu%3Dhttps%253A%252F%252Fwww.insauga.com%252Fyouth-admitted-to-hospital-after-suicide-attempt-has-tripled-hamilton-health->

[sciences%253Ffbclid%253DIwAR1x_BBwbJyxIWVGLjhylYxZ95ZTqInClrNUCJL_YcW0KFbUD3GVo4eEr0o%26h%3DAT2Q5ntBa7oF8hW-IFIHEX6QY1ZkEKFYlhjplFOcSIHg-Wltw4MdFJfTxlCF8U6x-s3rGcO587P5JMN7YrfYn9dFtej8l2V0wOTTO5aJAtiwBRVgeiodObyZig8m00-gCY8dLL3ubyO8&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605931464%7CUnknown%7CTWFpbGZsb3d8eyJWIjojMC4wLjAwMDAiLCJQIjojV2luMzliLCJBTiI6lk1haWwiLCJXVCi6Mn0%3D%7C1000&data=QCWYUi3IkCEZk7NXU10irYThTfkb9zkRpxo7oetYYsc%3D&reserved=0<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ffacebook.com%2Ffl.php%3Fu%3Dhttps%253A%252F%252Fwww.insauga.com%252Fyouth-admitted-to-hospital-after-suicide-attempt-has-tripled-hamilton-health-sciences%253Ffbclid%253DIwAR1x_BBwbJyxIWVGLjhylYxZ95ZTqInClrNUCJL_YcW0KFbUD3GVo4eEr0o%26h%3DAT2Q5ntBa7oF8hW-IFIHEX6QY1ZkEKFYlhjplFOcSIHg-Wltw4MdFJfTxlCF8U6x-s3rGcO587P5JMN7YrfYn9dFtej8l2V0wOTTO5aJAtiwBRVgeiodObyZig8m00-gCY8dLL3ubyO8&data=04%7C01%7Cmoorewy%40limestone.on.ca%7Cf48ea6751d2e4093e0f608d90433c192%7Ce1f4165febae4d82a73ca0de593830be%7C1%7C0%7C637545442605941413%7CUnknown%7CTWFpbGZsb3d8eyJWIjojMC4wLjAwMDAiLCJQIjojV2luMzliLCJBTiI6lk1haWwiLCJXVCi6Mn0%3D%7C1000&data=O8y%2BRYWlpJChYmPBLaEiyAg9c%2BwtJJfIFdyjAuhT6dc%3D&reserved=0>](#)