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## **LIMESTONE DISTRICT SCHOOL BOARD**

### **Agenda Regular Board Meeting Wednesday, April 29, 2020 Limestone Education Centre (Virtual Meeting due to COVID 19) 220 Portsmouth Avenue, Kingston 5:30 p.m.**

#### **Private Session**

\* 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 employees of the board; or
- (e) Litigation affecting the board.

#### **Motion to Move into Private Session**

#### **Declaration of Conflict of Interest**

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

#### **Director's Update**

#### **Action Items**

- (a) Board Minutes – February 12, 2020, March 25, 2020, April 22, 2020

#### **For Information**

- (a) Personnel Update
- (b) Safe Schools Update
- (c) Property Update
- (d) OPSBA Update
- (e) Labour Update
- (f) Legal Matter

#### **Report to Public Session**

## **Public Meeting - 6 p.m.**

### **Acknowledgement of Territory:**

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

### **Adoption of Agenda**

### **Declaration of Conflict of Interest**

### **Private Session Report**

### **Chair's Update**

### **Director's Update**

### **Section A – Matters Requiring Action at the Meeting**

#### **1. Consent Agenda (Pages 5-46)**

- (a) Board Minutes – February 12, 2020
- (b) Reports from All Committees:
  - i) Special Education Advisory Committee - February 19 & March 11, 2020
  - ii) Environmental Sustainability Advisory Committee – March 10, 2020
  - iii) Education, Policy & Operations Committee – March 4, 2020
  - iv) Budget Committee – April 22, 2020

#### **2. Routine Matters**

- a) OPSBA Report – Trustee French
- b) Report from Student Trustees

#### **3. Reports For Information (Pages 47-52)**

- a) Quarter 2 Financial Report – Superintendent Young
- b) Emergency Remote Learning – Director Rantz
- c) Kingston Secondary School Update – Superintendent Young

#### **4. Reports Requiring Decision**

None at this time.

**5. Notice of Motion**

None at this time.

**Section B – Information**

**1. Internal Reports and Other Communications**

**2. External Reports and Other Communications (Pages 53-66)**

- a) Letter to Minister Elliott from Waterloo Region DSB re Vaping – January 10, 2020
- b) Letter to LDSB Board Chair from J. Heaton re support of the Board – February 19, 2020
- c) Letter to LDSB Board Chair from K. Stewart re: support of the Board – February 19, 2020
- d) Letter to LDSB Chair from L. Huffman and S. Notman re: support of the Board – February 26, 2020
- e) Letter to LDSB Board Chair from P. Dendy re: support of the Board – February 26, 2020
- f) Letter to LDSB Board Chair from S. Cond re: support of the Board – March 5, 2020
- g) Letter to LDSB Board Chair from M. Tarasick re: support of the Board – February 2020

**3. Communications Referred to Committee**

**4. Requests for Reports and/or Information**

**5. Other Business**

**6. Future Meetings**

Audit Committee

- May 4, 2020 5:30 p.m.

Board Meetings

- May 20, 2020 6:00 p.m.
- June 17, 2020 6:00 p.m.

Committee of the Whole (Education, Policy & Operations)

- May 13, 2020 5:00 p.m.

#### Special Education Advisory Committee

- May 27, 2020 6:00 p.m.
- June 10, 2020 6:00 p.m.

#### Environmental Sustainability Advisory Committee

- May 12, 2020 4:00 p.m.

#### Budget Committee

- May 13, 2020 4:00 p.m.
- June 10, 2020 4:30 p.m.
- June 15, 2020 4:30 p.m. (Tentative)

#### Parent Involvement Committee

- May 7, 2020 7:00 p.m.

#### **7. Other Special Meetings/Events**

None at this time.

#### **8. Adjournment**

## Regular Board Meeting Minutes Limestone District School Board

February 12, 2020

A regular meeting (Business) of the Limestone District School Board was held in the Barry O'Connor Board Room at the Limestone Education Centre, 220 Portsmouth Avenue, Kingston, Ontario, on Wednesday, February 12, 2020, at 5:30 p.m.

### Private Session

#### Present:

**Trustees:** J. Brown  
G. Elliott  
L. French (Vice-Chair)  
T. Gingrich  
B. Godkin  
R. Hutcheon  
K. McGregor  
J. Morning  
S. Ruttan (Chair)  
J. Crook (Student Trustee)  
A. Putnam (Student Trustee)

**Staff:** M. Babcock, Superintendent of Education  
K. Burra, Superintendent of Education  
S. Gillam, Associate Superintendent, Safe and Caring Schools  
A. Labrie, Superintendent of Education and Human Resources  
A. McDonnell, Associate Superintendent, Learning for All  
D. Rantz, Director of Education  
S. Sartor, Associate Superintendent, School Effectiveness and Assessment  
J. Silver, Superintendent of Education  
C. Young, Superintendent of Business Services

#### **Guest:**

**Recorder:** L. Strange, Records Management Coordinator

*MOTION: To move into Private Session.*

*MOVED BY: Trustee McGregor, seconded by Trustee Morning. Carried.*

### Declaration of Conflict of Interest

Trustee Elliott declared a conflict as his wife is a teacher with the LDSB.

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

### Chair's Update

No update at this time.

**Director's Update**

No update at this time.

**Action Items**

- (a) Board Minutes – January 15, 2020
- (b) Committee of the Whole (Education, Policy & Operations) – January 29, 2020

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

**For Information**

- (a) Personnel Update (Item (a) on Agenda)

No update at this time.

- (b) Safe Schools Update.

A Safe Schools update was provided.

- (c) Property Update (Item (c) on Agenda)

No update was provided.

- (d) OPSBA Update (Item (d) on Agenda)

An OPSBA update was provided.

- (e) Labour Update (Item (e) on Agenda)

A labour update was provided.

- (f) Legal Matter (Item (f) on Agenda)

A legal update was provided.

**Report to Public Session**

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

*MOTION: That the Board rise and report, and that the resolutions, as noted above, be made public.*

*MOVED BY: Trustee McGregor, seconded by Trustee Elliott. Carried.*

The Board moved into Public Session at 6:00 p.m.

**Public Meeting**

**Trustees:** J. Brown  
G. Elliott  
L. French (Vice Chair)  
T. Gingrich  
B. Godkin  
R. Hutcheon  
K. McGregor  
J. Morning  
S. Ruttan (Chair)  
J. Crook (Student Trustee)  
A. Putnam (Student Trustee)

**Officials:** M. Babcock, Superintendent of Education  
K. Burra, Superintendent of Education  
J. Douglas, Communications Officer  
S. Gillam, Associate Superintendent, Safe and Caring Schools  
A. Labrie, Superintendent of Education and Human Resources  
A. McDonnell, Associate Superintendent, Learning for All  
D. Rantz, Director of Education  
S. Sartor, Associate Superintendent, School Effectiveness and Assessment  
J. Silver, Superintendent of Education  
K. Smith, Communications Officer  
C. Young, Superintendent of Business Services

**Guests:** E. Welsh, Archivist  
J. Whitfield, KCVI – Teacher-Librarian

**Recorder:** L. Strange, Records Management Coordinator

Chair Ruttan stated:

“Good evening.

The Board of Trustees would like to remind members of the gallery that this is a regular corporate meeting of the Limestone District School Board. Our meetings are open to the public, but they are not public meetings. The public is welcome to attend and observe.

The Board reminds members of the gallery to be attentive, mindful and respectful of Trustees, staff and students who will be sharing reports and presentations. The Board shares this reminder again because a few individuals continue to speak amongst themselves during presentations and reports from Trustees, including the Student Trustees. It is distracting and disrespectful. And with that, this meeting is called to order.”

Chair Ruttan 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.”

**Adoption of Agenda**

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

**Declaration of Conflict of Interest**

Trustee Elliott declared a conflict as his wife is an employee of the Board.

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

**Private Session Report**

Trustee French made the following statement:

In Private Session the Trustees received a Safe Schools, Labour and Legal Matter update. No motions or actions came from these updates.

**Chair's Update**

Chair Ruttan stated:

“The consultation for the government’s annual Grants for Student Needs funding, which represents the bulk of school boards’ operating funds, has just wrapped up. The Ontario Public School Boards’ Association has provided significant input to the government on many issues facing public education. One of the key areas, for which Limestone continues to advocate, is more supports and resources in special education funding, given the unique complexities of student needs.

Trustees will hear additional updates through Trustee French’s OPSBA update later in the agenda.

Trustees value their role as advocates for a strong public education system, and through the Ontario Public School Boards’ Association we continue to do so during these challenging times of labour disruption. We understand that this legal strike action is not directed at the Limestone District School Board; rather this is a strike targeted at the government, and we respect people’s rights in this regard. We remain hopeful that negotiations can continue, and an agreement can be reached soon at the central bargaining table.

Elementary schools are celebrating the 100th day of school this week. It is wonderful to see teachers sharing how they have incorporated this theme into the curriculum via school Twitter accounts.

This week many schools are also celebrating Random Acts of Kindness Week. At LCVI, for example, School to Community students have planned candy grams, bake sales, and staff versus student volleyball games to promote kindness. Kindness has a profound effect on both our physical and mental well-being. We will be following along these acts of kindness with the



hashtag, LDSBeWell, and kindness matters. It is important to remember that we do not have to agree on everything to be kind to one another.

There is exemplary teaching and learning that happens every day in Limestone because of the collaborative and caring relationship of our educators, support staff, administrators, families and Trustees who work together to support our students – our reason for being.

It is indeed unfortunate that a few individuals continue to request a governance review of the Board of Trustees despite thorough discussion by this Board, and a report coming forward tonight concerning the potential retainment of an integrity commissioner. This small yet vocal group of people continue to deliberately spread misinformation and false statements, putting the integrity and hard work of all those in Limestone at risk.

The role of the Trustee is to contribute to the Board as it carries out its mandate to achieve its mission and goals related to student success and the development of an improved learning environment.

It is time for us to get back to this work. It is time to focus on what is most important - student achievement and well-being – and direct our collective energy, expertise and time toward supporting this worthy mission.

And that concludes my report.”

### **Director's Update**

Director Rantz stated:

“Good evening.

I welcome the many teachers, education workers and members of the public in the gallery tonight who are here in support of our work to nurture student achievement and well-being.

It is a challenging time for all of us - students, staff, and families - as rotating strikes continue across the province. It can be especially tough for teachers and education workers who find themselves on the picket line rather than where they want to be – where they would rather be – in their classrooms supporting their students.

During my conversations with staff on the picket line, I hear firsthand how they feel supported by us and they are proud to be Limestone educators and support workers who care deeply for their students and the future of public education. Our Senior Staff and I continue to check in with them and monitor their well-being.

We respect that it is the job of the unions to represent and defend the interests of their members. Teachers and education workers have a demanding and important job – giving our students a rich educational experience with the knowledge, skills, attitudes and values they need to succeed in life.

We remain hopeful that an agreement can be reached soon at the central bargaining table and we will continue to share information with students, families and staff in as timely a manner as possible.

Semester 2 is under way for our secondary students, and they are settling into their new courses, programs and pathways.

Recently, at the 95th open house of the Building Construction Internship Program, I had the privilege of talking with students about the valuable skills they are learning and will carry with them as they continue into apprenticeships or the workplace. I am proud of the multiple pathways Limestone provides its students. These learning opportunities are important, and we continue to advocate for rich and diverse course options through our respective professional organizations.

Limestone secondary students performed extremely well at the recent DECA provincial competition. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. Students from KCVI, LCVI, Bayridge and Frontenac Secondary Schools were among the 6,000 young leaders participating in this business case study competition. Almost one third of KC's 67-strong delegation, as well as one LCVI student, have qualified for the international competition to be held in April in Nashville, Tennessee. This is a significant achievement. The Limestone team captured many other medals, awards and top-10 finishes. Overall, an amazing DECA performance. I am confident the students, their teachers and families are very proud.

This is the success our students can have every day when the focus is on teaching and learning.

And, that concludes my report, Madame Chair."

**Presentation: Kingston Secondary School – KCVI/QECVI Memorabilia**

Superintendent Burra introduced KCVI Teacher-Librarian J. Whitfield and Archivist E. Welsh, two members of the KCVI/QECVI Legacy Project Committee. Archivists E. Welsh and J. Brown were hired for the project and are supported by the KCVI Bi-Centennial Fund, a City of Kingston Heritage Grant, and the Young Canada Works program.

The Committee will work to uncover and document the histories of the first two public high schools in Kingston through their document and artifact collections, disperse some of this collection in accordance with current museum and archive standards, create exhibit spaces in the new school and digital collections that help our students and the public appreciate the histories of these two schools and their contributions to Kingston, Ontario and Canada, and to ensure that whatever is kept will be stored or displayed in accordance with conservation best practices.

An inventory of KCVI and QECVI documents and artifacts is under way. Once completed items will be selected to keep for the school collection, or disbursement to other museums.

