



# AGENDA - REGULAR BOARD MEETING

Wednesday, November 24, 2021 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: [https://bit.ly/2ZbVE1ALDSBBoardMTGNov 24](https://bit.ly/2ZbVE1ALDSBBoardMTGNov24)

## 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. CALL TO ORDER

## 2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

## 3. DECLARATION OF CONFLICT OF INTEREST

## 4. ACTION ITEMS

- 4.1 Regular Board Meeting Minutes – October 27, 2021
- 4.2 Audit Committee Meeting Minutes – November 8, 2021

## 5. FOR INFORMATION

- 5.1 SAFE SCHOOLS UPDATE
- 5.2 PROPERTY UPDATE

- 5.3 LABOUR UPDATE
- 5.4 LEGAL MATTER
- 5.5 PERSONNEL UPDATE
- 5.6 OPSBA UPDATE

## **6. REPORT TO PUBLIC SESSION**

### **PUBLIC MEETING - 6 PM**

**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.”

## **7. ADOPTION OF AGENDA**

## **8. DECLARATION OF CONFLICT OF INTEREST**

## **9. DELEGATION/PRESENTATION:**

- 9.1 Empower Presentation** – Associate Superintendent Sartor
- 9.2 “Beyond the Language of Inclusion: Embracing a Culture of Continuous Improvement for 2SLGBTQIA+ Students”**– Constance Carriere-Prill and Ruhi Snyder
- 9.3 Debra Lefebvre**, BA, RN, BN, MPA, Board of Directors, RNAO and Dr. Nili Kaplan-Myrth, MD, PhD
- 9.4 Krista Thompson**, MHSc, ROH, CRSP, Occupational Hygienist

## **10. PRIVATE SESSION REPORT**

## **11. APPROVAL OF MINUTES**

- 11.1** Regular Board Meeting – October 27, 2021 (Pages 4-19 )
- 11.2** Education, Policy and Operations Committee – November 10, 2021 (Pages 20-27)
- 11.3** Audit Committee Meeting – November 8, 2021 (Pages 28-36) (Appendix sent under separate cover).

## **12. REPORTS FROM OFFICERS**

- 12.1 Chair’s Report**
- 12.2 Director’s Report**

## **13. REPORTS**

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

**13.3 Reports For Action**

**13.3.1 Accumulated Surplus Financial Update** – Superintendent Young  
(Pages 37-39)

**13.4 Reports for Information**

**13.4.1 Masking/PPE Update Information** – Director Burra (Pages 40-42)

**13.5 Special Committee Reports**

**13.5.1 Awards Committee** – (Page 43)

**13.5.2 Parent Involvement Committee** – (Pages 44-45)

**13.5.3 Supervised Alternative Learning Committee** – (Pages 46-47)

**13.5.4 Environmental Sustainability Advisory Committee** – (Pages 48-49)

**13.5.5 Food Sharing Project** – (Verbal)

**14. UNFINISHED BUSINESS**

None at this time.

**15. NEW BUSINESS**

Motion for consideration, brought forward by Trustee Hutcheon: “That Limestone District School Board staff be permitted to purchase their own masks if they choose, provided those masks are better than level 2/surgical masks and are Health Canada approved; and the director ensures this measure is operationally workable in its implementation.”

**16. CORRESPONDENCE**

**16.1** Correspondence from Jennifer Kehoe, Parent of past Sistema Kingston participants, School Advisory Council member of MBES, dated October 26, 2021.  
(Pages 50-52)

**17. NOTICES OF MOTION**

None at this time.

**18. ANNOUNCEMENTS****19. COMMITTEE MINUTES FOR INFORMATION**

**19.1** SEAC Meeting Minutes – October 20, 2021 (Pages 53-58)

**20. FUTURE BOARD MEETING SCHEDULE**

Wednesday, December 1 and Monday, December 6, 2021

January 12, 2022

February 23, 2022

March 30, 2022

April 27, 2022

May 18, 2022

June 15, 2022

**21. ADJOURNMENT**



## REGULAR BOARD MEETING MINUTES – OCTOBER 27, 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) T. Duncan (Student Trustee) S. Johnson (Student Trustee) (Regrets) B. Roy (Student Trustee)	K. Burra, Director of Education J. Douglas, Communications Officer (Producer) S. Gillam, Superintendent of Education P. Gollogly, 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 C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

#### 1. CALL TO ORDER

Vice-Chair Gingrich called the meeting to order.

#### 2. MOTION TO MOVE INTO PRIVATE SESSION

*MOTION: To move into Private Session.*

*MOVED BY: Trustee McGregor and seconded by Trustee French. Carried.*

#### 3. Declaration of Conflict of Interest

Trustee Elliott declared his wife is an employee with the LDSB and is a member of ETFO.

#### 4. Action Items

- 4.1 Regular Board Meeting Minutes – September 22, 2021.

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

#### 5. For Information

- 5.1 Safe Schools Update – Associate Superintendent Gollogly provided a Safe Schools update.
- 5.2 Property Update – No update.
- 5.2 Personnel Update – Director Burra provided a personnel update.
- 5.4 Labour Update – No update.
- 5.5 Legal Update – Superintendent Susan McWilliams provided a legal update.
- 5.6 OPSBA Update – Trustee French provided an OPSBA update.

#### 6. REPORT TO PUBLIC SESSION

Vice-Chair Gingrich 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:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) T. Duncan (Student Trustee) S. Johnson (Student Trustee) (Regrets) B. Roy (Student Trustee)	K. Burra, Director of Education J. Douglas, Communications Officer S. Gillam, Superintendent of Education P. Gollogly, 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:
Erica Wyncoll, Literacy Consultant (Grades 7-12) Bond Strand, Elementary Indigenous Program Teacher Dale Bennett, Secondary Teacher, Native Studies	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair Ruttan called upon Trustee Brown to present the Acknowledgement of Territory.

Trustee Brown stated: "I wish to acknowledge that both the Limestone District School Board Office and my home are situated on the traditional lands of the Anishinaabe and Haudenosaunee. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies.

The First people called this land, Cataraqui, meaning meeting place on the flat rocks. As we meet, may we be aware of the significance of this land to the Indigenous peoples who lived and continue to live upon it...people whose practices and spiritualities were tied to the land and continue to develop in relationship to the land and its other inhabitants. During this difficult time of pandemic, we take solace in the natural surroundings: like the lakes, rivers, trees, birds, animals, etc. I encourage you all to spend time researching and reflecting on this

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land. Consider your positionality and how you can contribute to the work of decolonizing our institutions and minds.”

## **7. ADOPTION OF AGENDA**

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

## **8. DECLARATION OF CONFLICT OF INTEREST**

Trustee Elliott declared his wife is an employee of the LDSB and a member of ETFO.

## **9. DELEGATION/PRESENTATION**

### **9.1 CODE Summer Learning**

Superintendent Scot Gillam introduced Erica Wyncoll, LDSB Literacy Consultant, working with the Indigenous Team, supporting Indigenous Education, but specifically the ‘NBE’ course and the ‘N’ courses. He stated that Erica Wyncoll will introduce the rest of the team and speak about the CODE Summer Learning.

Erica Wyncoll advised Trustees that this summer the Read-A-Lot Summer Literacy program was held virtually with 180 students participating from across the district. Erica Wyncoll and Trevor Hill managed the program, Taylor Sills was the site manager and Jen Cummings, the Speech Language Pathologist. Eighteen instructors and 12 tutors worked with the students. Thirty-four students in Grades 7 – 8 were involved in the new destreaming math program. And also new this year, virtual Parent Information Sessions were held. Limestone continues to Indigenize the Read-A-Lot program, and this year Knowledge Keepers Crystal and Mandy helped with the training of the instructors.

This summer the team was able to secure funding from the Council of Ontario Directors of Education (CODE) for a summer literacy program to continue the learning for 8 students at Katarokwi Learning Centre. Bond Strand, Elementary Indigenous Program Teacher, Dale Bennett, Secondary Teacher, Native Studies and Katelyn Doreen, from the Métis Nation of Ontario, who all work at KLC, were hired for the Bridge Program.

Bond Strand advised Trustees that one of the goals of the program was to offer a summer literacy program for self-identified Indigenous students from the Aazhogan~ Ahskó:kon Program and a volunteer opportunity for students from the River Program. Another goal was

to identify students' reading and writing needs and increase their capacity in an identified area to improve reading and/or writing. Bond Strand explained the methodology used for the program is similar to what is used during the regular school programming. They utilized visiting Anishinaabe and Kanien'kéha Knowledge Keepers incorporating storytelling as a springboard to create interest in reading and writing. As well, they employed outdoor and experiential education methods to further the desire to increase reading and writing skills. Bond Strand outlined some every day activities in the program and some 'take aways.' He indicated that some next steps for the program include reaching more self-identified students who would benefit from this program, and perhaps have more than one location next year.

Dale Bennett, a teacher with the River Program who was integral in helping to run the Bridge Program, advised that the role of the River students was to be a tutor in the Bridge Program and also serve to engage students in the program. There were a total of 92.5 volunteer hours issued and increased engagement amongst participants. Dale Bennett advised that two credits were saved by having some of the students come in and finish up some course work and summatives. He provided Trustees with some examples of student voice from the River students, and spoke of the connection and relationship the River Program has with the Bridge Program.

Chair Ruttan thanked Erica Wyncoll, Bond Strand and Dale Bennett for the presentation and called upon Trustees for questions or comments.

## **10. PRIVATE SESSION REPORT**

Vice-Chair Gingrich stated that in Private Session earlier this evening, Private Session Minutes were approved from the Regular Board Meeting of September 22, 2021.

Director Burra and Superintendent McWilliams provided a personnel and legal update and there was an OPSBA update.

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

## **11. APPROVAL OF MINUTES**

### **11.1 Regular Board Meeting – September 22, 2021**

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**11.2** Special Board Meeting – September 29, 2021

**11.3** Education, Policy and Operations Committee – October 6, 2021

*MOVED BY Trustee McGregor and seconded by Trustee Morning that the minutes as presented be approved. Carried.*

## **12. REPORTS FROM OFFICERS**

### **12.1 Chair's Update**

Chair Ruttan stated: "We have just wrapped up Local Government Week. An opportunity to raise civic awareness about the important role Trustees play as advocates for public education. One of the cornerstones of our responsibilities is the creation of the Board's multi-year strategic plan for student achievement and well-being, which we will review later in tonight's agenda.

Trustees fulfill their mandate in a number of ways, by developing effective partnerships at the local, provincial, and national level. To this, I would like to acknowledge, as well as congratulate Laurie French, Trustee for Greater Napanee, on her re-election to serve as President of the Canadian School Boards' Association for the fourth term. Trustee French thank you for your commitment to excellence in public education, and the important advocacy work the CSBA does on behalf of all publicly funded school boards.

As we move into November there is much to acknowledge and learn. Next month is Indigenous Education Month and over the course of this month, students, staff and community members will recognize a number of important days to deepen knowledge and learn together about our shared history and build stronger relationships between Indigenous and non-Indigenous peoples in Canada.

