

# AGENDA - REGULAR BOARD MEETING

Wednesday, June 16, 2021 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <http://bit.ly/3wb7JiALDSBBoardMtgJune16>

## 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 - May 19, 2021

3.1.2 Education, Policy and Operations Committee – June 2, 2021

## 4. FOR INFORMATION

4.1 SAFE SCHOOLS UPDATE

4.2 PROPERTY UPDATE

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

## 5. REPORT TO PUBLIC SESSION

### PUBLIC MEETING - 6 PM

**Acknowledgement of Territory, by Trustee Hutcheon:** “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. 11.1 PRESENTATION: DELEGATION TO THE BOARD – *Opening Schools Regionally* – Holly-Jean Roberts, Freja Jowett and Clara Christopher

## 11.2 PRESENTATION: OUTGOING STUDENT TRUSTEE RECOGNITION

### SECTION A – Matters Requiring Action at the Meeting

## 12. Consent Agenda

### 12.1 Board Minutes:

- 12.1.1 Regular Board Meeting – May 19, 2021 (Pages 5 – 19)

**12.2 Reports from All Committees:**

- 12.2.1 Environmental Sustainability Advisory Committee, May 11, 2021 (Pages 20-24)
- 12.2.2 Special Education Advisory Committee – May 27, 2021 (Pages 25-33)
- 12.2.3 Education, Policy and Operations Committee – June 2, 2021 (Pages 34-41)
- 12.2.4 Budget Committee – June 2 and June 9, 2021 (Pages 42-53)

**13. ROUTINE MATTERS**

- 13.1 **OPSBA Report** – Trustee French
- 13.2 **Report from Student Trustees**

**14. REPORTS FOR INFORMATION**

- 14.1 **Indigenous Education Program Update** – Associate Superintendent Gillam (Pages 54-56)
- 14.2 **LDSB Virtual School Planning 2021-2022 School Year** – Superintendent Silver (Pages 57-59)
- 14.3 **Remote Learning Survey Feedback** – Director Burra and Associate Superintendent Sartor (Pages 60-64)
- 14.4 **2021 LDSB Budget** – Superintendent Young (Pages 65-73)

**15. REPORTS REQUIRING DECISION**

- 15.1 **Short-Term Borrowing Resolution** – Superintendent Young (Pages 74-75)

**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 from Dr. Lauren Anstey, to Director Burra and Trustees, dated June 3, 2021, re: Notice of Motion (Page 76)
- 18.2 Correspondence from Shayla Bradley, to Chair Suzanne Ruttan re: reconsider the name of École Sir John A. Macdonald Public School. (Pages 77-78)
- 18.3 Correspondence from Stephen Mensah, Executive Director, Toronto Youth Cabinet to Chair Suzanne Ruttan, re: Promoting Menstrual Equity Letter to Minister of Education (Page 79)

**19. COMMUNICATION REFERRED TO COMMITTEE**

None at this time.

**20. REQUESTS FOR REPORTS AND/OR INFORMATION**

None at this time.

**21. BUSINESS ARISING**

Trustee Elliott provided the following Notice of Motion to come forward at the June 16, 2021 Board Meeting:

*"That staff initiate a potential renaming process, including all stakeholders outlined in Administrative Procedure 552, and including consultation with the Indigenous Education Council, to review the name of École Sir John A. Macdonald Public School to ensure it reflects our board's mission, vision, values, with a lens on reconciliation, decolonization, anti-racism, and anti-oppression principles."*

**22. OTHER SPECIAL MEETINGS/EVENTS**

CASSA/CSBA Conference July 7-9, 2021

**23. ADJOURNMENT**

## REGULAR BOARD MEETING MINUTES – MAY 19, 2021

### PRIVATE SESSION

#### Roll Call:

|   |  |
|---|--|
| <b>Trustees:</b>  | <b>Staff:</b>  |
| J. Brown<br>G. Elliott<br>L. French<br>T. Gingrich (Vice-Chair)<br>B. Godkin<br>R. Hutcheon<br>K. McGregor<br>J. Morning<br>S. Ruttan (Chair)<br>A. Putnam (Student Trustee)<br>N. Quadir (Student Trustee)<br>Q. Traviss (Student Trustee) | M. Babcock, Superintendent of Education<br>K. Burra, Director of Education<br>S. Gillam, Associate Superintendent<br>S. Hedderson, Associate Superintendent<br>A. McDonnell, Superintendent of Education<br>S. McWilliams, Superintendent of Human Resources<br>S. Sartor, Associate Superintendent<br>J. Silver, Superintendent of Education<br>C. Young, Superintendent of Business Services |
| <b>Guests:</b>  | <b>Recorder:</b>   |
| 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 Hutcheon and seconded by Trustee Morning. Carried.*

#### 2. Declaration of Conflict of Interest

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

### 3. Action Items

#### 3.1 Board Minutes:

- 3.1.1 Regular Board Meeting – March 24, 2021
- 3.1.2 Education, Policy and Operations Meeting – April 7, 2021

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

### 4. For Information

- 4.1 Safe Schools Update – No update.
- 4.2 Property Update – Superintendent Young provided a property update.
- 4.3 OPSBA Update – Trustee French provided an OPSBA update.
- 4.4 Labour Update – Superintendent McWilliams provided a labour update.
- 4.5 Personnel Update – Superintendent McWilliams provided a personnel update.

### 5. REPORT TO PUBLIC SESSION

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

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

## PUBLIC MEETING

### Roll call:

| <b>Trustees:</b>  | <b>Staff:</b>   |
|---|---|
| J. Brown<br>G. Elliott<br>L. French<br>T. Gingrich (Vice-Chair)<br>B. Godkin<br>R. Hutcheon<br>K. McGregor<br>J. Morning<br>S. Ruttan (Chair)<br>A. Putnam (Student Trustee)<br>N. Quadir (Student Trustee)<br>Q. Traviss (Student Trustee) | M. Babcock, Superintendent of Education<br>K. Burra, Director of Education<br>S. Gillam, Associate Superintendent<br>S. Hedderson, Associate Superintendent<br>A. McDonnell, Superintendent of Education<br>S. McWilliams, Superintendent of Human Resources<br>S. Sartor, Associate Superintendent<br>J. Senior, Admin Assistant, Producer<br>J. Silver, Superintendent of Education<br>K. Smith, Communications Officer<br>W. Utton, ITS Support<br>C. Young, Superintendent of Business Services |
| <b>Guests:</b>  | <b>Recorder:</b>  |
|   | 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 being held virtually due to ongoing provincial stay-at-home order.

Chair Ruttan called upon Trustee French to present the Acknowledgement of Territory: “The Limestone District School Board acknowledges that our schools and our communities are located on the ancestral and unceded territory of First Nations, Metis, Inuit, and First Peoples of Canada. As a second generation European immigrant I am privileged to live and thrive here on the traditional territories of the Haudenosaunee and Anishinaabe. We purposefully recognize past and present Aboriginal Peoples and are committed to improving relationships among nations and promoting respect for the histories and cultures of Indigenous Peoples.

I ask you all to please reflect on the consequences of past actions and consider how each of us, in the full spirit of reconciliation and collaboration, can learn about our neighbours, learn

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about the full history and traumas that occurred and how they contributed to the present reality, learn about the treaties of these territories, and our duties within them, to go forward together.”

## 6. Adoption of Agenda

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

## 7. Declaration of Conflict of Interest

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

## 8. Private Session Report

Vice-Chair Gingrich stated that in Private Session earlier this evening, the Minutes from the Regular Board Meeting of April 28, 2021, and the Audit Committee Minutes of May 3, 2021, were approved.

Trustee French provided an OPSBA update.

Superintendent McWilliams provided a Labour update, resulting in the following motion:

*MOVED BY Trustee McGregor and seconded by Trustee Brown that the Board ratify the tentative CUPE Local 1480 collective agreement as presented. Carried.*

Superintendent McWilliams provided a personnel update.

Superintendent Young provided a property update.

There was no other business conducted or motions passed in Private Session.

## 9. Chair's Update

Chair Ruttan stated: “As Chair of the Board and Area Trustee, I extend our most sincere sympathies on the passing of a Grade 12 Sydenham High School student who died suddenly last week. Rural school communities are small and interconnected and our thoughts are with



the student's family, friends, and classmates. Our thanks to school and Education Services staff as they support the school community during this difficult time.

The first week of May is recognized as both Education Week and Mental Health Week in Ontario. This year, the Limestone District School Board showcased and celebrated teaching excellence and student achievement. The theme of Education Week 2021 was Stronger Together, a fitting concept given the way school and central staff and community partners have rallied to support students and families during these unprecedented times. On behalf of the Board of Trustees, I want to thank all staff – in every role – for providing much-needed support and connection to students and families. Staff have gone above and beyond to find creative, innovative, and effective ways to support student learning and well-being during the pandemic.

Speaking of above and beyond, that is the theme of a new public awareness campaign to highlight the strengths of our public education recently launched by our trustee association, the Ontario Public School Boards' Association. The Above and Beyond campaign aims to dispel misconceptions and raise awareness about the important role local governance plays in our system. The campaign will continue to ramp up until the end of the school year and will look to maintain momentum over the summer break and ramp up again for the return to school in September. That concludes my report."

## 10. Director's Update

Director Burra stated: "As the Chair indicated in her remarks, the Limestone District School Board is mourning the loss of a Grade 12 student from Sydenham High School. This loss has been felt deeply within the Sydenham school community, and I offer our condolences to the family and all those who knew this student. I echo the Chair's comments in thanking both school and Educational Services staff for their ongoing support of students and families. This support will continue for as long as it is needed.

It was wonderful to see staff recognized for their ongoing efforts during this unprecedented year during Education Week and Mental Health Week in early May. The 2020-2021 school year has been full of challenges for everyone – students, families, and staff – and yet I have been continually impressed and inspired by the way our school communities have embraced change and adapted time and again to a regularly changing landscape. I have said it before, but it

certainly bears repeating, that we are fortunate in Limestone to have education workers and support staff who regularly step up to provide care and support in these overwhelming circumstances.

Later this evening, staff will provide Trustees with an update on planning for the 2021-2022 school year. While there are still some unknowns and updated Ministry guidance is anticipated in the summer, we are working diligently to plan and prepare what we can now, to ensure a smooth transition back to school in September. We are certainly aware of the concerns raised from a number of stakeholders regarding the potential use of hybrid learning in 2021-2022, and that Trustees have received a number of communications expressing concerns. As Trustees are aware, during the 2020-2021 school year, Limestone made a very conscientious effort to keep virtual learning separate from in-person learning to the maximum extent possible. Significant COVID funds were used for this purpose. Our goal for the coming year is to again keep these two learning models separate. Given the date for families to indicate a request for virtual learning next year has been pushed out to June 4, we still await the necessary information for planning decisions related to virtual learners. More information related to fall planning is part of a report tonight and more information will be provided at future meetings.

Speaking of the fall, we are also hopeful that most students and staff who wish to be vaccinated, will be, by the start of September. Education workers have been eligible for vaccines for a few weeks now and we will be working with the Ministry and public health on the upcoming rollout of vaccines for students aged 12 to 17. The preliminary plan from the province indicates that 12 to 17 year olds will have an opportunity to receive a first dose of the vaccine in June and then receive a second dose in August. We will share more information on this as soon as we are able. The provision and rollout of vaccines to an expanding portion of the population, including intermediate and secondary age students, provides significant hope for what the summer and fall may hold for all of us, in what may be the start of putting this pandemic behind us, or at least significantly reducing its impact.

This evening, Senior Staff will also be providing a mid-year update on Limestone's Strategic Plan. While many actions and initiatives had to be deferred or altered last year due to the pandemic, we are pleased to report that many others are back on track. Staff will provide a snapshot of some of those items still in progress in a lengthy report tonight.

Finally, and very importantly, I would like to take a moment to highlight the 11 secondary

students being recognized with Limestone Student Achievers Awards this evening. This is a highlight of the Board Meeting calendar for both Trustees and staff. As you will soon hear, these students are truly bright lights in an otherwise very challenging year. Their contributions to our strategic priorities of wellness, collaboration, and innovation in supporting others during the school year is exemplary. Regardless of where these students are headed after graduation, it is clear they will continue to make a positive and significant impact and forever be wonderful ambassadors of the Limestone District School Board. That concludes my report Madame Chair.”

## 11. PRESENTATION – LIMESTONE STUDENT ACHIEVERS AWARDS

Vice-Chair Gingrich stated that the Limestone Student Achievers Award recognizes outstanding achievements of secondary students whose exceptional accomplishments merit recognition beyond the separate categories of awards at the school level. For 2020-2021, given the global pandemic, the LDSB recognizes an exemplary, graduating secondary student for their contributions to the strategic priorities of wellness, collaboration, and innovation in supporting others during the 2020-2021 school year.

Trustee Elliott stated that Recipients have demonstrated exemplary achievement in all three categories: leadership; positive attitude, energy, and school spirit; and academic standing. Students are nominated by their schools and then selected by the awards committee of the Board. A representative from each school will read the citation. Each student will receive a medal, a framed award certificate and a lapel pin that will be sent to their respective site.

Trustee McGregor invited the following Administrators to read the citation for their student achiever:

Principal Heather Highet, Bayridge Secondary School – *Emily Swaine*

Principal Angela Salmond, Ernestown Secondary School – *Heather Craig*

Principal James Bonham-Carter, Frontenac Secondary School – *Zahraa Abdul Hasan*

Principal Emily Yanch, Granite Ridge Education Centre – *Grace Guigue*

English Teacher Beth Barz, Katarokwi Learning Centre – *Anas Alsawal*

Principal Darlene Scarlett, Kingston Secondary School – *Namirah Quadir*

Principal Anne Marie McDonald, Loyalist Collegiate & Vocational Institute – *Ashley Loyst*

Principal Ted Holden, La Salle Intermediate and Secondary School – *Violet Derbyshire*

Principal John Mooney, North Addington Education Centre – *Diana Weichenthal*

Principal Erin Pincivero, Napanee District Secondary – *Ashley Groth*

Principal Roxanne Saunders, Sydenham High School – *Annika Putnam*

On behalf of Trustees of the Limestone District School Board, Chair Ruttan congratulated this year's recipients. She noted that their names will be recorded on a plaque, displayed in the Barry C. O'Connor Board Room at the Education Centre. Recipients will also be recognized more publicly on the board website and social media channels. Chair Ruttan indicated to the student achievers that their achievements make the schools better; and they inspire fellow students, staff, and community members alike.

Chair Ruttan thanked Trustees Elliott, Gingrich, and McGregor for their work on this committee.

## **12. Consent Agenda**

### **12.1 Board Minutes**

12.1.1 Regular Board Meeting – March 24, 2021

12.1.2 Special Board Meeting (I) –April 7, 2021

12.1.3 Special Board Meeting (II) – April 7, 2021

*MOVED BY: Trustee French and seconded by Trustee McGregor that the minutes listed in the Consent Agenda, as presented, be approved. Carried.*

### **12.2 Reports from all Committees**

12.2.1 Special Education Advisory Committee – March 10, 2021

12.2.2 Education, Policy and Operations Committee – April 7, 2021

12.2.3 Budget Committee – April 21, 2021

*MOVED BY: Trustee Brown and seconded by Trustee Gingrich that the committee minutes in the Consent Agenda, as presented, be received. Carried.*

## 13 Routine Matters

**13.1 OPSBA Report** - Trustee French advised Trustees that the Board of Directors have not met since her last report. The Annual General Meeting is scheduled for June 12, 2021. At that meeting elections will be held for some of the rep roles. Trustee French shared the Policy Resolution package with Trustees earlier this week, and she reminded Trustees that they will need to be voting on these at the AGM. She is seeking any feedback from Trustees. The four priorities that school board across the province have submitted as a priority include (1) COVID Gap Funding from the Ottawa-Carleton District School Board, (2) Anti-Racism Research Funding, from the Ottawa-Carleton District School Board, (3) Mandatory Black Heritage in Social Studies and History Curriculum, from the Waterloo Region District School Board, and (4) Funding for Indigenous Trustee Positions in School Boards, submitted on our behalf, the Limestone District School Board. If Trustees have any feedback, please forward to Trustee French.

As well, from the OPSA table, and through the Canadian School Board Association, the Annual Congress and National Gathering of Indigenous Trustees is taking place remotely on July 7-9, 2021. The event includes three half-day sessions, each day from 12:00 - 4:30 p.m. The first day focuses on Racism in Schools; on July 8, 2021, the focus is on Mental Health and Well-being in Schools; and on July 9, 2021, the focus is on Indigenous Education and Calls to Action. Trustee French hopes that Trustees are able to attend this learning opportunity.

### 13.2 Report from Student Trustees

Student Trustee Quadir stated: “Good evening. To begin the report, I would like to thank all staff at the school board for their ongoing and relentless support of student success. As we near the end of the school year, our appreciation only increases for our educators, support staff, administrators and more, who have tirelessly worked to make our classrooms as compassionate, engaging, and inclusive they can in this virtual and pandemic setting. Yesterday the current and incoming Student Trustees met with the Inter-School Council to discuss student initiatives and well-being with secondary student leaders from across the board and it was wonderful to hear about how students are striving to take care of themselves and their school communities. As an avid member of the mental health and well-being working group with the provincial student trustee association OSTA-AECO, I have had the pleasure of advising School Mental Health Ontario’s modules on mental health this year which I am ecstatic to announce are going out to classrooms this spring and in the upcoming fall. Thank you.”

Student Trustee Putnam stated: “Good evening everyone, I hope you are all staying safe and well. We would like to extend congratulations to our octomestered students for completing their seventh octo. We would also like to wish them well in the beginning of their eighth and final octo of the school year. It has definitely been an adjustment for students at our octomestered schools this year, but we have seen them persevere and succeed through all the new challenges presented. Next weekend, both the current and incoming Student Trustees will be attending the OSTA-AECO Annual General Meeting conference. We are very excited to be welcoming out incoming Student Trustees into OSTA and also having the opportunity to engage in professional development with our cross province colleagues. Thank you.”

Student Trustee Traviss stated: “Good evening, while it has been an especially tough few months for us all, I wanted to take a minute to congratulate you all, not just for finishing octo seven, but for coming this far. All around me I see students finding new ways to adapt to virtual school. Whether it is interacting with your school community through social media, an Indigenous student attending Indspire, or promoting local business (I am looking at you, Bayridge), it is inspiring to see this level of perseverance coming from limestone students. To close, I want to wish you all good luck on your final class of the year, which for many, includes graduating from high school, a milestone for hundreds of students across our board, especially in times as challenging as these, and a reminder that we are almost through this - and with one more push - we can all make it to summer break. Thank you.”

## **14 Reports for Information**

### **14.1 Strategic Plan Monitoring**

Director Burra advised that the period of time covered in the mid-year update of the Strategic Plan is between the period from September 2020 and the end of January 2021. The full year Strategic Plan update will be presented to Trustees in the fall which covers the entire school year.

Director Burra noted that with the last year or so, there were some items within this work that had been more challenging for staff to accomplish, given primarily the need to move to remote learning/working at different points in time, but also the inability to bring groups of people together for some of that work. Trustees will see there is significant progress in some areas of the Strategic Plan and then there are other areas that we have been hampered due to circumstances presented by the pandemic.

Director Burra stated that the document at the end of the Strategic Plan, attempts to map the items that Trustees have received information regarding, or had to make decisions about, at the EPOC and Board Meetings. He noted that as we progressed through the year, there are a number of different items that are documented and they cross-reference directly to the Strategic Plan.

