



AGENDA - REGULAR BOARD MEETING

Wednesday, February 10, 2021 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

[Virtual Link](#)

PRIVATE SESSION – 5:30 PM

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

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

1. MOTION TO MOVE INTO PRIVATE SESSION

2. DECLARATION OF CONFLICT OF INTEREST

3. ACTION ITEMS

3.1 BOARD MINUTES

3.1.1 REGULAR BOARD MEETING - JANUARY 13, 2021

4. FOR INFORMATION

4.1 SAFE SCHOOLS UPDATE

4.2 PROPERTY UPDATE

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

5. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 PM

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

- 1. ADOPTION OF AGENDA**
- 2. DECLARATION OF CONFLICT OF INTEREST**
- 3. PRIVATE SESSION REPORT**
- 4. CHAIR’S UPDATE**
- 5. DIRECTOR’S UPDATE**
- 6. PRESENTATION: ENGLISH SECOND LANGUAGE (ESL) – Associate Superintendent Stephanie Sartor**

PRESENTATION: STUDENT TRANSPORTATION – Gord Taylor, CAO, Tri-Board Student Transportation Services.

SECTION A – Matters Requiring Action at the Meeting

7. Consent Agenda

- 7.1 Board Minutes:**
 - 7.1.1 Regular Board Meeting – January 13, 2021 (Pages 5-18)

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- 7.1.2 Committee of the Whole Board (Education, Policy and Operations)
Meeting – January 27, 2021 (Pages 19-26)

7.2 Reports from All Committees:

- 7.2.1 Special Education Advisory Committee – January 20, 2021 (Pages 27-31)

8. ROUTINE MATTERS

- 8.1 OPSBA Report** – Trustee French

- 8.2 Report from Student Trustees**

9. REPORTS FOR INFORMATION

- 9.1 Virtual School Update** – Director Krishna Burra (Pages 32-36)

- 9.2 School Year Calendar 2021-2022** – Associate Superintendent Gillam and
Associate Superintendent Hedderson (Pages 37-40)

10. REPORTS REQUIRING DECISION

None at this time.

11. NOTICE OF MOTION

None at this time.

SECTION B – Information

12. INTERNAL REPORTS AND OTHER COMMUNICATIONS

None at this time.

13. EXTERNAL REPORTS AND OTHER COMMUNICATIONS

None at this time.

14. COMMUNICATION REFERRED TO COMMITTEE

None at this time.

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15. REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

16. OTHER BUSINESS

17. OTHER SPECIAL MEETINGS/EVENTS

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

18. ADJOURNMENT

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REGULAR BOARD MEETING MINUTES – JANUARY 13, 2021

PRIVATE SESSION

Roll Call:

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

1. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

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

2. Declaration of Conflict of Interest

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

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3. Action Items

3.1 Board Minutes:

3.1.1 Regular Board Meeting – November 11, 2020

3.1.2 Committee of the Whole Board (Initial) Meeting – December 9, 2020

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

4. For Information

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

4.2 Property Update – None at this time.

4.3 OPSBA Update – Trustee French provided a brief OPSBA update.

4.4 Labour Update – Director Burra provided a brief labour update.

4.5 Legal Matter – Superintendent Young provided a legal update.

4.6 Personnel Update – None at this time.

5. REPORT TO PUBLIC SESSION

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

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

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

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) A. Putnam (Student Trustee) N. Quadir (Student Trustee) Q. Traviss (Student Trustee)	M. Babcock, Superintendent of Education K. Burra, Director of Education J. Decker, Mathematics Lead Teacher, Program Team J. Douglas, Communications Officer C. Downie, Capital Planning Supervisor P. Evans, Mathematics Lead Teacher, Program Team S. Gillam, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education K. Smith, Communications Officer C. Young, Superintendent of Business Services
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

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

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

1. Adoption of Agenda

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

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2. Declaration of Conflict of Interest

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

3. Private Session Report

Vice-Chair Gingrich made the following statement: “In Private Session earlier this evening, the Private Session Minutes from the Regular Board Meeting of November 11, 2020 and the Committee of the Whole Board (Initial) Meeting of December 9, 2020 were approved.”