As well, Limestone continues to build awareness and understanding through various dates of significance. In November, Limestone supports Transgender Awareness, Holocaust Education, Bullying Awareness and Prevention, to name a few days of significance. Limestone school communities continue to focus on creating positive school environments, where all people feel welcome and safe.

In closing, I would like to remind our community that the Ontario Public School Boards' Association is undertaking a survey to gather first-hand accounts of remote learning during the

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pandemic. OPSBA invites all public education community members (students, school staff, parents, guardians, and education partners) to share their thoughts about learning remotely during the COVID-19 pandemic and the post-pandemic school and learning environment. The survey will take about 10 minutes and closes November 30, 2021. I encourage the Limestone community to participate, and the survey link is available on the OPSBA website.

And that concludes my report.”

## **12.2 Director’s Update**

Director Burra stated: “Good evening, Trustees, and members of the public who are watching tonight. It is hard to believe but we are now almost eight weeks into the 2021-2022 school year. Students and staff continue to demonstrate impressive resilience, adaptability, and kindness as we continue to navigate the pandemic. I have a few updates for this evening’s meeting.

Now that the school year is well under way, work on the renaming process for École Kingston East Elementary School has begun. A Renaming Committee that will include representation from students, families, staff and community members with a particular emphasis on ensuring the membership includes Indigenous peoples and voices meets for the first time next week. This committee will oversee the consultation with the school community which will follow a process like that used in previous school naming processes but with an emphasis on how and why the former name was harmful, and what name attributes would respect and honour the Indigenous experience. The board’s Indigenous Education Team will support a significant and age-appropriate education component for ÉKEES Kindergarten to Grade 6 students during early November which is also Indigenous Education Month in Limestone. Families and community members will also be provided with an education component to support their understanding of the renaming process. More details regarding the process will be shared at an upcoming EPOC meeting. The current plan is to bring a short list of names to the Board of Trustees for consideration in February 2022.

On September 30, the Limestone District School Board honoured the first National Day for Truth and Reconciliation and Orange Shirt Day to commemorate the residential school experience and honour the healing journey of survivors and their families. Many schools participated in learning and events that encourage us to learn more about the true history of residential schools and create meaningful discussions about the effects of these schools and the legacy they left behind. This poster outlines just some of the events and learning that

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happened in school, and while no means a cumulative list, it provides a glimpse into the dedication and work that teachers put forward, each day, toward truth and reconciliation.

Recently, the Limestone Learning Foundation provided a \$60,000 investment to support the purchase of a classroom sets of books for all Grade 4 to 6 classes in elementary school to further support Indigenous Education, Equity, Inclusion, and Diversity. This project, called Books are Back, features 25 curated titles at appropriate reading levels not provided by government funding. A big thank you to the Limestone Learning Foundation for this very generous and positive contribution to learning in Limestone schools.

This fall saw the return of extracurricular activities in schools. To date thousands of students have had the opportunity to engage in school-based activities that were not possible during the past 18 months of the pandemic. At the secondary level alone in athletics, over 1300 students are currently participating on sports teams. This includes over 60 teams and over 170 games have been completed so far. At this point, two championships have been concluded with more to come. With the return of sports, we have also seen significant interest from students and families to have spectators at outdoor and indoor activities. The ongoing pandemic and regulations governing requirements that must be in place and enforced in Ontario for these types of activities have prevented us from having spectators to date. However, many schools are streaming these activities, and we continue to work on a plan that will allow us to see the return of some spectators and ensure we are compliant with provincial requirements for hosting such events. The types of responsibilities required to allow the return of spectators are a challenge for us to staff, either internally or using external providers. This has also hampered our ability to allow community use of schools to restart locally.

The pandemic continues to have a significant impact on teaching, learning and day-to-day operations. While provincial COVID rates and case counts have been trending downward, public health has declared two school outbreaks in Limestone schools this week. This is a stark reminder that children under age 12 are particularly vulnerable and COVID remains a concern especially among the unvaccinated. It is important to note that public health has indicated that its investigations of school cases reveal that transmission is occurring outside of the school environment through unstructured play dates and other out-of-school activities. Public Health is ramping up its community messages to help prevent the spread among unvaccinated individuals, particularly school-aged children. You will begin to see some of these messages on social media this week. While I identified staffing challenges related to staffing community use of schools and the allowance of spectators at extracurricular activities, I should also note that

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we do face staffing challenges that are stretching schools on some days when COVID cases are identified in school communities. We continue to hire new, casual staff, but this does remain an issue for us and also significantly limits our ability to provide professional learning beyond professional development days.

On a more positive note, having been in several schools during these first couple of months of school, has been wonderful. By and large, students appreciate being back in school and learning with their peers. Educators continue to persevere and focus on learning while being mindful of pandemic requirements. School and educator social media and school newsletters have many examples of spirit days and school-based activities to support a range of causes and/or school spirit. Terry Fox fundraising activities, 'Socktober,' school spirit days, and Dress Purple Day today to raise awareness about the important role that individuals and communities play in supporting vulnerable children, youth, and families are only some examples.

And finally related to this last point, as a reminder to everyone, the United Way fundraising campaign started in September and continues this fall. The social services the United Way supports locally are critical for many members of the KFL&A community, including many children, youth, and families we serve in Limestone. If people are able, everyone in the Limestone community is encouraged to make a donation to help support those in need.

That concludes my comments this evening."

## **13. REPORTS**

### **13.1 REQUIRING ACTION**

#### **13.1.1 Short-term Borrowing Resolution**

Superintendent Young advised that this agenda item is a housekeeping item, as 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. In June 2021, the Board approved the borrowing of funds to cover operating cash requirements to a maximum of \$20,000,000. At that time, the Board also approved the borrowing of interim capital financing to support COVID-19 Resilience Infrastructure Stream Educated Related Projects. A new motion will be required for the Board to maintain its short-term bridge financing to support School Condition projects until funds are provided by the province. This was previously supported by a resolution that was passed on August 29, 2018. The credit facility with the Royal Bank for School Condition Projects has been

recently restructured and set at \$20,000,000.

*Motion Moved by Trustee French and seconded by Trustee Godkin That the Board authorizes interim capital financing with RBC of up to \$20,000,000 to support capital projects planned or underway for School Condition Improvements. Carried.*

## **13.2 FOR INFORMATION**

### **13.2.1 Financial Update on COVID-19 Expenses**

Superintendent Young advised that the report provides Trustees with a financial update on the COVID-19 funding from the Ministry of Education and the expected COVID-19 expenditures for 2021-2022.

He noted that in May 2021, the Ministry announced funding for LDSB totalling \$5,150,052 to fund additional targeted supports that will be needed to address COVID-19 operating constraints. Boards were directed by the Ministry to budget for only half of the funding that was announced to cover expenses for half of the school year but were still required to offer remote learning options; operate elementary schools full time in-person; adopt secondary timetabling methods that emphasizing cohorting; maintain health and safety measures; and a continued learning and renewal approach to focuses on a number of different items.

Superintendent Young stated that the Ministry has advised that they will confirm the use of the second half of the funding if needed, in the fall of 2021 pending vaccine distribution across the province and Public Health advice. We have not heard whether this is going to be released. Superintendent Young provided Trustees with an overview of the expenditures of the COVID-19 funding.

Chair Ruttan thanked Superintendent Young for the report and called upon Trustees for questions.

### **13.2.2 School Climate Survey**

Associate Superintendent Gollogly advised Trustees that school boards are required to conduct school climate surveys at least once every two years as one way to gather data that supports creating a positive school climate. A positive school climate is a crucial component of the prevention of inappropriate behaviour as outlined in Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour." Limestone has conducted school climate surveys since 2010.

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Associate Superintendent Gollogly stated that a school climate survey will be available to students in Grades 4 to 12 in November 2021. The goal of this anonymous survey is to collect student voice regarding their perspectives on the school climate in their school. On the November 1 PA Day, school staff will have an opportunity to review the survey in advance and provide any feedback for consideration, prior to the board-wide rollout. Families and students will receive information about the school climate survey during the first week of November.

The survey will be open from November 15 – 30, 2021. Students will be provided with class time to complete the survey, which is estimated to take about 10 – 15 minutes. Answers will remain anonymous and only aggregate data will be shared with schools to support school climate goals.

Chair Ruttan thanked Associate Superintendent Gollogly for the report and called upon Trustees for questions.

### **13.2.3 Employee Vaccination Attestation Update**

Superintendent McWilliams advised that this report has been brought to Trustees on three previous occasions as we continue to update on the status with respect to the attestation process. Trustees can see that Limestone is trending to over 95% of staff having attested. She noted that the 91% of employees who have reported they are fully vaccinated, that number is actually higher now, at approximately 93% - 94%. For example, the data when last reported, showed the number of employees that were fully vaccinated was 2,718 and that number is now 2,765 employees. Limestone is trending in the right direction, as the attestations are going up and the vaccinations are going up. The current number of employees not vaccinated sits at 116. Superintendent McWilliams will continue to update Trustees as Limestone continues to work towards compliance.

Chair Ruttan thanked Superintendent McWilliams for the report and called upon Trustees for any questions.

### **13.2.4 LDSB Strategic Action Plan – End-of-Year Report 2020-2021**

Director Burra stated that to assist Trustees with their ongoing monitoring of the Multi-Year Strategic Plan, a mid-year update was brought in the spring and Senior Staff are bringing an end-of-school-year update today. Given the disruptions during the 2020-2021 school year,

more 'red' and 'yellow' indicators are evident. Consequently, Senior Staff will focus on those areas where this work has been resumed in the 2021-2022 school year, or areas we were unable to focus attention during the spring of 2021.

In keeping with Trustees' wishes, Director Burra indicated Senior Staff will review the three pillars of Wellness, Innovation and Collaboration, and after each pillar, will address any questions, before proceeding to the next pillar.

Senior Staff highlighted the following initiatives under the Wellness Pillar: STRONG (Supporting Transition Resilience of Newcomer Groups); Outdoor Education; Accessibility and SORA; Equity and Inclusion – CRRP; International Education and Homestays; and Renewal Project Plan. Under the Innovation Pillar: Ventilation; Literacy; Math; mentoring; Virtual School and Aspen. And under the Collaboration Pillar: Parent Involvement Committee (PIC); Indigenous Student Leadership; Cultural Indigenous Activities; and Human Resources and (Equity, Diversion and Inclusion) EDI.

Director Burra advised that Senior Staff have also included the Strategic Plan Evaluation Framework 2017-2022, employing the similar traffic light system, indicating the status of year four of the five-year plan. He noted that there has been a challenge implementing some of these different pieces, and Trustees will see in the document that there is a tremendous amount of work occurring but the amount of engagement that we are able to do, with our educators and administrators in particular, is somewhat constrained by the pandemic. This document summarizes where we are in a more macro level and in just a few pages rather than the whole plan.