The five display case at the Kingston Secondary School will house exhibits on:

- Journey to becoming KSS
- History of Education in Kingston
- Athletics at KCVI and QECVI
- Arts at KCVI and QECVI
- Military- How were Ontario secondary schools part of the war effort? What were student militias?

Examples of some of the items that have been catalogued were shared.

The Chair thanked the presenters for their hard work.

**Section A – Matters Requiring Action at the Meeting**

**1. Consent Agenda**

- (a) Board Minutes – January 15, 2020
- (b) Reports from All Committees:
  - i) Special Education Advisory Committee – January 22, 2020
  - ii) Environmental Sustainability Advisory Committee – January 14, 2020
  - iii) Education, Policy & Operations Committee – January 29, 2020

*MOTION: That the Consent Agenda of February 12, 2020, as presented, be approved.*

*MOVED BY: Trustee McGregor, seconded by Trustee Gingrich. Carried. Trustee Morning opposed.*

**2. Routine Matters**

- (a) OPSBA Report – Trustee French

Trustee French stated that there will not be a Board of Directors meeting until next weekend.

There is much advocacy happening with OPSBA, including a submission to the Standing Committee on Finance. The report emphasized a focus on priority funding, school accommodations and mental health.

Meetings have been happening and media statements have been released regarding the Grants for Student Needs (GSN) consultation, and OPSBA's position on hiring practices and class sizes.

- (b) Report from Student Trustee(s)

Trustee Crook:

"Good evening, everyone.

These past few weeks I have had the opportunity to attend the Climate Action Committee meeting where I represented the students' perspective on the use of funding for climate action projects within Limestone schools. I then took what we discussed at that meeting and asked InterSchool Council members for their thoughts on the projects and what climate action may already be occurring in their schools. They thought the program would be very beneficial to Limestone schools and would like to know if the Limestone Learning Foundation would still like to offer a \$1,000 grant to InterSchool Council if we were to divide the money evenly among the urban and rural high schools.

I have also continued my work as Co-Chair for the OSTA-AECO Advocacy Working Group in creating a handbook about IEPs – Individualized Education Plans – which will allow students with IEPs to have a better understanding of what supports are available to them. We are currently speaking with students who have IEPs about their knowledge of their IEP and how it has benefited them in their learning. Statements from these anonymous students will be used in the handbook. I am looking forward to getting to work with the members of the Advocacy Working Group in person again at our upcoming conference which will take place next weekend.”

Trustee Putnam:

“Hello, everyone.

Yesterday Trustee Crook and I chaired the first InterSchool council meeting of 2020! We used most of our meeting to discuss ideas for our upcoming InterSchool event. We made a decision about the general make up of our event, and we are so excited to continue planning so that we can present the event to the students. We will be running a multi-activity event where teams from schools can compete for points in each station with the winner collecting the most by the end of the event. These teams will have the opportunity to create team names and themes which will drive the spirit of the event. The exact activities for the event are yet to be narrowed down but some possibilities are bocce ball, dodgeball, spike ball, charades, kahoots, and floor hockey. All of the InterSchool Council members are so excited for this event and we are anticipating it will be well received by students. The event will most likely take place during either the last week of April or the first week of May.

We now also have a date for the 2020 Limestone Student Trustee election which will take place on May 4, 2020. Trustee Crook and I will soon begin to raise awareness among students about our roles as well as the new Indigenous Student Trustee role and encourage them to apply if they are interested. The application for Indigenous Student Trustee will mirror the process for the Urban and Rural Student Trustees. We will share more updates on this in coming meetings.

With so many great things happening across Limestone schools, we are excited to sit around this horseshoe and refocus our efforts on student needs. Thank you!”

### **3. Reports for Information**

#### **a) Indigenous Education Program Update**

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

- Strategic Plan Updates: 2018-19 Mid-Year on May 29, 2019 at EPOC; and 2018-19 End-of-Year at the November 13, 2019 Board Meeting.

- Indigenous Education Budgetary Information: 2019-20 Preliminary Operating Budget/Revenue on June 12, 2019; and Quarter One Interim Financial Report on January 29, 2020 at EPOC.
- Indigenous Representation on School Boards: May 29, 2019 at EPOC; and August 28, 2019 at EPOC.
- Indigenous Voice at the Board Level: September 25, 2019 at EPOC
- Strengthening Indigenous Voice at the Board Level: October 30, 2019 at EPOC (Policy)

Annually in the fall, staff responsible for Indigenous Education programming in Limestone seek feedback and input from the Indigenous Education Advisory Council. Using the feedback and input, staff operationalize initiatives within the required parameters provided by the Ministry of Education. The Ministry requires funding to be utilized in four areas: i) Supporting Students, ii) Supporting Educators, iii) Engagement and Awareness Building, and iv) Using Data to Support Student Achievement.

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

Financial information related to Ministry funding is shared with the Indigenous Advisory Education Committee (IEAC) in the fall. For 2019-20, this information was shared at the last IEAC meeting on November 28, 2019.

Board staff continue to support a wide range of initiatives as outlined in the September 25, 2019 EPOC report, including the following: support and coordination for Indigenous Family Network (IFN) events, supporting an Indigenous Language pilot in a handful of schools, Indigenous Student Leadership/Cultural activities, professional learning for teachers (K-12), supporting community Indigenous Language revitalization projects for families, the Graduating Indigenous Student Leadership Award, support for Elders or Knowledge Keepers to work with schools or classes across Limestone, land-based programs including Gould Lake Outdoor Centre, tutoring support for students, and collection of student and family voice, among others.

A sub-group from the Indigenous Education Advisory Council continues to work on draft Terms of Reference to transition the Council into a formal Board Committee. In addition, a process is being developed to ensure an Indigenous Student Trustee will be selected simultaneously as part of the student trustee selection process this spring. Policy edits will be provided upon completion of both processes.

It should be noted that we face some current constraints as it relates to labour action which may impact our ability to support professional learning for staff over the course of the 2019-20 school year.

A Trustee asked for clarification on the funding amount of \$800,000 from the report and the previously shared Indigenous Funding amount of \$2.4 million. It was clarified that the difference is the salary equivalent of 13 or 14 FTE educators.

A Trustee asked what the feedback from IEAC was on the funding. Superintendent Burra replied that it is an ongoing process to collect feedback.

A Trustee asked how the Board measures the overall impact of the course(s) instruction and initiatives. Superintendent Burra replied that the results are hard to gauge precisely due to the differences in self-identifying and anonymously identifying as an FNMI student. The Board reviews student achievement, and feedback from various sources, including surveys to identified families. Senior Staff are always working to ensure they are supporting staff, students and families.

A Trustee asked if there are statistics on graduation rates for Indigenous students. Superintendent Burra clarified that the cohort fluctuates year to year, but that there has been growth in the school areas that have Indigenous teachers and support staff in place. Re-engagement is incredibly important to ensure ongoing student success.

Indigenous student graduation rates vary from 5-15% versus non-Indigenous students.

It was clarified that the funding received by the Board for the FNMI Studies Courses at the secondary level is based on all students who achieve credits not just Indigenous students.

It was asked what it would look like for the Board if the student re-engagement and success position is lost. Superintendent Burra replied that the Board would have to build this work into the overall Indigenous education budget, from the per pupil amount

A Trustee asked if there are Indigenous teachers that teach these courses. Superintendent Burra answered that the Board has not conducted a staff survey to have an accurate number of all identified staff, though they are aware of some staff who self-identify. The Board also has a number of teachers who have trained to be able to deliver the Indigenous courses.

For LDSB staff, self-identification is voluntary, informal identification at this point.

A Student Trustee stated that she recently completed the Understanding Contemporary FNMI Voices course, which was taught by a non-Indigenous teacher. The course was delivered in a very respectful, knowledgeable way and introduced her to texts she would never have found if she had not taken the course.

A Trustee asked that as the Board offers more courses in Indigenous education are more students self-identifying. Superintendent Burra replied that the recent student voice sessions raised the need for these type of courses for students to see themselves in the curriculum.

A Trustee asked what help is in place to support parents and guardians of FNMI students. The Board has an Indigenous Family Network that invites families to various events monthly, and it has solicited feedback through surveys on a possible Indigenous parent council. The Board's Indigenous Education leads also engage with families and advocate with them to bridge any gaps.

A Trustee asked if smudging is allowed on Board properties. Superintendent Burra replied that it is allowed and does happen regularly, and the Board ensures it is done by someone from the Indigenous community.

b) Integrity Commissioner

Superintendent Young stated that there are currently five Boards in the province that utilize the services of an integrity commissioner. Four of the boards retain the same integrity commissioner as a consultant and one board shares the services of an integrity commissioner with a neighbouring municipality.

The integrity commissioner is usually accountable to and reports directly to the Board of Trustees. An integrity commissioner's primary responsibility is usually to investigate and assess complaints regarding possible breaches of the Trustee's code of conduct. The integrity commissioner's responsibilities may also include:

- opinions on Board policy
- educational programs on ethics and integrity issues
- maintain files on inquiries and complaints

Integrity commissioners often have a legal designation and extensive experience in arbitration, mediation, labour relations and human rights. The fees for this type of experience and expertise is typical to that of senior lawyers in a large law practice.

For an integrity commissioner retained as a consultant, the fee may include a retainer with fees for billable hours for work completed.

It is difficult to estimate the exact cost to Limestone DSB for the services of an integrity commissioner as it is the number of complaints and the complexity of the investigations that will be the cost drivers in the equation. For a cost comparison, York Region DSB released an information report on October 22, 2019 detailing the 2018-2019 costs of its integrity commissioner at approximately \$121,000. Should Limestone DSB wish to engage the services of an integrity commissioner, the expected hourly rate could vary between \$275 - \$500 per hour.

A Trustee commented that the potential cost is overwhelming.

A Trustee asked if the Board looked at sharing the City of Kingston's integrity commissioner. Superintendent Young replied that he did not investigate that option, as he had not been directed to do so. He noted that it is a very different scope from the municipal to education sectors.

A Trustee stated that York DSB is not comparable in size to LDSB. It is a bigger school board with more trustees, and it would not seem to be helpful to compare the costs against what LDSB might incur. Superintendent Young noted that the scope of the commissioner's work is usually focused on complaints.

The Director clarified that York DSB has 12 Trustees as compared to LDSB's 9. It is larger in terms of the number of students.

Superintendent Young stated that 76% of York's fees were for formal investigations.

It was clarified that TDSB shares its integrity commissioner with a municipality.

A Trustee stated that he would like to receive more in-depth information. It was further noted that at the recent OPSBA Public Education Symposium a number of boards indicated they

are looking at using an integrity commissioner. A request was made for other options, such as a mediator.

A Trustee noted that the cost is an hourly rate, which isn't affected by the size of the Board or number of Trustees. It was further stated that they are very concerned about taking money away from students for Trustee behaviour management, as would happen in the case of paying for an integrity commissioner's fees. The Board has recently received communication from the Ombudsman and a legal opinion and both have confirmed they believe LDSB is in compliance with its policies.

A Trustee stated that the cost of an integrity commissioner was also discussed at the Public Education Symposium, and expressed that they felt it was the cost of doing business in the modern age.

#### **4. Reports Requiring Decision**

##### **a) Selection Process for New Director of Education**

Chair Ruttan stated that the Selection of the Director of Education is outlined in Policy No. 17 and as part of the process the Board will select a Consultant to assist in organizing the screening and selection process. The Consultant should have a proven track record in hiring senior management in the education sector.

The Director's Selection Committee shall review, rank and short-list candidates to be interviewed by the Board. The Selection Committee shall consist of the Committee of the Whole and the Consultant.

The Consultant will be responsible for:

- The in-service training of the selection committee in all aspects of the selection process;
- Assisting the selection committee on the most appropriate form of advertising;
- Preparing the advertisement and initiating the advertisement process;
- Assisting the selection committee with ranking and short-listing candidates;
- Contacting and arranging the interview schedule for short-listed candidates;
- Preparing interview questions that can be used to determine the skills, knowledge and personal characteristics of candidates;
- Assisting the selection committee in determining the successful candidate.

The Consultant may also be asked by the Selection Committee to conduct reference checks of short-listed candidates, assist the Superintendent of Business in contract development and provide debriefing sessions for unsuccessful candidates.

There are a number of executive search firms in the province that specialize in recruitment of school board senior staff, including a director of education. The scope of the services provided by these firms includes the responsibilities listed under the Consultant above, together with a guarantee that the placed candidate will perform as expected. If the placed candidate's performance is unsatisfactory, usually within the first year, the executive search firm will replace the candidate at no additional cost.

Proposed Timeline:



**Regular Board Meeting Minutes  
Limestone District School Board**

**February 12, 2020**

February 2020	Staff to issue Request for Proposal
March 2020	Board to select Consultant
March 2020	Consultant to draft advertisement
March/April 2020	Advertisement posting period
April/May 2020	Rank and short-list candidates
May 2020	Conduct candidate interviews & reference checks
June 17, 2020	Recommendation of successful candidate to Board
August 2020	New Director of Education to start

In keeping with Broader Public Sector procurement directives, a formal Request for Proposal process should be initiated to obtain proposals from executive search firms.