Vice-Chair Gingrich indicated that there was a safe schools update and a brief OPSBA update. He noted that Director Burra updated Trustees on a labour matter and Superintendent Young provided a legal update. There was no other business, or motions arising.

4. Chair's Update

Chair Ruttan stated: ‘I hope that staff, students, and Limestone families found some time to relax and rejuvenate over the scheduled break. Despite having to start the new year with all students learning virtually, I am confident we can continue to adjust and adapt in an effort to keep students, staff, and the larger community safe and healthy.

Trustees acknowledge that families are dealing with a lot right now. Many Limestone staff are also balancing work while supporting their own children learning from home. I know it has not been easy.

Trustees cannot recognize and thank staff enough for their extraordinary efforts as they continue to provide essential supports for students in new and different ways during the pandemic. For example, the complex work undertaken by Educational Services to transition elementary students with special education needs and those accessing School to Community services back to face-to-face learning this week. This is a staggering swing in the service delivery model. Thank you.

As we work together over the next few months our responsibility, and challenge, is to maintain and improve public education across our district in our important role as governors

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of the Board.

Some of the items before us include the upcoming 2021-2022 school year calendar, and next year's operating and capital budgets. The Multi-Year Capital Plan and School Renewal Project Plan is before Trustees tonight. And that concludes my report."

5. Director's Update

Director Burra stated: "Good evening Trustees and members of the virtual gallery. Happy New Year. I hope everyone was able to have some good holiday time, even if it meant only spending time with family and staying close to home.

As everyone knows, 2021 has started with staff and students moving to a remote format due to provincial direction. As the pandemic evolves and government direction changes, we must remain agile in continuing to serve students, families, and staff.

At the start of last week, over 17,000 students and their educators moved from in-person instruction to virtual/remote learning. This transition is never simple, but it was much smoother given our experience last spring. To help support students, over the past week we have distributed additional devices and hotspots for internet connectivity. Consequently, since the start of the 2020-2021 school year, we have provided over 3,300 devices and 165 hotspots for internet.

I am pleased to say that teaching and learning are continuing. For those students and educators that were in person leading up to the break, remote learning looks and feels different. I have been greatly impressed by the resilience and innovation of staff in transitioning to remote learning, and the support provided to students by educators and support staff. This includes enduring some internet outages that limited connectivity for many educators and students across the province. Given we have discussed virtual learning several times this past fall, and the vast majority of Limestone District School Board students and educators are now part of remote learning, we do have a presentation tonight to share what virtual school looks like.

During this current closure, the Ministry directed school boards to provide an in-person learning option to a limited population of learners: those students with significant special education needs who cannot be accommodated in remote learning. Consequently, we have a small number of learners in schools with educators: about 220 students with significant

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special needs currently attending, spread across about half of our schools. While the intention of the provincial state of emergency is to ensure people stay at home to reduce contacts outside of households, the direction we have received regarding provision of programming for students with significant special education needs remains in place.

We are currently planning for a full return to classrooms for in-person learners and staff on Monday, January 25, 2021. However, based on changing health circumstances and data, this date may change. While our region unfortunately had its first COVID-related death this week, the KFL&A region continues to see significantly lower case numbers compared to other regions. The province has indicated that we will receive further direction by January 20, 2021 regarding local school closures. Other areas of the province are now scheduled to reopen on February 10, 2021.

I should highlight that the government announcement yesterday did implement some changes once in-person learning resumes: masking will now be mandatory in all schools for students in Grades 1-3, and it will also be mandatory outdoors when students/staff cannot maintain spacing. In Limestone, mandatory masking for Grades 1-3 has already been in place so this will not significantly impact our schools. For masking outdoors, the provincial announcement mirrors the KFL&A Public Health guidance delivered to schools earlier this fall. We await further information related to the other announcements impacting schools when they resume, full in-person learning. Specifically, enhanced screening and expanded, targeted testing.