Staff's commitment to Trustees is that the areas of focus will also populate Board and Education, Policy and Operations Committee agenda throughout the five-year Strategic Plan. Last year's overview is attached, mapping the strategic plan to specific meetings/committees. We have tried to ensure that we are mapping any item brought to Trustees during the Board and EPOC meetings back to the Strategic Plan, because the Strategic Plan is the core focus of our work and we want to ensure Trustees are seeing the Strategic Plan explicitly twice a year and implicitly and directly on a regular basis through those meetings.

Chair Ruttan thanked Senior Staff for the comprehensive report and called upon Trustees for questions.

### 13.2.5 Strategic Action Plan – Areas of Focus 2021-2022

Director Burra noted that in the Strategic Action Plan – Areas of Focus, there is a fair bit of overlap, however he wanted to point out that more and more we struggle with actually identifying Equity and Inclusion as a single item within one of the pillars, when, in so much of the work that we are doing, it is actually interwoven. It ties into capital planning, into accessibility, mental health, Outdoor Education, Indigenous education, destreaming, succession planning, and leadership development. We are going to try to highlight some of those pieces in all of the work. Although Superintendent McDonnell is the lead for Equity and Inclusion, as a Senior Team, Equity and Inclusion is part of all our responsibilities and portfolios. That is a piece that is highlighted in all of the work.

Director Burra indicated that Trustees will see some of the work has been stalled over the course of the past couple of years but will also see some changes. For example, destreaming, which Trustees may not have seen before, is just not about Grade 9 Math. Grade 9 Math is a much larger discussion of trying to assess, and address the barriers that students run into. In other words, they are streamed into a pathway implicitly as early as Kindergarten or in primary school, which has a lasting legacy, and we see that in the graduation outcomes. Senior Staff will need to focus attention on that this year.

Chair Ruttan thanked Director Burra and called upon Trustees for questions.

### 13.3 OPSBA REPORT

Trustee French indicated she did send the Board of Directors report to Trustees earlier in October as the Board of Directors met on September 25, 2021. She provided some details on the following highlights:

- There was a Finance update, with a link to the Ministry's B and SB Memos and they do tie to the various funding announcements.
- Presentation was done on the Equity, Diversity and Inclusion Audit by Tana Turner Consulting.
- Student Survey of Online Learning in Ontario – This report is important to consider when moving forward with online learning.
- At the Program Policy work table there is a new Specialist High Skills Major – Non-Profit in Education – encouraging education as a career option – contributing to recruitment and retention strategies – e.g., French language teachers, staying in

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- remote areas, reflecting diversity, Indigenous languages, trades, etc.
- The Indigenous Trustee Council is reaching out to Boards to confirm Indigenous Student Trustee contact info but also sending those invites out more broadly, so everyone is invited to those ITC meetings.
  - The links to the surveys on the Trustee Code of Conduct Consultations 2021 are included in Trustee French's OPSBA report, and she noted that November 1, 2021 is the deadline.
  - The social media activity around Local Government week October 18-22, 2021, was a little quieter with COVID still happening, but still important, especially in advance of next year's of Municipal elections.
  - New Student Trustees were introduced at the Liaison Committee. Jazzmin Abbot from Renfrew DSB and Aisha Mahmood from Hamilton Wentworth. A Student Trustee Handbook is in draft and will be rolled out soon.
  - The CSBA business that was shared at OPSBA includes the Antiracism Audit that was done nationally that will lead to a contracted service. Boards can do modules to complete a self-assessment of their own internal policies. There is an RFQ to hire an Indigenous lead, so we will have someone at the national level dedicated to advancing the work of Indigenous Education. The other big news item at the national level was that Bill 64 in Manitoba has been shelved by the interim Premier – no doubt in large part due to their extensive community engagement. A meeting is planned with Nova Scotia to see how they will be reinstating school boards there.
  - OPSBA introduced a Notice of Motion related to the Truth and Reconciliation Recommendation #94 to suggest that language become part of the Trustee Oath of Office.

#### **13.4 STUDENT TRUSTEE REPORT re: Inter School Council Meeting**

Student Trustee Roy stated, "Trustee Duncan began the meeting with a reading of the Land Acknowledgment that is provided from the Board. Every Trustee, teacher, and inter school council member had the chance to briefly introduce themselves to the group. We then discussed norms and practices that should be followed during the virtual meetings. We had the pleasure of hearing from Ms. Clost-Lambert in regard to the student census. Inter-School council members responded with great suggestions, comments and questions. Trustee Duncan then began to briefly go over the new reporting tool that was brought to our attention at the last Board meeting. The group was then given time to share school updates. I was happy to hear that school spirit is back in hallways, along with food drives that are happening in almost

every secondary school in LDSB! All members agreed they were interested in doing fundraisers at their individual schools for International Water Day, in which the funds will be given to an organization that supports reserves without access to clean water. The floor was opened to anyone with questions and then the meeting was adjourned. The next meeting will be on November 23, at 9:00 a.m.”

Student Trustee Duncan stated, “During the meeting I had briefly explained what was going on at LCVI with the school safe climate proposal that friends of mine have brought to administration. There will be a letter introduced to the teachers, I believe, on the upcoming PD day on November 1, 2021. Other than that, everything is going well.”

Student Trustee Johnson stated, “Good evening, everyone. At the second Inter-School council meeting, that was held yesterday afternoon, Student Trustee Duncan chaired the meeting and Trustee Roy wrote the minutes. Per usual, everyone introduced themselves and had conversations about what they were doing in their school (i.e., spirit week, fundraisers, norms at future meetings, etc.). At North Addington Education Centre, a student survey is being sent out to students regarding concerns that they have and what they would like to see this school year in regards to spirit weeks, lunch time activities, announcements, etc. It is about the students' voices, not just one student's voice. Discussed at the meeting were some of the main projects we are wanting to focus on this year. There was a brief mention of the Youth Homelessness within KFL&A. At the next Inter-School council meeting I will be chairing, I am going to contact and reconnect with Kim Hockey and Bhavana Varma and see if they would be able to come and give some more information to schools. As previously mentioned by Trustee Roy all of the schools agreed that there is an interest in fundraising for an organization that supports reserves without clean water. Proceeding forward, there will be more in depth discussion surrounding our projects and how we intended to accomplish them moving forward. The meeting was successful, and many important things were discussed. That is all for now, thank you.”

#### **14. UNFINISHED BUSINESS**

None at this time.

#### **15. NEW BUSINESS**

None at this time.

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## 16. CORRESPONDENCE

None at this time.

## 17. NOTICE OF MOTION

**17.1** Notice of Motion brought forward by Trustee Hutcheon: “That Limestone District School Board approve the use of N95 masks for all education workers, provided by the workers.”

Chair Ruttan indicated that Trustee Hutcheon has re-worded her motion slightly. Trustee Hutcheon read the motion, “That Limestone District School Board staff be permitted to purchase their own masks if they choose, provided those masks are better than level 2/surgical masks and are Health Canada approved; and the Director ensures this measure is operationally workable in its implementation.” This motion will be debated at the next Board meeting on November 24, 2021.

## 18. ANNOUNCEMENTS

None at this time.

## 19. COMMITTEE MINUTES FOR INFORMATION

**19.1** Audit Committee Meeting Minutes – September 13, 2021.

## 20. FUTURE BOARD MEETING SCHEDULE

November 24, 2021

December 1, 2021 (Annual General Meeting – with limited agenda)

December 6, 2021 (Nominating Committee and immediately following a Special Meeting of the Board to confirm committee representation)

January 12, 2022

February 23, 2022

March 30, 2022

April 27, 2022

May 18, 2022

June 15, 2022

## 21. ADJOURNMENT

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

## EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – NOVEMBER 10, 2021

### PUBLIC MEETING

#### Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) T. Duncan (Student Trustee) (Regrets) S. Johnson (Student Trustee) (Regrets) B. Roy (Student Trustee) (Regrets)	K. Burra, Director of Education J. Douglas, Communications Officer (Producer) S. Gillam, Superintendent of Education P. Gollogly, 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 C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

Chair Gingrich welcomed everyone to the meeting. He 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. Call to Order

Chair Gingrich called the meeting to order.

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## 2. Adoption of Agenda

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

## 3. Declaration of Conflict of Interest

Trustee Elliott declared that his wife is an employee of LDSB, and member of ETFO. Trustee Ruttan stated that with respect to item number 4.1, her son is a student at KSS, and while she will still participate in the discussions, if it gets to anything that seems like it might be a conflict, she will withdraw.

## 4. Reports for Information

### 4.1 Kingston Secondary School Integration Update

Director Burra provided the background on the report. He noted that the chattels remaining at KCVI, and in secure storage, are items that previously belonged to QECVI and KCVI. Throughout the school closure and opening process, students, school staff, community members, the KSS Integration Committee and a contracted archivist carefully considered which artefacts from QECVI and KCVI should be brought to the new school as a way to honour the legacies of these two school communities, which items could potentially be made available to other public institutions, which items could be returned to their owners or owner's family members or made available through public sale. Director Burra advised that at the February 12, 2020, Regular Board Meeting, a presentation by some of the Legacy Committee Working Group was provided to Trustees, "Kingston Secondary School – KCVI/QECVI Memorabilia" to review the work occurring to archive materials from the schools.

Director Burra spoke to Trustees about the QECVI-KCVI Legacy Project. A series of panels with selected artefacts will capture some of the visual history and information related to the history of secondary schools in Kingston, with particular attention to QECVI and KCVI. The panels help share highlights of the history of the school community that was once together, separated as QECVI and KCVI, and has now come back together again at KSS.

Associate Superintendent Hedderson Trustees that these chattels typically represent gifts from graduating classes from the time KCVI originally serviced students from the same catchment areas as KSS, to the students at QECVI or KCVI after the school community was separated. Some of the remaining items include significant pieces of artwork. For example, there is an original Group of Seven painting that could potentially earn tens of thousands of dollars if made available to the public through an auction. Although not in ideal condition because it has not been properly maintained

over time, it could still potentially raise some significant funds. Associate Superintendent Hedderson noted that graduating class gifts and other similar types of donations are less common in elementary schools, so the items of significance from Module Vanier were identified and brought to the new school building. There has been conversation over the years through the KSS Integration Committee about the potential for the sale of the chattels from the closure of both QECVI and KCVI that those proceeds would go to the reunited school community that now make up the student body.

Associate Superintendent Hedderson noted that in Appendix B, Trustees will see a letter from the leadership group at KSS requesting that funds from the sale of the chattels, including the artwork previously mentioned, as well as old yearbooks, photographs, programs from school drama productions and reunions, antique science equipment and other related items be provided to KSS to address the inequities that exist amongst the student population in the form of student bursaries that further remove barriers for current students, enrich the student experience, and support a variety of pathways. As Director Burra mentioned, KSS is a fully composite secondary school that serves a diverse community of learners including students that are serviced through Pathways to Education. Despite reduced funding, Pathways to Education continues to provide academic, financial, social and other supports to the high school students living in some of the lowest income communities across Canada. The intent of the support is to remove barriers to graduation and promote positive youth development. Eligibility for those supports is based on students' postal codes and most of the postal codes identified through this organization locally are part of the KSS community.