*MOTION: That staff begin the Request for Proposal process for selection of an executive search firm.*

*MOVED BY: Trustee French, seconded by Trustee Brown.*

It was clarified that Trustees would be involved in the approval of the employment contract for the new Director.

It was clarified that Student Trustees are not involved in the process.

A Trustee inquired how many directors are retiring this year. Director Rantz replied that there are at least 5 who will be retiring. She suggested that getting the RFP out quickly is the best avenue to ensure the Board is able to select its ideal candidate.

It was confirmed that the selection process would involve meetings separate from Board meetings.

It was confirmed that the Board would be reviewing recent hires and what consultant firms were used, as well as how successful the candidates were.

*The non-binding recorded vote was as follows:*

*YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan, Student Trustee Crook, Student Trustee Putnam (11)*

*NAYS:*

*ABSENT:*

*The binding recorded vote was as follows:*

*YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan (9)*

*NAYS:*

*ABSENT:*

*The motion was called and carried (9:0).*

**b) 2020-2021 School-Year Calendar**

Associate Superintendent Gillam stated that the Ministry template for the 2020-2021 calendar was received by LDSB in the middle of January 2020.

In January and February of 2020, LDSB parents and community partners (day cares, municipalities, public health, business associations, etc.) will be invited to provide survey input to the Associate Superintendent on the 2020-2021 School Year Calendar options.

The following information is used by the three boards in the Tri-Board Student Transportation Consortium prior to bringing possible calendar options to stakeholders for feedback:

- Student achievement is the primary consideration for all calendar decisions and options.
- Adding holidays to a calendar after this year of labour unrest was not an option for any of the three Boards.
- Using the three Professional Development days that are previously unassigned for teacher development and the improvement of practice. This directly correlates to student achievement.
- Avoiding Professional Development days on Mondays.
- Ensuring that Second Semester starts on either a Friday or Monday.
- 

Information from other Boards around Eastern Ontario was also used in the formation of the available options for Limestone, Hastings and Prince Edward and Algonquin:

- Ottawa Carleton and Catholic – PA Day on August 31, students start September 1.
- Renfrew Public and Catholic – PA Day on September 1, students start on September 2.
- Upper Canada District School Board – PA Day on September 1, students start on September 2.

One calendar was discussed where a Board is looking at starting on September 8. They will be using two Professional Development days and a holiday prior to the school year starting. They will also have a Wednesday Professional Development day in February as the semester turn around date. As previously mentioned, using two Professional Development days prior to school starting is not something that our three Boards are willing to explore, due to the impact on student achievement

Facilitated by the Associate Superintendent of Safe and Caring Schools, Limestone stakeholders met on January 22, 2020, to provide input. Stakeholders represented Trustees (Trustee Ruttan), parents (PIC chair), unions, federations, non-union groups, human resources, and administrators. For those stakeholders unable to attend the meeting in person, they were able to submit their information electronically.

Option 1 is the preferred option of both the Hastings and Prince Edward District and Algonquin & Lakeshore Catholic school boards. At this point, it appears that the calendar decision will go to the ALCDSB and HPEDSB Board of Trustees during the month of February 2020 so that the calendar can be provided to the Ministry of Education by the March 1 deadline.

Notable details of the proposed 2020-2021 School Year Calendar Option 1 are:

- The school year starts on Monday, August 31 for staff only (PA Day). Students begin Tuesday, September 1.
- There are seven PA days in total (August 31, September 25, November 20, January 29, April 30, June 4 and, and June 25).
- Two PA days are required for elementary reporting: January 29, and June 4.
- Semester 1 runs from August 31 to January 29 inclusive. Semester 2 runs from February 1 to June 25.
- Each semester consists of 97 school days.

*MOTION: That the Trustees of the Limestone District School Board receive and approve Option 1 for the School Year Calendar for the 2020-2021 school year, as presented with Appendix A.*

*MOVED BY: Trustee Morning, seconded by Trustee Gingrich.*

It was confirmed that there would be additional transportation costs to the Board if it deviates from the proposed calendar.

It was clarified that the 61% of survey respondents were in favour of option 1. The respondents were comprised mostly of parents.

*The non-binding recorded vote was as follows:*

*YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan, Student Trustee Crook, Student Trustee Putnam (11)*

*NAYS:*

*ABSENT:*

*The binding recorded vote was as follows:*

*YEAS: Trustee Brown, Trustee Elliott, Trustee French, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee McGregor, Trustee Morning, Trustee Ruttan (9)*

*NAYS:*

*ABSENT:*

*The motion was called and carried (9:0).*

c) Appointment of Special Education Advisory Committee (SEAC) member 2020-2022

Associate Superintendent McDonnell stated that the Statutory Membership Requirements for SEAC are: Ontario Regulation 464/97 2 (1) states that "Every district school board shall establish a special education advisory committee that shall consist of (a) one representative from each of the local associations that operates locally with the area of jurisdiction of the board, as nominated by the local association and appointed by the board"; and 2 (2) "The board shall not appoint more than 12 representatives under clause (1)" and 5 (3) "A person is not qualified to be nominated or appointed under section 2, 3 or 4 if the person is employed by the board."

The following organizations are currently represented:

1. Family and Children's Services, Frontenac Lennox and Addington
2. Community Living Kingston and District
3. Autism Ontario Kingston
4. Down Syndrome Association of Kingston
5. Lennox and Addington Resources for Children
6. Learning Disabilities Association of Kingston
7. Epilepsy South Eastern Ontario
8. Association for Bright Children of Ontario

Easter Seals Ontario has sent a letter of nomination for Candace Roberts for representation on the LDSB SEAC. Easter Seals has been represented in past terms on the LDSB SEAC.

*MOTION: That the Board appoint Candace Roberts as the SEAC member representative for Easter Seals.*

*MOVED BY: Trustee Godkin, seconded by Trustee McGregor.*

A Trustee asked if the committee is still trying to replace a member-at-large. It was confirmed that the Board has been working on filling the open membership spots. It has advertised the openings a number of times over the past few months, but has not had any applicants. The committee is working on goals to help solicit new members.

*The motion carried.*

**5. Notice of Motion**

None at this time.

**Section B - Information**

**1. Internal Reports and Other Communications**

None at this time.

**2. External Reports and Other Communications**

None at this time.

**3. Communications Referred to Committee**

None at this time.

**4. Requests for Reports and/or Information**

A Trustee requested a second report on an integrity commissioner, suggesting additional options be explored, including an ombudsman.

A Trustee requested the report include an inquiry to the City of Kingston on sharing their integrity commissioner.

Trustee Ruttan asked for a vote on the request for an additional integrity commissioner report.

*The non-binding recorded vote was as follows:*

*YEAS: Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee Morning (4)*

*NAYS: Trustee Brown, Trustee French, Trustee Gingrich, Trustee McGregor, Trustee Ruttan, Student Trustee Crook, Student Trustee Putnam (7)*

*ABSENT:*

*The binding recorded vote was as follows:*

*YEAS: Trustee Elliott, Trustee Godkin, Trustee Hutcheon, Trustee Morning (4)*

*NAYS: Trustee Brown, Trustee French, Trustee Gingrich, Trustee McGregor, Trustee Ruttan (5)*

*ABSENT:*

*The motion was called and failed (4:5).*

A Trustee requested a report on the status of Trustee professional development (PD) expenses. It was asked that this report go to the next EPOC meeting.

It was suggested that Trustees should engage in a discussion on a policy for going forward on the use of Trustee PD funding.

*The request carried.*

**5. Other Business**

None at this time.

**6. Future Meetings**

The next meeting of the Limestone District School Board of Trustees will take place on March 25, 2020 at 6 p.m.

**7. Other Special Meetings/Events**

See agenda listing.

**8. Adjournment**

Chair Ruttan called for a motion to adjourn the meeting.

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

The meeting adjourned at 8:00 p.m.

**Special Education Advisory Committee  
Meeting Minutes  
Limestone District School Board**

**February 19, 2020**

A meeting of the Special Education Advisory Committee was held was held in Barry C. O'Connor Board Room at the Limestone Education Centre, 220 Portsmouth Avenue, Kingston, Ontario, on Wednesday, February 19, 2020 at 6:00 p.m.

**Present:**

**Trustees:** K. McGregor, Chair  
B. Godkin, Trustee

**Members:** N. Carson, Epilepsy South Eastern Ontario  
S. Henderson-Todd, Lennox and Addington Resources for Children  
D. Jalovcic, Learning Disabilities Association of Kingston  
A. Martin, Member-at-Large (Queen's University)  
C. Roberts, Easter Seals Kingston  
E. Sheldon, Community Living Kingston  
C. Whalen, Family & Children's Services, Frontenac, Lennox & Addington

**Staff** L. Conboy, Mental Health Lead  
K. Leggett, Vice-Principal of Educational Services  
D. Scarlett, Principal of Educational Services

**Guests:** M. Boyd-Rupa, ABA Program Coordinator

**Regrets:** H. Box, Special Education Program Coordinator  
S. Burnett, Special Education Program Coordinator  
J. Murphy, Special Education Program Coordinator  
C. Tooley, Down Syndrome Association Kingston  
P. Dendy, Member-at-Large  
A. McDonnell, Associate Superintendent, Learning for All  
L. Rousseau, Educational Services and Safe Schools Coordinator

**Recorder:** Liz Strange, Records Management Coordinator

**1. Welcome**

Trustee McGregor called the meeting to order, welcoming all those in attendance to the meeting.

Trustee McGregor read the Indigenous Acknowledgement:

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

**2. Approval of Agenda**

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

**3. Declaration of Conflict of Interest**

There were no declarations of conflict of interest.

**4. Business Arising From the Minutes**

a) Goal Setting

Providing information about SEAC to parents and parent organizations

- Presentation at parent councils
- Presentation at representative organizations
- SEAC rep participating at community events
- Develop plain language materials about SEAC
- Send notices home with students
- Share information about who is at the table (who is not)

The next goal to be discussed will be: Providing opportunities to increase awareness of special education supports, services and processes (i.e., IEPs, IPRC, EA allocation, assistive technology, transition planning etc.)

**5. Community Organization Presentation: Lennox and Addington Resources for Children**

S. Henderson-Todd shared a presentation about Lennox & Addington Resources for Children, which is located at 465 Advance Avenue in Napanee.

Under the LARC umbrella there are:

- Licensed Childcare Centers
- Early On programs
- Home Child Care
- Nursery School program
- Licensed School Aged programs

The Early On programs offer outreach playgroups in many communities across Lennox & Addington County. Programs are designed for families to play together with their child and meet and interact with other families. There is no cost to attend

Caregivers who provide childcare in their homes are licensed through the Ministry of Education. Home Visitor makes regular inspections to ensure that all safety

and other standards are maintained. Caregivers are expected to follow guidelines around menu planning and programming for children both indoor and outdoor.

The Nursery School Program is offered at The Prince Charles School in Napanee. Two mornings are a French Program and two mornings are an English Program. French/English playgroups are offered for families most Friday mornings.

LARC has Licensed School Aged programs offered in several locations:

- Amherstview Public School
- Fairfield Elementary
- Our Lady of Mount Carmel
- Odessa Public School
- Bath Public School
- The Prince Charles School
- Southview Public School
- J.J. O'Neil Catholic School
- North Addington Education Centre

The Resource Consultant Program is funded to support families with children from birth to twelve years of age who require extra support to facilitate their inclusion in a community childcare setting.

Children are eligible for the services of a Resource Consultant Program when:

- The child's parent or guardian gives verbal or written consent for a referral to be made for their child.
- The child resides in Lennox & Addington County.
- The child is experiencing challenges in one or more of the following areas of development: Physical, Social, Emotional, Communication, Intellectual, or Behavioural.
- The child is enrolled in a licensed childcare program or enrolled in a licensed Before and After School Program. Children enrolled in LARC's licensed home childcare program and our Nursery School Program are also eligible for services.

A Resource Consultant provides regular visits to a Childcare Centre where a child on their caseload is enrolled. A Resource Consultant may suggest strategies and ways of adapting activities to ensure a positive inclusive experience for everyone. We provide ongoing consultation and support to the childcare staff.

The Resource Consultant is also available to the parent to provide support. With input from parents, professionals and the childcare staff, a Resource Consultant



will facilitate the creation of an Individual Support Plan. LARC may create resources such as visual schedules and social stories.

Enhanced Support funding allows a childcare program to have an Enhanced Support Staff. The role of the Enhanced Support staff is to assist the staff and children in the group setting to insure the inclusion all children. This support may be granted when there are identified children attending the program and inclusion would not be possible without extra support.