I know staff continue to do the best they can and adapt to changing circumstances. Our service to students and communities requires a system to support the work, and I am extremely proud of the efforts of all LDSB employees. Thank you.”

6. Presentation – Virtual School

Superintendent Silver indicated that staff have been sharing information with Trustees about the LDSB virtual school since the beginning of the year, and given that approximately 10 per cent of our students are attending virtual school, staff wanted to provide Trustees with a glimpse into what that looks like. Superintendent Silver stated that Jackie Decker, a program team member, is currently teaching a student success period and has been supporting

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educators in virtual school. She will share what the platforms look like, a sample lesson, what student success looks like, and what support are available for students in the area of mental health.

J. Decker provided some data on the virtual school numbers. In the Elementary Virtual School (K-8) there are 1,305 students; 2 administrators; 83 teachers; 1 student support teacher, 6 educational assistants and 9 early childhood educators. The Secondary Virtual School has 612 students; 1 administrator; 23 teachers and a Success Team. There are 2 office administrators that support the virtual schools.

J. Decker noted that the virtual schools have worked hard to build community - Twitter samples include morning announcements and sharing of student work. Although startup was very busy, now the focus is building community.

J. Decker wanted to let Trustees see what the learning platform looks like for virtual school. She shared a couple of screen shots of the D2L platform - Secondary Virtual School uses Minds Online/D2L to house its course work and provided a sample of what her class looks like.

Some elementary classes also use Minds Online and D2L. All teachers are able to customize their course to meet their needs and student needs. This platform is used for students to get their work from teachers, to hand in their work to teachers, get feedback, and can also include announcements, videos, and links to other resources.

The other main platform used in elementary and secondary virtual school is MS Teams, the platform we are currently using for this meeting. MS Teams is used mostly for synchronous learning, but also as a class platform to assign work, have students hand in work - very similar to D2L. The benefit of MS Teams is that it has the synchronous component that teachers use regularly.

Learning at secondary virtual school includes many of the high yield strategies used in the classroom, like opportunities for students to collaborate with each other in large and small groups and with the teacher. She showed examples of a small group in an elementary math class; a secondary English class participating in a teacher led lesson; a secondary math class with a small group and an art class having a discussion.

Learning at elementary is a lot of live lessons with the teacher working directly with students. J. Decker shared a screen for Trustees of resources and supports for the system related to virtual learning, which the program team have provided for teachers to use online. The program team is offering professional learning and coaching with virtual school teachers. The focus at the beginning was with IT supports and trying to understand where students were at, by developing and supporting with diagnostics. At elementary, we are starting to focus on learning in literacy and math with virtual school teachers. In secondary, support for educators is mostly individual or small group coaching.

In conclusion, J. Decker indicated that 'A Student Success Team,' including a lead student success teacher, three program team members supporting student success, and a part-time re-engagement teacher, support the secondary students. They make plans for at-risk and in-risk students. They strategically create courses to help fill gaps and recover credits. They connect students with supports within the Limestone and broader community.

Superintendent McDonnell indicated that all Educational Services' supports and programming are provided virtually, excluding speech language and psycho-educational assessments. She noted that Individual Education Plans (IEPs) continue to be developed and implemented. Superintendent McDonnell advised that supports for virtual learners remain connected to home-schools when possible, for example, student support teacher, learning program support teacher, educational assistant, and elementary school to community support teacher. Chair Ruttan thanked staff for the excellent presentation and called upon Trustees for questions or comments.