It was agreed that staff would move forward with the planned return, auction, sale and removal of chattels from KCVI by the end of December 2021. Funding will generally rest at the KSS building to address equities in general, including bursaries for scholarships when students are graduating, with the understanding that it services students that feed into KSS, from Molly Brant, J. G. Simcoe, and Rideau Heights Public Schools. Once proceeds are known, Senior Staff will bring a plan to Trustees as to how the funds will be disbursed in the community based on the recommendations of the Integration Committee.

Chair Gingrich thanked Associate Superintendent Hedderson for the report and called upon Trustees for questions.

#### **4.2 Renaming École Kingston East Elementary School (ÉKEES)**

Superintendent McDonnell stated that in June 2021, Trustees voted unanimously to initiate a

renaming process of École Sir John A. Macdonald Public School. In doing so, this acknowledges the ongoing pain and harm the former name had caused within our school communities but particularly with Indigenous members. It was determined that the interim name would be École Kingston East Elementary School, which was the original construction name for the school site.

In October 2021, the Renaming Committee was convened and LDSB Administrative Procedure 552, Naming/Renaming of Schools, was shared with the Committee. The Committee has now been tasked with overseeing the appropriate methods of consultation with all community stakeholder groups to select renaming options for ÉKEES.

The Committee is comprised of voting and non-voting members, and Superintendent McDonnell noted that the non-voting members will support the work of this committee but will not have a voice in terms of determining what names go forward to the Trustees. She noted that the renaming process is very similar to what has been used in the past, but with an emphasis on how and why the former name was harmful, and what name attributes would respect and honour the Indigenous experience. Superintendent McDonnell indicated that the Committee has had the opportunity to work very closely with Limestone's Indigenous Education Team. This Team has been supporting the development of resources that are age appropriate for the students and appropriate for the community and will include videos that document the why of what we are doing. This will allow students and staff in ÉKEES to engage in some very intentional learning throughout the process, so that when the opportunity exists to provide input around names, they, along with the community, will have a very concrete understanding of the background on why we are doing what we are doing.

The first meeting of the Renaming Committee occurred on November 2, 2021, and at that time voting members approved the process to call for submissions. A survey will be released shortly with a timeframe for completion of that survey and the information will then go back to the Committee to work through a process of shortlisting. The shortlisted information will be sent back to the community for additional input and then will be tasked with the very important job of creating a list of three to five name recommendations to submit to Trustees for final decision making.

Superintendent McDonnell outlined the draft timeline on the next steps. Unfortunately, there is a delay to the timeline that is listed in the agenda package, as Superintendent McDonnell indicated that there have been some technical difficulties related to the video resources being made available. However, it is still hoped that the report to the Board will be scheduled for February 23, 2022.

Chair Gingrich thanked Superintendent McDonnell for the report and called upon Trustees for questions.

There was a comment there has been a missed opportunity around discussions on whether a building is named after a person or not. To stay true to the Indigenous naming process, it was noted that buildings should not be named after a person. A request to have representatives from the Indigenous community speak to Trustees to help make informed decisions around policy, be considered for a future meeting.

Chair Gingrich will bring this to the next agenda setting meeting.

Trustee Hutcheon put forward the following motion:

MOTION That Limestone District School Board draft a naming/renaming policy.

Moved by Trustee Hutcheon and seconded by Trustee Godkin.

Trustee Hutcheon noted that currently there is no policy on naming/renaming only an administrative procedure.

Director Burra noted that Administrative Procedure 552 is already clear that the decision of naming a school, rests with the Trustees. He clarified that what he believes is being proposed, is a policy that would be about how to guide the decision of the Trustees, while the administrative procedure is about outlining the staff work that has to go into supporting the process. Director Burra, when questioned, further clarified that many administrative procedures come directly from Policy and Program Memorandum or legislation/regulation, but do not necessarily have a policy attached. Eliminating the possibility of having a building named after a person could impact the considerable learning that could incur as part of the process, and learning about lesser known individuals, whether they are particular groups that have been historically marginalized, so Black, Indigenous or people of colour. It is an opportunity for students and teachers to engage in that process in acknowledgement of the requests that come forward. In the actual process itself there is a lot of educational learning for teachers and students to explore some of those names. We must be mindful that there could be other groups that would be viewed as marginalized that might not agree with the removal of all names. While there certainly does need to be caution around naming anything after an individual, there is educational value that can come out of that naming process.

Chair Gingrich called the question:



*Moved by Trustee Hutcheon and seconded by Trustee Godkin that the Limestone District School Board draft a naming/renaming policy.*

Roll call vote.

The binding recorded vote was as follows:

YEAS: Trustee Elliott, Trustee Godkin, Trustee Hutcheon (3)

NAYS: Trustee Brown, Trustee French, Trustee McGregor, Trustee Morning, Trustee Ruttan (5)

The non-binding recorded vote was as follows:

YEAS: Trustee Elliott, Trustee Godkin, Trustee Hutcheon (3)

NAYS: Trustee Brown, Trustee French, Trustee McGregor, Trustee Morning, Trustee Ruttan (5)

ABSENT: Student Trustees Duncan, Johnson, and Roy (3)

The motion was lost.

Trustee Elliott asked if he could bring a motion forward to amend Administrative Procedure 552.

Director Burra indicated, as noted earlier, that within our governance structure administrative procedures fall to staff, generally outlining to staff how to do different things and then the policies are overriding in areas that Trustees have purview.

#### **4.3 Policy Feedback**

Director Burra noted that five submissions were received for Board consideration related to Policy 13 and Article III, Section 3, and these were shared verbatim with Trustees, but the report has summarized those pieces. The intent tonight is to bring this to Trustees as there were a number of different things that are provided in the feedback, and ultimately there may be additional feedback from around the table from Trustees. Director Burra asked Trustees for further direction in terms of those pieces that are absolutely essential that Trustees would want to see incorporated into Policy 13 and Article III of the Bylaws, whether already listed or whether it is an additional piece of the feedback that Trustees have for the next version that will eventually come back to Trustees for review at the February 9, 2022 EPOC meeting.

After some discussion it was decided that all Trustees will review the summary of submissions provided in the report and send back to the Director the list of comments they believe should be applied to policy. Trustees should also include their own feedback at the same time and return both to the Director by Wednesday, November 24, 2021.

#### 4.4 Staff Attestation Update

Superintendent McWilliam advised that further to the last meeting, and where we are at today, the latest data is as follows:

	NOVEMBER 10, 2021	
Total number of employees required to attest	3,100	100%
Number of Employees who have completed attestation	3,044	98.2%
Number of employees fully vaccinated	2,934	94.6%
Number of employees not fully vaccinated	110	3.5%
Number of employees who are testing three times per week	116	3.7%
Number of employees who have not completed attestation	56	1.8%
Number of employees removed from call-out	56	1.8%

Superintendent McWilliams noted that further to the discussions last week, Limestone has moved forward with removing employees from the workplace on an interim basis until they complete the actual attestation process or begin engaging in testing, and none of those are full time or permanent staff. All full time or permanent staff have engaged in the appropriate steps in terms of either completing the attestation and being fully vaccinated or completed the attestation and/or are engaging in the rapid antigen testing three times per week. Anyone who is currently on a long term leave is not captured in the data, so as people return from leave, the data will continue to change as we make sure they have been either fully vaccinated or are completing the rapid antigen testing. For all new employees, it is a condition of their employment that they are fully vaccinated. The 56 employees removed from call-out are casual employees. This is not a huge impact to the system, as a large majority of these people have not been working at all this year or have not been available.

Chair Gingrich thanked Superintendent McWilliams for her report and called upon Trustees for questions.

#### 5. Reports for Action

None at this time.

#### 6. Unfinished Business

None at this time.

## 7. New Business

Trustee Elliott stated that earlier in November OPSBA put out a statement that they were hoping to see an end to modified semesters at high schools. He asked Trustee French if there were any local conversations around that.

Trustee French indicated that she would not know if there was a specific conversation with Limestone. This would be reflective of input at all levels, on behalf of all Boards. He wondered if there was a groundswell of people from Limestone asking when we could go back to the semester system. OPSBA has put out a statement that they want to go back to the semester system. Trustee Elliott was just wondering about the local perspective. Director Burra stated that things are better than a year ago in terms of the octomester, but he does feel that overall, certainly from a staff perspective, there would be a desire to go back to a semestered system. Among students, there would be a differing opinion in what would be best for them, in whether you were asking about their achievement or how they were feeling about the pace of the learning. There has been lots of discussion at the Provincial level, that the government is going to take direction from the Chief Medical Officer of Health, and consulting with local Public Health about whether they want to make a change to the system. Limestone is in a situation where any kind of change to this would have a February 1 impact, as opposed to a middle of November impact.

## 8. Correspondence

None at this time.

## 9. Next Meeting Date

February 9, 2022

## 10. Adjournment

*Moved by Trustee McGregor that the meeting adjourn.*

*Carried.*

The meeting adjourned at 7:50 p.m.



## AUDIT COMMITTEE MEETING MINUTES – NOVEMBER 8, 2021

### PRIVATE SESSION

#### Roll Call:

Committee Members:	Staff:
G. Elliott, Trustee L. French, Trustee (Chair) S. Ruttan, Trustee R. Richard, External Member C. Innocente, External Member	K. Burra, Director of Education C. Young, Superintendent of Business Services M. Baumann, Manager of Financial Services
Invitees:	Recorder & Producer:
L. Huber, KPMG External Auditor P. L'Orfano, Internal Auditor G. Segu, Internal Auditor	D. Burns, Administrative Assistant A. Andretta, Administrative Assistant

Chair French began the meeting by asking for any additions to the agenda.

#### 1. Adoption of Agenda

**MOTION:** To accept the agenda as presented.

**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 Limestone District School Board and a member of ETFO.

#### 3. Motion to move into Private Session

**MOTION:** To move into Private Session.

**MOVED BY:** Trustee Elliott. Carried.

The meeting moved into Private Session at 5:30 pm.

#### 4. Private Session Reports for Information

##### 4.1 Admin Report on Draft 2020-2021 Consolidated Financial Statements

Manager Baumann presented the Administrative Report on the Draft 2020-2021 Consolidated Financial Statements.

##### 4.2 KPMG – Audit Findings Report

L. Huber, External Auditor provided a brief update on the Audit Findings Report.

#### 5. Private Discussion between auditors and committee

Chair French excused the LDSB staff members in order to provide for a private conversation with both the external and internal auditors.

#### 6. Committee to Rise and Report

### PUBLIC SESSION

#### Roll Call:

Committee Members:	Staff:
G. Elliott, Trustee L. French, Trustee (Chair) S. Ruttan, Trustee R. Richard, External Member C. Innocente, External Member	K. Burra, Director of Education C. Young, Superintendent of Business Services M. Baumann, Manager of Financial Services
Invitees:	Recorder & Producer:
L. Huber, KPMG External Auditor	D. Burns, Administrative Assistant

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P. L'Orfano, Internal Auditor  
G. Segu, Internal Auditor

A. Andretta, Administrative Assistant

**MOTION:** *To move into Public Session.*

**MOVED BY:** *Trustee Ruttan and R. Richard. Carried.*

The Public Session commenced at 6:15 pm.