Senior Staff highlighted the following initiatives: W.1.2 Mental Health; W2.1 Accessibility; W2.2 Equity; W2.3 International Education and Second Language (French); W3.1 Health and Safety; I1.2 Literacy (Snapshot) and (Empower - Support for Virtual School); I2.2 Leadership Development/Succession; I3.1 Alternative & Continuing Education; I3.2 Technology Enhanced Education; C1.3 Parent Engagement; C2.1 Indigenous Education; and C3.1 Early Years/Childcare.

Chair Ruttan thanked Senior Staff for the detailed report. Some Trustees indicated they would like to change the format in the way the Strategic Plan is presented, as there is a lot of information to be shared. Chair Ruttan asked Trustees to email their suggestions as to how this information can be shared and Trustee questions addressed in a manner, they think would be more efficient for the fall report.

## **14.2 2021-2022 Preliminary Operational Guidance and Virtual School**

Director Burra indicated that this report provides Trustees with an update regarding current special education programming and an overview of the preliminary Ministry of Education funding and operational guidance for the 2021-2022 school year. An earlier update was provided to Trustees related to the provision of special education services for students with significant special education needs. A few weeks ago, boards did receive a significant number of memoranda from the Ministry related to funding and operational guidance for next year.

Director Burra noted that the Grants for Student Needs (GSN) and Priority Partnership Funding money amounts will be addressed through the regular budget process. Budget information did arrive later than hoped.

Director Burra advised that at this juncture most students are in programming through virtual or remote learning circumstances. There is still no clear date as to when students might return to schools, however, the provincial and the local data is trending down, and it is in the realm of possibility that boards may hear further information from the Ministry of Health, as well as the Ministry of Education, as it relates to school resuming as some point this spring.

Director Burra noted that as part of the Ministry information, boards were required to extend the deadline for students to decide about providing their choice for schooling next year.

Simultaneously, LDSB also sent out some survey information to families and students as well, to find out their virtual learning experience, which will be useful information. A year ago, Limestone did a similar survey that went to staff, families and students, and we are looking forward to seeing that data. The OPSBA Student Survey will also be sent out later this month .

Director Burra stated that as far as the preliminary operational guidance is concerned, boards have been informed that they will receive further information in the summer. At this point, boards have been told to plan for elementary schools to operate full time in person. Students should continue to be cohorted with their classmates and their homeroom teacher. In secondary schools, boards are to adopt secondary timetabling methods that emphasize cohorting of students as much as possible and to limit the number of student-to-student contacts. Based on this preliminary, operational direction, all LDSB secondary schools will be planning for a Quadmester.

School boards are also asked to have plans in place to pivot to other modes of delivery if necessary while still providing students with access to the full breadth of courses: (a) adapted timetables and a study hall where instruction is split between in-person instruction and (b) remote learning to allow for smaller cohorts.

Director Burra advised that health and safety measures will also be communicated to school boards in the summer. Depending on the vaccine rollout and the efficacy of those vaccines, a few months from now, there is a lot of reason for optimism as far as what the 2021-2022 school year will look like.

Director Burra provided some updates as it relates to graduation requirements. There were some changes to requirements at the end of last year, as well as for this school year. There are two significant changes, and the first one is the reduction in the number of community service hours required for students graduating in the spring of 2022. The other is the removal of the literacy requirement for the graduates in 2022, however both these requirements would resume in the 2022-2023 school year.

Director Burra noted that the EQAO assessments in 2021-2022 will be reinstated.

The additional COVID Funding for 2021-2022 is outlined in the report. Boards have been directed to plan for spending of up to 50 per cent of these funds. Boards will be informed, at some point later in the fall, whether they will have access to the remaining 50 per cent. As Trustees look at this additional funding support of just over \$3 million, only \$1.5 million is available to begin the school year. That also applies to the potential use of reserves and the ability to draw down reserves of one percent of operating allocation, which was what the

#### Limestone District School Board

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permission was that boards received this year. Trustees need to think about that as potentially one per cent to start the school year and find out whether we have an opportunity to draw down further after that.

Chair Ruttan thanked Director Burra for his report and called upon Trustees for any comments or questions.

## 15 Reports Requiring Decision

### 15.1 Bylaws and Policy Review

Director Burra stated that Trustees spent quite a bit of time working with parliamentarian Lori Lukinuk, reviewing policies and bylaws, and so tonight is a culmination of some of that work. There are still a couple of remaining pieces of work that go outside of the bylaws and appendices that we discussed at a prior Education, Policy and Operations Committee meeting, and they are in front of Trustees tonight. The discussion around the Trustee replacement process will be discussed when Trustees review Trustee Distribution in the summer. The other item, which will be excluded from the items we will be reviewing tonight, is Appendix G, which will also be attached for further discussion in the summer.

Chair Ruttan asked Trustees if they had any further amendments regarding the Bylaws. There were none.

Chair Ruttan asked Trustees if they had any further amendments regarding the Appendices. There were none.

*MOTION That the Limestone District School Board adopt the Limestone District School Board Procedural Bylaws and the attached appendices as presented by the Education, Policy and Operations Committee.*

*Moved by: Trustee Brown and seconded by Trustee Hutcheon. Carried.*

## 16 Notice of Motion

None at this time.

## SECTION B – Information

### 17 Internal Reports and Other Communication

None at this time.

### 18 External Reports and Other Communications

18.1 Correspondence to MPPs Arthur, Hillier and Kramp re: Online and Remote Learning, dated April 20, 2021, provided for information.

18.2 Letter to the Limestone Learning Foundation re: LLF Presents Elly Gotz – Learning from the Past to Counter Hate, dated April 20, 2021, provided for information.

### 19 COMMUNICATION REFERRED TO COMMITTEE

None at this time.

## 20 REQUESTS FOR REPORTS AND/OR INFORMATION

### 20.1 Request for Information on Live Streaming

Trustee Elliott expressed concerns that when meetings are reverted back to in-person learning, he is concerned that the ability to live stream will be lost. He is also wondering if meetings could be archived in the future.

Director Burra advised that Trustee Elliott has raised two pieces. The first is the quality of the equipment (audio visual experience for viewers). With the hybrid meetings, the board ran into some challenges created by current equipment. The board may pursue improved equipment, not only for the purpose of hybrid Board meetings, but for the provision of professional learning (to save on travel time and dollars attached to staff who might be travelling to the Education Centre from North Addington or from Granite Ridge, as an example). Audio visual equipment is a one-time expense with additional costs down the road if equipment needs to be replaced or upgraded.

The other question relates to captioning and provincial accessibility requirements. Auto captioning is far from perfect as artificial intelligence is completing that translation. To ensure compliance with the Accessibility Act, proper captioning of videos, must be completed to be compliant. There is a different type of cost that is associated with transcription. There would be different costs associated with that as far as the transcription is concerned, because it is multiple hours of work for each hour required for audio transcriptions. For example, if you are looking at City Council for the City of Kingston, those meetings are captioned, but they do not include all committee meetings. The number of meetings, and types of meetings included,

would impact the ongoing cost of transcription services.

Chair Ruttan asked Trustees if they would like to see a report for information come forward. The majority of Trustees agreed to have staff prepare this report. This item will go to the Agenda Setting Committee to determine the appropriate timing for the report.

## **21 BUSINESS ARISING**

None at this time.

## **22 OTHER SPECIAL MEETINGS/EVENTS**

OPSBA's AGM is scheduled to be held June 10 to 12, 2021.

## **23 ADJOURNMENT**

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

The meeting adjourned at 9:27 p.m.

## ENVIRONMENTAL SUSTAINABILITY ADVISORY COMMITTEE MEETING MINUTES – MAY 11, 2021

### VIRTUAL MEETING

#### Roll call:

|   |  |
|---|--|
| <b>Members:</b>   | <b>Staff:</b>  |
| S. Luxford-Oddie, Cataraqui Conservation Authority<br>B. Gilmour, St. Lawrence College<br>R. Healey, Kingston Coalition for Active Transportation<br>E. MacEachren, Faculty of Education, Queen's University<br>J. Campbell, Lennox & Addington<br>G. Hall, Queen's University<br>J. Salter-Keane, City of Kingston | M. Babcock, Superintendent of Education<br>D. Fowler, Manager of Facility Services<br>D. Hendry, Sustainable Initiatives Co-Ordinator<br>C. Pepelea, Energy/Environmental Technologist |
| <b>Trustees:</b>  |  |
| J. Brown<br>J. Morning  |  |
| <b>Guests:</b>  | <b>Recorder:</b>   |
| Nate Zahn, Outdoor Education Consultant   | E. Bolarinho, Administrative Assistant   |

### 1. Welcome and Meeting Norms – Stana Luxford-Oddie

Chair Stana Luxford-Oddie, welcomed everyone to the meeting and provided the land acknowledgement.

### 2. Adoption of Agenda

*MOVED BY: Trustee Morning and Brooke Gilmour that the agenda as presented, be approved. Carried.*

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

*Adoption of Minutes. Carried.*

## 4. Presentations

### 4.1 Gould Lake Outdoor Centre – Nate Zahn, Outdoor Education Consultant/Summer Program Director

The programming offered at Gould Lake Outdoor Centre is based on the Ontario Curriculum and each grade has different programs that meet this curriculum. There are a variety of programs offered, ranging from summer programs and day camps for grades 7-12 students, where students can earn credits and other certifications such as canoeing and first aid. There are 10 different graduated programs that build on the previous year's skills that follow the Ontario Curriculum. Due to the pandemic, the Centre was not able to run any programs, however, staff have been visiting elementary schools and offering experiences right in their school yards, such as soil samples and habitat assessment. Virtual field trips have also been offered. This year, staff have been able to visit every single school. Last year, the Centre created Outdoor Education at Home through Minds Online learning designed to include students from kindergarten to grade 9. Complementary videos on You Tube and lessons were provided for educators to access in different ways and feedback has been very positive. Lessons learned from this year is to continue to reach all schools across the board, such as northern and island schools. Also, continue to build an online presence, by providing outdoor education for educators, supporting documents and media platforms such as You Tube videos. The team has come together to create valuable and worthwhile work for the students in our schools. Different organizations such as Loyalist Township, St. Lawrence College and Little Cataraqui Conservation Authority have offered to promote this program through their social media outlets.

## 5. Presentations

### 5.1 KCAT – Quiet Streets Pilot Project - Roger Healey

#### The Quiet Streets Pilot Project

This is a stretch of 3 km section of the City through Williamsville and leading to McBurney Park. This project was conducted in conjunction with City of Kingston from August 2020 to November 2020. Citizens who lived within this area got to bike/walk/use stroller in a traffic calming environment. The findings of the pilot project were shared with the City of Kingston for discussion and it was noted that Kingston is a very active transportation place.

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### School Street Initiative for Winston Churchill Public School

KCAT, along with Kingston Gets Active and Queen's University, is actively involved in trying to initiate a School Street in the Winston Churchill Public School area. School Street Initiatives have many benefits such as improved safety around the school, independence of children, physical activity, reduces congestion, air and noise quality as well as cohesion. Winston Churchill was selected as the majority of the students in this area, are within walking/biking distance from the school and has a very supportive community. Some of the issues in this area include problematic traffic issues, high level of congestion and excessive speed. The plan is to close MacDonnell Street (Earl to Union) and Hill Street (Napier to MacDonnell) daily for 30 minutes before and after the school day beginning in September 2021 for the 2021-2022 school year. If this project is successful, then it would be up to the communities to request this Quiet Street Initiative in their area. This is a very low effort and maintenance project to achieve. Next year, they will be looking at another school to implement this program.

## 6. Community Organization Updates

### **LDSB Sustainable Initiatives Co-Ordinator - Dan Hendry**

Dan has reached out to the City to obtain data on the High School Bus Pass Program and will hopefully present this data in the fall. The Kingston High School Bus Pass Program won an award in the Globe and Mail and Halifax will be following our Kingston model. There are continuing conversations with Evergreen and Loving Spoonful regarding virtual projects and gardens this year.

### **LDSB Energy/Environmental Technologist - Cedric Pepelea**

Cedric reported on Earth Hour and shared the results of the 24 schools that participated in this event. Out of the 24 schools participating, there was a saving of 1678 kw hours which is the equivalent of a 15w lightbulb being on for 107,000 hours and converting that to greenhouse gas emissions, this equals to 0.16 tons, which is equivalent to 7 litres worth of gasoline. There was good savings from these participating schools.

ECO Schools have been ongoing, with some schools still participating in this program as well as planning some energy projects for the summer.

### **LDSB Manager of Facilities Services – Dave Fowler**

Out of the 150 capital projects planned for this summer, there are 28 outdoor projects ranging from improving a fence line to improving drainage and sport fields. Facilities will also be working on outdoor classrooms and creating naturalized spaces. Dave Fowler will share some of these projects in the fall meeting.

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### **Trustee Update**

Trustees Joy Morning and Judy Brown both thanked the presenters for their excellent presentations.

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

The City is continuing to work on the climate leadership plan. Next week the City will be hosting virtual chats, which are one-on-one 20 minute sessions. Julie Salter-Keane will be hosting agriculture chats on May 17 and 18. Another session will be on renewable energy. The City is looking forward to discussion and implementation of climate changes.

Canada Wide Commuter Challenge is happening this year May 30 to June 5 and the City will promote this event through social media and the transportation sector.

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

The Conservation Authority is offering online experiences on a small scale and the feedback has been very positive. They are working on monitoring teacher candidates to provide opportunities for children to look outside their window rather than their screens and be active. The Spring Awakenings Program for grade one students has been very well received by students, educators, and parents. Stana Luxford-Oddie and her teacher candidate are going out to different conservation areas to create search and seek scavenger hunts to support families.

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

It is important to look at the statistics that are available on how much energy is consumed when we are on online platforms. Face to face and commuting is so much greener than being online. Zabe MacEachren also shared that she is preparing for a large environmental conference with the teacher candidates and has attended several environmental conferences online throughout the year. Zabe MacEachren will be on sabbatical next year.

### **St. Lawrence College – Brooke Gilmour, Sustainability Manager**

St. Lawrence College has officially launched its sustainability plan to 2024. Please check the website for information on this initiative.

### **Beaty Water Research Centre at Queen’s University – Geof Hall, Associate Director of Education and Outreach**

Geoff Hall reported that they are back in person learning and looking forward to getting back on the field.

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### **Engineer and Environment Manager at Loyalist Township – Jenna Campbell**

Jenna Campbell reported that they are starting to implement climate action in the Loyalist Township. They are looking to plant 20000 trees within the Township over the next 10 years, both on Township properties or other properties and can add schools within the Loyalist Township to this inventory. The Township will also submit an application to the Canada Forest Program and is looking to collaborate with various organizations regarding this project.

### **7. Discussion from Learning Education Outside – Superintendent Babcock**

Superintendent Babcock presented lessons from covid for outdoor learning from the last ESAC meeting where the group shared their ideas on this topic. The first recommendation was a google drive/folder where ideas could be uploaded and shared with educators. Bringing some educators together to have a think tank about lessons learned in the outdoors is going to happen. Nate Zahn has done a lot of resource building and coordination of resources and some preliminary work will be done before this event happens.

Another recommendation was to prioritize learning outdoors in planning. As a system, we cannot mandate so many minutes outside but through the Program Team and the Superintendent role, we are encouraging and recommending educators in the planning for next year to consider daily minutes outside for curriculum activity.

The recommendation of community partners who can visit the classroom is fluent at this time. We would like to stay with non-profit organizations and how best to share these resources with our educators.

### **8. Other Business - Superintendent Babcock**

Superintendent Babcock announced her retirement in July and thanked the group for the learning in this Committee and for the knowledge and expertise from the LDSB team and all organizations involved with this Committee.

### **9. Next Meeting Date - Virtual meeting – Tuesday, October 12, 2021**

### **10. Adjournment**

Superintendent Babcock adjourned the meeting.

The meeting adjourned at 6:00 p.m.



## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

May 27, 2021

### PUBLIC MEETING

#### Roll Call:

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

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## 1. WELCOME

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

Trustee McGregor read the Acknowledgement of Territory:

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

## 2. ADOPTION OF THE AGENDA

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

## 3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

## 4. APPROVAL OF MINUTES

4.1 SEAC Minutes – March 10, 2021

4.2 SEAC Minutes – April 21, 2021

*MOVED BY: Constance Carriere-Prill that the March 10, 2021 and April 21, 2021 SEAC Minutes be approved. Carried*

## 5. BUSINESS ARISING FROM MINUTES

None at this time.

## 6. SPECIAL EDUCATION BUDGET (2021-2022)

**6.1 Presentation: Special Education Budget (2021-2022)** – Superintendent of Business Craig Young and Manager of Finance Myra Baumann shared an in-depth presentation on the Special Education Budget for 2021-2022. The Special Education Allocation provides additional funding to school boards to support students who need special education programs, services, and/or equipment. The Special Education Allocation comprises the following six components:

- Special Education per Pupil Amount (SEPPA)
- Special Education Equipment Amount (SEA)
- Differentiated Special Education Needs Amount (DSNA)
- Special Incidence Portion (SIP)
- Education and Community Partnership Program Amount (ECPP)
- Behaviour Expertise Amount (BEA)

The Special Education Allocation may only be used for Special Education. Any unspent funding must be treated as deferred revenue for Special Education. The Special Education Allocation provincially is projected to be approximately \$3.21 billion in 2021-22.

New in 2021-22, is the transfer of the After-School Skills Development (ASSD) Programs into the Grant Student Needs (GSN). Funding to support the ASSD programs is moving into the GSN from the Priority Partnership Funding (PPF). The ASSD programs provide students with Autism Spectrum Disorder (ASD) and other students with special education needs who may benefit from the program with additional targeted skills development opportunities outside the instructional day. Funding for ASSD is enveloped and will flow through the Behaviour Expertise Amount (BEA).

Special Education Per-Pupil Amount (SEPPA) recognizes the cost of providing additional assistance to the majority of students with special education needs.

Special Education Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs. SEA is made up of the following two components:

- SEA Per-Pupil Amount
- SEA Claims-Based Amount

Differentiated Special Education Needs Amount (DSENA) addresses the variation amount school boards with respect to students with special education needs and school boards' abilities to respond to those needs. DSENA is made up of the following components:

- Measures of Variability (MOV) amount
- Special Education Statistical Prediction Model (SESPM) amount
- Base Amount for Collaboration and integration amount
- Multi-Disciplinary Supports amount
- Multi-Disciplinary Team amount
- Other Staffing Resources amount

Education and Community Partnership Program (ECP) Amount provides funding to school boards for education programs for school-aged children and youth in care, in treatment centres or who are in youth justice facilities. These facilities include hospitals, children's mental health centres, detention centres, community group homes, and social services agencies.

Behaviour Expertise Amount (BEA) provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school

board capacity in ABA. The BEA allocation is made up of the following three components:

- ABA Expertise Professionals Amount
- ABA Training Amount
- After-School Skills Development (ASSD) Amount

The Mental Health and Well-Being Grant provides funding for frontline mental health workers in secondary schools to provide direct service, reduce wait times, improve access to critical services, and to strengthen positive school climates that support the continued learning and well-being of students who are suspended/expelled or at risk of being suspended/expelled. This grant also provides targeted funding for select secondary schools in priority urban neighbourhoods. The Mental Health and Well-Being Grant comprises the following four allocations:

- Mental Health Workers Allocation
- Supporting Student Mental Health Allocation
- Safe and Accepting Schools Allocation
- Urban and Priority High Schools Allocation

As part of the realignment of supports for COVID-19 for the 2021-22 school year, the Ministry is integrating the mental health supports into a new Supporting Student Mental Health Allocation. This continued funding is intended to foster the learning and well-being of students. School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

The Mental Health Workers Allocation supports overall student mental health and ensures the best outcomes for students and their families. This allocation has two components:

- Mental Health Workers Staffing Component
- Data and Information Collection Component

The Mental Health Workers Staffing Component provides targeted funding for regulated mental health workers in secondary schools. The Data and Information Collection Component is being provided to assist with the collection of relevant information so that school boards will be able to assess the implementation of the new mental health workers in their schools and make timely evidence-based adjustments.