7. Consent Agenda

7.1 Board Minutes

- 7.1.1 Regular Board Meeting – November 11, 2020
- 7.1.2 Committee of the Whole Board (Caucus) Meeting – December 9, 2020
- 7.1.3 Committee of the Whole Board (Initial) Meeting – December 9, 2020

7.2 Reports from all Committees

- 7.2.1 Special Education Advisory Committee – November 18, 2020 and December 16, 2020

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

8. Routine Matters

8.1 OPSBA Report

Trustee French stated that she had nothing further to report since her full report last month, as the Board of Directors do not meet until February 2, 2021. She did want to flag however, that registration is now open for the Public Education Symposium, limited to virtual delivery. The symposium will be from 10 a.m. to 3 p.m. on Thursday, January 28. Trustee French noted that the cost is free and some great sessions including Indigenous education, human rights and anti-racism and student panels on racism and a global pandemic.

Trustee French also wanted to advise that work is proceeding with project Compass, a process of reviewing the OPSBA constitution. She chairs the Strategic Planning Committee and will update Trustees as more information becomes available on the planning process.

8.2 Report from Student Trustees

Student Trustee Putnam stated: "Good evening everyone, I hope you are all doing well. Despite all of the continued setbacks Limestone students continue to preserve and support one another online. Students' use of social media to connect with each other to share information, and to run events like virtual spirit weeks; virtual announcements; cooking contests; and school clubs, is so amazing to see. Students are also getting excited for the very first Limestone wide GSA meeting which will occur virtually on Tuesday, January 19, 2020 at 4 p.m. for all LGBTQ2S+ students and allies. It is great to see Limestone's students make the best of a far from ideal situation."

Student Trustee Quadir stated: "Good evening everyone and Happy New Year! On behalf of the students of the Limestone District School Board, Student Trustees Putnam, Traviss and myself, we would like to thank all of our incredible staff, educators, and families for their ongoing and tremendous support of student success and mental health. The three of us have spoken at length with various students about the transition to online learning, including our InterSchool Council student leaders, and although the online environment cannot compare to in-class learning, we truly appreciate that our teachers, support staff, and administration are striving to make it as engaging and inclusive as possible for all students. In all honesty, online

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school is draining and very difficult, especially for students who seek joy and fulfillment in extracurricular activities and face-to-face interaction. However, all the students with which we have consulted have expressed their immense gratitude for how much more clarity and sympathy there is with remote learning this time around. We are still in a pandemic, but we are better-equipped now than we were last year to learn together, and even more importantly, to support one another.”

Student Trustee Traviss stated: “Hello everyone, it has been a pretty quiet month for me and the Indigenous Student Advisory Committee, but that does not mean gears are not turning. I, along with some of my peers in our school board’s Indigenous community are working to compile a list of opportunities, scholarships, and resources aimed at Indigenous students who plan on going to post-secondary next year. As the new year brings new things for us all, Student Trustees Quadir, Putnam and I are excited to start preparing for the upcoming Student Trustee elections in April, something the three of us are very excited to promote and support in the next couple of months. Thank you for listening and thank you again to the Board, our educators, our community stakeholders, and families for your continued support of students during this time.”

9. Reports for Information

None at this time.

10. Reports Requiring Decision

10.1 Policy Review

Director Burra stated that as part of the October 28, 2020 Committee of the Whole Board (EPOC) Meeting, Trustees reviewed several policies and made some revisions. At that same meeting, Trustees passed a motion to obtain a quote by a parliamentarian to review and provide possible recommendations with regards to format and content and/or alignment of policies, and in particular Policies Nos. 3, 7, 9, and 17.

Director Burra indicated that given the Board’s previous work with Lori Lukinuk regarding parliamentary procedures and distinguishing between policies and bylaws, a quote was sought from her regarding follow-up services focused on LDSB policies. Director Burra has since contacted Ms. Lukinuk and she has indicated she would be pleased to work with

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Limestone Trustees to review and revise some of the policies that tie to Board Operations, specifically, Policy 7: *Role of the Board Chair*; Policy 8: *Role of the Vice-Chair*; Policy 9: *Board Operations*; Policy 10: *Committees of the Board*; Policy 11: *Board Representatives*; and Policy 12: *Policy Making*.