Trustee French began the meeting with opening remarks. Due to COVID-19 protocols this meeting is only taking place virtually. Committee members are all joining us virtually and include myself Trustee French, Trustees Suzanne Ruttan and Garrett Elliott, external audit committee members Christine Innocente and Roger Richard, Limestone's external auditor Lori Huber from KPMG, Genevieve Segu, Regional Internal Audit Team, as well as Director of Education Burra, Superintendent of Business Young and Manager of Financial Services Baumann.

We will begin with the Indigenous 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. And I would ask that we please reflect on the consequences of our past action and consider how each of us in the full spirit of reconciliation and collaboration can learn about our neighbours and the treaties of these territories."

**MOTION:** *That the Agenda as presented be accepted.*

**MOVED BY:** *Trustee Elliott and R. Richard. Carried.*

## 1. Reports for Information

### 1.1 Audit Committee Annual Report to the Board

Superintendent Young presented the Audit Committee Annual Report. The document is a standard template that outlines the Audit Committee requirements for the Ministry of Education. The report summarizes the actions of the Limestone District School Board Audit Committee for the year ended August 31, 2021. Board Policy #10 and Ontario Regulation

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361/10 stipulate that Audit Committee meetings will be held at least three times a year. All meetings have been held as planned in 2020-2021.

## 1.2 PCB Inquiries Chair 2021 Updates

Chair French presented the PCB inquiries 2021 updates. It is the annual task of the Audit Committee Chair to speak with Auditors. Chair French asked for any questions.

## 1.3 2021-2022 Regional Internal Audit Plan Update

G. Segu provided the Audit Committee with an update on the progress of the 2021-22 RIAT work. The report links with Regulation 361/10 in relation to the Audit Committee's duties to the Internal Auditor 9(3) and the Board's Internal Controls 9(2).

The Audit Committee approved the 2021-22 Audit Plan at the September 13, 2021 meeting. The following presents an update on the engagements:

Status	Audit & Scope	Schedule
In progress	<b>Critical Positions Engagement</b> This engagement aligns with the preliminary region-wide Strategic Risk Assessment which identified Succession Planning as one of the top risks in the portfolio. The scope is to provide Management with a current state assessment/inventory of all positions, outside of the schools. Each position is critical, key, support or specialist.	November 2021: Meet with HR to discuss timing, objective and scope of work.
Not initiated	<b>Safe Schools</b> This engagement focuses on capacity, processes and systems in place to communicate, identify, protect and respond to issues relating to student's health, with a focus on well-being, mental health and bullying. This engagement has been performed and well received by other RIATs in the province.	TBD
In progress	<b>Follow-up Procedures</b> RIAT continues to follow-up on the remaining recommendations, as they come due.	Ongoing
As needed	<b>Management Request Engagement</b> To cover any important items that may be required to during the school year.	If requested

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Chair French asked for any questions.

## 2. Reports requiring a decision

### 2.1 Presentation of Draft 2020-2021 Consolidated Financial Statements

Manager Baumann provided an overview of the Draft Consolidated Financial Statements for the year ended August 31, 2021.

#### 1. Consolidated Statement of Financial Position

- Details of Financial Assets, Financial Liabilities, Non-Financial Assets and Accumulated Surplus.
- Significant variances year over year are:
  - a) Cash – decrease \$10.3 million from prior year.
  - b) Accounts Receivable: Municipalities – decrease of \$14.9 million due to the Municipalities payment of the 2020 deferred Education Property Tax amounts to the Board. The Province of Ontario initial response to COVID-19 was to extend the deadline for municipalities to pay Education Property Tax amounts to the Board.
  - c) Accounts Receivable: Government of Ontario-approved capital – increase of \$6.0 million due to the change in year over year spending April to August on capital expenditures under School Condition Improvement (up \$5.1 million); new funding (COVID-19 Resilience Infrastructure Stream \$3.7 million and Climate Action Incentive Fund \$.4 million); and \$3.2 million principal payments received.
  - d) Accounts Receivable: Government of Ontario-non-capital – increase of \$10.0 million due to the Ministry's cash management strategy that delays grant payments due to the increase in accumulated surplus and deferred revenue.
  - e) Accounts Receivable: Other – increase of \$4.3 million due to timing of HST payments, increased GSN enrolment funding receivable and increased Tri-Board receivable.
  - f) Temporary Borrowing – increase of \$1.7 million due to an increase in School Condition Improvement projects.
  - g) Accounts Payable and Accrued Liabilities – decrease of \$16.1 million. The Province of Ontario response to COVID-19 was to extend the deadline for municipalities to pay Education Property Tax amounts to the Board. To mitigate the financial impact of this deferral the Province increased its cash flow to the Board in July 2020 by \$15.5 million. The Province reduced its cashflow to the Board in Jan 2021 by \$15.5 million in

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response to the Board receiving the deferred Education Property Tax amounts from the Municipalities by the end of 2020. Additional \$.6 million decrease due to the \$4.4 million decrease in construction holdback due to the completion of the Kingston Secondary School; \$2.0 million decrease in compensation accruals due to the payment of prior year salary increases offset by the \$5.8 million increase due to the Ministry's cash management strategy receivable as a result the increase in accumulated surplus and deferred revenue.

- h) Net Long-term Liabilities – decrease of \$3.2 million due to principal payments.
- i) Deferred Revenue – increase of \$5.7 million due to an increase in school renewal capital deferred (\$3.0 million); an increase in enveloped GSN and PPF deferred (\$1.6 million); and an increase in International Student deferred fees (\$1.1 million).
- j) Deferred Capital Contributions – increase of \$11.0 million due to \$23.2 million in additions offset by amortization of \$12.3 million.
- k) Tangible Capital Assets – increase of \$13.6 million due to acquisitions of \$26.1 million net of amortization of \$12.5 million.

## 2. Consolidated Statement of Operations and Accumulated Surplus

- Details revenues and expenditures for the year in comparison to budget and prior year results.
- There is an in-year surplus of \$9.7 million as compared to the budgeted deficit of \$1.1 million.
- The favorable \$10.8 million variance is primarily a result of: increased grants stemming from higher enrolment than anticipated at March 31; lower salary costs due to unpaid leaves, retirements, vacancies and replacements; and COVID-19 expenditure savings as a result of reductions in replacement costs, instructional supply purchases, utilities usage, operational maintenance requests and transportation.

## 3. Note 1(e): Significant Accounting Policies-Tangible Capital Asset

- Useful life for computer hardware was revised from five years to three years based on new information related to the actual life of the assets.
- Additional amortization of \$251,151 has occurred to bring the net book value in line with this policy

## 4. Note 2: Accounts Receivable-Municipalities

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- New note in prior year that speaks to the Province of Ontario response to COVID-19 extending the deadlines for municipalities to pay Education Property Tax amounts to the Board. \$14.1 million was recovered fully by the Board in the school year. Note was removed in current year and renumbered accordingly.

5. Note 5: Accounts Payable-Government of Ontario

- New note in prior year that speaks to the Province of Ontario response to COVID-19 extending the deadlines for municipalities to pay Education Property Tax amounts to the Board. To mitigate the financial impact of this deferral the Province adjusted the cash flow to the Board in July 2020 by \$15.5 million. This amount was recovered by the Province in Jan 2021. Note was removed in current year and renumbered accordingly.

6. Note 11(a): Commitments

- No longer a reference to part (a) and part (b). Part (a) pertaining to the Kingston Secondary School was removed since it was no longer applicable with the school occupancy in December 2020. Asset is now reported as a building and no longer included in construction in progress.

7. Note 17: Accumulated surplus

- At the accumulated level:
- \$36.2 million of available for compliance surplus is comprised of:
  - a) \$16.1 million unappropriated
  - b) \$11.7 million committed capital projects
  - c) \$2.6 million school budget balances
  - d) \$3.6 million retirement benefits
  - e) \$2.2 million WSIB
- \$1.9 million of unavailable for compliance surplus is comprised of:
  - a) \$(5.0) million employee future benefits
  - b) \$(.8) million accrued interest
  - c) \$3.1 million school generated funds
  - d) \$4.6 million revenue recognized for land

8. Note 18: In-kind Transfer from the Ministry of Government and Consumer Services

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- New note speaking to the Boards recording of both revenue and expense entries of \$2,087,985 for centrally procured in-kind transfers of personal protective equipment and critical supplies and equipment received from the Ministry of Government and Consumer Services.

9. Note 19: Impact of COVID-19

- 2nd, 3rd and 4th paragraph removed.
- Later half of 1st paragraph moved to new 2nd paragraph and updated to note schools and administrative building closures again in 2020-2021 from April 2021 to the remainder of the school year based on Public Health recommendations and that effective September 2021, schools have reopened to students for the 2021-2022 school year.

Chair French thanked Manager Baumann and asked for any questions.

**MOTIONS:**

*1) That the Audit Committee recommend to the Board the approval of the audited consolidated financial statements for the year ended August 31, 2021.*

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

*2) That the 2020-2021 consolidated financial statements be filed with the Ministry of Education and posted on the Board website subject to the approval at the November 24, 2021 Board meeting.*

**MOVED BY:** *R. Richard, that the motion, as presented, be approved. Carried*

## 2.2 Request for Audit Quotations

Superintendent Young presented a report on the Request for Audit Quotations. In Regulation 361/10: Audit Committees, the audit committee of a board has the following duties related to the board's external auditor: to review at least once in each fiscal year the performance of the external auditor and make recommendations to the board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.

KPMG has just completed their three-year contract providing external audit services to Limestone District School Board for the school year ending August 31, 2021, the Audit committee will need to provide a recommendation to the Board for external audit services.

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The Limestone District School Board is able to utilize the Ontario Education Collaborative Marketplace (OECM)'s vendor of record for procuring audit services. Four companies are approved through OECM to provide audit services. The approved companies are as follows: BDO Canada LLP, Deloitte Canada, Ernst and Young LLP, and KPMG. A request for quotation for external audit services for the next three years with an option for an additional two years was sent to each of the approved companies. Three companies responded and only two submissions were received. KPMG's three-year cost for audit services is \$166,350, while BDO's three-year cost for audit services is \$169,500.

**MOTION:**

*That the Audit Committee recommends to the Board of Trustees the engagement of KPMG for external audit services for the period ending August 31, 2026.*

**MOVED BY:** *Trustee Ruttan and Trustee Elliott, that the motion, as presented, be approved. Carried*

Chair French thanked staff and auditors for all their work.

### 3. Other Business

None at this time.