Although the evolving public health landscape is difficult to predict, the Ministry recognized that the next school year may require similar health and safety measures as those implemented this year. To support the continued safe operation of schools in 2021-22, the Ministry has continued to provide temporary ongoing COVID-19 funding supports to school boards.

At this time, school boards are expected to budget for approximately half of these resources where the remaining resources will be confirmed by the Ministry in the Fall, if needed for the second half of the year.

- Special Education Supports \$189,008
- Mental Health Supports \$311,315

Superintendent McDonnell indicated that the LDSB Special Education Budget for 2021-2022, which is just under \$31 million, is less than what is required to provide the current level of special education supports and services in LDSB. Manager Baumann shared that the approximate amount exceeding the Ministry allocation for the LDSB Special Education Budget for the 2020-2021 school year, was \$7 million dollars, to enhance special education supports and services.

On an annual basis and throughout each school year, LDSB continually monitors and reviews the supports and services that are in place for students and use this data to make informed decisions around special education service delivery models.

Superintendent Young stated that the Trustees in LDSB have been very supportive of the importance of Special Education funding within the system.

## 7. CORRESPONDENCE

**7.1 Renfrew County Catholic District School Board** – Letter to Minister of Education in support of Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD). Provided for information.

## 8. ASSOCIATION UPDATES

None at this time.

## 9. OTHER BUSINESS – Administrative Report: Superintendent’s Report

### 9.1 Ministry Updates – Summer Learning Funding

To mitigate the impacts of the pandemic on student learning, the Ministry is providing school boards with additional funds to expand summer mental health supports and special education learning supports to ensure a successful transition back to school.

The Limestone District School Board has received the following additional funding:

- Summer Learning Mental Health Supports: \$100,409
- Summer Learning for Students with Special Education Needs: \$187,658 (includes additional Special Education Staffing Supports and Summer Transition Program for Students with High Special Needs)

A summer learning plan will be shared at the June SEAC meeting.

**9.2 Special Education Plan 2021-2022 - Consultation Process** – Principal Blackburn shared that the LDSB Special Education Plan outlines the programs and services which support our students. The LDSB Special Education Plan is built upon the Ministry Standards which support the highest quality educational experience for exceptional students. This plan is shared with SEAC to seek valuable consultation and input. Principal Blackburn outlined the Standards that inform the LDSB Special Education Plan and how the LDSB Special Education Plan relates to those standards.

The first Ministry Standard to be outlined:

**Ministry Standard: The Identification, Placement and Review Committee (IPRC) Process and Appeals**

**Requirements of the Standard:** A board’s Special Education Plan must include a description of the board’s IPRC process, as well as the number of IPRC referrals, reviews, and appeals conducted within the board in the previous school year. The plan will also include a copy of the board’s guide for parents. At a minimum, the Parents’ Guide to Special Education must contain the information set out in the sample guide that is included in Appendix D-1 in Part D of this guide. The guide gives parents information on the procedures involved in identifying a student as exceptional and determining the student’s placement, as well as information on appealing the decision of the IPRC if the parents do not agree with the decision.

**LDSB Special Education Plan:**

**The Identification, Placement and Review Committee (IPRC) Process and Appeals (Section 7 p. 43)**

- Description of the Process;
- Number of reviews and appeals for previous school year; and
- Link to the LDSB Parents’ Guide to Special Education.

Principal Blackburn reminded SEAC Members of the question for consultation/feedback:

- What are LDSB opportunities for improvement related to this Standard?
  - M. Blackburn/K. Leggett: Review Parent Guide to IPRC Process and indicate how this information will be shared.
  - D. Jalovcic: Could any of these documents have summaries presented in plain language for the parents? Complex guidelines are difficult for some parents to understand. Need to review with the lens of a parent who is trying to understand the process and make sure that it is the most supportive, accessible document possible.

The second Ministry Standard to be outlined:

### **Ministry Standard: Individual Education Plans**

**Requirements of the Standard:** The school board's Special Education Plan must describe the following:

- The board's plan for implementing the Ministry's Standards for IEPs (see part E of this guide for more information on the IEP);
- Any processes for dispute resolution where parents and board staff disagree on significant aspects of the IEP;
- The board's results of the Ministry's review for the previous year, along with the board's plans for a response to these results (when available). The school board must include a copy of its IEP form; and
- The provincial standards for the IEP that were introduced in Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000) remain the standards that must be met by school boards across the province today. The components of the IEP standards and the associated responsibilities outlined in that document are the accepted, effective practices of school boards across Ontario.

### **LDSB Special Education Plan:**

#### **The Individual Education Plan (IEP) (Section 13 p. 86)**

- When to develop an IEP, who develops it, what is included;
- Resolution of Dispute:
  - If, after consultation, a parent disagrees with significant aspects of the IEP, then a case conference will be set to achieve resolution. Educational Services staff may participate to assist with this process; and
- Sample IEP included.

Principal Blackburn reminded SEAC Members of the question for consultation/feedback:

- What are LDSB opportunities for improvement related to this Standard?
  - M. Blackburn/K. Leggett: Update IEP example based on new template.
  - B. Godkin: Language should be accessible for everyone.
  - C. Carriere-Prill: In terms of inclusivity, review the gender options of only male and female on the form which is problematic. Consider more student voice in the development/consultation component of the IEP. This is in the spirit of not for us/without us.
  - A. Martin: Is there a timeline for updating the IEP example and then putting it into the plan for 2021-2022?
    - M. Blackburn: We are in the midst of doing revisions to our Special Education Plan pulling from the information, feedback and consultation from SEAC, and we will be bringing forward the plan to the June SEAC Meeting including an updated IEP template within that document.

### 9.3 Programming for Students with Special Education Needs during Remote Learning

- **Phase 2 Face-to-Face Learning**

While remote learning will be in place for most students with special education needs, elementary and secondary students with significant and complex special education needs who attend full-time, self-contained district programs, and those accessing School to Community Services who cannot benefit from remote instruction, were offered the option of face-to-face learning, and began during the week of April 19.

There are students with significant and complex special education needs that do not attend self-contained, full-time special education programming or receive school to community services and who cannot adequately benefit from remote instruction. To provide appropriate programming options during school closure, LDSB has embarked upon Phase 2 of supporting students with complex special education who cannot be accommodated through remote learning. All decisions in Phase 2 are school based with schools developing viable school-based support plans. Students with complex special education needs who have been identified as unable to benefit from remote instruction and who return to face-to-face learning will remain connected with their regular classroom teacher who will continue to provide programming for the student in synchronous and/or asynchronous fashion, dependent upon student need. School based face-to-face supports (Student Support Teacher (elementary), Learning Program Support Teacher (secondary) and Educational Assistant) will provide support and supervision of the programming in the school setting.

Those students who meet the criteria to return to face-to-face learning in Phase 2 have already been contacted by the school-based team and began face-to-face learning the week of Tuesday May 25.

There are now an additional 77 students with very complex special education needs who are attending face-to-face in our schools, 28 Student Support Teachers, along with 61 additional Educational Assistants in our elementary system. In our secondary panel, we have 10 additional students with very complex special education needs who have returned back to face-to-face learning, 1 Learning Support Teacher and 4 additional Educational Assistants.

Remote learning will continue to be offered to all other students with special education needs including those who meet the criteria above but prefer not to attend face-to-face.



- **Virtual Learning Supports**

Educational Services plays a pivotal role in supporting the needs of all students within an inclusive environment. Building staff capacity and providing current resources are areas that are directly connected to this work. In response to the most recent school closure and pivot to virtual learning, Special Education Coordinators developed a responsive virtual learning resource for sharing with education staff. This resource was developed in collaboration with the LDSB Program Team and tailored specifically to the challenges some students have faced in accessing learning in a virtual environment, as well as the strengths and needs of students with exceptionalities.

## 10. NEXT MEETING DATE

Wednesday, June 9, 2021

## 11. ADJOURNMENT

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

*The meeting adjourned at 5:56 pm. SEAC members joined the Tri-Board SEAC presentation.*

## EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – JUNE 2, 2021

### PUBLIC MEETING

#### Roll call:

| <b>Trustees:</b>  | <b>Staff:</b>  |
|---|--|
| J. Brown<br>G. Elliott<br>L. French<br>T. Gingrich (Vice-Chair)<br>B. Godkin<br>R. Hutcheon<br>K. McGregor<br>J. Morning<br>S. Ruttan (Chair)<br>A. Putnam (Student Trustee)<br>N. Quadir (Student Trustee)<br>Q. Traviss (Student Trustee) | M. Babcock, Superintendent of Education<br>K. Burra, Director of Education<br>S. Gillam, Associate Superintendent<br>S. Hedderson, Associate Superintendent<br>S. McWilliams, Superintendent of Human Resources<br>A. McDonnell, Superintendent of Education<br>S. Sartor, Associate Superintendent<br>J. Senior, Administrative Assistant (Producer)<br>J. Silver, Superintendent of Education<br>W. Utton, IT Support<br>C. Young, Superintendent of Business Services |
| <b>Guests:</b>  | <b>Recorder:</b>   |
|   | W. Moore, Executive Assistant to the Director and<br>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 Budget Meeting earlier tonight, we are meeting remotely this evening in accordance with current stay-at-home directives from the government. As a reminder to all, and to keep the meeting as efficient as possible, I will call a speakers’ list for each item for discussion and decision throughout the meeting as required.”

Chair Gingrich 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.

As you may know, the Limestone District School Board is flying flags at the Education Centre and all schools at half-mast in memory of the 215 children killed as a result of genocide at the Kamloops Residential School.

Acknowledging this genocide is an important part of the Reconciliation process. We extend our sympathies to survivors, families and First Nations communities affected by this unspeakable tragedy. The Board of Trustees will now recognize a moment of silence to honour the spirits of those children lost, and to acknowledge the ongoing trauma for survivors of residential schools, and their families.

The board will continue to consult with Indigenous community members on how to further honour those lost. Limestone Trustees remain committed to supporting the system’s important role in educating our school communities about the shameful legacy of residential schools, and the ongoing need for Reconciliation.” Chair Gingrich called for a moment of silence.

Chair Gingrich called the meeting to order.

## **1. Adoption of Agenda**

Director Burra stated that Student Trustees’ Quadir and Traviss, requested a Student Trustee Report be added to the agenda.

Trustee Elliott requested that a Notice of Motion be added to the agenda under Item 7, Other Business.

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

Chair Gingrich stated that if Trustees agreed, he would ask Student Trustees to provide their Report now. There were no objections.

Student Trustee Traviss stated: “Good evening everyone. I am sure by now you have all heard about the discovery of 215 Indigenous children who were killed while attending the Kamloops Indian Residential School in British Columbia. While this was a surprise to many across the country, it was not a surprise to me, or my family. Many of my friends and peers would be able to tell you about the first time they learned about the Canadian residential schools, but I would not be able to tell you about the first time I learned about them. Me, my siblings, my parents, and my grandparents all grew up with this knowledge, and in a weird way, it is normal to us. When the news made its way into my home, nobody talked about it with each other, because we have heard this same story before. So, while I am grateful for the efforts being made to honour their deaths, I am not optimistic that the mindset will last. The change that needs to happen, goes way deeper than the surface. It requires education, and it requires everyone to open their minds to empathy and understand what is going on. As I said before, this is not the first time I have heard a story like this, and I hope it is not the last time, because we have to find them all. If every child matters, then people need to do the work to ensure that all the children our government left behind are given back the dignity that was taken from them. Every time dead Indigenous children are found at a residential school, it causes pain, and it will continue to cause pain every time we find more. You cannot heal without hurting first, and that is something that everyone needs to do together. Thank you.”

Student Trustee Quadir stated: “As a non-Indigenous student, I learned about residential schools as a story of Canada’s “dark history” – an all-too-common euphemism that takes away from the ongoing oppression of Indigenous peoples on this land. We need to ensure that as leaders in educational institutions we are not only lowering flags and holding vigils but are also teaching all students and staff about the current injustices faced by Indigenous peoples – beginning with the lasting and devastating effects of residential schools on survivors and families, but also expanding to land exploitation, boil water advisories, anti-Indigenous racism in healthcare, Indigenous children in child welfare, the Truth and Reconciliation Commission Calls to Action, and what roles each and every one of us have to play in reconciliation. Thank you to Student Trustee Traviss for speaking up and creating a path for us to hurt and heal together.”

## **2. Declaration of Conflict of Interest**

Trustee Elliott declared that his wife is an employee of LDSB, and member of ETFO. Trustee Godkin declared that his daughter is an occasional teacher with two other public boards, and LDSB. Student Trustee Putnam declared that her mother is a teacher in Limestone and a member of ETFO.

### **Limestone District School Board**

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## Section A – Matters Requiring Action at the Meeting

### 3. Reports for Action

#### 3.1 De-streamed Grade 9 Math

Superintendent Silver indicated the De-Streamed Grade 9 Math report provides a comprehensive implementation plan that has been developed as part of the math team and tonight she will provide some highlights of the plan to support the implementation of the new MTH1W course beginning in September 2021.

Professional learning was planned for intermediate teachers and Grade 9 teachers, but was put on hold due to the ongoing occasional teacher shortages, almost daily. Professional Learning for secondary math teachers was offered each octomester so teachers had flexibility for when they participate. The learning includes a focus on LDSB data, student voice and the “why” and “how” of destreaming.

A plan is in place to create and develop resources. Much of the professional learning around math in the last few years has focused on starting with the concrete and moving to the abstract. The Ministry has allowed for funding that was not utilized for professional learning due to the pandemic to be used for math resources for schools.

Superintendent Silver indicated that it is anticipated some summer writing will be done by having some teachers create resources for other teachers. This is dependent on receipt of the curriculum, and she is hopeful that it comes soon, in order to put that into place.

Superintendent Silver stated that in terms of communication, one of the first iterations around the implementation plan was professional learning for K-12 administrators, which has been done. Information has been shared at School Councils. Without the curriculum, it is difficult to share much more. Presentations for families will likely take place in the fall once we receive the curriculum.

#### 3.2 Empower Literacy Program

Associate Superintendent Sartor stated that she wanted to bring more information related to literacy right now, and more in the fall. In 2019, the Ontario Human Rights Commission launched Right to Read Public Inquiry into human rights issues affecting students with reading disabilities. Reading is a fundamental skill and without the proper interventions and accommodations, people

with reading disabilities may not learn to read and may have difficulty with other subjects in school. For example, word problems in math. Along with academic problems, this can also lead to mental health challenges. Then in adulthood, low literacy can lead to under employment and higher rates of homelessness, incarceration, and perhaps even suicide. Some reading disabilities such as dyslexia run in families and in failing to address dyslexia, this can lead to intergenerational cycles of illiteracy. This is precisely why the belief in Limestone is that literacy is about equity. The good news is that when an evidence-based, intensive, and systematic approach is used, people with reading disabilities respond very well, and the effects of the disability can be greatly reduced.

The Right to Read Inquiry has spent the last year and a half gathering information from eight Ontario English language public school boards, the Ministry of Education, and 13 English language public faculties of education. They held community meetings and engaged with FNMI communities. They collected family and educators' surveys and they engaged with community organizations such as the International Dyslexia Association. The Inquiry focused on five areas: Universal Design for Learning (UDL); Mandatory Early Screening for Literacy; Reading Interventions; Accommodations; and Psycho Educational Assessments.

The Inquiry Panel's evidence gathering phase is now complete and the team is now busy analyzing the data and information received to draft a final report. The report was delayed due to COVID-19. It is expected to be released this coming fall and will no doubt have short term and long-term implications for literacy in Ontario.

Although the report has not been released, the senior counsel from the Human Rights Commission Right to Read Inquiry has been meeting frequently with the Ministry of Education. This spring school boards received transfer payment agreements from the government to support summer learning and in-school literacy programs. Within the transfer payment agreement, there was an appendix of suggestions, as to how you could spend this money, and the Empower Reading Program was among the recommendations. This funding has allowed us to purchase more licences so that eight more individuals can be trained and eight more schools can start to implement the Empower reading program this fall.

### **3.3 School Safety and Human Rights Incident Reporting Tool**

Associate Superintendent Gillam noted that this update on the Reporting Tool is the result of the motion on April 28, 2021. Since that time, staff have been investigating the best way to support

students and staff in finding ways to not only report incidents anonymously, but the board's ability to track incidents. Trustees will note there is a large team working on this, including Superintendent Babcock, Associate Superintendent Gillam, both Equity Consultants, Communications Officer Karen Smith and staff, from both Educational Services and the ITS department. Work continues with ITS at the back-end, so that when reports come in, they are effectively tracked, and a determination can be made with regards to follow up.

Limestone has had the Report Bullying/Safety Issue tool, for several years, but it has not been publicly advertised lately and is missing indicators that could also be used to report human rights incidents, discrimination or harassment issues. While we work on the back-end, the link will clearly identify the process for reporting all incidents that infringe on human rights such as discrimination or bullying/cyberbullying or school safety. Reports will be processed depending on who is reporting the incident, as well as who the report identifies as a concern. All reports will be centrally collected and collated for follow-up, tracking, and reporting purposes.

A promotional campaign is planned in September-October 2021, including social media posts, posters for schools that have an easily accessible QR code that will take you directly to the link, incorporation into professional learning and/or staff meetings, a presentation to InterSchool Council, and a presentation for administrators to use with School Councils. Recognizing that this is an electronic reporting tool, we will ensure that there is an accommodation process for accessibility.

### **3.4 Transition of Katarowki Learning Centre to the Limestone Education Centre**

Superintendent McDonnell reminded Trustees that during the 2016-2017 school year, two alternative education sites, Second Chance and Streetsmart, were amalgamated into the Katarowki Learning Centre (KLC) in the former Frontenac Public School. The former Frontenac building would not be a permanent location, as it would need to be disposed of at a later date. Over the next couple of years, the board looked at a variety of different options to relocate the Katarowki Learning Centre. Senior Staff investigated KLC moving to the Limestone Education Centre (LEC) on the bottom floor, due to its central location in Kingston, proximity to public transportation and the Kingston Centre hub, and the general condition and accessibility features of the building.

Superintendent McDonnell noted that due to the pandemic in March 2020 schools were closed and all discussion and work on floor plans were paused for quite an extended period of time.

A Transitions Committee was struck in March 2021 to re-initiate transition planning for KLC to be relocated to LEC. It was recommended that Educational Services move to the upper floor of LEC. This would then allow KLC to move from its current location to the bottom floor of LEC.

Superintendent McDonnell stated that Educational Services is developing a plan to move that department to the upper floor of LEC effective as of the end of June. When school resumes in the fall, Educational Services will be in its new upper floor location. The location will have a reduced footprint with approximately 75% of its current space on the second floor. Educational Services will move to a shared, or hybrid, workspace model to meet staff needs.

Superintendent McDonnell advised that Katarokwi Learning Centre will continue to operate programming out of the former Frontenac Public School building until necessary renovations are completed in the LEC building. A move-in date for the KLC will be determined in the 2021-2022 school year.

International Education will move into one classroom at LCVI for administrative office space during the latter half of the 2021-2022 school year.

Superintendent McDonnell concluded that the disposition process for the former Frontenac Public School building will start in the fall of 2021.

## **Section B – Information**

### **4. Internal Reports and Other Communications**

None at this time.

### **5. External Reports and Other Communications**

None at this time.