Director Burra stated Ms. Lukinuk indicated that bundling these policies for potential revisions and division of bylaws would be appropriate given the interrelationship between them. Policy 3: *Director of Education Job Description*; and Policy 17: *Selection of the Director* fall outside of a policy or bylaw review tied to the operational nature of Policies 7-12 and would not require bylaws. The recommendation was for the Board to review Policy 3 and Policy 17 with a lens to the most recent hiring for any potential updates.

Director Burra advised that for a review of Policies No. 7-12, Ms. Lukinuk's quoted \$3,500 and proposed a process that would include two to four meetings which could be concluded within three to four months. The first meeting would focus on reviewing existing policies to determine areas for revision; the second would be a review of draft revisions and look at further amendments or potentially Board approval, if necessary; the third meeting would be a review of additional amendments and the revisions in their entirety for Board approval; and, if not previously completed, the fourth meeting would be for Board approval. Final Board meeting approval could potentially be a special board meeting attached to an EPOC meeting with the sole purpose of approving the bylaws/policies with a clause-by-clause review for final approval.

The Board will need a separate review process for Policies 3 and 17.

MOTION: That (1) The Director, Chair, and Vice-Chair engage with Ms. Lukinuk and schedule the review process outlined in this report to revise Policies 7-12, and agree to the terms of Ms. Lukinuk's fee for her services; and,
(2) The Board agenda setting committee discuss next steps for revision of policies 3 and 17 separately from policy work with Ms. Lukinuk, and bring a plan and/or draft revisions back to Trustees at a later date.

MOVED BY Trustee Gingrich and seconded by Trustee French.

Chair Ruttan called the question.

Roll call vote.

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, Student Trustee Putnam, Student Trustee Quadir, Trustee Ruttan, Student Trustee Traviss (12)

NAYS: (0)

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: (0)

The motion was carried.

10.2 Multi-Year Capital and School Renewal Project Plan

Superintendent Young stated that starting in 2011-2012 the Board prepared a 10-Year Capital - School Renewal Project Plan (the Plan) that is updated each year.

Facility Services Manager Dave Fowler and Capital Planning Supervisor Charlyn Downie reviewed details to the plan. They have developed the Capital and School Renewal Project Plan based upon the VFA Building Condition reports for all schools; assessing local needs with school staff, analysis from maintenance work orders; knowledge from facilities trades and maintenance staff, and expertise from engineering and other consultants.

The Multi-Year Capital plan includes an updated 2020-2021 listing of \$21,098,019 projects by school or various schools, which was outlined in Appendix A. Project work estimates are based upon the best available project scope and costing information at the time of evaluation.

If the COVID-19 Resilience Infrastructure Stream of funding is approved, the projects listed in appendix B will be implemented in the 2020-2021 school year.

For the 2021-2022 to 2030-2031 school years, the 10-year plan included an estimated \$4,500,000 in proposed annual school renewal project activity (e.g., interiors, electrical,

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lighting, plumbing, to name a few) per year based upon prior year Ministry funding levels. This plan may or will change to reflect actual Ministry school renewal funding levels when announced.

MOVED BY Trustee Brown and seconded by Trustee McGregor that the Board approve the Multi-Year Capital and School Renewal Project Plan; and further that a revised copy of the 10-Year Capital and School Renewal Project Plan be posted on the Board's website. Carried.

11. Notice of Motion

None at this time.

SECTION B – Information

12. Internal Reports and Other Communication

Chair Ruttan stated that the internal reports and other communications were brought forward for information. Vice-Chair Gingrich stated the 2019-2020 Food Sharing Project Annual Report, this year has been a different year. As the report shows 650 families received food boxes or grocery gift cards once schools closed, representing over 2,000 people. He also expressed appreciation, as the representative on the Food Sharing Project, for the generous donation of \$100,000 from the Limestone Learning Foundation. Trustee French noted that it is important for Trustees to understand that not only was this the Limestone Learning Foundation's largest donation, but this was also possible due to the LLF's expanded mandate to support well-being as one of its strategic goals.

13. External Reports and Other Communications

None at this time.