### 4. Future Meeting Date(s)

Monday May 2, 2022

### 5. Adjournment

**MOVED BY:** *Trustee Ruttan moved to adjourn the meeting.*

The meeting adjourned at 6:42 PM



## ADMINISTRATIVE REPORT: ACCUMULATED SURPLUS FINANCIAL UPDATE

### REGULAR BOARD MEETING

November 24, 2021

#### Purpose

To provide Trustees with the latest financial information related to the Board's accumulated surplus and propose additional investments in Limestone District School Board for 2021-2022.

#### Background

The following information has been assembled from the 2020-2021 Year End Consolidated Financial Statements.

#### Accumulated Surplus

Accumulated surplus (Page 27 of Consolidated Financial Statements)

	2021
Available for compliance:	
Unappropriated	\$ 16,113,500
Internally appropriated:	
Committed Capital Projects	11,671,502
School Budget Balances	2,621,769
Retirement Benefits	3,567,505
Workers Safety Insurance Board	2,232,122
	36,206,398
Unavailable for compliance:	
Employee Future Benefits	(5,040,899)
Accrued Interest	(789,741)
School Generated Funds	3,122,173
Revenue Recognized for Land	4,554,791
	1,846,324
Accumulated surplus	\$ 38,052,722

Note:

It is important to identify that with the exception of the unappropriated surplus, if the Board were to spend any of the other available for compliance surplus funds beyond the unappropriated surplus, the Board may be faced with an operational deficit in future years as the internally appropriated surplus funds are encumbered.

### Current Status

As part of the Ministry of Education Memo 2021:SB08 2021-22 Estimates (District School Boards), the Government will allow school boards to incur an in-year deficit of 1% of operating revenue without requiring Minister approval. One percent of operating revenue for Limestone District School Board totals \$2,469,061.

At the June 9, 2021 Board meeting, Trustees approved the following programs to be supported by spending Accumulated Surplus.

#### Expenses

Differentiated On-Line and In-Person Learning-1.44 FTE secondary teacher	\$	166,398
Human Rights Officer-1.0 FTE		123,396
Program Support Teachers- 1.00 FTE elementary, 1.0 FTE secondary		241,116
VOIP Retrofit		200,000
Aspen Training		65,000
Additional IT Equipment		<u>200,000</u>
<b>Total Expenses</b>	\$	<u><u>995,910</u></u>

As part of a calculated and planned draw down of the accumulated surplus, the following projects are proposed as additional investments into Limestone District School Board schools. These proposed investments are one-time expenditures that will not contribute to structural deficits within the organization. These investments are strategically placed in the arts and technology and are in alignment and support of the budget survey results as presented to Trustees on April 21, 2021. The technology investment will support reading, writing and mathematics which ranked second and fourth on the survey while the arts/music/drama ranked third.

#### New Expenses - for Approval

Secondary Music Instruments, Arts programs and Artist in Residence	\$	500,000
IT Devices		<u>500,000</u>
<b>Total Expenses</b>	\$	<u><u>1,000,000</u></u>

## Recommendations

That the Limestone District School Board approve amending the budget to use an additional \$1,000,000 of accumulated surplus to support the additional investments for the 2021-2022 school year.

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

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



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## ADMINISTRATIVE REPORT: MASKING/PPE UPDATE

### REGULAR BOARD MEETING

November 24, 2021

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#### Purpose

To provide Trustees with some additional information regarding the notice of motion related to staff masking.

#### Background

This report is an update to one previously provided at the Board Meeting on August 25, 2021. According to Public Health authorities, masking has been identified as a key mitigating strategy to reduce the spread of COVID-19. Public Health has also identified vaccination, improved ventilation and/or filtration, and spacing, where possible, as other mitigating measures. For 2021-2022, provincial operational guidance mandates masking indoors for all students in Grades 1-12, all staff, and all other visitors or other groups entering schools. The August 2020 LDSB Board of Trustees Motion to expand masking to include Kindergarten students by encouraging and expecting masking for Limestone's youngest learners remains in effect. For Kindergarten students, the goal is to support students wearing masks and work toward compliance. In all instances, the Ministry of Education does require masking exemptions with other potential accommodations for students or staff who are unable to wear a mask for medical reasons or special needs.

Students are to provide their own masks for school. All schools have been provided with additional masks to support students who are unable to provide a mask, lose a mask, or require a replacement during the day.

Medical masks (level 2 surgical/procedural) are provided by the school board for all employees. These masks are provided directly by the Ministry of Education to school boards.

According to Ministry and Public Health documentation: "N95 respirator masks are not recommended in schools, unless staff are providing care for a student during an aerosol generating medical procedure (AGMP). An N95 respirator is a specialized type of PPE that protects the wearer against very small airborne particles and is only necessary under very specific circumstances (e.g., suctioning a tracheostomy). It must fit the wearer's face properly and mask fit is assessed in a process called fit-testing, which, where appropriate, is provided by the employer."



For 2021-2022, Limestone has two students requiring an aerosol generating medical procedure (AGMP). Staff working with these students during the AGMP are properly trained, and have been fitted with a N95 mask.

## Current Status

The following notice of motion was shared at the October 27, 2021 Board Meeting for discussion and/or decision on November 24, 2021:

*“That LDSB staff be permitted to purchase their own masks if they choose, provided those masks are better than level 2/surgical masks and are Health Canada approved; and the director ensures this measure is operationally workable in its implementation.”*

While everyone wants to maximize the safety of all staff and students, it should be noted that the mask type most appropriate in the educational context, is an area beyond the expertise of LDSB staff. The following information is being provided to Trustees to provide further information for the motion on the agenda related to staff masking.

The Ministry’s operational guidance indicates the following: “Medical masks (surgical/procedural) are required to be worn by school staff and visitors indoors in school, including hallways and during classes.” The word ‘required’ would suggest this is a mandated requirement that cannot be altered. However, the guidance also indicates “Reasonable exceptions to the requirement for staff to wear masks will apply.”

In the Ministry’s operational guidance regarding student masks, the following statement is made: “At the advice of the local public health unit, schools and school boards may choose to implement additional masking measures based on local circumstances.”

Staff consulted with KFL&A Public Health regarding this notice of motion, and the previous notice of motion debated on August 25, to seek its input and expertise. On both occasions, Public Health indicated it would not recommend N95 or KN95 masks, or other respirators, for individual staff members because they do not likely add any significant amount of protection over medical masks with other controls in place (vaccination, distance, screening, ventilation) in a school setting and some of these masks are less effective due to user error. In the health-care setting, like education, N95 masks are only recommended for AGMP procedures like intubation for ICU and with some procedures working directly with hospitalized COVID patients. According to Public Health, with N95 masks/respirators proper training and fitting is recommended to ensure effectiveness. If the user is not trained and/or they are not fit tested, they are not as effective as advertised. While KN95 masks do not require fit testing, a non-fit tested mask is less likely to achieve 95% filtering of particles. There are also some concerns related to imitation products on the market that are not effective. According to Public Health, 60% of K95 masks do not meet the US NIOSH measurements for the 95% filtering. Even with less than advertised filtration, these masks may provide more filtration than surgical/procedural masks.

On several occasions this fall, the Minister of Education and on at least one occasion, medical staff advising the Ministry, have indicated that educational staff in the province are being provided with the necessary masking PPE that is appropriate for their working context. The Minister has noted that he has received several letters from school boards indicating the request for improved/enhanced masking PPE, but that no local Public Health Units have been signatories or supporters of this change. In addition, the Minister has indicated that the Ministry of Education has taken direction from the Ministry of Health as it relates to PPE requirements/needs.

It should be noted that on November 13, 2021, Dr. Theresa Tam, the Chief Public Health Officer of Canada, stated the following information:

*“Evidence on aerosol spread of COVID-19 virus shows that expelled virus particles can spread over distances and linger in fine aerosols for periods of time, much like second-hand smoke. Likewise, those in close proximity to the infected person can inhale more aerosols. This is why opening a window can help reduce the risk and why wearing a well-fitted and well-constructed mask is so important...And wearing a well-fitted/well-constructed mask when you’re spending time in indoor public spaces can help reduce virus inhalation and spread between people, particularly if ventilation is not optimal. There are many types of masks, but those that fit with a snug seal on your face and are made with layers of materials that can filter fine virus particles are best for preventing/reducing infectious respiratory particles you may inhale.”*

From a senior staff perspective, we would advise caution in either senior staff and/or the Board of Trustees making a public health decision that should be directed and/or guided by public health authorities. Throughout the pandemic, a conscientious effort has been made to ensure that we remain focused on our areas of expertise and focus, while deferring to public health authorities for public health decisions. However, we also acknowledge the challenge when different public health authorities provide what appears to be contradictory information in a politicized environment.

From a senior staff perspective, loosening or opening masking options without some parameters, while well intended, would likely create some challenges and confusion because we would be unable to verify or monitor purchases of Health Canada approved products. While the operational guidance suggests we do not have flexibility to open up masking choice, at minimum, some tighter parameters around the type of mask a staff member may choose would be recommended if the motion is considered. Greater inconsistency in masking creates some challenges in terms of how staff will appear to students and other visitors in the school. As noted, medical accommodations do exist, and Limestone does have some masking accommodations due to medical needs. As a result, a staff member requiring a different type of mask due to a medical need, could seek a medical accommodation for a different mask.

If the Board of Trustees choose to allow staff to purchase and use their own masking PPE, it should be noted that public health authorities, the Ministry of Education, or the Ministry of Labour could issue an order at some point that would override any local decision made by the Board. Furthermore, to operationalize this potential decision, a number of measures would need to be instituted to try to ensure staff are purchasing enhanced masking PPE (higher than level 2 surgical/procedural masks) and the Board is protected from potential liability. Employers are required to provide the necessary PPE for all staff based on their working context. As a result, employees may have to wear the provided masking PPE over their purchased masking PPE, wear a face shield, and/or sign an attestation indicating that they have purchased legitimate Health Canada approved masking and are following the prescribed instructions for use, potentially including a fit test.

## Recommendations

That this report be received for information.

**Prepared by:** Senior Staff

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

## Annual Report to the Limestone District School Board on Activities of Special Committees

November 2021

### Special Committee: **AWARDS COMMITTEE**

**Reporting:** Superintendent Scot Gillam

**Time Period of Report:**

This report summarizes committee activities from December 2020 to November 2021.

**Meeting Dates:**

When needed, generally during the months of April-June.

**Committee Members:**

Trustee Elliott, Trustee Gingrich, Trustee McGregor and Executive Assistant Wynando Moore

**Key Activities during this time period:**

1. The Board invited nominations for Limestone Student Achievers Awards amended for 2021 given COVID-19, as the “In This Together Award.” These awards recognized outstanding achievements of students whose exceptional accomplishments merit recognition beyond the separate categories of awards at the school level. Recipients should have demonstrated exemplary achievement(s) in all three categories: i) leadership; ii) positive attitude and school spirit; and iii) academic achievement. The leadership and positive attitude/school spirit should be linked to one, or more, of the three pillars of the LDSB Strategic Plan: Wellness, Innovation, and Collaboration. In other words, how the student has supported wellness, demonstrated innovation, and/or used collaboration to support the overall well-being of other students.