### **6. Other Business**

Trustee Elliott provided the following Notice of Motion to be dealt with at the June 16, 2021, Board Meeting:



*"That staff initiate a potential renaming process, including all stakeholders outlined in Administrative Procedure 552, and including consultation with the Indigenous Education Council, to review the name of Ecole Sir John A Macdonald Public School to ensure it reflects our board's mission, vision, values, with a lens on reconciliation, decolonization, anti-racism, and anti-oppression principles."*

**8. Next Meeting Date**

Regular Board Meeting: June 16, 2021.

**9. Adjournment**

*MOVED BY: Trustee McGregor that the meeting adjourn.*

The meeting adjourned at 6:30 p.m.

## BUDGET COMMITTEE MEETING MINUTES – JUNE 2, 2021

### PUBLIC MEETING

#### Roll call:

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

It was noted that the Acknowledgement of Territory would be read in the EPOC meeting later in the evening.

Chair Gingrich commenced the meeting at 4:03 p.m. and stated: “Good evening Trustees, senior staff, and the viewing public. Welcome to the Budget Committee meeting of the Board. Due to the stay-at-home order this meeting is only taking place virtually. I am Tom Gingrich, Trustee for Kingscourt-Rideau & King’s Town, and Vice Chair of the Board”.

## 1. Adoption of Agenda

Chair Gingrich asked for any additions to the agenda. There were no additions.

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

## 2. Declaration of Conflict of Interest

Trustee Elliott declared a conflict as his wife is an employee of the Board, and a member of ETFO. Trustee Godkin declared a conflict as his daughter is an occasional teacher with another public board.

## 3. Information Items

### 3.1. 2021-2022 Preliminary Operating Revenues, Myra Baumann, Manager Financial Services

Manager Baumann presented the 2021-2022 Preliminary Operating Revenues. The preliminary operating revenue is not yet presented on a full PSAB basis. It excludes School Generated Funds at an estimated amount of \$2,400,000 and Charitable Trust donations at an estimated amount of \$127,537. The 2021-2022 preliminary operating revenue is presented alongside the 2020-2021 revised estimates and 2020-2021 estimates for comparison purposes. The projected enrolment of 19,166 ADE that the 2021-2022 preliminary operating revenue estimates is calculated on is Elementary enrolment is projected at 13,283 ADE, Secondary enrolment is projected at 5,866 ADE, and Secondary-high credit enrolment is projected at 17 ADE. Adult education, continuing education, literacy and numeracy, and summer school enrolment is projected at 329 ADE.

The 2021-2022 preliminary operating revenue estimates are compared to the 2020-2021 revised estimates operating revenue. Operating Grants for Student Needs (GSN) allocations have increased \$647,950 or .26%.

Pupil Foundation allocation has increased \$360,582 or .34%. Starting in 2021-2022, the Ministry is changing the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing based on a differentiated funded average class size for online and in-person learning. Based on the average class size of 30 for online learning, the secondary benchmark will use a funding average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419). The new per-pupil amount introduced in 2020-2021, to support the purchase of educational software that supports learning in and outside of the classroom is being increased from \$0.49 to \$0.84. The COVID-19 Technology-Related Costs allocation has been integrated into a new per-pupil amount of \$7.11 through the new student technology devices component for students in Kindergarten to Grade 12. The allocation has increased as a result of the labour framework salary increase, increase in the per-pupil amount for educational software, and the new per-pupil amount for student technology devices offset by declining enrolment, the new differentiated funded average class size for online and in-person learning, and a reduction in the benefit benchmark.

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School Foundation allocation has increased \$63,049 or .38%. There are three tiers of funding support for school administration: supported, distant, and regular schools. The Parent Engagement allocation moved from the Administration and Governance allocation to better delineate funding for parent engagement based on local needs since the School Foundation allocation provides school-based funding for in-school administration and leadership. The allocation has increased as a result of the labour framework salary increase, and the movement of the Parent Engagement allocation offset by declining enrolment and the reduction in the benefit benchmark.

Special Education allocation has increased \$255,542 or .83%. The After-School Skills Development (ASSD) programs moved from Priorities and Partnership Fund (PPF) to this allocation. Funding for ASSD is enveloped and flows through the Behaviour Expertise Amount (BEA) allocation. The allocation has increased as a result of the labour framework salary increase, the movement of the ASSD programs, and an increase in the Differentiated Special Education Needs (DSENA) – Measures of Variability table amount offset by declining enrolment, reduction of one Education and Community Partnership Program (ECP), and the reduction in the benefit benchmark.

Language allocation has increased \$67,389 or 1.49%. The Ministry has provided time-limited funding through a new Recent Immigrant Supplement. This funding is intended to address the financial impact of the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic. The allocation has increased as a result of the labour framework salary increase and the new Recent Immigrant Supplement offset by a decrease in projected FSL and ESL students, and the reduction in the benefit benchmark.

Supported School allocation has decreased \$171,144 or 6.82%. Updated secondary Pupil Foundation allocation staffing benchmarks to reflect differentiated funding for online learning. The allocation has decreased as a result of declining enrolment, staffing benchmark updates for both 2020-2021 and 2021-2022, and the reduction in the benefit benchmark offset by the labour framework salary increase.

Remote and Rural allocation has increased \$13,203 or 5.58%. In addition to the per-pupil amount in the Pupil Foundation allocation, a top-up allocation amount has been provided to ensure the school board received a minimum of \$50,000 to purchase educational software. The allocation has increased as a result of the labour framework salary increase, and the educational software top-up offset by declining enrolment and the reduction in the benefit benchmark.

Rural and Northern Education Fund allocation has decreased \$14,575 or 2.71%. Funding is based on the number of rural students and two factors measuring the density of rural student enrolment. The allocation has decreased as a result of the estimated decrease in rural enrolment and the reduction in the benefit benchmark offset by the labour framework salary increase.

Learning Opportunities allocation has increased \$397,255 or 8.53%. SHSM which was previously funded through PPF has been transferred to the existing SHSM allocation within the EL Envelope. The allocation has increased as a result of the labour framework salary increase and the transfer of SHSM from PPF offset by the reduction in the benefit benchmark.

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Continuing Education allocation and Other Programs has decreased \$50,324 or 3.41%. Starting in 2019-2020, operating allocations will be reduced by the new International Student Recovery Amount (ISRA). The continuing education allocation is driven primarily by enrolment. The allocation has decreased due to the increase in the ISRA due to the increase in the fee-paying international visa student enrolment, and the reduction in the benefit benchmark offset by the labour framework salary increase.

Cost Adjustment and Teacher Qualification allocation has increased \$1,158,815 or 5.28%. Starting In 2021-2022, the secondary per-pupil benchmark for teachers have been adjusted to reflect the change in funding methodology for online courses based on a differentiated funded average class size for online and in-person learning. The Online Learning Adjustment introduced in 2020-21 has been eliminated as a result of this new approach. The allocation has increased as a result of the labour framework salary increase, qualification and experience changes, ELHT benefit increases, and the elimination of the Online Learning Adjustment offset by the secondary per-pupil benchmark for teachers adjustment, declining enrolment, and the reduction in the benefit benchmark.

New Teacher Induction Program allocation has increased \$13,470 or 12.64%. Allocation is based on the board's new teacher complement from the year before. Funds are available to support the growth and professional development of new teachers.

ECE Qualification and Experience allocation has increased 48,421 or 3.72%. The allocation has increased as a result of the labour framework salary increase and qualification and experience changes, offset by declining enrolment and the reduction in the benefit benchmark.

Transportation allocation has increased \$25,510 or .15%. The allocation has been maintained at the previous year's funding level, with adjustments for enrolment growth. The allocation has increased due to an increase in approved expenses for transportation to and from Provincial Schools.

Administration and Governance allocation has decreased \$154,044 or 2.39%. The Parent Engagement allocation moved to the School Foundation allocation. The Capital Planning Capacity allocation moved to the School Operations allocation to better reflect the purpose of the funding. The Central Employer Bargaining Agent Fees allocation has been increased to reflect a funding amount that is based on the maximum annual revenue of the School Boards Trustees' Association. The allocation has decreased as a result of the movement of the Parent Engagement allocation, the movement of the Capital Planning Capacity allocation, declining enrolment, and the reduction in the benefit benchmark offset by the labour framework salary increase and Central Employer Bargaining Agent Fees allocation increase.

School Operations allocation has increased \$173,642 or .75%. The Ministry is providing a 2% cost benchmark update to assist boards in managing the increase in commodity prices. The Capital Planning Capacity allocation moved from the Administration and Governance allocation to better reflect the purpose of the funding. This is the third year of the five-year phase-in of the updated supplementary area factor for the secondary panel to reflect a secondary class size of 23. Funding to offset the cost of licensing and related fees associated with the approved software that supports

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the implementation of effective renewal programs and tracks school condition over time has not yet been allocated, pending completion of procurement. The allocation has increased as a result of the labour framework salary increase, cost benchmark increase, and Capital Planning Capacity allocation movement offset by declining enrolment, the supplementary area factor change, outstanding asset management software funding, and the reduction in the benefit benchmark.

Community Use of Schools allocation has increased \$2,092 or .68%.

Declining Enrolment Adjustment allocation has decreased \$72,995 or 15.30%.

Indigenous Education allocation has decreased \$278,187 or 9.54%. The Indigenous Education Lead position has been fully transferred to the Program Leadership Allocation (PLA), rather than half funded through the PLA and half funded through the Per-Pupil Amount (PPA). The remaining funding generated through the PPA is being transferred back the Board Action Plans (BAP) allocation. The Ministry is enveloping the First Nations, Metis, and Inuit Studies allocation to ensure funds are directed to support Indigenous learning. Funding generated within this allocation must be spent on the program to run these courses, and any funding surplus is to be reported and spent under the BAP allocation. The allocation has decreased as a result of no prior year deferred revenue, declining enrolment, and the reduction in the benefit benchmark offset by the labour framework salary increase.

Mental Health and Well-Being allocation has increased \$133,431 or 18.33%. As part of the realignment of supports for COVID-19 for the 2021-2022 school year, the Ministry is integrating mental health supports into a new Supporting Student Mental Health allocation. This continued funding is intended to foster the learning and well-being of students. The allocation has increased as a result of the labour framework salary increase and the new Supporting Student Mental Health allocation offset by declining enrolment and the reduction in the benefit benchmark.

Supports for Students Fund allocation has continued in 2021-2022.

Program Leadership allocation has increased \$93,525 or 10.32%. The Indigenous Education Lead position has been fully transferred to the Program Leadership Allocation (PLA), rather than half funded through the PLA and half funded through the PPA of the Indigenous Education allocation. The allocation has increased as a result of the labour framework salary increase and the transfer of the other half of the Indigenous Education Lead position funding.

Support for COVID-19 Outbreak allocation has decreased \$261,512 or 100%. In recognition of the continued need for additional funding for technology resources and mental health supports, the Ministry is now planning for these allocations to be ongoing elements within the GSN.

Funding Stabilization allocation has decreased \$1,155,195 or 100%. The Ministry provided a one-time funding stabilization for 2020-2021 only, through the establishment of a 2020-2021 GSN funding “floor” to mitigate the financial impact of the unforeseen enrolment declines as a result of the COVID-19 pandemic.

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Other Government Grants has decreased \$2,217,008 or 26.95%. The Ministry released information on PPF (appendix A) with many one-time initiatives carrying forward into 2021-2022 including temporary ongoing COVID-19 funding supports. Two existing allocations, SHSM and ASSD program, transferred into the GSN in 2021-2022.

Tuition Fees has increased \$827,629 or 96.40%. 2021-2022 projections on tuition fee revenues for international students reflect an increase due to higher enrolment. Community education and outreach fees increase reflects the projection of program enrolment increases.

Other Revenues has decreased \$222,113 or 4.95%. Lease revenue increase reflects a projected increase in rents. Interest revenue decrease reflects a projected decrease in interest due to lower cash reserves, as a result of the Ministry cash management strategy. Administrative cost recoveries decreased due to the removal of the one-time Board share of the Manulife benefit plan reserve. The Instructional cost recoveries increase reflects an increase in secondments. International students' other fees increase reflects an increase in the projection of homestay and other fees.

Overall seeing operating revenues at \$259,664,378 compared to revised estimates of \$260,627,920.

Chair Gingrich asked for any questions.

#### 4. Other Business

None at this time.

#### 5. Next Meetings

Chair Ruttan, stepped in for Chair Gingrich and noted the upcoming Budget Committee meeting on June 9 and a tentative meeting scheduled for June 14, 2021.

#### 6. Adjournment

Chair Gingrich asked for a motion to adjourn the meeting.

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

Meeting adjourned at 4:52 pm.

## BUDGET COMMITTEE MEETING MINUTES – JUNE 9, 2021

### PUBLIC MEETING

#### Roll call:

| <b>Trustees:</b>                     | <b>Staff:</b>  |
|--------------------------------------|--|
| J. Brown                             | K. Burra, Director of Education  |
| G. Elliott                           | S. Gillam, Associate Superintendent, Safe and Caring Schools             |
| L. French                            | S. Sartor, Associate Superintendent, School Effectiveness and Assessment |
| T. Gingrich (Vice-Chair)             | J. Silver, Superintendent of Education                                   |
| B. Godkin                            | A. McDonnell, Superintendent of Education                                |
| R. Hutcheon                          | S. Hedderson, Associate Superintendent of Education                      |
| K. McGregor                          | M. Babcock, Superintendent of Education                                  |
| J. Morning                           | S. McWilliams, Superintendent of HR                                      |
| S. Ruttan (Chair)                    | C. Young, Superintendent of Business Services                            |
| N. Quadir (Student Trustee)- regrets | M. Baumann, Manager of Financial Services                                |
| A. Putnam (Student Trustee)-regrets  |  |
| Q. Traviss (Student Trustee)-regrets |  |
|                                      | <b>Recorder:</b>   |
|                                      | 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. Due to the public health measures in place this meeting is only taking place virtually. I am Tom Gingrich, Trustee for Kingscourt-Rideau & King’s Town, and Vice Chair of the Board”.

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



## 1. Adoption of Agenda

Chair Gingrich asked for any additions to the agenda. There were no additions.

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

## 2. Declaration of Conflict of Interest

Trustee Elliott declared a conflict as his wife is an employee of the Board, and a member of ETFO. Trustee Godkin declared a conflict as his daughter is an occasional teacher with another public board.

## 3. Information Items

### **3.1. 2021-2022 Preliminary Operating Expenditures, Craig Young, Superintendent of Business Services and Myra Baumann, Manager, Financial Services**

Superintendent Young noted there are two reports for information and one report with a recommendation at the end. All questions will be answered by at the end. The Ministry is allowing the Boards to use their accumulated surplus up to 1% of operating revenues.

Manager Baumann noted that the Ministry did make a last-minute table change, and there is a slight reduction of just over \$13,000 to the revenues and that will be reflected in the PSAB report. The 2021-2022 Preliminary Operating Budget Expenditures (Expenditures Budget) are not presented on a full Public Sector Accounting Board (PSAB) basis. The presentation of expenses on a full PSAB basis, including School Generated Funds, Charitable donations, and capital expenditures will be incorporated later. The Expenditures Budget is compared to the 2020-2021 revised estimates. The total expenditures are just over \$260 million compared to \$261 million at revised estimates, a reduction of just over a million or .40%. This budget is built on the latest labor framework, 1% salary increase where application. ELHT increases as applicable. When the budget was built for 2021 the school year started on August 31<sup>st</sup>, so there was an additional expense day built included in 2021, so in comparison to 2022 it appears there is an additional expense day in the budget. Classroom teachers have increased \$3,498,373 or 2.70%. The increase is due to labour framework provisions, qualification, and experience changes. Educational assistants have decreased \$436,675 or 2.57%. The decrease is due to a reduction of 2.5 FTE as a result of library reporting changes and COVID-19 funding changes, vacation payout trending, and reduced casual supports. Early childhood educators have increased \$53,588 or 1.17%. The increase is due to labour framework provisions. Textbooks and supplies have increased \$218,531 or 4.80%. The increase is due to the increase in international student agent commissions, homestay fees, and medical fees offset by a reduction of PPF funded expenditures. Computers have decreased \$1,462,792 or 36.04%. The decrease is due to the

reduction in one-time commitments to purchase additional devices for the schools. Professionals, paraprofessionals, and technicians have decreased \$558,212 or 5.82%. The decrease is due to a reduction of 16.16 FTE as a result of COVID-19 funding changes and the reduced Aspen student information system project costs offset by labour framework provisions. Staff development has decreased \$470,681 or 29.89%. The decrease is due to the reduction of COVID-19 and PPF funded expenditures. Principals and Vice Principals have decreased \$205,255 or 1.79%. The decrease is due to a reduction of 3.25 FTE VP as a result of COVID-19 funding changes. School office has increased \$164,310 or 2.54%. The increase is due to the VoIP retrofit, labour framework provisions. Co-ordinators and program teacher support has increased \$302,587 or 8.71%. The increase is due to an increase of 2.0 FTE, labour framework provisions. Continuing education has increased \$129,910 or 9.87%. The increase is due a new ESL program, increased enrolment, labour framework provisions, one additional day, and statutory and ELHT premium adjustments. Board administration has increased \$190,145 or 2.88%. The increase is due to increased software fees, labour framework provisions. Transportation has decreased \$908,333 or 4.90%. The decrease is due to a reduction in operating costs and reduced COVID-19 funding. School operations and maintenance have decreased \$883,229 or 3.06%. The decrease is due to a reduction in COVID-19 funding for HVAC, cleaning supplies, and caretaking staff. Other Non-Operating has increased \$78,584 or 5.22%. The increase is due to a .8 FTE increase in seconded positions.

The 2021-2022 Preliminary Operating Budget Expenditures are \$260,646,833 which is a decrease of \$1,035,614 or .40%.

The 2021-2022 Preliminary Operating expenditures of \$260,646,833 exceed the 2021-2022 Preliminary Operating revenues of \$259,650,923 by \$995,910.

Superintendent Young referenced Appendix “A” Indigenous Education revised estimate at \$2,041,173. Appendix “B” Equity and Inclusion revised estimate at \$331,857. Appendix “C” Special Education and Mental Health revised estimate at \$35,532,074, the Board spends all the allocation and more on Special Education and Mental Health. Mental Health and Well-being was referenced in the Budget Survey as the main concern, and the Board is making sure to address that as well as Special Education through the PPFs. Appendix “D” Programs Supported by Accumulated Surplus; the expected unallocated accumulated surplus by August 31 of 2021 is to be approximately \$10 million. Appendix “D” shows the programs to be supported by the accumulated surplus at approximately \$995,910. Trustee Godkin had a great question last week with regards to the staffing of the virtual school at the 35:1 ratio vs the 23:1 at the in person secondary level. For Differentiated On-Line and In-Person Learning, the reduction is the equivalent of -1.44 FTE secondary teacher, or 9 sections.

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Staff are recommending this be funded using accumulated surplus. The Human Rights Officer position is listed here, some boards are funded for this position, LDSB is not one of them. With the understanding of how important equity is, we are recommending that the Human Rights Officer position be funded by accumulated surplus. There is a secondary program support teacher position included, as well as a literacy support teacher to be funded by the accumulated surplus. VOIP Retrofit is a voice over IP system. LDSB's communication systems are aging and approaching end of life. The Board is looking at a multi-year VIOP retrofit for the school facilities, this will include savings over time, that will be returned to the school. ASPEN is the student information software, it communicates with the Ministry and is the basis for the funding, additional training is required for this year, this will come from the accumulated surplus. Director Burra noted there is \$200,000 allocated to the additional IT equipment, in terms of technological improvements for audio and visual equipment for the live streaming of meetings and in support of professional learning. The Board did want to put some money towards this to honour some flexibility to improve the equipment. Also, to have additional money to offset loss or damage of some of the devices that have gone out to students over the extended remote learning period. There is recognition here that this money does not go a long way, but the Board needs to maintain flexibility in case Trustees want to support replacement of devices and/or for the audio/visual equipment improvements.