14. COMMUNICATION REFERRED TO COMMITTEE

None at this time.

15. REQUESTS FOR REPORTS AND/OR INFORMATION

None at this time.

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16. OTHER BUSINESS

None at this time.

17. OTHER SPECIAL MEETINGS/EVENTS

The OPSBA Public Education Symposium (virtual delivery) will be from 10 a.m. to 3 p.m. on Thursday, January 28, 2021.

18. ADJOURNMENT

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

The meeting adjourned at 7:56 p.m.

COMMITTEE OF THE WHOLE (EDUCATION, POLICY AND OPERATIONS) MEETING MINUTES – JANUARY 27, 2021

PUBLIC MEETING

Roll call:

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

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

In accordance with the current provincial shutdown, participants of this meeting are joining remotely. To make the meeting efficient and clear, I will call a speakers’ list for each item for discussion and decision, and I will identify a mover and seconder where appropriate, unless there is an objection. And with that I call this meeting to order.”

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

1. Adoption of Agenda

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

2. Declaration of Conflict of Interest

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

Section A – Matters Requiring Action at the Meeting

3. Reports for Information

3.1 Interim Policy (PPM) for School Board Hiring Practices

Superintendent McWilliams advised Trustees that her report is in the agenda package and she will provide an overview. The new Interim Policy for School Board Hiring Practices came into effect after the revocation of Ontario Regulation 274/12 on October 29, 2020. The Interim Policy outlines key elements that school boards are expected to adopt as well as recommended effective practices.

Prior to this new direction, Superintendent McWilliams advised that Regulation 274 governed all teacher hiring practices for Ontario school boards. School boards were required to maintain both an Occasional Teacher Roster as well as a Long-Term Occasional Teacher (LTO) List. She stated that occasional teachers had to be on the roster for 10 months and have taught 20 assignments to be eligible to apply for the long-term occasional teacher list. She advised that under Regulation 274, for all long-term assignments, the process was that the interview was to go to the five most senior qualified applicants from the LTO list. If the position was not filled, they would repost the LTO list and follow the same process. If not filled at that point, they would then

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extend to the occasional teacher roster where the screening was based on application packages and not seniority. If not filled at that point, the board may extend the advertisement externally, which typically would only happen for French positions.

With the revocation of Regulation 274, and the implementation of the Interim Policy for School Board Hiring Practices, there has been a shift in philosophy, so the focus is on ensuring board hiring practices promote the following criteria:

- Diversity, Equity, and Human Rights
- Qualifications and Merit
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

Limestone District School Board Administrative Procedure 400: Recruitment and Selection, outlines the board's hiring practices. This procedure was reviewed recently as part of the equity, diversity and inclusion work, and has been further reviewed within the context of the Interim Policy, including a consultative process as it relates to the alignment of the revised Administrative Procedure with the Interim Policy. The consultation was extended to several professionals with diverse backgrounds and experiences. A final review will occur with the release of the finalized PPM.

Superintendent McWilliams indicated that based on the feedback received, additional refinements have been made to Administrative Procedure 400: Recruitment and Selection. This procedure, in conjunction with the board's respective collective agreements, will guide all future hiring processes. She noted that work has begun in a number of areas to promote the attraction and selection of a more diverse workforce, including: the development of a new external job posting template that displays a LDSB diversity brand; broad statement of qualifications, skills and experiences to expand the diversity of potential applicants, based on the requirements of the job, and to support the best possible program or service; continuing efforts to expand outreach opportunities to attract diverse applicant pools; a review of our hiring process by our Equity and Human Rights Teacher, to ensure a fair and transparent process for all candidates as well as to identify any systemic barriers to be addressed; and, a review of our screening process to broaden the diversity of applicants selected for interviews.