**6. Educational Services Update: After Schools Skill Development Program (ASSDP)**

M. Boyd-Rupa shared a presentation about the After-School Skills Development Program (ASSDP).

In 2016, the Ministry of Education invited school boards to submit applications to support ASSDPs to help enhance the skills of students with Autism Spectrum Disorder (ASD). During the 2016-17 & 2018-19 school years, 22 school boards received funding to implement the pilot project in their boards. LDSB was 1 of 22 school boards who received this funding. ASSDPs demonstrated measurable benefits for students with ASD in the areas of social skills, communication, self-regulation & life-planning. These are areas which help students to succeed both in the classroom and beyond.

In March 2019, the government announced the expansion of the program to all 72 school boards in the province, beginning in the 2019-20 school year.

ASSDP focuses on skills that will benefit students with ASD (e.g. social, communication, self-regulation, etc.) to help them succeed in school. Skills are to be taught using the principles of Applied Behaviour Analysis (ABA). ASSDPs are implemented outside of the instructional day (e.g. before and after school and/or during lunch breaks). ABA training opportunities can be available for educators to support students who are participating in ASSDPs.

Communication with parents/caregivers and other community service providers is maintained in order to promote generalization and maintenance of skills being taught.

Eighty-nine % of program participants have showed an increase in 1 or more skill area. 70% of students who participated in the generalization pilot project brought their generalized skills to school.

**7. Correspondence**

As circulated with the meeting package.

**8. Association Updates**

As circulated with the meeting package.

**9. Other Business**

i) Ministry Updates – Associate Superintendent McDonnell

D. Scarlett shared that Jessica Janssens is the successful candidate for the Board Certified Behaviour Analyst (BCBA) position. This new system role will predominantly focus on building staff capacity in the area of Applied Behaviour Analysis for EAs, ECEs, Teachers, Administrators and Educational Services staff. Jessica will also assume some consultative work with the After School Skills Development Program.

ii) Tentative Tri-Board SEAC date: May 28, 2020

This is the proposed date for the annual Tri-Board SEAC meeting.

**10. Next Meeting Date**

March 11, 2020 at 6 p.m.

**11. Adjournment**

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

The meeting adjourned at 6:45 p.m.

**Special Education Advisory Committee  
Meeting Minutes  
Limestone District School Board**

**March 11, 2020**

A meeting of the Special Education Advisory Committee was held in Barry C. O'Connor Board Room at the Limestone Education Centre, 220 Portsmouth Avenue, Kingston, Ontario, on Wednesday, March 11, 2020 at 6:00 p.m.

**Present:**

**Trustees:** K. McGregor, Chair  
B. Godkin, Trustee

**Members:** N. Carson, Epilepsy South Eastern Ontario  
P. Dendy, Member-at-Large  
S. Henderson-Todd, Lennox and Addington Resources for Children  
G. Eaton-Smith, Learning Disabilities Association of Kingston  
C. Roberts, Easter Seals Kingston  
C. Whalen, Family & Children's Services, Frontenac, Lennox & Addington

**Staff** L. Conboy, Mental Health Lead  
K. Leggett, Vice-Principal of Educational Services  
A. McDonnell, Associate Superintendent, Learning for All  
L. Rousseau, Educational Services and Safe Schools Coordinator  
D. Scarlett, Principal of Educational Services

**Guests:**

**Regrets:** H. Box, Special Education Program Coordinator  
S. Burnett, Special Education Program Coordinator  
J. Murphy, Special Education Program Coordinator  
C. Tooley, Down Syndrome Association Kingston  
A. Martin, Member-at-Large (Queen's University)  
E. Sheldon, Community Living Kingston

**Recorder:** Liz Strange, Records Management Coordinator

**1. Welcome**

Trustee McGregor called the meeting to order, welcoming all those in attendance to the meeting.

Trustee McGregor read the Indigenous Acknowledgement:

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

**2. Approval of Agenda**

*MOVED BY: N. Carson, that the agenda, as presented, be approved. Carried.*

**3. Declaration of Conflict of Interest**

There were no declarations of conflict of interest.

**4. Business Arising From the Minutes**

a) Goal Setting: Providing opportunities to increase awareness of special education supports, services and processes

The members discussed the goal and decided on the following areas to consider:

- Making sure the message is getting to all applicable groups – students, families, community groups
- General communication – brochure, pamphlet
- Informative videos
- Website additions
- Internet promotion
- Share a link through community partner websites, social media
- Portal capability to share information about community organizations
- One-to-one sharing of information via school system
- A way to quickly explain what the supports, services and processes are
- Clear, concise breakdown of what Special Education is and where to find more specific information
- Clear explanation of what SEAC is and does

Area for discussion at next meeting: Providing information about SEAC to parents and parent organizations.

**5. Educational Services Update: Reporting Progress: Building Our Vision for the Future, Special Education Services in our District-Jessica Janssen-Behaviour Specialist, Darlene Scarlett-Principal of Educational Services and Alison McDonnell-Associate Superintendent, Learning for All**

L. Rousseau shared a presentation prepared by Jessica Janssens, Board Certified Assistant Behaviour Specialist. The focus of her new role is to support school

staff with training and implementation of Applied Behaviour Analysis and to build staff capacity in the use of ABA in classrooms to support all students.

J. Janssens will be facilitating in-person ABA training to school staff, as well as overseeing the Ministry of Education funded training credits offered through Sonderly Education. The ministry has provided approximately 20,000 training credits and over the course of the school year she will be administering these credits to staff. Currently, LDSB has four educational assistants who work in District Autism Classrooms completing the ABA for Educators Level 1 course.

J. Janssens will also collaborate with Melissa Boyd-Rupa (Coordinator of the After School Skills Development Program) to provide training opportunities to staff who are supporting a student in the after school ABA program to build staff capacity in using ABA strategies to support students and increase generalization of skills learned in group to the classroom.

In addition, J. Janssens will develop an ABA resource page using the MindsOnline platform with videos, data sheets, templates and examples of ABA being used in our school board. She will also utilize a Twitter account to help share information with staff, provide live professional development opportunities and continue to develop new training modules.

D. Scarlett spoke to collaborating with our community partners to promote social inclusion and student learning and well-being through a Personal Intimacy & Awareness pilot program delivered by Community Living Kingston and District at LCVI for students receiving support through School to Community Services. The program runs for 6 weeks, with 6-8 participants. Topics are partially generated by the participants but may include relationships, feelings, social media, personal safety, anatomy, sexual expression, and/or gender identity.

The Youth Supported Employment (YES) Collective was approved for \$60,000.00 grant for 6 months. A program coordinator was hired with this grant funding. In this 6 month phase the YES Collective is working on further grant funding to support employability supports.

L. Conboy spoke to the introduction of registered social workers, for which the funding has continued in the 2019-2020 school year. This year there have been 269 secondary referrals, and approximately 40 at the elementary level.

A decision about whether the provincial Special Olympics will run this year will be made by April 2.

## **6. Correspondence**

As circulated with the meeting package.

**7. Association Updates**

As circulated with the meeting package.

N. Carson shared that March 26 is Epilepsy Awareness Day.

C. Roberts shared that March is Easter Seals month. There will be several initiatives happening throughout the month to support the local chapter.

**8. Other Business**

i) Ministry Updates – Associate Superintendent McDonnell

- Autism Spectrum Disorder, Additional Qualification Course

The Ministry of Education has provided an application for school boards to provide full subsidies to teachers in their district who have completed the additional qualification course: Teaching Students with Communication Needs Autism Spectrum Disorder (ASD). LDSB has requested 100 subsidies and is awaiting confirmation from the Ministry. If the application is approved, up to 100 LDSB teachers who have completed the course above between January 1, 2019 and August 31, 2022 are eligible for the subsidy.

ii) Term 2 IEPs

Typically, within 30 days of the start of term 2, schools review term 1 IEPs, make necessary changes and send a copy of the term 2 IEP home to parents/guardians. Elementary classroom teachers (and sometimes student support teachers) are responsible for revising, printing and sending the IEP home.

Some regular activities have been suspended or altered due to provincial labour action. Teachers will continue to revise and implement IEPs in the classroom. Due to current work-to-rule limitations by the Elementary Teachers Federation of Ontario (ETFO), teachers will not print or send home IEPs. Further, Canadian Union of Public Employee (CUPE) office staff will not participate in taking on work struck by another union.

Due to the volume of duties now transferred to administrators as a result of work-to-rule action, they cannot take on the added duty of printing term 2 IEPs and sending them home with students.

If a new IEP is developed in term 2 for a student who has not previously had an IEP, school administrators will print this IEP and send it home to parents/guardians within the 30-day timeframe.

The process related to IEPs is not affected at the secondary level (Grade 9-12) at this time.

New IEPs will be sent home on March 27 (strike days are not counted as school days).

10. **Next Meeting Date**

April 22, 2020 at 6 p.m.

11. **Adjournment**

*MOVED BY: G. Eaton-Smith, that the meeting adjourn.*

The meeting adjourned at 7:10 p.m.

**Environmental Sustainability Advisory Committee    March 10, 2020**  
**Meeting Minutes**  
**Limestone District School Board**

A meeting of the Environmental Sustainability Advisory Committee was held in the Barry C. O'Connor Board Room at the Limestone Education Centre, 220 Portsmouth Avenue, Kingston, Ontario on Tuesday, March 10, 2020 at 4:00 p.m.

**Present**

**Members:** Brooke Gilmour, St. Lawrence College  
Stana Luxford-Oddie, Cataraqui Conservation  
Roger Healey, KCAT  
Linda Malcolm, KFL&A Public Health  
Jennifer Ruddy, Loving Spoonful

**Staff:** Michele Babcock, Superintendent  
Dave Fowler, Manager of Facility Services  
Dan Hendry, Sustainable Initiatives Coordinator  
Robin Hutcheon, Trustee  
Joy Morning, Trustee  
Cedric Pepelea, Energy/Environmental Technologist

**Regrets:** Kristin Mullin, Sustainable Kingston  
Zabe MacEachren, Faculty of Education, Queen's University

**Guests:** Patricia Collins, Queen's University  
Leslie Myles, Limestone learning Foundation

**Recorder:** Liz Strange, Records Management Coordinator

**1.    Welcome**

Trustee Hutcheon read the Indigenous Greeting:

"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.    Approval of Agenda**

*MOVED BY:    L. Malcolm, that the agenda of March 10, 2020, as presented, be approved.*



**Environmental Sustainability Advisory Committee    March 10, 2020**  
**Meeting Minutes**  
**Limestone District School Board**

**3.     Business Arising From the Minutes**

None at this time.

**4.     Community Presentation – Leslie Myles, Limestone learning Foundation**

Leslie Myles, Managing Director of the Limestone learning Foundation, attended the meeting to provide information about a new LLF initiative. Instead of the usual process for schools to submit applications for individual projects, this year each LDSB school will be receiving \$1000. This money is for the school to use for a project related to climate action. Information about this will be going out to schools in the near future, with a launch time to align with Earth Day in April.

**5.     Community Presentation – Patricia Collins, Queen’s University**

Patricia Collins, Associate Professor, Queen’s University, attended the meeting to provide a presentation on a partnership proposal with the LDSB for promoting Active school Travel. The proposal would include running pilots at various LDSB schools for ‘School Streets’.

A School Street is a section of street in front of a school which is closed to vehicular traffic before and after the school day. They promote safer and cleaner active transportation for children. These initiatives are popular in Europe and are beginning to appear in Canada. Most programs start as a pilot project and, if successful, can become permanent.

Examples of successful implementations of School Street projects from other countries were shared with the members.

There are many benefits to School Streets in addition to promoting Active School Travel, such as safety, better air quality, improved health, student independence, cohesion, flexibility and less congestion.

A Community Engagement plan for the projects has been developed in partnership with KCAT, Kingston Gets Active and the City of Kingston. A research and ethics application has been made to Queen’s university for the project, with approval expected for the end of March. An application will then be made to LDSB for approval to conduct the project with LDSB sites.

**6.     Community Organization Updates**

Queens University, Faculty of Education

Not present at meeting.

KFL&A Public Health

L. Malcolm shared that the Health unit is tied up with COVID-19 issues. An Assessment Centre will be set up for testing of the virus in the near future. Currently all school programming is on hold.

**Environmental Sustainability Advisory Committee    March 10, 2020**  
**Meeting Minutes**  
**Limestone District School Board**

KCAT

R. Healy shared that KCAT is hoping to be part of the implementation team for School Streets project. KCAT is also busy preparing for the Eastern Ontario Active Transportation Summit on June 3.

Sustainable Kingston

Not present at meeting.

Cataraqui Conservation

S. Luxford-Oddie shared that the Maple Madness program is currently happening. There have recently been 2 teacher candidates from Queen's working on making outdoor learning spaces more accessible for teachers.

Loving Spoonful

J. Ruddy introduced herself as the new Executive Director. GROW garden planning is in process.

St. Lawrence College

B. Gilmour shared that the College is partnering with the Behavioural Faculty to improve the amount of plant-based food available on campus. On March 17, Random Acts of Green will happen, which acknowledges positive action for climate change.