### **3.2. 2021-2022 Preliminary Capital Budget – Revenues and Expenditures, Craig Young, Superintendent of Business Services and Myra Baumann, Manager, Financial Services**

Manager Baumann presented the 2021-2022 Preliminary Capital Budget – Revenues and Expenditures. For 2021-2022, the School Renewal allocation is \$4,179,295, a decrease of \$20,274 as compared to the 2020-2021 Revised Estimates amount of \$4,199,569. For 2021-2022, the School Condition Improvement allocation is \$16,366,511, a decrease of \$517,601 over the 2020-2021 Revised Estimates amount of \$16,884,112. School Generated Funds are estimated at \$50,000. Debt charges permanently financed of \$457,419 represents the 55 School Board Trust debt (pre amalgamation liabilities not permanently financed until 2033). Capital debt support interest of \$2,678,260 includes nine OFA long-term financings, all for 25 years. Short-term interest supported by the Ministry is estimated to be \$120,630 for 2021-2022.

Total Capital Expenditures \$23,852,115. Corresponding capital expenditures are equal to the revenue amounts. Superintendent Young stated a report will be brought forward to Trustees next January which will fine tune all the projects for approval.

## 4. Action Items

### **4.1. 2021-2022 Consolidated Budget and Recommendation to the Board for Approval, Craig Young, Superintendent of Business Services and Myra Baumann, Manager, Financial Services**

Manager Baumann presented the 2021-2022 Consolidated Budget and Recommendation to the Board for Approval. The 2021-2022 Preliminary Operating Budget Revenue totals \$259,650,923. The 2021-2022 Preliminary Operating Budget Expenditures total \$260,646,833. The 2021-2022 Preliminary Capital Budget Revenues and Expenditures, each total \$23,852,115.

\$459,036 has been transferred from operating revenue to deferred capital contributions related to tangible capital assets for minor capital additions, related to furniture and equipment, vehicles, computer hardware and software tangible capital assets. A similar adjustment has occurred under the expenses. \$20,716,436 has been transferred from capital revenue to deferred capital contributions, related to major capital additions. A similar adjustment has occurred under the expenses. Amortization expense has been added for \$14,958,000 with an offsetting amortization of deferred revenue of \$14,827,852. The difference of \$130,148 represents funding of \$91,250 coming from committed capital surplus, and \$38,898 offset against operating budget revenue. \$2,400,000 has been added to both revenue and expense for school-generated funds. \$127,537 has been added to both revenue and expense for Charitable Fund. Amortization of employee future benefits of \$1,121,983 and accrued interest of \$39,645 have been excluded. \$1,121,983 of the amortization of employee future benefits is funded from retirement benefits accumulated surplus. The 2021-2022 Budget contains total revenues of \$279,682,955 and total expenses of \$280,769,368 prepared in accordance with PSAB standards. The difference is \$1,086,413.

The 2021-2022 Budget supports the strategic direction of the Board, as outlined in the Board Strategic Plan, and is compliant with the Ministry of Education requirements.

Chair Gingrich thanked Superintendent Young and Manager Bauman for the reports and called upon Trustees for any comments or questions.

*MOTION: That the Board approve the 2021-2022 Budget prepared on a PSAB basis with total revenues of \$279,682,955 and total expenditures of \$280,769,368.*

*MOVED BY: Trustee Brown, all in favour. Carried.*

## 5. Other Business

None at this time.

## 6. Next Meeting(s)

Chair Gingrich noted the tentative meeting scheduled for June 14, 2021, would not be needed for another Budget meeting.

## 7. Adjournment

Chair Gingrich asked for a motion to adjourn the meeting.

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

Meeting adjourned at 5:27 pm.

# ADMINISTRATIVE REPORT: INDIGENOUS EDUCATION PROGRAM UPDATE

## REGULAR BOARD MEETING

June 16, 2021

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### Purpose

To provide Trustees with an update related to Indigenous Education programming in Limestone District School Board

### Background

Initiatives related to Indigenous Education are reported to Trustees through the Strategic Plan twice per year, and at different times during the term of the Board. During the past year, the following reports were provided:

- Strategic Plan Update: Areas of Focus 2020-2021 on October 14, 2020, at the Board Meeting.
- Strategic Plan Update: 2020-2021 Mid-Year Update on May 19, 2021, at the Board Meeting.
- Indigenous Education Presentation – Scot Gillam and Gillianne Mundell on November 11, 2020, at the Board Meeting.

On an annual basis, Trustees receive financial information regarding Ministry funding to the board, including those funds to support Indigenous Education. Both Financial Services and staff responsible for supporting Indigenous Education programming submit reports to the Ministry at several points during the year.

Annually in the fall, staff responsible for Indigenous Education programming in Limestone seek feedback and input from the Indigenous Education Advisory Council. Using the feedback and input, staff operationalize initiatives with the required parameters provided by the Ministry of Education. The Ministry requires funding to be utilized in four areas: i) Supporting Students, ii) Supporting Educators, iii) Engagement and Awareness, and iv) Using Data to Support Student Achievement. Due to the pandemic this year, consultation with the Indigenous Education Advisory Council was completed much later in the school year and was completed virtually due to Provincial and Public Health recommendations.

SEE YOURSELF IN LIMESTONE

Funding from the Ministry for Limestone comes from three primary sources: i) First Nations, Métis, and Inuit Studies Courses at the secondary level generate funding based on the number of students granted credits, ii) GSN grants focused on Indigenous Education which are protected funds, and iii) if applicable, depending on the year and provincial initiatives, Priority/Partnership Funding (PPF).

Funding for the first source supports teacher salaries and resources to support these secondary courses. Funding for the second source for 2020-21, consisted of the following: Per Pupil Amount (PPA) of \$654,303, Board Action Plan (BAP) of \$87,161, carryover from last year (PPA) of \$237,119. Consequently, there was \$978,583 available to support Indigenous Education for the 2020-2021 school year. Of this amount, approximately \$737,000 supports salaries for staff focused on Indigenous Education in Limestone, leaving approximately \$241,583 to support initiatives in the board. The staffing allocation was increased by approximately \$200,000 as new staff positions were created this year to support Indigenous education. These included an additional Elementary teacher for the new Elementary Indigenous classroom, and an additional Secondary Indigenous Student Success and Re-engagement Teacher. Staffing support also includes Educational Assistants and Tutors that support Indigenous students throughout the board. As indicated earlier, this money must be utilized to support the four funding areas outlined by the Ministry of Education. And finally, for the 2020-2021, Limestone received PPF funding of \$56,356 under the Curriculum and Assessment Implementation Allocation.

Financial information related to Ministry funding is usually shared with Indigenous Advisory Education Committee (IEAC) in the fall. Due to the pandemic and delays in Board Action Plan information being provided, financial information was shared with IEAC on April 30, 2021. Final details will be shared at the June 23, 2021, meeting as well.

## Current Status

Even with restrictions on face-to-face activities for much of the year, Board staff continued to support a wide range of initiatives during the 2020-21 school year including the following: Three days of Indigenous Education Land-Based Learning and Wellness Professional Development (October 2020), the translation of Getting to Know Turtle Island into French, the creation of Indigenous Education Resource bundles for each elementary school, School-based Indigenous projects at over 20 schools, additional Indigenous Authored rich texts provided to all schools, Indigenous Youth Drop In (virtually), Educational Assistant and Tutorial support for Indigenous youth, and multiple visits by our partner Elders and Knowledge Keepers to a large majority of LDSB schools and classrooms (in-person and virtually).

In May 2021, the decision was made to make the Indigenous Lead a Vice Principal position, starting in 2021-2022, to oversee the many facets of Indigenous Education and to provide direct supervision and support to staff supporting Indigenous education. Preference will be given to Indigenous candidates in the hiring process.

Projects and Goals for next year include, among others: Indigenous Language programs, a Secondary Indigenous Leadership Circle, Indigenous Family Network re-start (due to Pandemic), Professional Development for NBE teachers and Elementary staff, additional leadership opportunities for both secondary and elementary Indigenous students, cultural awareness training and education opportunities (e.g. blanket exercise) for Limestone staff, increased number of students self-identifying as Indigenous, and the expansion of Indigenous School Projects that include cultural and land-based teachings (with our partner Elders and Knowledge Keepers).

Beginning in 2021-2022, the Ministry is enveloping the Indigenous Languages and First Nations, Metis and Inuit Studies allocations to ensure funds are direct to support Indigenous learning. Funding generated within each allocation must be spent on the respective program to run these courses, and any funding surplus is to be reported and spent under the Board Action Plan (BAP) Allocation.

A sub-group from the Indigenous Education Advisory Council continues to work on draft Terms of Reference to transition the Council into a formal Board Committee. The IEAC will also have other sub-groups working on Language projects as well as supporting Specialist High Skills Major (SHSM) certifications and programs.

### **Recommendations**

That this report be received for information purposes.

**Prepared by:** Scot Gillam, Associate Superintendent

**Reviewed by:** Krishna Burra, Director of Education



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

### **REGULAR BOARD MEETING**

June 16, 2021

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#### **Background**

On May 4, 2021, the Ministry of Education released planning information for the 2021-2022 school year. The Planning memo included information on remote learning offerings and virtual learning resources. School boards are required to offer remote learning options consistent with PPM 164 for the 2021-2022 school year. School boards were also required to extend deadlines for virtual registration until June 1, 2021. Policy/Program Memorandum: 164 Requirements for Remote Learning (PPM 164) outlines remote learning requirements for school boards, including requirements respecting access to remote learning devices by students, and synchronous learning requirements for school boards.

As positive cases of COVID-19 trend downward, and with increased availability of COVID-19 vaccines, we expect our schools will return to mostly in-person learning in September 2021. In-person learning is the preferred model of learning for most students and families. In-person learning provides the greatest opportunity for schools and the system to serve students' needs as we move further away from the pandemic. For most students, our experience demonstrates that attendance and engagement is significantly higher when students are learning in person. Being at school with a supportive educator team helps students develop deeper understandings of the material and allows students to connect with, problem solve, and collaborate with other students.

#### **Current Status**

Limestone District School Board communicated information about Elementary and Secondary Virtual School registration to families this Spring with registration for families extended until Friday, June 4, 2021. Anticipated changes to Virtual School structures were communicated to parents as part of the Virtual School information and registration opportunity. Registration numbers are being confirmed and are much lower than Virtual School enrollment during 2020-2021. Elementary Virtual School enrollment was approximately 1,400 during 2020-2021, and currently there are 202 students enrolled for 2021-2022. Secondary Virtual School enrollment was approximately 650 students during 2020-

2021, and there are currently 140 students enrolled for 2021-2022. This enrollment includes students who receive School to Community Services.

During the 2019-2020 school year, the Limestone District School Board received additional COVID-19 funding and additional stabilization funding from the Ministry of Education. This funding allowed for the establishment of the LDSB Virtual School to accommodate students/families who decided to opt for remote learning for all, or part of, the 2020-2021 school year. The Ministry of Education has provided reduced funding to support Virtual School during the 2021-2022 school year, and has indicated that boards can only spend half of the funding allocated. As a result of reduced funding, and smaller Virtual School numbers, the 2021-2022 model will operate differently than what is taking place in the 2020-2021 LDSB Elementary Virtual School and LDSB Secondary Virtual School.

Elementary and Secondary Virtual Schools will operate as distinct schools next year with registered students being transferred from their home school to the virtual school. Virtual school will operate with its own structures and community, including announcements, extracurriculars, etc., and students will not be connected to their home school. Short of space being available, without additional funding and/or opportunities for reorganizing the system, there will not be opportunities to move between in-person learning and LDSB Virtual School options during 2021-2022. Families may request a transfer between schools, but the request is not guaranteed, and will depend on space availability in classrooms both in virtual, and in home schools.

At the elementary level, students from Kindergarten to Grade 8 may have split grade classes, and Core French programming will be offered from Grades 4-8. Elementary Virtual School will operate daily from 9 am to 3:20 pm daily. In Secondary, virtual students will follow the same model as face-to-face schools. Based on preliminary Ministry Guidance, this would mean two classes daily (Quadmester model), with classes running from 8:30 am to 2:35 pm daily. Given low enrollment at secondary, there will be very few course options available for students. The Grade 9 and 10 timetables for students include a set number of 8 courses, which are primarily compulsory credits. Grade 11 and 12 students will take a mix of Virtual courses and LDSB e-learning or e-learning consortium courses. Given low enrollment at Grade 11 and 12, students may take some courses through a hybrid/blended learning model next year, but this has not been determined given staffing and timetabling is not yet finalized.

### **Next Steps:**

Staffing and timetabling for Virtual School is underway, and communication will be shared with families following similar communication timelines as in-person schools.

## Recommendations

That Trustees receive this report for information.

**Prepared by:** Jessica Silver, Superintendent of Education and Michele Babcock, Superintendent of Education

**Reviewed by:** Krishna Burra, Director of Education

## ADMINISTRATIVE REPORT: REMOTE LEARNING SURVEY FEEDBACK

### REGULAR BOARD MEETING

June 16, 2021

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#### Purpose

To provide Trustees with an update on the feedback received from the LDSB survey on the Virtual Learning Experience of students, families, and staff.

#### Background

With the onset of the COVID-19 pandemic in March 2020, from mid-March 2020 to June 2020 all students and staff moved from in-person learning to remote learning. In the spring of 2020, Limestone collected feedback from students, families, and staff. This feedback was shared with Trustees a year ago.

For the 2020-2021 school year, the Ministry of Education required all school boards to offer a virtual school option for students/families. While in-person learning resumed in September 2020 for the majority of students and educators, during the 2020-2021 school year between 8-10% of LDSB students participated in virtual learning as the model of choice. Several opportunities were provided over the course of the year for students to transition from one model to the other. Limestone was able to accommodate this flexibility to students/families by utilizing additional COVID-19 funding.

During the 2020-2021 school year, with the exception of students with significant special education needs, the vast majority of students and educators had to move to a virtual learning model for a few weeks in January 2021 and from the middle of April to the end of the school year due to provincial direction based on the ongoing pandemic.

#### Current Status

Given the importance of gathering feedback to support ongoing learning, the refinement of processes, and need to plan, LDSB provided students, families, and staff with another opportunity to provide input. It should also be noted that in Ministry Program Policy/Program Memorandum (PPM) 164, there is a requirement for school boards to collect feedback from stakeholders and report back to the Ministry. The LDSB survey was open for feedback from May 13, 2021 to May 28, 2021. The preliminary analysis of this stakeholder feedback is attached to this report.

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## Next Steps

In planning for the 2021-2022 school year, school boards have again been required to provide a virtual learning option for students/families. The previous report this evening provides a preliminary glimpse at LDSB planning for the 2021-2022 virtual school. In the coming weeks, further analysis of the stakeholder feedback will occur to provide additional considerations for planning and learning purposes moving into the 2021-2022 school year.

## Recommendations

That this report be received for information purposes.