Superintendent McWilliams advised that for Limestone, this means any elementary job postings would be open to all eligible occasional teachers. First consideration would be given to those on

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the LTO list. The most senior qualified applicant on the LTO list is guaranteed an interview, and any other applicant from the LTO list who meets the required qualifications and experience, may be selected for an interview. She advised that if the LTO list is exhausted, they would consider qualified applicants from the Occasional Teacher Roster, after which they may advertise externally. Further, job postings at the Secondary level would be open to all qualified teachers eligible to apply. Applications would be screened against required qualifications and experience. The most senior qualified applicants on the LTO list are guaranteed an interview, and if no internal applicants were received, they may advertise externally.

Superintendent McWilliams stated that the Interim Policy is focused on teacher hiring and the same principles will be applied to all employee groups, as permitted. She noted the Human Resources department will continue to move the Equity, Diversity, and Inclusion strategy forward. This will include training human resources staff as well as administrators/managers in all stages of the hiring process to ensure transparent, fair, and inclusive practices so that all applicants can “See Themselves in Limestone.”

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

3.2 2020-2021 Revised Estimates and Interim Financial Report for Q1

Superintendent Young introduced Manager Baumann to provide the report. Manager Baumann indicated that this report provides an update on enrolment and staffing changes since the budget was approved by the Board on July 13, 2020. She stated that the revised estimates include updated enrolment projections based upon actual enrolment levels at the October 31, 2020 count date, and projected enrolments for the upcoming March 31, 2021 count date. She noted that overall enrolment is expected to be 40 ADE lower in the 2020-2021 school year than originally forecast in the budget, with the elementary panel decreasing by 94 students and the secondary panel increasing by 54 students.

Manager Baumann advised that for revenues, the Grants for Student Needs (GSN) operating allocation decreased overall by \$0.2 million. An increase of \$2.5 million in various grants such as supported schools, learning opportunities, declining enrolment, Indigenous education, and new grant support for COVID-19, and funding stabilization which are offset by a decrease of \$2.7 million in various grants. These include continuing education, teacher and early childhood educator (ECE) qualification and experience, school operations and support for student fund,

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which had the prior year amount realigned to Priorities and Partnerships Funding (PPF).

Manager Baumann noted that the Other Government Grants had increased by \$6.6 million, primarily due to new PPF grant announcements. She noted that PPF grants are for specific government initiatives and are supported by detailed agreements, accountability, and reporting criteria. These agreements normally indicate that any underspending is to be returned.

Manager Baumann indicated that Tuition Fees had decreased by \$0.5 million primarily due to programs that will not be running due to the COVID-19 pandemic.

She stated that Other Revenues had increased by \$0.6million. An increase of \$1.0M was a result of the Board share of the Manulife benefit plan reserves and increased secondments offset by a decrease of \$0.4 million due to COVID-19 pandemic impacts on community rentals, cafeteria, and interest revenue.

Manager Baumann advised that overall operating revenues at the 2020-2021 revised estimates had increased from \$254,124,312 to \$260,627,920 or a net increase of \$6,503,608.

Manager Baumann stated that overall operating expenditures have increased by \$7,585,413 to \$261,682,447 which is \$1,081,805 greater than the total operating revenues. The additional \$7.6 million in expenditures is a result of the increased salary and benefits expenditures due to staffing changes, expenditures pertaining to new PPF grants received from the Ministry, and planned use of the accumulated surplus internally appropriated funds.

Manager Bauman indicated that for the 2020-2021 revised estimates there was no change to the School Condition Improvement funding allocation and School Renewal funding allocation totaling \$21,083,681.

Manager Baumann noted that the interim financial operating expenditures for the period ending November 30, 2020 (Quarter 1) are being presented in a similar format as the 2020-2021 operating budget, indicating the amount spent by expenditure category and the associated percentage. As of Quarter 1, 25 percent of the operating has been spent. This is comparable to the 26 percent results from the same quarter last year. She noted that 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.

Chair Gingrich thanked Manager Baumann and Superintendent Young for the report and provided an opportunity for Trustees to ask any questions or make any comments.

3.3 K-12 English Second Language (ESL) Programming Update

Associate Superintendent Sartor stated she is proud of the evolution of support provided over the past several years, due to an increase in the number of newcomers in the Kingston community.