There will be a Tri-Campus e-waste event on March 21. There will also be a textile waste drop-off and a cell phone collection initiative in the near future.

LDSB

D. Hendry shared that LDSB schools will take part in earth hour events on Friday March 27. Bayridge S.S. is running a Sustainable Youth conference April 21. Bus planning for fall is underway, with extra attention for students going to new Kingston S.S.

C. Pepelea shared that 14 schools have completed their initial review for Eco Schools certification.

Four placement students from the Business Analytics Program were at LDSB from March 9th – April 17th. Two placement students from the Energy Systems Engineering Technology Program were at LDSB from March 23th – April 17th.

**7.    Brainstorm Potential New Members**

The Committee reviewed the membership of ESAC and brainstormed possible additional organizations. Board staff will extend invitations for the May 12 meeting with information about ESAC. The Committee encouraged staff to be geographically representative.

**Environmental Sustainability Advisory Committee    March 10, 2020**  
**Meeting Minutes**  
**Limestone District School Board**

**8.    Other Business**

None at this time.

**9.    Next Meeting Date**

May 12, 2020 at 4:00 p.m.

**10.   Adjournment**

*MOVED BY:    R. Healy, that the meeting adjourn.*

The meeting adjourned at 5:40 p.m.

**Committee of the Whole (Education, Policy & Operations) March 4, 2020**  
**Meeting Minutes**  
**Limestone District School Board**

**Trustees:** J. Brown  
G. Elliott  
L. French (Vice-Chair)  
T. Gingrich - regrets  
B. Godkin  
R. Hutcheon  
K. McGregor  
J. Morning  
S. Ruttan (Chair)  
J. Crook (Student Trustee)  
A. Putnam (Student Trustee)

**Officials:** M. Babcock, Superintendent of Education  
M. Baumann, Manager of Financial Services  
K. Burra, Superintendent of Education  
S. Gillam, Associate Superintendent, Safe and Caring Schools  
A. Labrie, Superintendent of Education and Human Resources - regrets  
A. McDonnell, Associate Superintendent, Learning for All  
D. Rantz, Director of Education  
S. Sartor, Associate Superintendent, School Effectiveness & Assessment  
J. Silver, Superintendent of Education  
K. Smith, Communications Officer

**Guests:** K. Bonhomme, 1dea Design  
T. Trewartha, 1dea Design

**Recorder:** L. Strange, Records Management Coordinator

**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."

**Approval of Agenda**

Other Business: Letter writing, Coronavirus update

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

**Declaration of Conflict of Interest**

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

**Committee of the Whole (Education, Policy & Operations) March 4, 2020  
Meeting Minutes  
Limestone District School Board**

Trustee Elliott declared a conflict as his wife is a teacher with the LDSB.

**Section A – Matters Requiring Action at the Meeting**

**1. Reports for Information**

a) Budget Planning Cycle

Superintendent Young provided an overview of the 2020-2021 budget development schedule.

The Ministry has yet to announce details of the 2020-2021 Grants for Student Needs (GSN); however, from past experience and current discussions with the Ministry, the Board understands that they are working towards an announcement by early April 2020. It is expected, based upon prior year reporting timelines, that school boards will be required to submit their 2020-2021 Estimates by June 26, 2020.

The Budget Committee meetings planned for this year are:

Wednesday April 22, 2020 (4:30 pm) <i>Prior to SEAC</i>	Review of 2020-2021 GSN Overview and Enrolment Projections
Wednesday May 13, 2020 (4:30 pm) <i>Prior to EPOC</i>	Budget Request Submission Review Preliminary Operating Revenue
Wednesday June 10, 2020 (4:30 pm)	Preliminary Operating Expenditures/Preliminary Capital Revenue/Expenditures/Consolidated Budget  Draft Budget Review
Monday June 15, 2020	<i>Date held if meeting required</i>

A Trustee asked if there would be an opportunity to receive a more detailed review of the budget. Superintendent Young answered that he could arrange individual or group meetings as additional information is needed.

A Trustee asked what Trustees can do to share information about the public consultation for the budget process. Superintendent Young answered that informational graphics will be created through Communications, and will be available in near future. Information will also be shared through the website, social media etc.

It was clarified that all input received by individual Trustees would be sent to the Chair to be compiled.

The Director reminded Trustees to contact principals if planning to attend a parent council meeting to share information about budget consultation.

**Committee of the Whole (Education, Policy & Operations) March 4, 2020**  
**Meeting Minutes**  
**Limestone District School Board**

b) Trustee Professional Development

Superintendent Young stated that under the School Board Administration and Governance Grant, the Ministry of Education provides funding for a Trustee allocation. The Trustee allocation funding supports the Trustee honorarium, expenses, meeting costs and professional development (PD). The funding formula includes a base amount per Trustee as well as an enrolment, distance and student trustee component. The formula also provides for Trustee travel and expense allowance, professional development and other costs.

The 2019-2020 budget for the Professional Development component is derived using multi-year trending averages of previous years' expenditures and was set at \$20,566. There is a remaining balance of \$11,933 left in the 2019-2020 Professional Development budget.

The previous years' Professional Development expenditures have trended consistently at approximately \$20,000 until 2018-2019 when the Professional Development actual expenditure was \$44,203.

A Trustee stated that they felt it would be helpful to know where each Trustee stands in their amount remaining for PD funding.

The plan is to develop a process for next year, to ensure Trustees are aware of their PD allotment when planning which events they would like to attend. It will also be a way to ensure that not all Trustees go to same event, while other events are not being attended at all. Information shared at events can then be reported back to the whole Board by those who attended.

Trustees were advised that Board AP 510 covers expenses for conference attendance.

Trustees were reminded that a decision had been made not to report out Trustee Expenses by the individual. The total aggregate amount is shared each year.

Several Trustees expressed that they would have no problem showing Trustees expenses by the individual.

It was agreed that Trustees would continue to work on a process for future PD attendance.

**2. Reports Requiring Decision**

a) LDSB Brand Logo

Communications Officer Smith provided an overview of the LDSB Brand Logo development process.

In August 2019, Trustees approved a staff recommendation to proceed with exploring various options to modernize and align the branding of the Limestone District School Board. The current LDSB logo was created in 1998 when the former Frontenac County Board of Education and the Lennox & Addington Board of Education amalgamated into the Limestone District School Board.

The logo rebrand would complement the work previously completed on the Limestone Strategic Plan and Pillars of Wellness, Innovation & Collaboration. When the new strategic plan

**Committee of the Whole (Education, Policy & Operations) March 4, 2020**  
**Meeting Minutes**  
**Limestone District School Board**

brand was created in 2017, the intent was to complement this work with a full rebranding of the existing LDSB logo.

A Request for Proposals following LDSB purchasing standards was developed to seek the services of an individual or firm for the design and production of a new logo and the visual identity style guide. The successful vendor was 1dea Design, the same firm which helped the Board develop its Strategic Plan and Pillars branding.

1dea Design facilitated a series of discovery sessions with representative students, parents, staff, community partners and Trustees (session held December 11, 2019) to help to obtain additional input as to how the new logo/identity and brand should reflect the strategic plan and overall philosophy and vision of the board. This was an extra step recommended by the Logo Rebrand Advisory Committee, made up of Senior Staff and Communications staff, to add additional voices to the discovery phase. A synopsis of this input is available for review in the appended Rebranding Creative Brief.

Following the development of the Rebranding Creative Brief, 1dea Design proceeded with the development of a creative direction to assist in their development of a new brand based on primary audience, best practices and touchpoints to support the brand.

K. Bonhomme and T. Trewartha, from 1dea Design, walked the Trustees through the development of two versions of the new logo, from stakeholder input to a review of all Canadian school board logos.

The Trustees discussed their views on the two designs presented.

*MOTION: That Trustees approve the final concept variation, First Option, to ensure the board is compliant with the established work plan and vendor agreements.*

*MOVED BY: Trustee Godkin. Carried.*

Communications Officer Smith confirmed that there will be a plan to roll out the new brand/logo. A presentation of some kind will be made about the change.

Director Rantz provided the Trustees with a breakdown of the costs involved in the Board rebranding process, noting that the money had been set aside in a previous budget. There were no additional costs from the current budget, and in fact the work had come in under the amount planned for.

**b) Board Self-Evaluation**

Chair French spoke to a motion from 2018 as the impetus for the current discussion on Board Self-Evaluation. She shared that she has gathered sample documents from other boards across the province that have engaged in this type of process. She suggested reviewing these documents would be a good starting off point for the process.

A Trustee suggested it would be useful to have a process/tools to evaluate the Board's governance performance, and ways for Trustees to self-evaluate their own work.

Trustees agreed they would like to review the samples to use as guidance.

**Committee of the Whole (Education, Policy & Operations) March 4, 2020  
Meeting Minutes  
Limestone District School Board**

It was suggested that Trustees review OPSBA Module 21.

A Trustee stated they would like to use the samples as information and create a plan specific for LDSB.

Trustee French will share the samples with Trustees and book a planning session.

**Section B- Information Items**

**1. Internal Reports and Other Communication**

None at this time.

**2. External Reports and Other Information**

None at this time.

**Other Business**

Trustee Elliott will bring a Notice of Motion to the Board regarding writing another letter to the Minister showing local support for teachers.

A Trustee asked about the Board's preparedness for a Coronavirus outbreak in the area. The Director replied that she had had a teleconference with Chief Medical Officer for Ontario and was told to take direction from Public Health Units. The Board also has a pandemic policy, which is kept current. There are also procedures related to isolation of students.

Associate Superintendent Gillam is in ongoing contact with the KFL&A Public Health, and they are still stressing proper hand washing. The Board continues to share information through all channels. Custodial staff are also doing extra cleaning in high traffic areas.

It was noted that the Board does not have many students who have come from affected areas.

There was discussion of March Break travel and what to do if students return to school feeling unwell. There are procedures to deal with situations of students becoming sick while at school.

**Next Meeting Date**

The next Committee of the Whole (Education, Policy & Operations) meeting is April 15, 2020.

**Adjournment**

Chair French called for a motion to adjourn the meeting.

*MOVED BY: Trustee Brown, that the meeting adjourn. Carried.*

The meeting adjourned at 7:10 p.m.



**Committee of the Whole Board (Budget)**  
**Meeting Minutes**  
**Limestone District School Board**

**April 22, 2020**

**Trustees:** J. Brown  
G. Elliott  
L. French (Vice Chair)  
T. Gingrich  
B. Godkin  
R. Hutcheon  
K. McGregor  
J. Morning  
S. Ruttan (Chair)  
S. Hart (Student Trustee) - regrets  
S. Kim (Student Trustee) - regrets

**Staff:** M. Babcock, Superintendent of Education  
M. Baumann, Manager of Business Services  
K. Burra, Superintendent of Education, Program and IT  
C. Downie, Planning Officer  
S. Gillam, Associate Superintendent, Safe and Caring Schools  
A. Labrie, Superintendent of Education and Human Resources  
A. McDonnell, Associate Superintendent, Special Education  
D. Rantz, Director of Education  
S. Sartor, Associate Superintendent, School Effectiveness and Assessment  
J. Silver, Superintendent of Education  
C. Young, Superintendent of Business Services

**Recorder:** L. Strange, Records Management Coordinator

Trustee French, as Chair of the Committee, called the meeting to order at 4:30 p.m., and welcomed all those present.

She 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."

**Approval of Agenda**

*MOVED BY: Trustee Godkin, that the agenda of April 22, 2020 as presented, be approved. Carried.*

**Committee of the Whole Board (Budget)  
Meeting Minutes  
Limestone District School Board**

**April 22, 2020**

**Declaration of Conflict of Interest**

Trustee Elliott declared a conflict as his wife is an employee of the Board.

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

**Information Items**

**1. Budget Development Schedule**

Superintendent Young provided an update on the budget development cycle. He noted that Boards have not yet received GSN information, but it is expected by early May.

The Schedule for the 2020-2021 development is:

Wednesday April 22, 2020 (4:30 pm) <i>Prior to SEAC</i>	Review of 2020-2021 Budget Overview, Enrollment Projections, Budget Request Submission Review
Wednesday May 13, 2020 (4:30 pm) <i>Prior to EPOC</i>	GSN Overview Preliminary Operating Revenue
Wednesday June 10, 2020 (4:30 pm)	Preliminary Operating Expenditures/Preliminary Capital Revenue/Expenditures/Consolidated Budget Draft Budget Review
Monday June 15, 2020	<i>Date held if meeting required</i>

As per previous years, the budget development schedule will be provided to all committees of the Board, such that budget issues can be identified and discussed (where applicable). In addition, the Superintendent of Business Services and/or the Manager of Financial Services will make themselves available to attend the April 22, 2020 Special Education Advisory Committee (SEAC) meeting to share details of the GSN.