**Prepared by:** Stephanie Sartor, Associate Superintendent of Education

**Reviewed by:** Krishna Burra, Director of Education

**Attachment:** Three summaries of stakeholder input.

# VIRTUAL LEARNING EXPERIENCE 2020/2021

**40%**

Experienced challenges engaging in learning from home

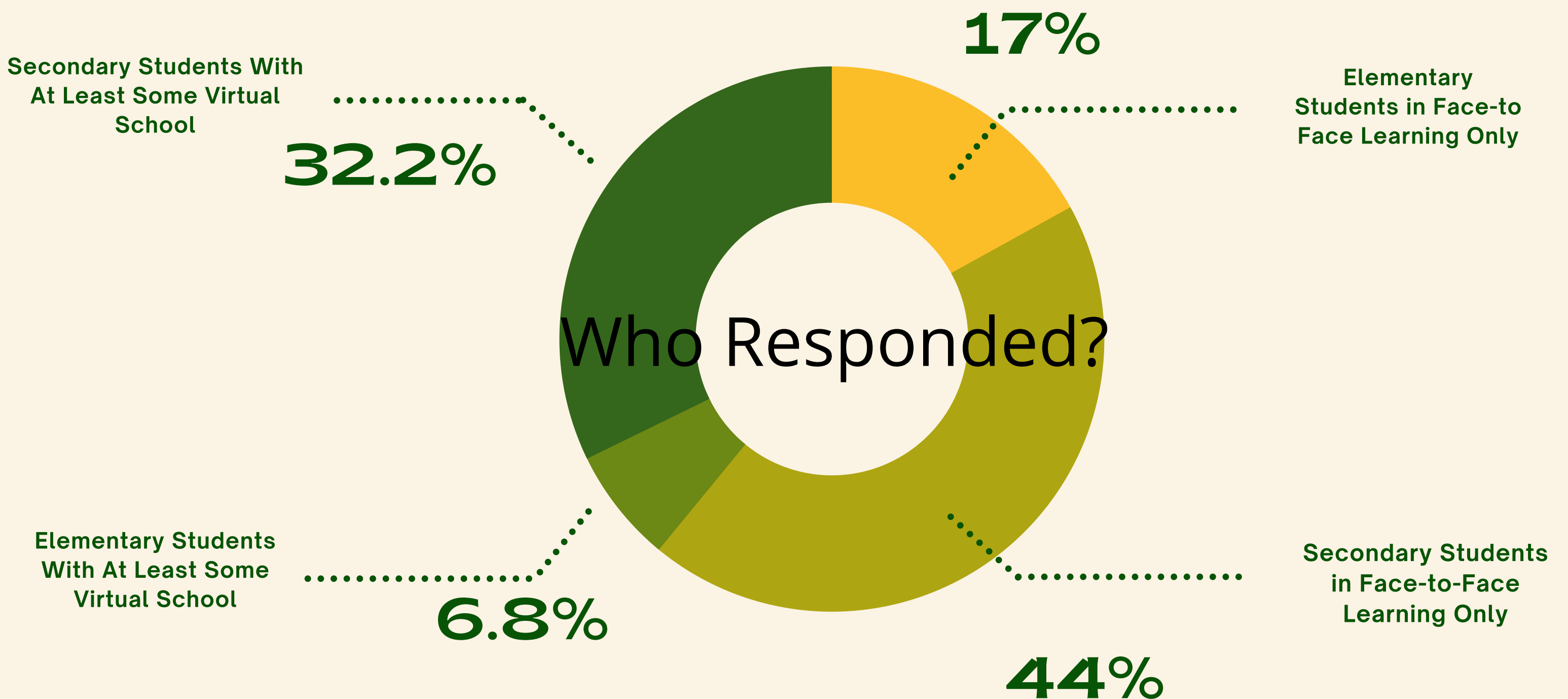
**32%**

Experienced challenges with the workload or schedule of assignments

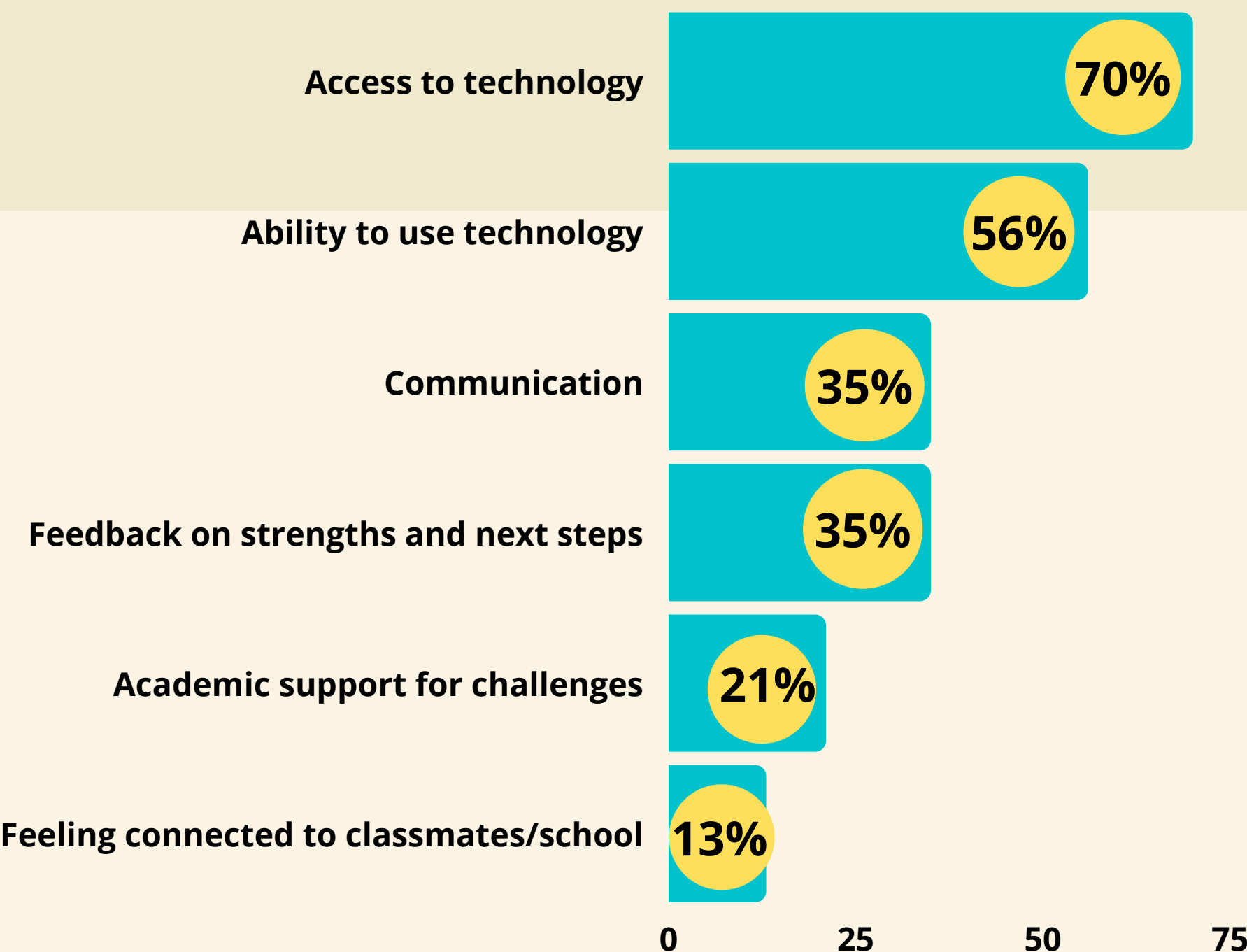
**80%**

Stayed connected with their teachers by email or through online chats or forums

## 983 Students Completed the Survey



### What worked well?

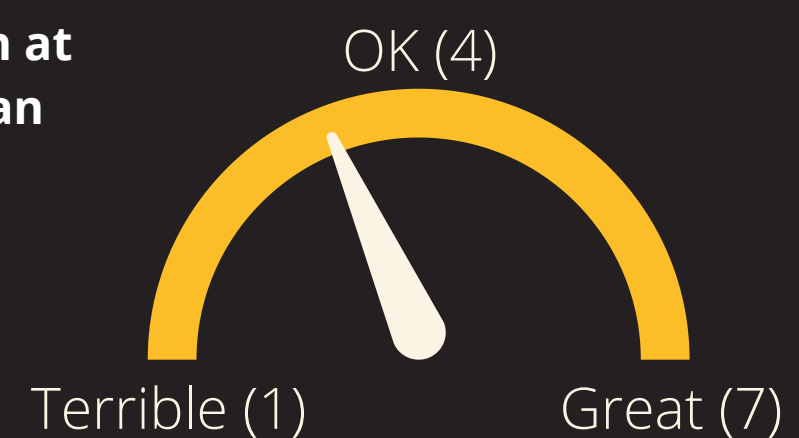


### How do you feel about virtual learning this school year?

(on a scale of 1 to 7)

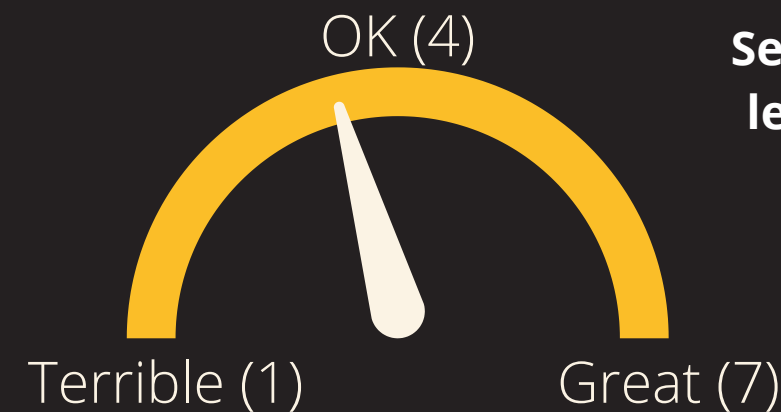
Elementary students enrolled in at least some virtual school had an average of

**3.4**



Secondary students enrolled in at least some virtual school had an average of

**3.5**



# VIRTUAL LEARNING EXPERIENCE 2020/2021

**80%**

Educators provided synchronous (real-time) feedback to students through an online learning platform

**17%**

Educators provided oral (phone calls) feedback to students

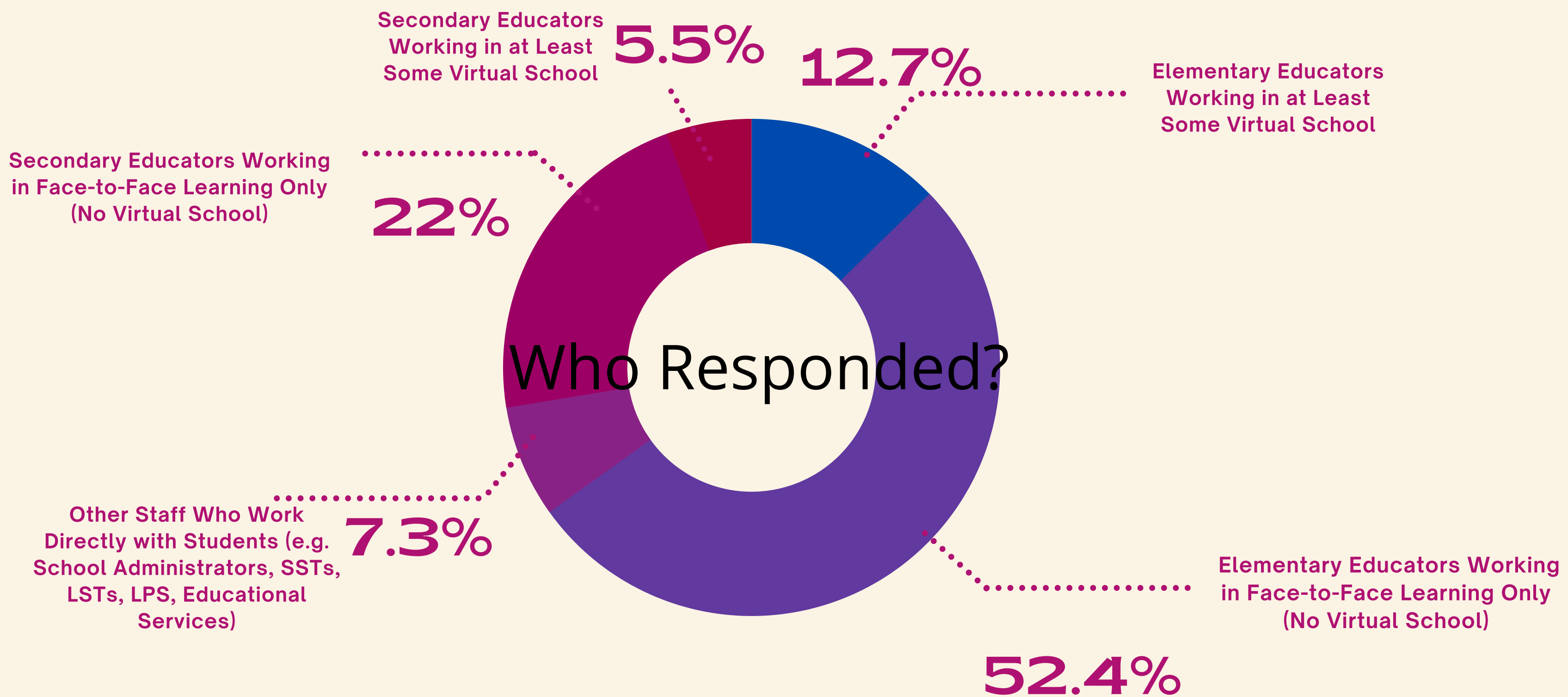
**40%**

Engaged in LDSB professional development sessions related to teaching

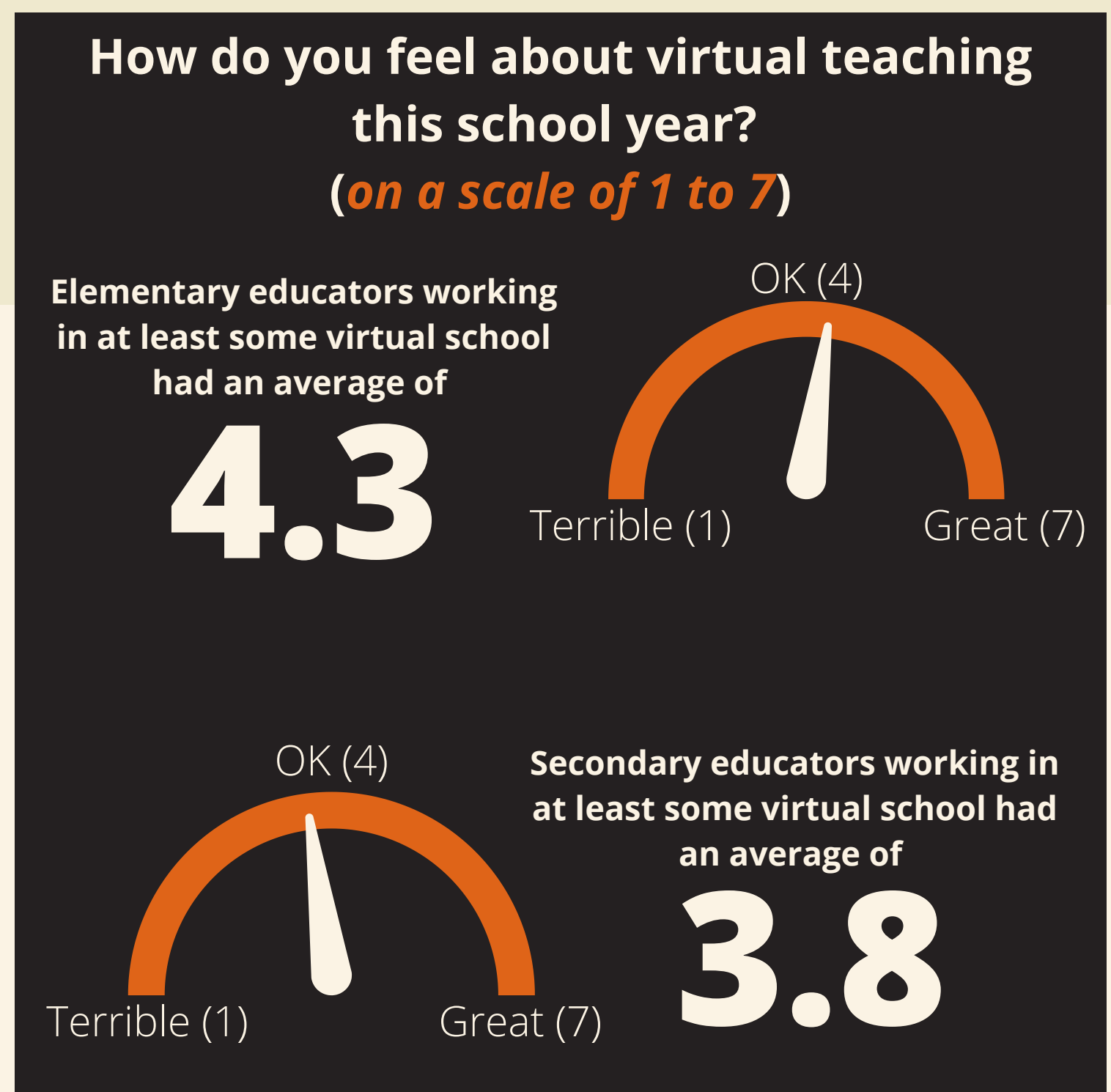
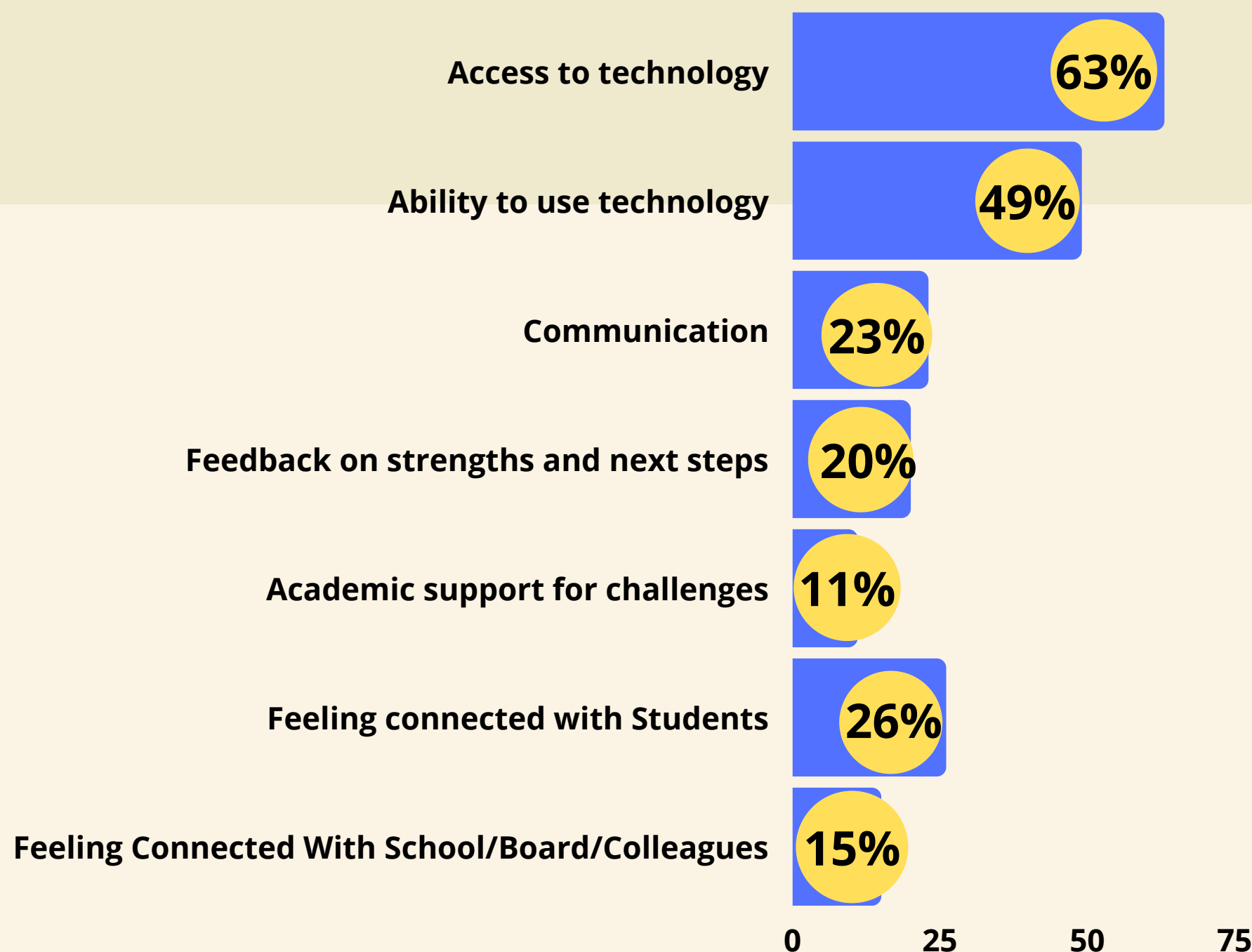
**22%**

Accessed the School Mental Health Ontario or Not Myself Today Mental Health/ Well-Being Resources

## 708 Educator Staff Completed the Survey



## What worked well?



# VIRTUAL LEARNING EXPERIENCE 2020/2021

**45%**

Experienced challenges supporting their student with workload/schedule of assignments

**55%**

Experienced challenges with supporting their student's mental health and well-being