**Implications for Limestone District School Board:**

None

**Possible Future Directions, Activities and/or Challenges:**

Continue to inform Secondary Schools in a timely fashion for submission of Student Achiever Awards.



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## Annual Report to the Limestone District School Board on Activities of Special Committees

November 2021

### Special Committee: Parent Involvement Committee

**Reporting:** Associate Superintendent Sartor and Associate Superintendent Gollogly

#### Time Period of Report:

This report summarizes committee activities from December 2020 to November 2021.

#### Meeting Dates:

January 14, 2021, February 11, 2021, April 29, 2021, May 20, 2021, June 17, 2021, and October 7, 2021

#### Committee Members: Co-Chairs:

Crystal Bevens-Leblanc, Co-chair (2020/2021 school year) Shayla Bradley, Co-chair (2020/2021, 2021/2022 school year)

#### Key Activities during this time period:

All meetings during this period of time were held virtually, on the MS Teams platform. At each meeting, an update was provided by the PIC co-chairs, Associate Superintendent Sartor/Gollogly, Trustee Hutcheon, Jennifer Kehoe (Indigenous Education Advisory Committee), and Constance Carriere-Prill (LGBTQ@S+ Focus Group)

In January 2021, the focus of the meeting was to offer break-out sessions for families to share their experiences with remote learning. The Administrative Leads for EVS and SVS attended and participated in the discussions. A follow up document was shared with the Administrative Leads.

In February 2021, a subcommittee was established to facilitate the ProGrant application process. A member of PIC offered a presentation on Sleep during the meeting.

In April 2021, the meeting participants heard a presentation from Central PS School Council's Equity team. It was established that time would be devoted to Equity Teams at each meeting going forward to share ideas and practices they were supporting at the school level.

In May 2021, Amherstview PS School Council's Equity team did a presentation. A by-law review



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was suggested and tabled until the next meeting. The suggestion of a past chair position was brought forward as a possible addition into the LDSB PIC by-laws.

The PIC organized an offered a presentation led by Selam Debs, an anti-racism speaker and advocate. The webinar was well attended.

In June 2021, Superintendent Young joined the meeting to provide an overview of the budget survey process and results. KSS provided a presentation on the equity initiatives that were supported at the school. A by-law review occurred, and wording to include the position of Past-Chair was suggested. The finalized wording was to be brought forward to the next meeting. A planning committee and PIC strategic plan were ideas that were shared at the meeting.

In October 2021, Director Burra joined the meeting for a question and answer period. A new by-law was created, and wording to include the position of Past-Chair was finalized.

#### **Implications for Limestone District School Board:**

With increased engagement and participation comes the need to ensure that PIC agenda items and information shared with School Advisory Councils and potentially, the Board, are system based and are founded in the PIC mandate and goals. Student achievement and wellness, and improving School Councils' ability to assist with this needs to be the focal point of activities. As current restrictions due to Covid continue to be a reality at the school level, PIC and School Councils will work collaboratively on supporting continued family/caregiver engagement.

#### **Possible Future Directions, Activities and/or Challenges:**

A goal for the upcoming year is to continue to encourage engagement virtually, and to continue to offer schools a voice to share positive practices/events/activities that are happening at their schools. We will continue to work to ensure that each and every school is represented at the PIC level. We continue to be proud of the increase in active participation and membership.

## Annual Report to the Limestone District School Board on Activities of Special Committees

November 2021

### Special Committee: Supervised Alternative Learning Committee

**Reporting:** Associate Superintendent Gollogly and Superintendent Gillam

#### Time Period of Report:

This report summarizes committee activities from December 2020 to November 2021.

#### Meeting Dates:

Monthly

#### Committee Members:

Trustee Morning, Trustee Ruttan (Alternate), Petra Hanson (Pathways to Education), Gillian Waters (KEYS), Arley Irvine (Youth Diversion), Lynne Rousseau/Wendy Fisher(staff), Maureen Bartlett (staff), Andrea Murphy (staff), Melissa Baker-Cox (staff), Scot Gillam/Patty Gollogly

#### Key Activities during this time period:

Supervised Alternative Learning approves alternate opportunities for students aged 14 – 17 who are having difficulty attending school and achieving success. Alternate learning includes work placements, volunteering, development of work skills, credit and non-credit courses, certifications and training. During the period of December 2020 to November 2021, 4 students were approved for SAL programming. Numbers for SAL saw a decline this year, due to COVID-19 and the closure of schools at different points, as well as the emerging option of Secondary Virtual School for students. The success rate for the SAL program during this time for students remaining engaged in their program remained stable at 75%. The SAL Committee continued to use the SAL Student Record to track and record progress at regular intervals throughout the year, including February and September.

#### Implications for Limestone District School Board:

We will continue to monitor the success rate for SAL students and continue to track and report on the number of SAL referrals that are renewed. We will also continue to track and monitor the number of credits earned by SAL students.



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**Possible Future Directions, Activities and/or Challenges:**

Alternative Learning is mandated through the Ministry of Education. Information related to the number of students involved in SAL, number of credits attempted and earned, number of certifications and frequency of volunteering is reported to the Ministry of Education twice a year through the Taking Stock Report. The SAL Committee will continue to explore how student voice can be facilitated during the SAL application process and for consideration after the SAL has concluded. The SAL Committee will also explore how many potential SAL applications were diverted due to students being able to opt into Secondary Virtual School. This information will be critical in the support of students who have historically been served by SAL. Finally, the SAL Committee is committed to ensuring that all students who require Supervised Alternative Learning, including those who opt for Secondary Virtual School but are still struggling, have an opportunity through the completion of approved SAL programming and active tracking through the SAL Student Record.



## Annual Report to the Limestone District School Board on Activities of Special Committees

November 2021

### Special Committee: Environmental Sustainability Advisory Committee

**Reporting:** Superintendent Alison McDonnell

**Time Period of Report:**

This report summarizes committee activities from December 2020 to November 2021.

**Meeting Dates:**

October 13, 2020, March 9, 2021, and May 11, 2021.

**Committee Members:**

Trustee Morning, Trustee Brown and Trustee Hutcheon,  
Superintendent McDonnell, Dan Hendry

**Key Activities during this time period:**

- All meetings were held virtually on MTeams
- At all meetings all members provide an update from their organization which creates community partnerships in the area of environmental sustainability
- Presentations from Community Partners included Cataraqui Conservation, City of Kingston, Beaty Water Research Centre at Queen's University, Gould Lake and Active Transportation (School Streets Pilot at Winston Churchill)
- Discussion around benefits from learning from outside (due to the pandemic) and how to leverage this type of learning in the future
- Election of Community Co-Chair (Stana Luxford-Oddi) from Cataraqui Conservation

**Implications for Limestone District School Board:**

- Important partnerships are enhanced between LDSB and community partners which leads to community collaborations (i.e., expansion of school gardens, high school bus pass initiative, Evergreen etc.)

**Possible Future Directions, Activities and/or Challenges:**

**Future Direction:**

Continue to share and build relationships in the community around the environment and sustainability.

Continue with virtual meetings, 4 p.m. start and meetings 3 times per year as this has resulted in higher attendance and greater participation and equity between rural and urban attendees.

**Challenge:** Continue to look for supporting organizations and continue to gather student voice on an annual basis.

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October 26th, 2021

Greetings Trustees and Secretary to the Board/Director of Education Burra,

I hope this email finds you and your family in good health and spirits as we continue to navigate the ever-changing landscape and the challenges of COVID 19 Pandemic.

I am reaching out to you today with deep concerns and hopefully some support to advocate for Sistema Kingston, a music program that calls Molly Brant Elementary School home to be able to resume in person learning inside the school.

A little bit of history surrounding Sistema Kingston; this intensive music program was born in 2015 at First Avenue Public School (and has called Molly Brant home since we opened in 2016) with a partnership between the Limestone District School Board (Jan LeClair - Administrator) and Queen's Faculty of Education (Karma Tom) and the Joe Chithalen Musical Instrument Lending Library.

The primary objective of this free educational opportunity is to focus on positive social change through music. The Sistema mantra of PRIDE.

P- Perseverance

R- Respect

I - Inclusive

D - Doing the right thing

E - Excellence

Sistema Kingston offers students a safe inclusive space to learn and grow in through the Venezuelan El Sistema model which embraces the following 5 principals:

**Social Change** - social transformation through the pursuit of musical excellence. One happens through the other and neither is prioritized at the expense of the other.

**Ensembles** - The focus is on the group experience (orchestral/choral) and working toward a common goal. Peer mentoring is integral to the experience.

**Frequency** - El Sistema ensembles meet multiple times every week for multiple hours at a time over extended periods.

**Accessibility** - El Sistema programs are free and inclusive to all.

**Connectivity** - El Sistema programs foster connectivity between students, teachers and families to build stronger communities. El Sistema programs are linked at the community, regional and national levels, forming a cohesive network of services, resource sharing, collaborative opportunities and advocacy in support of each other.

This program for those of you who may not be familiar with it offers free musical instruction 4 days a week at Molly Brant Elementary School, Monday - Thursday from 2:45 pm - 5:15 pm (pre pandemic). The students learn how to read sheet music, play an instrument ( violin, viola, cello or bass) solo as well as ensembles.

<https://educ.queensu.ca/tags/sistema>

One cohort of the program played on stage at the Grand Theatre for the Limestone Learning Foundation gala. Every year pre pandemic there was a year-end concert hosted by the Isabel Bader Center for the Performing Arts.

Sistema Kingston has been resilient and creative persevering through the COVID 19 pandemic by hosting the program outdoors at local parks and by the way of Zoom. This model of delivery has proven detrimental to engagement and students' ability to participate for a variety of reasons such as:

Ability to get to the program as it is no longer accessible at the school right after regular school ends.

Colder weather and inclement weather prevent the programming to take place in the parks to protect the instruments.

Switching to online programming without sufficient notice is problematic for parents who are at work and must now pick up their children at the end of the school day based on the forecast. Not every parent/guardian/caregiver has the flexibility at their place of employment to accommodate this therefore causing a decrease in the enrolment.

Access to technology and or the internet to attend the Zoom lessons.

Parents with limited technology literacy to be able to support their child/children on the online platform.

The above examples are just a few of the barriers preventing equitable access to many students at Molly Brant Elementary School who wouldn't otherwise have access to this opportunity to be exposed to the arts and learn through music.

Sistema Kingston offers more than the opportunity to learn how to play an instrument; that is the bonus; what this extension of learning provides is confidence, self-esteem, self-worth to name a few. There are no words to describe the profound impact this program offers to Nero-diverse students who have challenges in the mainstream classroom when you witness them center stage of the Isabel Bader Center for the Performing Arts playing in an ensemble or solo on the Cello!

The impact for learners who struggle with mental health struggles and social emotional regulation have had paramount successes when in regular attendance of Sistema Kingston programming due to their intentional approach to anti-racism and inclusion. This has a direct impact on our larger school community and culture when those with complex learning needs are able to regulate themselves.