**2. 2020-2021 Budget Process Presentation**

Superintendent Young provided a presentation on the budget development process for school boards, noting that works begins on the preparation in January and culminates in the approval of the final budget in June.

Enrolment projection work begins in March. In Elementary the following is reviewed:

**Committee of the Whole Board (Budget)**  
**Meeting Minutes**  
**Limestone District School Board**

**April 22, 2020**

Rollover (grade-by-grade and school by school), historical estimate of Junior Kindergarten, consultant review, and Principal review & local knowledge. In secondary the following is reviewed: Student course registration data, historical estimates, consultant review and Principal review.

Teaching staff projections begin in April. In Elementary the following are reviewed: Class size regulations and collective agreement, Ministry direction/funding, draft class organizations, and the Joint Staffing Committee. In Secondary the following are reviewed: Class size regulations and collective agreement, Ministry direction/funding and the Joint Staffing Committee.

Teaching staff costs are the largest part of the budget. The collective agreements define salaries and increases, and estimates are based on average costs and the Q & E grid. Boards must also estimate retirements and new teachers, and the impact on average costs.

Information about Grants for Student Needs comes to Boards in April or May. It includes the EFIS schedules and GSN technical paper. Detailed school, staffing, department, and administration budgets are prepared and the technical paper is reviewed. The Priorities and Partnership Fund (PPF) information also comes at this time.

Also in May, Boards estimate all expenses other than teaching staff (Custodial/maintenance/utilities, Special education/curriculum/ITS, Central administration/management, Departments, Schools, Transportation, etc) and review the technical paper for details.

In May staff review all requests to align to board priorities and identify funds:

- Technology
- Special Education
- Curriculum initiatives
- School requests
- Succession planning
- Process improvement
- Professional development

Communication is developed with wide stakeholder input, and reviewed and communicated regularly. The budget is aligned to the Board's Strategic Plan.

For Governance of the budget development the Budget Committee is comprised of all Trustees. They are responsible for reviewing all steps in the process up to the draft budget, and then recommending approval of the final budget as presented at the June Board meeting.

The GSNs comprise approximately 97% of the budget, with the balance from other revenues, tuition fees and the PPF and other grants.

Teacher salaries comprise the bulk of the Board's expenditures at approximately 79%, with the balance covering pupil accommodation, transportation and administration fees.

The Education Act requires that Board's adopt a balanced budget, and have it approved and submitted to the Ministry of Education by June 30.

3. 2020-2021 Projected Enrollment and 10-Year Enrolment Trend

Planning Officer Downie stated that Limestone DSB has experienced significant enrolment declines since the Board amalgamation in 1998. Enrolment in 2015-2016 was 19,412. Compared to the 2019-2020 Revised Estimates enrolment of 19,344 this is a decline of 68 students in the 5-year period. Enrolment for 2020-2021 is projected to be 19,255. This is a projected decline of 89 students from 2019-2020, as measured on an Average Daily Enrolment (ADE) basis.

ADE is the basis for funding for most provincial grants through the Grants for Student Needs (GSN) model. ADE is the weighting of enrolment at the October 31st and March 31st count dates. For example, if an elementary school student is full-time at both count dates the student would be considered as 1.0 ADE.

The 2020-21 projected enrolment is 19,255 ADE for a decrease of 89 ADE from 2019-2020 Revised Estimates. A decline of 139 ADE is projected at the secondary level and an increase of 50 ADE is projected at the elementary level. These projections contain Other Pupils of the Board, which includes international students. For 2020-21, enrolment projections have been adjusted to reflect the impact of COVID-19 on international students. Over the next 5 years the current enrolment level of 19,344 (ADE) is forecasted to decline by about 82 (ADE) to 19,262 (ADE).

Trustee Elliott asked how to other Boards track enrolment numbers, and how LDSB compares to other Boards. Planning Officer Downie answered that not all Boards use Baragar for their enrolment projections. Boards are not aware of other Board's enrolment numbers during the planning period, though all parties have access to data such as census information.

Trustee Godkin asked what the student loss of elementary students into the Catholic Boards is. Planning Officer Downie answered that the numbers are not a large amount. She also stated that capture rate for LDSB is declining slowly, but is significant over time.

Trustee were reminded that there are actually for four education systems in the province-Public, French, Catholic and French Catholic.

Trustee McGregor asked if there might be further delays on the GSNs due to COVID 19. Superintendent Young answered that as of the last update Boards are to receive information in early May.

Trustee Morning stated that many international students go home on March break. She asked if they returned or not. Superintendent Young answered that many students went home at March break, and some left after the break due to the COVID 19 situation. The count cited in the report was at March 31. He noted that LDSB has been continuing teaching these students through distance learning. The Board is expecting a significant decrease in international students for next year.

**Committee of the Whole Board (Budget)**  
**Meeting Minutes**  
**Limestone District School Board**

**April 22, 2020**

Trustee Morning stated she did not understand what the term 'technical paper' means. Superintendent Young answered that the EFIS schedule comes from a database. The technical paper is a document that contains all the calculations used to derive amounts for funding.

Trustee Gingrich asked if there have been any losses to the new French high school. The Board is tracking this data, but no significant losses have been recorded yet.

Trustee Godkin asked what the Ministry means by a status quo budget, and if Boards should expect the same budget as in past. Superintendent Young answered that there have been no financial commitments at this point, but that Boards should not expect cuts. The various unions are finalizing contracts with the province, and these will need to be funded.

Director Rantz spoke to funding for technology, stating that the Ministry has made an announcement about technology, but has not given details.

Trustee Morning asked if the Board has saved money in transportation over the last few weeks. Superintendent Young answered that the Tri-Board has continued to pay operators, and operators have been continuing to pay drivers. Fuels costs has been reduced, but that funding would go back to the Ministry.

Trustee French asked if Boards will be compensated for items that were donated to healthcare, i.e. cleaning products, masks. Superintendent Young answered that there has been indication that Boards will be compensated, but no details have been provided yet.

**4. Budget Request Submission Review**

Superintendent Young thanked Trustees for their stakeholder input. Financial Services has received a number of submissions, and staff are working on collating the information. Responses will go out to the submissions.

Staff is working on addressing issues that were brought up in the submissions. Superintendent Young will share with Trustees how issues were addressed, and plans to have the information available this week.

**Other Business**

None at this time.

**Next Meeting Dates:**

Wednesday, May 13, 2020 at 4:30 p.m. (Grants for Student Needs (GSN)  
Overview/Preliminary Operating Revenue)

Wednesday, June 10, 2020 at 4:30 p.m. (Preliminary Operating Expenditures/Preliminary  
Capital Revenue/Consolidated Budget)

Monday June 15, 2020 at 4:30 p.m. (tentative if required)

Wednesday, June 17, 2020 (Board Meeting)

**Committee of the Whole Board (Budget)**  
**Meeting Minutes**  
**Limestone District School Board**

**April 22, 2020**

**Adjournment**

Trustee French called for a motion to adjourn the meeting.

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

The meeting adjourned at 5:20 p.m.



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## Board Meeting

### ADMINISTRATIVE REPORT – INTERIM REPORTING QTR 2 2019-2020

APRIL 29, 2020

#### Purpose:

To report on the Interim Financial Operating expenditures for the period September 1, 2019 to February 29, 2020 (Quarter 2).

#### Background:

A 2019-2020 Interim Financial Report was presented to the Board on January 29, 2020 and provided updated revenue and expenditure information from the budget to the revised estimates, as well as operating expenditures for the period ending November 30, 2019 (Quarter 1).

Attached is the 2019-2020 Interim Financial Report for the period ending February 29, 2020 (Quarter 2), which has been presented in a similar format as the 2019-2020 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 2, \$121,423,445 of the \$248,930,822 operating budget or 49% has been spent. The expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period. An example would be continuing education in which 30% of the operating budget was spent in Quarter 2. *(See Appendix 1 for more information.)*

The 2019-2020 interim financial report for Quarter 2 indicates a spending level of 49%, which is 1% less than the 50% spending level reported for the same period last year. The 1% reduction in spending is related to savings as a result of strike days. There will be an offsetting funding reduction due back to the Ministry.

The board is on target to end the 2019-2020 fiscal year in a balanced-budget position.

#### Recommendation(s):

That this report be received for information.

Report By:

Myra Baumann, Manager of Financial Services

Reviewed and Approved By:

Craig Young, Superintendent of Business Services

Debra Rantz, Director of Education

Attachments: Appendix 1 Interim Financial Reporting – Operating Expenditures Q2

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**Limestone District School Board**  
**Interim Financial Report-Operating Expenditures**  
**For the Period Ending February 29, 2020 (Quarter 2)**  
**Appendix 1**

<b>Expenditure Categories</b>	<b>2019-2020 Revised Estimates</b>	<b>2019-2020 Expenditures at (Q2)</b>	<b>2019-2020 % Spent at (Q2)</b>	<b>2018-2019 % Spent at (Q2)</b>
<b>Instruction</b>				
Classroom Teachers	\$ 126,169,175	\$ 59,770,206	47%	49%
Supply Staff	6,860,925	3,320,230	48%	44%
Teacher Assistants	15,499,839	8,208,692	53%	54%
Early Childhood Educator	4,543,700	2,514,991	55%	55%
Textbooks and Supplies	5,013,775	2,305,099	46%	43%
Computers	2,054,902	996,160	48%	46%
Professionals/Paraprofessionals	8,352,469	3,944,137	47%	47%
Library and Guidance	3,653,991	1,847,123	51%	50%
Staff Development	1,444,234	367,011	25%	31%
Department Heads	310,130	150,924	49%	52%
Principals and VPs	10,752,015	5,304,623	49%	49%
School Office	6,242,855	3,375,438	54%	53%
Coordinators and Consultants	3,486,257	1,668,594	48%	48%
Continuing Education	1,914,291	568,580	30%	35%
<b>Instruction Total</b>	<b>196,298,558</b>	<b>94,341,808</b>	<b>48%</b>	<b>49%</b>
<b>Administration and Governance</b>				
Trustees	143,850	72,160	50%	53%
Directors and Supervisory Officers	903,518	449,640	50%	53%
Board Administration	6,387,466	3,168,224	50%	49%
<b>Administration and Governance Total</b>	<b>7,434,834</b>	<b>3,690,024</b>	<b>50%</b>	<b>49%</b>
<b>Transportation</b>				
Transportation	17,281,357	10,576,128	61%	60%
<b>Transportation Total</b>	<b>17,281,357</b>	<b>10,576,128</b>	<b>61%</b>	<b>60%</b>
<b>Pupil Accommodation</b>				
School Operations and Maintenance	26,544,882	12,106,859	46%	50%
<b>Pupil Accommodation Total</b>	<b>26,544,882</b>	<b>12,106,859</b>	<b>46%</b>	<b>50%</b>
<b>Other</b>				
Other Non-Operating Expenses	1,371,191	708,626	52%	55%
<b>Other Total</b>	<b>1,371,191</b>	<b>708,626</b>	<b>52%</b>	<b>55%</b>
<b>Operating Expenditures Total</b>	<b>\$ 248,930,822</b>	<b>\$ 121,423,445</b>	<b>49%</b>	<b>50%</b>





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## Board Meeting

### ADMINISTRATIVE REPORT: EMERGENCY REMOTE LEARNING PLAN

APRIL 29, 2020

#### Purpose:

To provide the Board of Trustees with an update on the Limestone District School Board's Emergency Remote Learning Plan during the mandated extended school closure as ordered by the Ministry of Education.

#### Background:

As a result of the extended school closure due to the COVID-19 pandemic, school boards across Ontario were directed by the Ministry of Education to draft a continuity of learning plan to begin April 6, 2020. Prior to April 6, students and families were encouraged to take advantage of the Ministry's Learn at Home suite of online resources. Limestone supplemented this portal with its own list of curated online learning resources organized by grade and curriculum area.

Like every other school board in Ontario, Limestone used the time after March Break to develop the first draft of our Emergency Remote Learning Plan. Our priority, in these extraordinary times, has been to ensure our students' basic physical, mental and emotional needs are met (food, security, health care, mental health), especially for our most vulnerable students and families. We also focused on the mental wellness needs of our staff, who were also catapulted into a remote working environment while balancing their own personal responsibilities.

One of the first stages of Limestone's plan included connecting with all administrators and educators as well as support staff to establish protocols for working from home, including an inventory of staff technology needs and access to the Internet. This was followed by a needs assessment of students' access to technology, the Internet and other considerations to support their remote learning and well-being.

Given the range of circumstances of students, families, and staff, we knew any plan would require a range of delivery options that are both reasonable and practical. Teaching and learning in this evolving context would not look the same as the customary in-class experience. The board's goal is to ensure the successful completion of the school year for all students, and to support students to advance to the next school year, earn credits and graduate.