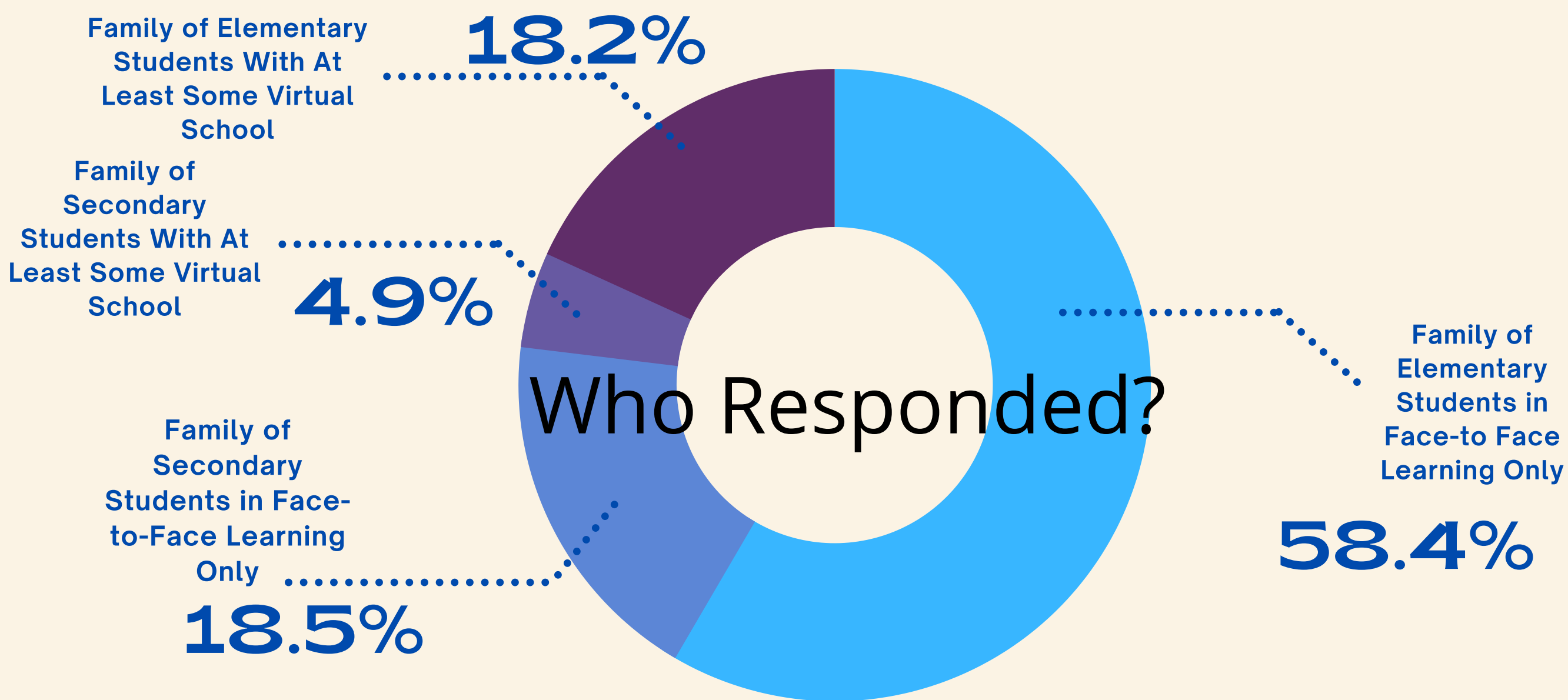
**44%**

Agreed that their student was engaged in virtual learning, in general

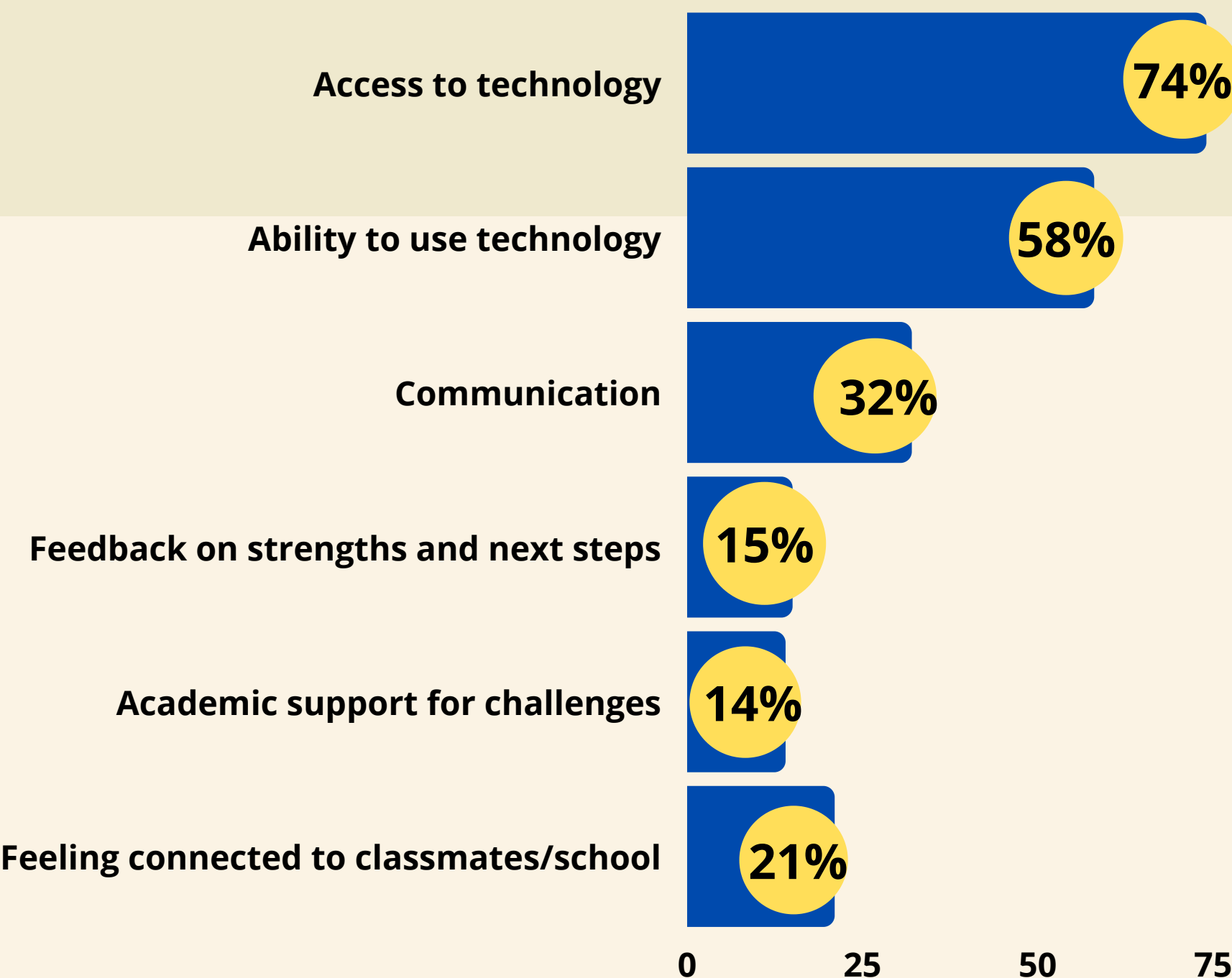
**41%**

Agreed that their student found it easy to participate in virtual learning

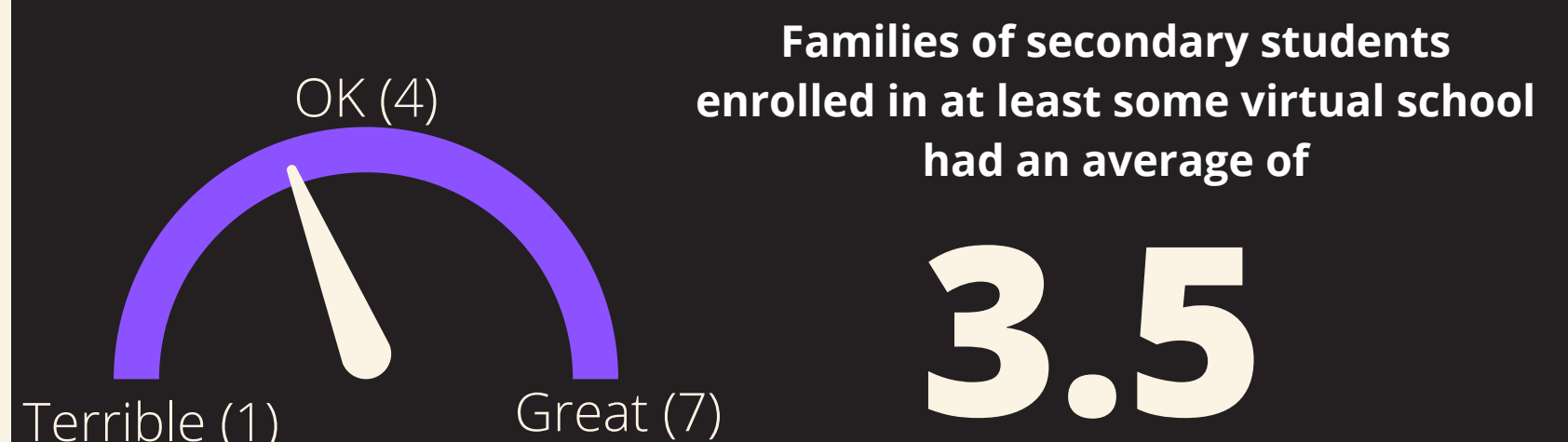
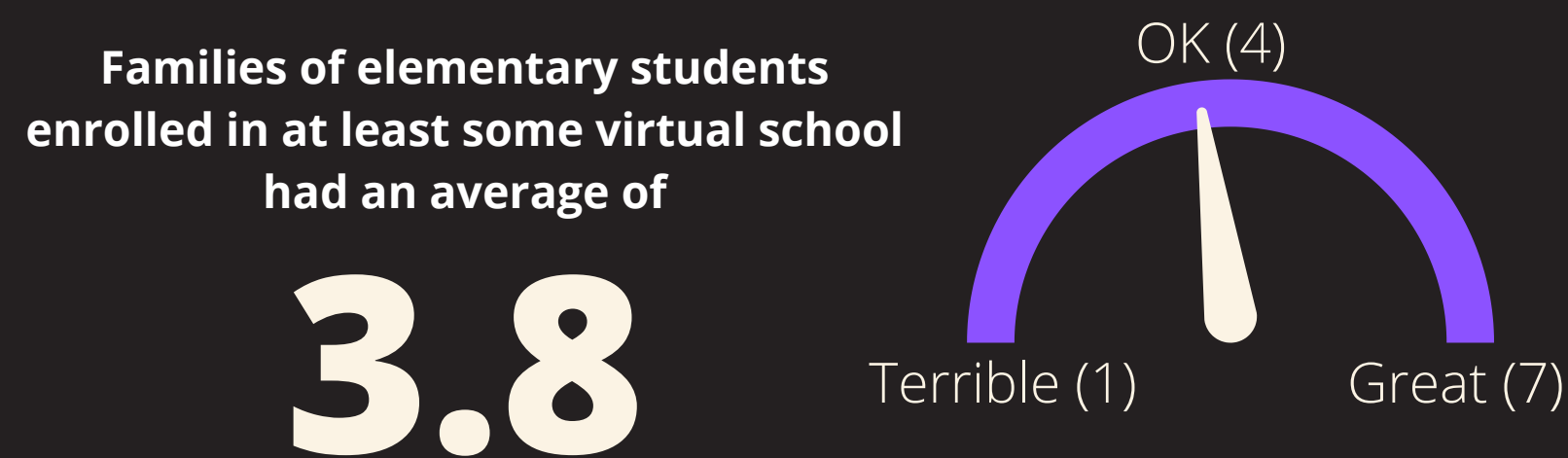
# 1248 Families Completed the Survey



## What worked well?



## How do you feel about virtual learning this school year? (on a scale of 1 to 7)

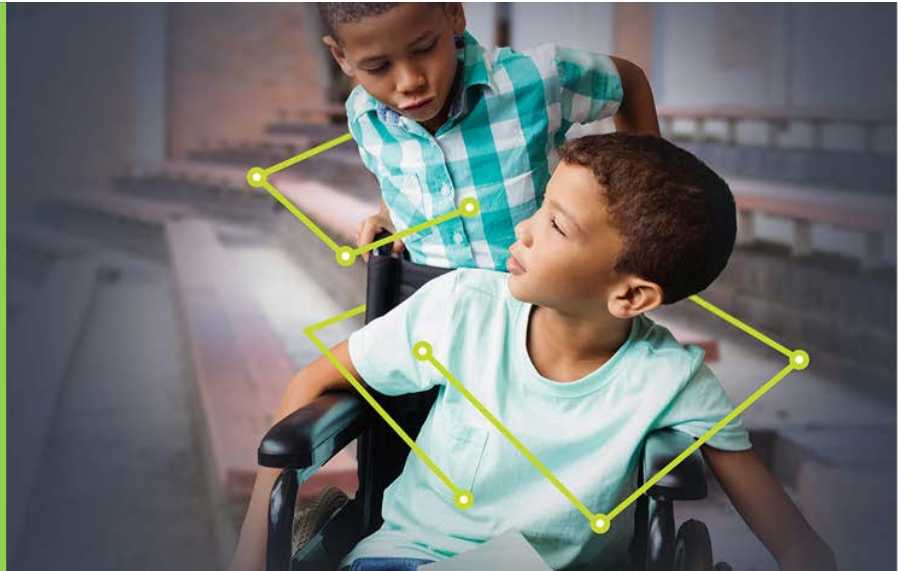






**Limestone**  
DISTRICT SCHOOL BOARD

# Budget 2021-2022





# Mission

We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

# Vision

Together we embrace and foster engaging and innovative learning where everyone achieves success and well-being.

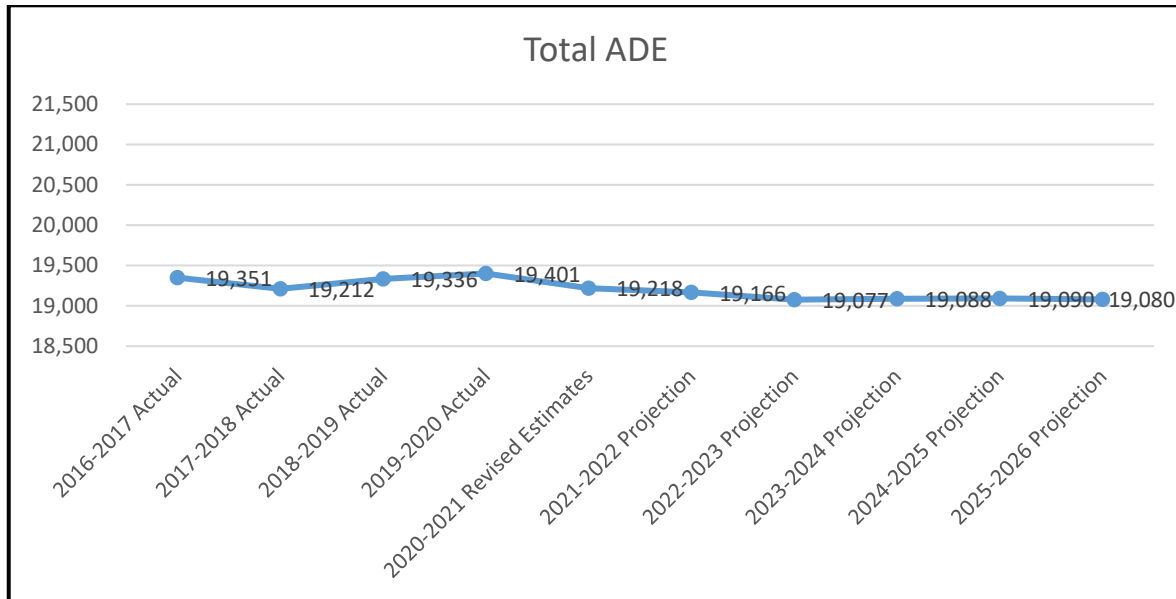
# Values

Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. Our core values are critical to achieving our priorities as outlined in our mission and vision.

- **Accountability**
- **Collaboration**
- **Fairness**
- **Inclusion**
- **Integrity**
- **Optimism**
- **Perseverance**
- **Respect**

## LIMESTONE DISTRICT SCHOOL BOARD | BUDGET 2021-2022

### Enrolment Trends



The ten-year enrolment trend for the period 2016-2017 to 2025-2026 is projecting a decline of 185 (19,351-19,166) or about 0.96% as measured on an Average Daily Enrolment (ADE) basis.

The projected enrolment (ADE) of 19,166 includes other pupils of the Board but excludes over 21 years of age.

|                                    | Pupils of the Board | Other Pupils | Total         |
|------------------------------------|---------------------|--------------|---------------|
| Junior Kindergarten & Kindergarten | 2,509               |              |               |
| Grades 1 to 3                      | 3,906               |              |               |
| Grades 4 to 8                      | 6,859               |              |               |
| <b>Total Elementary</b>            | <b>13,274</b>       | <b>9</b>     | <b>13,283</b> |
| Secondary                          |                     |              |               |
| Grade 9 - 12 (regular day school)  | 5,762               |              |               |
| Grade 9 - 12 (high credit)         | 17                  |              |               |
| <b>Total Secondary</b>             | <b>5,779</b>        | <b>104</b>   | <b>5,883</b>  |
| <b>Total</b>                       | <b>19,053</b>       | <b>113</b>   | <b>19,166</b> |

(excludes pupils 21 years and older)

# LIMESTONE DISTRICT SCHOOL BOARD | BUDGET 2021-2022

## Operating Budget Revenues

| Revenue Categories  | 2020-2021<br>Estimates | 2020-2021<br>Revised<br>Estimates | 2021-2022<br>Estimates |
|---|------------------------|-----------------------------------|------------------------|
| <b>Grants for Student Need (GSN) Operating Allocation</b>       |                        |                                   |                        |
| Pupil Foundation  | \$ 107,496,884         | \$ 107,405,665                    | \$ 107,766,247         |
| School Foundation   | 16,677,491             | 16,674,797                        | 16,737,846             |
| Special Education   | 30,722,874             | 30,717,914                        | 30,973,456             |
| Language  | 4,529,393              | 4,516,277                         | 4,583,666              |
| Supported School  | 2,396,906              | 2,508,902                         | 2,337,758              |
| Remote and Rural  | 236,911                | 236,674                           | 249,877                |
| Rural and Northern Education                                    | 537,058                | 537,058                           | 522,483                |
| Learning Opportunities  | 4,492,364              | 4,659,466                         | 5,056,721              |
| Continuing Education and Other Program                          | 1,933,763              | 1,475,322                         | 1,424,998              |
| Cost Adjustment and Teacher Qualification                       | 23,524,254             | 21,941,697                        | 23,100,512             |
| New Teacher Induction Program                                   | 103,754                | 106,604                           | 120,074                |
| ECE Qualification and Experience                                | 1,309,788              | 1,301,923                         | 1,350,344              |
| Transportation  | 16,634,809             | 16,644,894                        | 16,670,404             |
| Administration and Governance                                   | 6,443,085              | 6,439,137                         | 6,285,093              |
| School Operations   | 23,142,998             | 23,014,256                        | 23,174,443             |
| Community Use of Schools  | 307,491                | 307,491                           | 309,583                |
| Declining Enrolment Adjustment                                  | 121,717                | 477,010                           | 404,015                |
| Indigenous Education  | 2,459,550              | 2,915,636                         | 2,637,449              |
| Mental Health and Well-Being                                    | 727,802                | 727,988                           | 861,419                |
| Supports for Students Fund                                      | 2,589,239              | 2,120,616                         | 2,120,616              |
| Program Leadership  | 905,864                | 905,864                           | 999,389                |
| Support for Covid-19 Outbreak Allocation                        | -                      | 261,512                           | -                      |
| Funding Stabilization   | -                      | 1,155,195                         | -                      |
| <b>Grants for Student Need (GSN) Operating Allocation Total</b> | <b>247,293,995</b>     | <b>247,051,898</b>                | <b>247,686,393</b>     |
| <b>Other Government Grants</b>                                  |                        |                                   |                        |
| Literacy and Basic Skills - Training, AESD                      | 330,386                | 330,386                           | 330,386                |
| Ont Youth Apprenticeship - Training, AESD                       | 117,679                | 164,865                           | 164,865                |
| Adult ESL - Citizenship & Immigration                           | 238,000                | 242,800                           | 360,905                |
| MOE-PPF-Current Year Funding (Appendix A)                       | 843,259                | 7,144,666                         | 5,088,506              |
| MOE-PPF-Prior Year Carryforward                                 | -                      | 78,223                            | -                      |
| Other Supplemental Grants                                       | 65,000                 | 265,730                           | 65,000                 |
| <b>Other Government Grants Total</b>                            | <b>1,594,324</b>       | <b>8,226,670</b>                  | <b>6,009,662</b>       |
| <b>Tuition Fees</b>   |                        |                                   |                        |
| International Students  | 664,250                | 684,312                           | 1,474,750              |
| First Nations Students  | 49,979                 | 37,485                            | 37,995                 |
| Community Education & Outreach Fees                             | 620,840                | 136,753                           | 173,434                |
| <b>Tuition Fees Total</b>                                       | <b>1,335,069</b>       | <b>858,550</b>                    | <b>1,686,179</b>       |
| <b>Other Revenues</b>   |                        |                                   |                        |
| Term Lease Rentals to Agencies                                  | 258,716                | 221,321                           | 236,316                |
| Community Use   | 222,484                | 10,000                            | 10,000                 |
| Cafeteria and Beverage  | 65,000                 | -                                 | -                      |
| Interest  | 600,000                | 500,000                           | 300,000                |
| Administrative Cost Recoveries                                  | 219,000                | 918,918                           | 220,000                |
| Instructional Cost Recoveries                                   | 1,101,941              | 1,334,042                         | 1,475,890              |
| International Students Other Fees                               | 304,800                | 377,538                           | 897,500                |
| Continuing Education Contracts                                  | 7,000                  | 7,000                             | 7,000                  |
| Funded From Retirement Benefits                                 | 1,121,983              | 1,121,983                         | 1,121,983              |
| <b>Other Revenues Total</b>                                     | <b>3,900,924</b>       | <b>4,490,802</b>                  | <b>4,268,689</b>       |
| <b>Operating Revenue Total</b>                                  | <b>\$ 254,124,312</b>  | <b>\$ 260,627,920</b>             | <b>\$ 259,650,923</b>  |