To witness students who struggle with behavioural challenges not struggling due to the impact of the positive reinforcement that Sistema Kingston offers through their approach is unexplainable. Especially given the complex learning environment that is not uncommon at Molly Brant for some of our students.

TD Bank believes so much in this program and what it has to offer that pre pandemic they donated \$25,000. BMW Kingston donated a Bass to be added to the musical instruments to be added to the ensemble. .

This programming is offered exclusively to the students at Molly Brant Elementary School when it is offered at the school however enrolment numbers are down due to access barriers the program has now had to open up to participants outside of Molly Brant. My fear is that if we do not advocate for Sistema Kingston to be able to return to our school that they will be forced to find another space to call home.

This extension to learning should be viewed as it was intended to be from its inception; a partnership, not a community use of schools after school program. Given that extracurricular sports have been able to resume within our school Board teacher candidates are being permitted to be able to come into our schools and the Province of Ontario has lifted most of the COVID 19 restrictions as it relates to capacity limits in restaurant, gyms and theatres I am asking for your support to advocate to have Sistema Kingston granted access to resume this invaluable opportunity for the students of Molly Brant Elementary School.

In closing I appreciate, acknowledge and value all the work that the Senior Staff have done operationally to keep our spaces safe. The balancing act that each decision requires doesn't go unnoticed. This situation that I am requesting your support for is ensuring equitable access for all learners of Molly Brant to participate without barriers that we are able to prevent.

If you have any additional questions, comments or concerns please do not hesitate to contact me at \_\_\_\_\_ or respond to this email. I look forward to working in collaboration with all the partners and stakeholders to find the solution that resolves this situation.

With Respect and Gratitude,

Jennifer Kehoe

Parent of past Sistema Kingston participants  
School Advisory Council member of MBES  
Concerned parent at MBES

"There are no great things, only small things with great love. Happy are those..." - Mother Teresa



## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

October 20, 2021

### PUBLIC MEETING

#### Roll Call:

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

Limestone District School Board

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## 1. WELCOME

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

Chair 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.*

## 3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

## 4. APPROVAL OF MINUTES

### 4.1 SEAC Minutes – September 15, 2021

*MOVED BY: Trustee Godkin that the September 15, 2021 SEAC Minutes be approved.*

## 5. BUSINESS ARISING FROM MINUTES

Superintendent Scot Gillam reviewed that the open Member-at-Large position created by the resignation of Member-at-Large, Peter Dendy, closes at the end of October. Currently two applications have been received and this will be discussed at the November 17 SEAC Meeting.

We are also in the need of a Vice Chair of SEAC who would intercede in the unlikely event that Chair McGregor would not be there.

Superintendent Gillam also revisited the need for a presentation list required for the Administration Leadership Team at Educational Services to schedule and create the monthly presentations to the SEAC. If a presentation list does not come forward, the Administration Leadership Team can certainly meet and provide suggestions for SEAC approval.

Chair McGregor asked the SEAC members for recommendations and the following presentation proposals were received:

- The results of the Student Survey in relation to special needs and feedback from community partners around those issues.
- The transition to school process and meetings for children with special needs.
- Right-to Read Report from the Ontario Human Rights Commission when that report is released.
- Recommendations being released by the K-12 Standards Development Committee of the Ministry of Education.
- The budget and funding for Special Educational Services.
- Information on IEPs and the IEP engine in terms of the initiation of IEPs, number of IEPs in LDSB, and the insider's perspective on how the assessment and initiatives of it is working to continue to support the process of ensuring that IEPs support student needs and assist parents and an understanding of all that the schools are doing on their behalf.
- The issue around learning loss created as a result of virtual learning, especially in regard to students with special needs.

Chair McGregor also stated that additional recommendations can be sent by email to Administrative Assistant Jill Senior as they arise.

Chair McGregor also began the discussion about the need for an improved monthly Association Update from SEAC Members to share new, relevant information regarding their organizations. SEAC Members discussed and gave input on the best way to accomplish an improved process and the combined agreement was as follows:

- Instead of formal presentations, SEAC members will give an informal monthly Round Table Update regarding their organizations.
- SEAC members will email detailed update information, including any brochures and upcoming event information to Administrative Assistant Jill Senior in advance of SEAC meeting.
- If a SEAC member would like to give a formal presentation, the option to do that is always available as well.

## 6. EDUCATION SERVICES UPDATE

**6.1 Presentation: 2021-2024 Mental Health & Substance Use Strategy** – Mental Health Lead Laura Conboy shared that many stakeholders contributed to the development of the 2021-2024 Mental Health and Substance Use Strategy including many Grade 7-12 students, student trustees, the Mental Health Leadership Committee and SEAC members.

The strategy highlights the intersectionality between mental health and equity and recognizes the impact of COVID-19 on children's mental health and substance use. Additionally, the strategy recognizes that mental health and achievement go hand-in-hand and emphasizes that schools are an ideal place for promotion, prevention and early intervention for mental health and substance use issues. Furthermore, the strategy recognizes the need to work collaboratively with our community partners to enhance school-based services and supports.

The Strategy will be posted publicly on the LDSB website by the end of October. In addition to the Strategy, a one-year action plan will also be posted and will include an annual monitoring component.

## 7. CORRESPONDENCE

**7.1 Public Posting of the K-12 Education Standards Development Committee Initial Recommendations Report** – Memo from Assistant Deputy Ministry Denys Giguere advising that the opportunity to participate in the consultation of this report has been extended until November 1, 2021. Provided for information.

## 8. ASSOCIATION UPDATES

### **Sandy Henderson Todd, Lennox & Addington Resources for Children:**

We are very busy and all of our daycares are extremely full. We have a lot of children on our Resource Consultant Case List. This year we have had several children who have speech and language issues, much more than what we have ever seen, and I believe it is because of the masks being worn during the pandemic. The Early On Program is now doing some play groups. Play groups were very limited during the initial stages of the pandemic, but they are now doing indoor, outdoor and virtual playgroups.

### **Helen Simson, Learning Disabilities Association of Kingston:**

Learning Disabilities Association of Kingston will be hosting a webinar on November 30, 2021 at 7:00 – 8:15 pm, entitled: *Moments in My Life that Taught Me Not to Give Up!* During this online presentation, Kimberly Agar will present her incredible personal story and offer support for parents/caregivers, students with learning disabilities, and people who are Deaf or Hard of Hearing. Interested community members are welcome to attend. For more information use the following link:

<https://www.ldakingston.com/post/webinar-moments-in-my-life-that-taught-me-not-to-give-up-november-30-2021-at-7-00-pm-8-15-pm-et>

**Andrea Martin, Member-at-Large, Queen's University:**

Queen's University teacher candidates are on placements right now. We had hoped that with the return to face-to-face learning, that the placement situation would be much easier this year, but we are still having enormous challenges in securing placements for candidates. We do have alternate tasks for the teacher candidates that attempt to assimilate the responsibilities that they would encounter in placements for the purpose of their year not being forfeited. We are continuing to try to secure placements for the duration of this block in October and part of early November, but due to the many obstacles, it is a very difficult situation.

**Zoe Rogers, Community Living Kingston:**

Community Living Kingston has opportunities for staff and families to join some information sessions that are aimed at helping families navigate funding applications and submissions. Information on these virtual presentations can be found at the following link:

<https://myclkd.ca/wp-content/uploads/2021/01/2021-Virtual-funding-presentations.pdf>

**Chantelle Tooley, Down Syndrome Association of Kingston:**

We were able to restart our Extra Awesome After-School Tutoring and Recreation Program in September. This program gives children with Down Syndrome and their siblings in the elementary and high school grade levels the opportunity to have academic support, followed by fun, physical and musical activity. This program supports children on a 1:1 basis with Queen's University student volunteers and is overseen by a Professional Educator. The program runs on Wednesdays from 4:00 – 6:00 pm at Regiopolis Notre Dame High School.

**Charlene Whalen, Family & Children Services of Frontenac, Lennox & Addington (FACSFLA):**

The Lennox & Addington Family Support Program has been hosted by Family and Children Services for almost 40 years. For a few years now the program has experienced financial pressures due to the lack of new funding from the Ministry of Children, Community and Social Services (MCCSS) to compensate for the increasing costs of providing services. Our Ministry partners have been very involved in the discussions and have been fully aware of the deficit. FACSFLA is not permitted by MCCSS to utilize any of the child welfare funding to help support the deficit in operational funds for the Family Support Program as it is a separate voluntary developmental service program funded through a separate division of the Ministry. Given the funding pressure and the commitment to keep the front-line service level consistent, it made good sense to seek leadership for the program from one of our other local developmental service sister agencies that had the knowledge and infrastructure to support the 1.8 front line staff working in L&A. I am happy and relieved to share that Community Living Kingston and District welcomed the idea, and we have been in



discussions since the late fall of 2020 and their Board of Directors confirmed their commitment last month. We are active in transitioning and starting to think about how to make that work. The target date for full transition of the program under Community Living's umbrella is for April 1, 2022.

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

### 9.1 Ministry Updates:

#### **Transportation and Stability Supports for Children and Youth in Care (CYIC)**

Funding for transportation and stability supports for CYIC has historically been an application-based model. New this year, an allocation has been provided which according to the Ministry, acknowledges the challenges boards shared in having to estimate local funding budgets at the start of the school year, with even greater uncertainty caused by the pandemic. In addition, shifting away from an application process is intended to reduce administrative burden while accelerating the distribution of funds to boards, strengthening their ability to support an emphasis on prevention, in line with the province's Child Welfare Redesign.

#### **Funding and Eligibility Updates for 2021-2022**

Allocations are based on funding levels from the 2020-21 school year, final report evaluations and summer discussions of how to ensure an equitable distribution of funding to meet local needs.

- Children and youth in the care of, or receiving services from societies, as well as students living in shelters will be eligible for transportation supports to and from school when there is a change in residence so that they can remain at the home school.
- The provision of stability supports has been expanded to students receiving services from societies, and not just those in the care of societies. Additionally, spending timelines will be extended to from July 31 to August 31, 2022.
- Greater flexibility in budget categories will be permitted between the use of Transportation and Stability funding to enable boards to meet the needs of both in-person and virtual school environments.
- Professional assessments for special education needs will be eligible in situations where student needs are unable to be met through existing board and society funding, and in situations where enrollment delays and/or transitions between boards create challenges in providing timely student assessments during the pandemic.

## 9.2 Educational Services SEAC Update:

### Building Our Vision for the Future: Enhancing Special Education Services in Our District

- Continuation of Big Ideas: Reallocation of Resources, Professional Learning, Strengthening Partnerships and Leveraging Supports for the 2021-22 School Year.
  - Adjust Short Term Goals for 2021-22 based on current reality.
  - Report progress in same fashion as last year.
- Work with SEAC and stakeholders to determine next steps for 2022-23 school year.

## 10. NEXT MEETING DATE

Wednesday, November 17, 2021

## 11. ADJOURNMENT

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

*The meeting adjourned at 6:38 pm.*