#### Current Status:

Learning Model: The Ministry of Education released the following model for remote learning:

- K-Grade 3: 5 hours of work per student per week with a focus on literacy and math

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- Grades 4-6: 5 hours of work per student per week with a focus on literacy, math, science and social studies
- Grades 7-8: 10 hours of work per student per week with a focus on core math, literacy, science and social studies
- Grades 9-12: 3 hours of work per course per week for with a focus on achieving credits/completion/graduation

Important considerations in distance learning is that it remain flexible to student and family needs including ability to: complete work at any point of the day/week; allow for student voice and choice; not always require online access; and be done with minimal or no adult support.

Every student should have, by now, received outreach from their school and/or teacher(s) to determine their ability to engage with remote learning. It is important to note that contacting families has not been straightforward due to outdated contact information and the inability to reach parents/guardians who are essential workers, among other issues, some of which are tied back to technology and Internet access.

**Device Distribution:** Schools opened briefly during controlled periods to allow staff to retrieve needed learning materials from their work sites. Schools began distributing devices the week of April 6. Both processes were managed by administrators according to approved protocols developed in consultation with KFL&A Public Health. This work is ongoing. To date, more than 2,000 devices have been provided to students in need while another 200 devices have been distributed to board staff (who did not already have access to devices). Staff devices required a more intensive authentication and distribution process to ensure privacy protocols and security are met.

On April 17, the Ministry announced a collaboration with Apple and Rogers to provide data-enabled iPads to families struggling with Internet access. This is one option among several, to best try to meet Internet access needs across the district. We know, however, some geographical areas in our district will still experience low connectivity despite the option for data. We continue to investigate and implement sensible device and connection options for families based on needs and geography. Depending on device availability from providers and viable geographic options, this work will continue for a couple of more weeks.

**Approved Learning Platforms:** Central board staff developed online learning etiquette guidelines and additional guides on: how to connect devices to Wi-Fi; how to work offline; and how to conduct/participate in video conferencing classrooms/meetings for students, families and staff with a focus on privacy and security issues. Current virtual learning platforms include Desire2Learn (Minds Online), Google Classrooms/Meet and MS Teams applications, all of which are supported centrally, and maximize student and teacher privacy and safety.

Many students and teachers, particularly those in the secondary panel, are already familiar with the use of some of these platforms which were used by teachers prior to the school closure. For others, this is new learning and central staff are working diligently to support everyone through the transition. For students who cannot participate virtually, for whatever reason, teachers are supporting remote learning through other means. This might include calls and/or e-mails to parents/guardians providing opportunities for more traditional learning such as print packages, for example. The board continues to explore opportunities for the engagement of secondary students enrolled in more technical/hands-on learning (skilled trades, the arts etc.) to determine how to best meet the learning needs as set out in the curriculum.

**Assessment:** All school boards are following directions provided by the Ministry of Education with respect to assessment and evaluation. All students will receive a final report card in June. As always, families are encouraged to communicate with their student's teacher(s) regarding their progress through the school closure.

- **Elementary:** For elementary students (Kindergarten to Grade 8), the marks will be based on student's learning prior to the school closures in March. In the weeks ahead, teachers will be providing feedback only based on students' learning at home.
- **Secondary:** For graduating students, mid-term marks will be provided based on learning prior to the March school closures. These marks will be available to colleges and universities to meet post-secondary application deadlines. Secondary students will not receive mid-term report cards. Teachers will use remote learning tasks, projects, and culminating activities for evaluation purposes to support the student's final marks.

**Support for Students with Special Needs:** Delivering remote programming, instruction, and support to students with individualized learning needs in creative ways that help the student continue to move forward during remote learning is a challenge. Educational Services has developed a document to support teachers with resources and guidelines. As of April 20, Student Support Counsellors, Adolescent Care Workers, School Attendance Counsellors, Clinical Staff, Speech Language Pathologists, Social Workers, Educational Assistants and Educational Services Teachers have connected with many of the students prioritized by school administrators, as well as other students on their existing caseloads. They will remain in contact with many of these students to provide supports for emerging student needs. We are grateful to all of our community partners for collaborating with us in order to meet our students' needs.

### Next Steps:

The priority for the next few weeks is to allow students and teachers to become as comfortable as possible navigating this new learning environment. Administrators and teachers continue to evaluate current needs and change learning and teaching plans as needed to focus on overall curriculum expectations; engage families in two-way communication, and respond to issues that may arise; and account for student accommodations or additional support for students with special learning needs or other considerations. Each student's learning plan is dynamic, and these will continue to evolve for the duration of the school closure. Students and families who are experiencing challenges with the amount of work assigned, or the level of support required for students to understand lessons and complete assignments, are asked to contact their teachers for assistance.

### Recommendation:

That this report be received for information purposes.

**Report Prepared By:** Debra Rantz, Director of Education

**Attachment:** Infographic: LDSB COVID-19 Response

# WE ARE ALL IN THIS TOGETHER

Ongoing responses to COVID-19

## 40+ daily tips

Daily mental health and well-being tips and activities to help families and staff to support our students and each other.

A comprehensive list of resources, outreach services, and information to support families and students.

## 1,100+ students

Social Workers, Student Support Counsellors, School Attendance Counsellors and Adolescent Care Workers reaching out directly to students to support their well-being remotely.

## 2 pandemic tables

Members of weekly regional vulnerable sector table and City of Kingston COVID-19 table.



## Wellness



## Innovation

## 2,000 devices

Technology/remote learning supports distributed to students.

## 12+ updates

Alerts and weekly updates to families and staff.

## 81+ resources

Online resources and tips for students to support remote learning with Microsoft Teams, Minds Online, D2L and Google Classroom.

Providing PD for staff and students around best practices for virtual learning.

## 400 families

The Food-Sharing Project & Isthmus providing weekly food hampers or grocery gift cards.

## 8 regional hospitals, health care centres & paramedic services

322 containers of disinfectant wipes  
185 containers of hand pump sanitizers  
10 boxes of N95 masks  
1600 nitrile gloves  
2 Electrostatic Sprayer and Disinfectant Cleaning machines



## Collaboration



Friday, January 10, 2020

Honourable Christine Elliott, M.P.P.  
Minister of Health and Long-Term Care  
Ontario Ministry of Health and Long-Term Care  
80 Grosvenor Street  
Toronto, ON  
M7A 2C4



Dear Minister Elliott:

I am writing on behalf of the trustees, staff and 65000 students of the Waterloo Region District School Board, to highlight the most serious health issue facing our school communities.

Minister, there is unanimous agreement within our Board, that Vaping and the consumption of Vaped products, has quickly become the number one threat to student health and well-being.

We are deeply concerned about the rapidly increasing rate at which our youth are experimenting with vaping products, and are hoping to work with you and your government on a strategy to protect young Ontarians from the harms and risks associated with vaping use.

As you may have seen, in our community, University of Waterloo Professor David Hammond has published research showing that between 2017 and 2018 vaping increased by 74 percent among Canadian teens between the ages of 16 and 19.

We are pleased with your recent remarks to the CBC, (December 5, 2019) confirming your government's understanding that this is a serious issue, and that "there is more to be done." Further, the recent decision to ban the promotion of vaping products in convenience stores and gas stations as of January 1, 2020 is a welcome start to this New Year.

Although an important step, it is one of many, which need to be made in order to address this issue, and we are urging you to follow the example of other jurisdictions and increase the minimum age of 21 for the sale of tobacco and vaping products and prohibit the sale of flavoured vaping products.

These regulatory changes are supported by our school board and public health partners across the Province and across Canada, as they are proven to help deter students from



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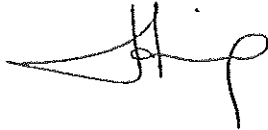


YOUTUBE.COM/WRDSBVIDEO

engaging in vaping and the negative-and often unexpected-health consequences associated with these products.

Minister, we share a mutual goal which is to protect young Ontarians from the risks and harms of vaping, and to work to reverse this concerning trend. We are committed to working with you and all stakeholders to reduce the promotion and appeal of these products and look forward to hearing from you on our recommendations.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Herring', with a stylized flourish at the end.

Jayne Herring  
Chair of the Board of Trustees  
Waterloo Region District School Board

Cc: Premier Doug Ford  
Education Minister Stephen Lecce  
Region of Waterloo Public Health  
OPSBA  
Chairs of Ontario English Public School Boards



Suzanne Ruttan  
Chair  
Limestone District School Board

February 19, 2020

Dear Madam Chair;

Aware of a small group of misinformed and negative influences attempting to disrupt the LDSB, I feel it appropriate to present a reminder of the significantly responsible decisions that have generated opportunity and success for students in our area.

Composed of a diverse population, schools in the LDSB have benefitted from decisions offering programs to advance students headed for a variety of futures. Examples include Focus Programs, LEAP, Challenge, International Baccalaureate, French Immersion, and others, adjusting to need and demographics. LDSB students have succeeded in many provincial and national competitions and scholarships, attesting to the level of support they have received for their hard work and intellectual abilities.

Students in the LDSB have been protected through collaboration with community agencies, such as the KFL&A Health Unit, the Kingston Police, the Children's Aid Society and others, keeping them safe, productive and healthy.

A complex transportation system pioneered in the LDSB delivers students to and from home and school capitalizing on economies possible through cooperative interactions with many organizations. The new high school has been designed with a view to the future use of space and technology in accordance with environmentally sustainable standards to maximize resources and student outcomes.

The focus of the LDSB trustees has been trained on student success with many examples of positive results. It is hoped that this intensity and dedication to the purpose of the Board of Trustees can continue without deviation or interruption.

Best regards,

Joan Heaton  
Former LDSB Administrator

February, 2020

Chair Suzanne Ruttan,  
Limestone District School Board

c.c. Debra Rantz, Director of Education

Dear Chair Ruttan:

I am writing as a proud former member of senior management and as a concerned community member at this point. By chance, I read a very inflammatory article in SCOOP newspaper which prompted me to seek out more information about the current state of affairs at the Board level. I have a definite bias with 33 years as an educator in various roles and positions. My interest and passion for public education and the work of the Limestone District School Board have continued well past my retirement. I am so proud of the incredible initiatives and achievements in the Board which I attribute to stellar leadership by the Directors and senior management, the leadership at the school level, the stewardship of the Board of Trustees and all culminating in the wonderful, committed work of our teachers and other staff. I also extend kudos to the current and past Board of Trustees for managing to deliver balanced budgets – no small feat given the growing fiscal challenges of an unresponsive provincial government. I am confident that after deliberating through this arduous process, trustees know better than anyone why hard and unpopular decisions sometimes need to be made and defended. Thank you for your work.

Does there remain a need for improvement? Of course, and until every single student is successful in every way, until every student and staff member is and feels safe, the efforts to improve must and do carry on.

It is very troubling to observe the toxic elements which are emerging among a small community fringe group. This group brought in supposed educational expert, Dr. Paul Bennett, to write a report assessing the Board's governance. This report, which he distributed in the lobby prior to the Board meeting, revealed incredible presumption, and disparaged the Director of the Board, and the Board in general, full of many inaccuracies and untested generalizations. Any credible and exhaustive expert report purporting to make recommendations in any field or organization would include a broad spectrum of consultation and fact-finding. This individual did not step foot inside the LDSB until the Board meeting of February 12<sup>th</sup>. The next morning, he held court at city hall to present his findings to a very small group. This "expert" based his report 100% solely on interviews with people recruited for the purpose of denigrating Board personnel and leadership. He proclaimed to the media (and to those assembled in the lobby prior to the Board meeting) that he has never been *not allowed* to present a report before. Well, even though "he came all the way from Nova Scotia" (at the expense of this group), as you know, this does not entitle him to get on an agenda – the Board does not give platform to an individual/delegation who will disparage members (as per Board policy 18.7.0 – "Members of the public addressing the Board, are expected to speak and act in a respectful manner at all times. Members of the public attending must not: make derogatory or disparaging comments to or about Board members or staff members"). I have read the so-called Expert Report which was insulting, full of inaccuracies and caustic generalizations, and directly disparaging to individuals. It did not take too much research to discover that this individual has been discredited on more than one occasion for shoddy work and a lack of integrity.

From all the discourse about the Board's "lack of transparency", a meme touted by this group, I cannot find even one instance of any substance, though of course I am only privy to what this individual published and what I have gleaned from the media and Board minutes.

One of these community members stated, in writing, to the media that the Board was guilty of corruption. This is slanderous, unless, of course, it is true. I hope you are collectively asking the individual to provide evidence to support this claim addressing it if it is true, or refuting it vigorously, if not legally, if it is unsubstantiated.



I have spent nearly six years in the past attending Board meetings and working with trustees. For the most part, the trustees have been constructive, collaborative, and committed to providing the best educational opportunities for LDSB students. In their mandated role, they added great value to the system, bringing the fresh perspective of the layperson and community voice; the work done on their watch was vital in terms of their role in Board governance, making hard decisions to deliver balanced budgets and so much more. It was my privilege to work with them, though I may not have personally agreed with every decision (but I would certainly not disagree publicly), and there was mutual respect (and certainly civility) and a culture of collaboration and common focus. During my tenure, and continuing today, there are many channels for community, staff, parent and student input – from the school to community-wide levels. I know you are well aware of these channels and I do not really need to articulate them.