**LIMESTONE DISTRICT SCHOOL BOARD | BUDGET 2021-2022**  
**Operating Budget Expenditures**

| Expenditure Categories                     | 2020-2021<br>Estimates | 2020-2021<br>Revised<br>Estimates | 2021-2022<br>Estimates |
|--|------------------------|-----------------------------------|------------------------|
| <b>Instruction</b>                         |                        |                                   |                        |
| Classroom Teachers                         | \$ 129,120,152         | \$ 129,366,275                    | \$ 132,864,648         |
| Supply Staff                               | 7,775,459              | 7,495,835                         | 7,461,881              |
| Teacher Assistants                         | 16,244,056             | 16,992,982                        | 16,556,307             |
| Early Childhood Educator                   | 4,619,016              | 4,598,240                         | 4,651,828              |
| Textbooks and Supplies                     | 3,651,535              | 4,557,391                         | 4,775,922              |
| Computers                                  | 2,093,603              | 4,059,041                         | 2,596,249              |
| Professionals/Paraprofessionals            | 8,961,363              | 9,588,458                         | 9,030,246              |
| Library and Guidance                       | 3,751,207              | 3,796,357                         | 3,084,059              |
| Staff Development                          | 1,340,011              | 1,574,916                         | 1,104,235              |
| Department Heads                           | 310,130                | 310,130                           | 316,394                |
| Principals and VPs                         | 10,998,830             | 11,485,595                        | 11,280,340             |
| School Office                              | 6,364,730              | 6,467,015                         | 6,631,325              |
| Coordinators and Program Teacher Support   | 3,110,006              | 3,472,399                         | 3,774,986              |
| Continuing Education                       | 1,801,961              | 1,316,467                         | 1,446,377              |
| <b>Instruction Total</b>                   | <b>200,142,059</b>     | <b>205,081,101</b>                | <b>205,574,797</b>     |
| <b>Administration and Governance</b>       |                        |                                   |                        |
| Trustees                                   | 155,920                | 155,921                           | 156,096                |
| Directors and Supervisory Officers         | 901,375                | 892,777                           | 886,125                |
| Board Administration                       | 6,482,332              | 6,606,812                         | 6,796,957              |
| <b>Administration and Governance Total</b> | <b>7,539,627</b>       | <b>7,655,510</b>                  | <b>7,839,178</b>       |
| <b>Transportation</b>                      |                        |                                   |                        |
| Transportation                             | 17,859,560             | 18,539,766                        | 17,631,433             |
| <b>Transportation Total</b>                | <b>17,859,560</b>      | <b>18,539,766</b>                 | <b>17,631,433</b>      |
| <b>Pupil Accommodation</b>                 |                        |                                   |                        |
| School Operations and Maintenance          | 27,375,501             | 28,901,131                        | 28,017,902             |
| <b>Pupil Accommodation Total</b>           | <b>27,375,501</b>      | <b>28,901,131</b>                 | <b>28,017,902</b>      |
| <b>Other</b>                               |                        |                                   |                        |
| Other Non-Operating Expenses               | 1,180,287              | 1,504,939                         | 1,583,523              |
| <b>Other Total</b>                         | <b>1,180,287</b>       | <b>1,504,939</b>                  | <b>1,583,523</b>       |
| <b>Operating Expenditures Total</b>        | <b>\$ 254,097,034</b>  | <b>\$ 261,682,447</b>             | <b>\$ 260,646,833</b>  |

## Capital Budget Revenues

| Revenue Categories                                    | 2021-2022<br>Estimates |
|---|------------------------|
| <b>Ministry Funded Projects</b>                       |                        |
| School Renewal  | \$ 4,179,295           |
| School Condition Improvement                          | 16,366,511             |
| <b>Ministry Funded Projects Total</b>                 | <b>20,545,806</b>      |
| <b>School Generated Funds - Playground Structures</b> | <b>50,000</b>          |
| <b>Ministry Financing</b>                             |                        |
| Interest on Long Term Debt                            | 3,135,679              |
| Short Term Interest                                   | 120,630                |
| <b>Ministry Financing Total</b>                       | <b>3,256,309</b>       |
| <b>Capital Revenue Total</b>                          | <b>\$ 23,852,115</b>   |

LIMESTONE DISTRICT SCHOOL BOARD | BUDGET 2021-2022

Capital Budget Expenditures

| Expenditure Categories                                |                        | 2021-2022<br>Estimates |
|---|------------------------|------------------------|
| <b>Ministry Programs</b>                              |                        |                        |
| <b>School Renewal</b>                                 |                        |                        |
| Various Schools                                       | Building Envelope      | 423,834                |
| Various Schools                                       | Interior/Small Capital | 1,059,584              |
| Various Schools                                       | Heating and Mechanical | 988,945                |
| Various Schools                                       | Electrical             | 435,431                |
| Various Schools                                       | Site Improvements      | 1,271,501              |
| <b>School Renewal Total</b>                           |                        | <b>4,179,295</b>       |
| <b>School Condition Improvement</b>                   |                        |                        |
| Various Schools                                       | Building Envelope      | 6,000,000              |
| Various Schools                                       | Interior/Small Capital | 2,458,000              |
| Various Schools                                       | Heating and Mechanical | 3,320,452              |
| Various Schools                                       | Electrical             | 2,136,106              |
| Various Schools                                       | Site Improvements      | 2,451,953              |
| <b>School Condition Improvement Total</b>             |                        | <b>16,366,511</b>      |
| <b>Ministry Programs Total</b>                        |                        | <b>20,545,806</b>      |
| <b>School Generated Funds - Playground Structures</b> |                        | <b>50,000</b>          |
| <b>Ministry Financing</b>                             |                        |                        |
| Interest on Long Term Debt                            |                        | 3,135,679              |
| Short Term Interest                                   |                        | 120,630                |
| <b>Ministry Financing Total</b>                       |                        | <b>3,256,309</b>       |
| <b>Capital Expenditures Total</b>                     |                        | <b>\$ 23,852,115</b>   |

**LIMESTONE DISTRICT SCHOOL BOARD | BUDGET 2021-2022**  
**Consolidated PSAB Budget**

|   |                       |
|---|-----------------------|
| <b>Revenue</b>  |                       |
| Operating   | \$ 259,650,923        |
| Capital   | 23,852,115            |
| Transfer (to) Deferred Capital Contributions - Related to Tangible Capital Assets |                       |
| Operating Minor Capital Additions   | - 459,036             |
| Capital Major and Minor Capital Additions   | - 20,716,436          |
| Transfers From Deferred Capital Contributions                                     | 14,827,852            |
| School Generated Funds  | 2,400,000             |
| Charitable Trust Revenues   | 127,537               |
| <b>Total Revenue - Consolidated PSAB Budget</b>                                   | <b>279,682,955</b>    |
| <b>Expenses</b>   |                       |
| Operating   | 260,646,833           |
| Capital   | 23,852,115            |
| Non-Expenditure Items-Related to Tangible Capital Assets                          |                       |
| Operating Minor Capital Additions   | - 459,036             |
| Capital Major and Minor Capital Additions   | - 20,716,436          |
| Amortization  | 14,958,000            |
| School Generated Funds  | 2,400,000             |
| Charitable Trust Revenues   | 127,537               |
| Retirement Benefits   | 1,121,983             |
| Amortization of Employee Future Benefits  | - 1,121,983           |
| Debt Support Payments - Accrued Interest  | - 39,645              |
| <b>Total Expenses - Consolidated PSAB Budget</b>                                  | <b>280,769,368</b>    |
| <b>Consolidated PSAB Budget Surplus (Deficit)</b>                                 | <b>\$ - 1,086,413</b> |

Note(s)

The Operating and Capital Budgets have been presented on a modified cash basis. Ontario School Boards are required to report budgets in accordance with Public Sector Accounting Board (PSAB) standards. The consolidated PSAB Budget presents the operating and capital budget on a PSAB basis, including the recognition of capital grant revenue and amortization related to tangible capital assets.

PSAB also requires that all organizational revenue and expenses be reflected in the Consolidated Budget, as a result School Generated Funds and Charitable Fund revenues and expenses are included.

Amortization of employee future benefits is calculated based upon most recent actuarial valuations of benefit obligations, such as retirement and sick leave accumulation for certain groups of employees.



**LIMESTONE DISTRICT SCHOOL BOARD | BUDGET 2021-2022**  
**Compliance Report**

**Revenue**

Total Revenue - Consolidated PSAB Budget \$ 279,682,955

Excluded Items

School Generated Funds - 2,400,000

**Total Revenue For Compliance Purposes** 277,282,955

**Expenses**

Total Expenses - Consolidated PSAB Budget 280,769,368

Excluded Items

School Generated Funds - 2,400,000

Amortization of Employee Future Benefits 1,121,983

Debt Support Payments - Accrued Interest 39,645

Amortization of Employee Future Benefits Funded From Retirement Benefits (Accumulated Surplus) - 1,121,983

Amortization Funded From Committed Capital (Accumulated Surplus) - 91,250

**Total Expenses For Compliance Purposes** 278,317,763

**Surplus (Deficit) For Compliance Purposes** \$ - 1,034,808

**Budget (Deficit) Less Than 1% of Grants For Student Needs (GSN) Operating Allocation** **Compliant**

Note(s)

The Ministry of Education is allowing school boards to incur an in-year deficit up to two per cent of their 2021-2022 GSN operating allocation without requiring minister's approval. However, pending vaccine distribution and public health advice, school boards are required to budget for half of the amount, or one per cent to support the first half of the school year. As a result, a school board may incur an in-year deficit up to the lower of one percent of the school board's GSN operating allocation or the accumulated surplus for the preceding school year, consistent with the requirements set out in Ontario Regulation 280/19. The calculation excludes the effects of school generated funds, amortization of employee future benefits, and other specified items.

## **ADMINISTRATIVE REPORT: SHORT-TERM BORROWING RESOLUTIONS**

### **REGULAR BOARD MEETING**

June 16, 2021

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#### **Purpose**

To recommend short-term borrowing resolutions for the 2020-2021 and 2021-22 school year to meet cash flow requirements.

#### **Background**

The *Education Act* requires the Treasurer of the Board to furnish to the bank a copy of the resolution(s) authorizing the borrowing of funds.

On May 7, 2021, the Ministry of Education publicly confirmed the additional funding approvals for the COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects. The proposed project list was brought forward to Trustees at the January 13, 2021 Board meeting and was included in the Multi Year Capital Plan and School Renewal Project Plan. This funding is an allocation by the Province and is reimbursed to school boards after the projects are completed.

#### **Current**

##### Operating

Periodically the Board is required to borrow funds for current operating purposes to provide interim financing until revenues are received from Municipalities and the Province. The Board did not have any Operating borrowing requirements during 2020-2021, however the Board is subject to cash flow decisions from the Province and should have a borrowing resolution in place to provide interim financing if our cash flows should change.

The operating resolution authorizes the signing officers of the Board to borrow operating funds when required to meet short-term cash flow needs. The dollar amount of the operating borrowing requirement has been set to a maximum of \$20.0 Million and is the same amount as in 2020-2021.

### Capital

The Board is also required to arrange short-term bridge financing during the construction of major capital projects, capital additions/retrofits and for School Condition Improvement projects.

The Board currently has credit facilities to cover all the required borrowing for the School Condition Improvement and Facility Renewal projects.

With the approval of the COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects, the Board will require an additional interim credit facility of \$5,161,500 to finance the approved projects.

The Royal Bank of Canada (RBC) is the Board's primary banker, a relationship that dates back to 1966. The banking services agreement with RBC extends to the end of 2021.

### **Recommendation(s)**

That the Board authorize the signing officers of the Board to enter into agreements with the Royal Bank of Canada for the following:

1. The borrowing of funds to meet operating requirements to a maximum of \$20 million for the 2021-2022 fiscal year.
2. Interim capital financing of up to \$5,161,500 to support COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects.

**Prepared by:** Craig Young, Superintendent of Business

**Reviewed by:** Krishna Burra, Director of Education

June 3, 2021

Dr. Lauren Anstey  
485 Fieldstone Dr.  
Kingston, ON, K7K 7E5  
[lanstey@gmail.com](mailto:lanstey@gmail.com)

Krishna Burra (Director), Judith Brown, Garrett Elliott, Laurie French, Tim Gingrich, Bob Godkin, Robin Hutcheon, Karen McGregor, Joy Morning, & Suzanne Ruttan  
Recognizing Quanah Traviss, Namirah Quadir, and Annika Putnam (Student Trustees)  
Board of Trustees 2018-2022  
Limestone District School Board

Dear Members of the Board,

I am a parent of a grade one student at Ecole Sir John A MacDonald Elementary School. I identify as a cis-gendered, settler woman residing on the traditional, unceded, and current-day territories of the Anishnaabe and Haudenosaunee peoples. I understand there is a notice of motion for the June 16 board meeting: "That staff initiate a potential renaming process including all stakeholders outlined in AP 552 and including consultation with the Indigenous Education Advisory Council to review the name of Ecole Sir John A MacDonald Elementary School to ensure it reflects our board's mission, vision and values with a lens on reconciliation, decolonization, anti-racism and anti-oppression principles."

**I am writing to ask that you vote in favour of this motion.** It is imperative that the community be granted appropriate and safe space to have this timely conversation. Your vote gives us that space.

I have been told that in writing letters to the Board, a much greater number of letters from those advocating for change are required to counter the few promoting the status quo. When even a few community members are asking for dialogue because the current figurehead of a school evokes reminders of racism and genocide, it's time to vote for amplifying those voices by granting them an arena.

Since I assume the conversation is far from over, I wish to close with a quote from Sir John A Macdonald himself: "When the school is on the reserve, the child lives with its parents, who are savages, and though he may learn to read and write, his habits and training mode of thought are Indian. He is simply a savage who can read and write. It has been strongly impressed upon myself, as head of the Department, that Indian children should be withdrawn as much as possible from the parental influence, and the only way to do that would be to put them in central training industrial schools where they will acquire the habits and modes of thought of white men." (1879). This is far from the values of reconciliation, decolonization, anti-racism and anti-oppression principles of the Limestone District School Board.

Thank you for your time and take care,

Dr. Lauren Anstey  
Parent

June 7, 2021

Suzanne Ruttan  
Chair, Limestone District School Board Trustees  
220 Portsmouth Ave.,  
Kingston ON K7M 0G2

Dear Chair Ruttan,

As a former Limestone student and current Limestone parent, whose children attend École Sir John A. Macdonald Public School, I am writing to ask Limestone to reconsider the name of our school.

I spent all but one year of my educational career learning at North Addington Education Centre. I graduated in 2005, and like most students of my era, didn't learn much — if anything — about Indigenous history in school. We learned about Loyalists, we visited Bellevue House, and I could probably host a tour of Fort Henry by memory even now. My education on Indigenous culture and history only happened because I moved to northwestern Ontario as an adult.

It's far too easy to pretend that colonization is a relic of the past around here, but it wasn't in Obishikokaang territory, where I was incredibly privileged, and heartbroken, to hear and share the stories of survivors, families, and those who didn't make it home.

I visited schools in fly-in communities, both beautiful new schools constructed to finally fill some gaps in educational opportunities, and crumbling schools alongside non-existent water treatment plants and overcrowded homes, highlighting the ways Indigenous people living in what we know as Canada are forced to live without the rights and comforts many of us take for granted.

My then-kindergartener's school, in 'urban' Sioux Lookout, was part of the provincial system, with a Grandmother drum in the building, and frequent connection with Indigenous Elders, knowledge keepers, and language learning.

I tell you this so you know some of the context in which I arrived back to Kingston, and was immediately horrified to learn that my kids are zoned into Sir John A. MacDonald Public School. A school — a fairly new school — named after one of the key figures in the creation of the genocidal Indian Residential School system. We went from a place where, while racism is incredibly prevalent and toxic, it is essentially impossible to look away, to a place where MacDonald is an ugly elephant in the room, yet to be addressed, yet to be looked head-on.

Certainly, by 2012, several years after the re-launch of the TRC, after national TRC events gathering survivor statements, after Canada said it would endorse UNDRIP, Limestone's

decision-makers had information at their fingertips to consider the potential harm of making students attend school in a building named after someone who used schools as a weapon.

If hindsight is not that generous, then certainly, now, in 2021, we have had ample opportunity to explore the legacy of MacDonald. By now, we have been told, directly, repeatedly, by the people most impacted, that this is not right. ETFO attempted to draw focus to this issue in 2017, to no avail.

Within the last month, our SAC has been working to find and compensate an Indigenous artist to conduct a workshop using our PRO grant. One artist came back to us, deeply hurt, wondering how we could possibly approach her with a name like ours, how we could possibly fail to see the severity of what MacDonald did, and the lasting impact.

Even as a non-Indigenous person it is deeply unsettling to read a land acknowledgment purporting to honour and celebrate Indigenous Peoples in a building named after someone who tried to extinguish that culture and those very people.

Indigenous families in Limestone have pointed to a pattern of feeling unseen, unheard, and unimportant. The Indigenous Family Circle has specifically noted how challenging it is to gather in colonial buildings and structures. How can we claim a focus on equity and inclusion when we are operating facilities with names that actively hurt those very students and families for whom we claim to seek equity?

While I understand that there is a process to follow, I urge Limestone to elevate people over process in this situation, especially if these processes, policies and procedures are rooted in white systems that prioritize paternalism and the belief that those with power have a right to comfort.

This requires action, **now**, not in September, not any later. Every additional day that settlers argue over whether or not Indigenous people should have to constantly endure a gross reminder of oppressive state violence is not just disrespectful, it is traumatizing.

A building name is not a tool to teach history, it is commemoration and glorification. MacDonald will not cease to exist by removing his name from our school, but perhaps a name change would put some of LDSB's equity plans into real action.

Respectfully,

Shayla Bradley  
ESJAM parent

## **Re: Promoting Menstrual Equity Letter to EDU Minister**

To the Board of Trustees,

My name is Stephen Mensah and I am the Executive Director of the Toronto Youth Cabinet, the city of Toronto's official youth advisory body.

Over the last couple of months the Toronto Youth Cabinet (TYC) has been working on an initiative aimed at tackling period poverty in Ontario schools. On March 8th, 2021 (International Women's Day) we released a joint statement with the support of multiple provincial stakeholders including all the 4 major teacher unions, Ontario Human Rights Commission (OHRC), OSTA-AECO etc. You can read the statement linked below

<https://www.thetyc.ca/post/tyc-joint-statement-on-promoting-menstrual-equity-in-ontario-schools>

I've also been working with school boards across Ontario to get their support and so far I have received and I am working with over 50 of the 72 school boards across Ontario. From what I understand, Limestone District School Board has already passed a motion and is providing those products to students. I appreciate the board's commitment to promoting gender equity!

I have made one ask of all school board Trustees, Superintendents and Directors of Education I have connected with, so far I have heard all yes's thankfully, and my ask to them is the same for you. I would appreciate it if LDSB could send a letter to the ministry/minister of Education. At the core of the letter, the biggest thing that needs to be on it, is asking for the province to **fully fund free menstrual products Ontario wide**. As well as you can speak to LDSB's situation and how you already partake in such an initiative but would benefit from provincial funding to sustain it and expand it and you believe it is important to promote menstrual/gender equity.

I have sent copies of some of the letters your fellow school board colleagues have sent to the Minister/Ministry of Education to the Chair of the Board already. We are on track to have over 50 school boards send letters this month, and I wanted to make sure LDSB could be a part of this. Please let me know if you have any questions, as I am sure you can appreciate the **urgency** of this considering the school year is coming to an end this month. Thank you for your attention to this matter, it is much appreciated.

Sincerely,

Stephen Mensah, Executive Director