



REGULAR BOARD MEETING MINUTES – FEBRUARY 10, 2021

PRIVATE SESSION

Roll Call:

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

1. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

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

2. Declaration of Conflict of Interest

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

3. Action Items

3.1 Board Minutes:

3.1.1 Regular Board Meeting – January 13, 2020

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

4. For Information

4.1 Safe Schools Update – Associate Superintendent Gillam provided a safe schools update.

4.2 Property Update – Superintendent Young provided a property update.

4.3 OPSBA Update – None at this time.

4.4 Labour Update – Superintendent McWilliams provided a labour update.

4.5 Legal Matter – Superintendent Young provided legal updates.

4.6 Personnel Update – Superintendent McWilliams provided a personnel update.

5. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report, and that any resolutions, be made public.

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

PUBLIC MEETING

Roll call:

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

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

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

1. Adoption of Agenda

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

2. Declaration of Conflict of Interest

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

3. Private Session Report

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

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

A labour update resulted in the following motion being passed:

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

Superintendent Young provided legal updates.

There was no other business, or motions arising.

4. Chair's Update

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

secondary school, specialty courses and beyond graduation.

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

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

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

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

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

5. Director's Update

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

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

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

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

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

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

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

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

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

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

Thank you.”

6. Presentation – English Second Language (ESL)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Presentation – Student Transportation

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

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

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

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

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

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

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

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

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

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

7. Consent Agenda

7.1 Board Minutes

7.1.1 Regular Board Meeting – January 13, 2021

7.2 Reports from all Committees

7.2.1 Special Education Advisory Committee – January 20, 2021

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

8. Routine Matters

8.1 OPSBA Report - No update at this time.

8.2 Report from Student Trustees

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

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

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

9. Reports for Information

9.1 Follow-up on Virtual Learning

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

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

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

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

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

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

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

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

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

9.2 School Year Calendar 2021-2022

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

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

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

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

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

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

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

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

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

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

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

10. Reports Requiring Decision

None at this time.

11. Notice of Motion

None at this time.

SECTION B – Information

12. Internal Reports and Other Communication

None at this time.

13. External Reports and Other Communications

None at this time.

14. COMMUNICATION REFERRED TO COMMITTEE

Limestone District School Board

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

None at this time.

15. REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

16. OTHER BUSINESS

None at this time.

17. OTHER SPECIAL MEETINGS/EVENTS

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

18. ADJOURNMENT

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

The meeting adjourned at 8:22 p.m.