And there is much room and opportunity for constructive input from all stakeholders about where there can be improvements. The best outcomes are the result of genuine collaboration and common focus by all stake-holders.

I extend my hearty congratulations to Director Rantz on her distinguished career and thank her for her exemplary service in LDSB. When she was appointed in our Board, I was struck by how fortunate we were to have attracted someone so widely lauded on a provincial level.

My best wishes to the Board and Senior Management as you provide leadership and navigate through significant challenges as you continue your dedicated service to the students and staff of the Limestone District School Board.

Sincerely,  
Madelienne Tarasick

February 19, 2020

Suzanne Ruttan  
Chair, Limestone District School Board

Cc: Debra Rantz, Director of Education

Dear Chair Ruttan:

In the interest of transparency, I will state that I am a proud retiree from the Limestone District School Board. Over my 32 year career, I was a classroom teacher, special education consultant, principal, planner and Student Success Leader. Throughout my career and up to the present, the LDSB has been a Board of choice for students and their parents. With Senior Management and Trustee leadership and support, the LDSB continues to lead the way in offering a broad range of programs of choice to students across the full range of learning abilities and interests. From Focus Programs to Special Education, Dual Credit Programs, LEAP, Specialist High Skills Majors, literacy development , International Baccalaureate and Advance Placement courses..... There is something for everyone. Students are encouraged to find their place according to their needs and interests.

I have also worked on the planning side of the board. For a few years, I analyzed the data related to student enrolment and school accommodation. I ensured that Ministry of Education regulations around the Program and Accommodation Review process were followed. It must be noted that while the Ministry of Education required that boards do Accommodation Reviews, LDSB chose to do "Program" and Accommodation reviews, recognizing that facility decisions could have unintended impact on program offerings for students that should not be overlooked.

School boards and trustees have hard decisions to make. Money is limited. Our hopes for student achievement and the very best learning opportunities are limitless. The Ontario government has placed both teachers and students under attack with their threats to increase class sizes for students and reduce special education supports. If ever there was a time for well intended trustees to work together on behalf of our students, that time is now. I respect that this is largely a new Board of Trustees and the learning curve is steep. But I have trust that our trustees can work collaboratively with Senior Management and each other as they continue to focus on student learning and achievement.

There is a small but noisy crowd that is looking to create friction and cause dissent. Their claims have been investigated and dismissed by the relevant parties. Do not be distracted by them from your most important task of ensuring student success. I urge you to work together with Director of Education Debra Rantz, her highly skilled Senior Management team and each other, to protect and continue to grow the outstanding education system we have here in Limestone.

One final note for transparency's sake: I currently have 3 young grandchildren in LDSB schools, with 2 more following close behind. Collectively, they will spend

about 70 years in classrooms. This is the tremendous impact that you have: the capacity to make a positive difference for my family and families throughout the Board, and to ensure that each of those 70 years is positive, productive, safe and enriching.

With respect,

Kerry Stewart

[kjsmac@icloud.com](mailto:kjsmac@icloud.com)  
613-572-2200

Dear Chair Ruttan,

We are writing to express our concern about what seems to be, from our perspective, an unnecessarily negative and hostile attitude and approach from a small group of people in our community.

As former teachers and counsellors in Limestone District for over thirty years, we know first hand what the priority in programming and vision in our Board was and continues to be and that is, students first. Focus programming, off site and alternative schools, reengagement for diploma completion, St. Lawrence dual credit options, cooperative programming expansion, the International Baccalaureate programme and Respect clubs are just some of the many resources we had access to to help meet the wide range of students' needs within our Board. Students' success and programmes that will address individual differences in order to bring about that success, are in real danger under this current government. This threat requires all trustees, directors, superintendents, teachers and community members to use their energy and resources to work together to maintain the high quality of education and educational supports we have in Ontario. Transparency "tangents" cannot be allowed to use up that energy or to redirect the focus of those working daily for what's best for our young people.

Our director and her senior staff need the trustees' support. You have ours in this stressful and unnecessary conflict.

Yours sincerely,

Linda Huffman lmariehuffman@ gmail.com

Sandra Notman singlemaltwoman@gmail.com

February 26, 2020

Dear Chair Ruttan and Director Rantz,

I am a resident and voter within the boundaries of the Limestone District School Board. I have lived and worked here for over 50 years. There have been several stories in recent months and years in the local media that have contained baseless allegations and unfair innuendos with the potential to undermine public confidence in the LDSB in irresponsible ways. I would like to express my support and respect for decisions made, by the Board and Senior Administration, for outstanding service in education. My specific interest is in the way the Board has conducted itself with regards to inappropriate behaviour demonstrated by at least two Trustees, both former and current. Their names are in the public record.

This Board and the Senior Administration is continuing to function in the best interests of children and improving student achievement despite the special agendas of a small group of people. This small group seems to have an interest in putting forward libelous and inaccurate information to which the Board is obligated to respond appropriately. In some cases, Trustees have been censured, as you know, and those publicly elected individuals are unwilling to come forward with the reasons for the action. Of course, the Board is bound by confidentiality. I can only assume the Board took steps to maintain high expectations for its' members and support the level of decorum appropriate to Public Institutions in Ontario and Canada. It is what our citizens expect, it is an appropriate example to the very students for whom the Board has responsibility. The Board has consistently acted within the bounds of the legal and moral mandate, with which they have been entrusted, by the voters of the District. Perhaps, the Trustees who have been censured would like to own up to their actions and explain themselves to the public. Instead, they know they have acted inappropriately and, are either embarrassed, or lack the courage to tell the real story accurately and honestly. The Board, on the other hand, has a policy of and duty to be respectful of their privacy. It doesn't publicly shame them for their shenanigans of what they would like to have perceived as populist actions.

I would also like to comment on the actions and media coverage of the Limestone Education Advocates Reform Network (LEARN) and their connections to the "dissenting Trustees." They recently invited a For-Profit consultant, Paul Bennett, from Schoolhouse Consulting based in Nova Scotia to speak. Mr. Bennett was reported to have presented a short report accusing the LDSB of having a "Crisis of Governance" to which I disagree, wholeheartedly. I suspect the "dissenting Trustees" are connected to LEARN and are also putting forward a special agenda of their interests. I can't imagine what their interests fully entail but they seem to be causing great efforts to be spent defending and justifying appropriate actions taken by the Board and the Senior Administration instead of addressing the real issues of improving student achievement in the face of continuing financial challenges laid upon the Board by the Provincial Government and over which, the Board has little or no control.

Mr. Bennett's report, as reported by the Kingston Whig Standard on February 13, 2020, seems to be based on many inaccurate assumptions and is severely lacking in any credible rigor to be taken seriously. The Board was quite right to deny it being heard at their meeting.

I would like to address the eight recommendations to "fix" the problems Mr. Bennett and his small group perceive to be present:

1. Conduct a full provincial review of the board and hire an independent consultant to conduct official investigations.

There is an insinuation here that there has been wrong doing on the part of publicly elected Trustees and, by default, the Senior Administrative Team and Legal Counsel advising them. Hiring an independent consultant would be a travesty as precious funds that are desperately needed to support student learning (especially special education) in the classroom would be completely wasted chasing a non-issue.

2. Suspend the current Code of Conduct and replace it with the 2010 Ontario policy framework.

The question here is why? The current Code of conduct is public and available to all, (<https://www.limestone.on.ca/common/pages/DisplayFile.aspx?itemId=10222473>) including former and current Trustees who, when they ran for office, agreed to the terms. Our schools are required to develop their own Codes of Conduct and it is appropriate the governing adults lead by example. As I read through the Code of Behaviour for Trustees, it seems to me a small group had, and perhaps, have a complete disregard for several aspects of the Code. It is clear and well within the authority of the Board to take action to censure Trustees who act outside the expectations, especially when their actions are potentially libelous, and they are not acting "impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board." The Board is obligated to act:

in accordance with the Education Act: Student Achievement and School Board Governance Act, as amended, where such person:

- Contravenes legislation;
- Breaches any board policy, procedure or practice; and
- Breaches confidentiality.

3. Review the role Ontario Public School Boards' Association when it comes to code of conduct to move away from a "corporate governance" model.

For this recommendation, I would refer to my response above.

4. Introduce a more transparent performance review for both the director and trustees.

In our democratic system, the transparent performance review for Trustees is re-election. The review for the Director is re-newel of their contract by the elected Trustees. The Director is the sole employee of the Board. There is no need to build in more bureaucracy when the public has the final say.

5. Restore board standing committees.

Which standing committees are being recommended? This may illustrate Mr. Bennett's lack of knowledge of Ontario's education system and the LDSB or just lack of research. The Board website lists the following standing committees with agendas and minutes for each posted:

Audit Committee, Budget Committee, Education Policy and Operations Committee, Environmental Sustainability Advisory Committee (ESAC), School Enrolment/School Capacity Committee, and the Special Education Advisory Committee

6. Develop a public engagement strategy to restore public trust.

This makes the accusation that public trust in the LDSB has been compromised. Where is the evidence? On what is he basing his suggestion other than the irresponsible statements and misinformation of the LEARN group perpetuated by the local media? I would suggest, from personal experience, the LDSB has consistently acted in the best interests of students, striving to improve their academic achievement and well-being. They have to make complex and consequential decisions based on a wide variety of factors out of their control. They are guided, professionally, by an outstanding Senior Administration who know students and are some of the best in Ontario.

7. Focus on improving student achievement and well-being rather than petty trustee conduct matters.

On this point, I would agree with Mr. Bennett. I would also note, though, that he is part of the problem here. The libelous and inaccurate statements contained in his report as well as supporting the LEARN group, without reliable evidence to support their case, shows that his consulting leaves much to be desired and is of suspect value.

8. Establish an independent educational ombudsperson to help deal with family and community concerns.

I wonder about the evidence on which Mr. Bennett bases this suggestion. Parents have recourse for their concerns, at this time, to their community school Teachers, Principals, Superintendents, the Director, and ultimately, the Board. Mr. Bennett seems to be suggesting an ombudsperson would deal with concerns not currently being addressed. This feeds into the misinformation that he and LEARN would have the public believe is a problem. The Board has been elected to make decisions on behalf of the public. They

serve the public trust and have a heavy responsibility that is taken extremely seriously and in a highly professional manner.

In conclusion, I wish to reiterate my unwavering support for the Board, Director Rantz, and the Senior Administration. I believe the censures of inappropriately behaving Trustees is crucial to leading by example for our students and maintaining public trust in the institution of the Board. If it didn't act, the message would be one of enabling the behaviour. It would likely persist, unabated, causing even further distraction from the essential and core goal of supporting students in schools. Please continue to exact the highest of standards for behaviour from our elected officials as we do from the ones hired to be responsible for our children.

Sincerely,

Peter Dendy



March 5, 2020

Suzanne Ruttan

Chair, Limestone District School Board

cc. Debra Rantz, Director of Education

Dear Chair Ruttan:

Concern for the recent news reporting on issues surrounding the Limestone District School Board has prompted me to write this letter.

I am a proud retired employee, (teacher, Department Head, Assistant to the Superintendent, Vice-Principal and Principal), of your Board. I was hired by the Kingston School Board, continued with the Frontenac District School Board after the first amalgamation, and retired from the Limestone District School Board. No matter the name or the size of the Board, it has a long history of commitment to student success and of provincial leadership in curriculum development, professional expertise, and fiscal prudence.

The successes of this Board have been achieved through a deep held commitment to providing the best public education possible and to a camaraderie and mutual respect for all even as our differences lead us to better results.

I am very pleased with the education that my children received and that my grandchildren are now receiving with this Board but I am very concerned about the direction that present governments might take which threatens the principle of quality public education for all. Any move toward the American tiered educational system where educators are not valued, where there is no equal opportunity for all and where its leadership at the highest levels is provided by people with no background in education and a concern only for wealth, is to be prevented at all costs.

This is a time like never before when we need to stand solidly together to protect our youth and our quality educational system. Your Board has a fine Senior Management team of professional educators who deserve the support of the public officials who have been dedicated and concerned enough to run for public office. Help change the focus from, "How can I obstruct?" to "How can I help?" You have the capacity to set the tone for the whole system.

If we see our jobs as an opportunity to help others be successful, much can be achieved. Teachers support and help students and colleagues be successful; school administrators support and help all those who work in their building to be successful; the Board's Senior Management team supports and works to help schools, administrators, and trustees to be successful and the Board of Trustees supports and helps their Senior Management while being Limestone's greatest support and public relations team.

As a former employee and as a voter, I hope you see this letter as the support that it is intended to be and as encouragement to work together to provide quality educational experiences and to be strong

advocates for the whole of the Limestone Board and for our public education system. You do make a difference.

Respectfully,

Sandie Cond

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