Associate Superintendent Sartor recognized Wilma Pettingill, who has been an integral member of the board's ESL team for a number of years. W. Pettingill has supported students in the schools she has worked in as a Student Support Teacher and Vice Principal. As a leader, she has worked hard to develop positive relationships with our community partners including Immigration Services in Kingston & the Area (ISKA). W. Pettingill has been instrumental in developing a process now used to register and welcome students into their schools through a series of supportive transition meetings.

Associate Superintendent Sartor noted Trustees will see that the newcomer population has grown significantly over the past few years. There are now 17 schools that support newcomers. W.J. Holsgrove Public School has recently been added to the ESL itinerant support schedule, that is not listed in the report. The schools that currently have the highest number of students with ESL needs are Lord Strathcona Public School, with 37 students, Molly Brant Elementary School with 14, and Bayridge Public School with 10. It is important to note that these numbers do not capture all of the students with ESL needs in the building. These are the number of students who currently receive support from our ESL itinerant educators, because the students are either at a Level 1 or Level 2 in the Steps to English Proficiency (STEP) assessment.

The STEP assessment is one of the assessments conducted when students with ESL needs register in one of Limestone's schools. It resembles a reading assessment, but focuses on Observable Language behaviours. There are 6 levels in the STEP assessment. The ESL itinerant team focuses their instructional support on students who are currently at level 1 or 2 in the STEP assessment.

Given the larger clusters of students in some schools, it has been possible to dedicate one or more of the ESL team members to a few of the sites. For example, out of the 6.5 educators that Limestone currently has, one spends all their time at Molly Brant. Given the volume of newcomers at Lord Strathcona, two of the ESL itinerant team members spend all of their time there.

In the past few years, there has been a significant increase in students with ESL needs in Limestone's secondary schools. As a result, a secondary educator has been added to the ESL team.

Associate Superintendent Sartor outlined four different goals that the ESL team developed to focus its work together this year. One of these goals is to build capacity in our system by supporting educators to plan and modify their instruction to meet the needs of the students with ESL needs in their classroom. This continues to happen through professional learning that has been developed and offered by our ESL team.

Associate Superintendent Sartor will introduce Trustees to a few members of the ESL team at the next Board Meeting when they will share a presentation.

Chair Gingrich thanked Associate Superintendent Sartor for the report and provided an opportunity for Trustees to ask any questions or make any comments.

3.3 Policy Review Schedule

Director Burra indicated that he had hoped to bring a schedule for the Policy Review meetings to Trustees tonight, however there are a few Trustees yet to respond with their availability. Once all Trustees have responded, a schedule will be provided.

4. Reports for Action

None at this time.

Section B – Information

5. Internal Reports and Other Communications

5.1 Limestone District School Board Trustee Expenses

Superintendent Young advised that this is just a housekeeping item. Limestone District School Board is required to post the Trustee expenses on an annual basis on the board website. It was noted that the reduction in expenses was mainly due to COVID-19. It was suggested that perhaps with the drop in expenses, i.e., kilometre and associated expenses mainly in attending workshops

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and conferences, perhaps the Ontario Public School Boards' Association (OPSBA) would consider hosting more conferences virtually, a more economical way of doing business.

6. External Reports and Other Communications

None at this time.

7. Other Business

None at this time.

8. Next Meeting Date

Regular Board Meeting: February 10, 2021

15. Adjournment

MOVED BY: Trustee McGregor that the meeting adjourn. Carried

The meeting adjourned at 6:15 p.m.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

January 20, 2021

PUBLIC MEETING

Roll Call:

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

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1. WELCOME

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

Trustee McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

MOVED BY: Constance Carriere-Prill that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. BUSINESS ARISING FROM MINUTES

None at this time.

5. EDUCATIONAL SERVICES UPDATE

5.1 Supporting Students with Special Education Needs During Remote Learning -

Principal Darlene Scarlett began with giving some background to the Ministry direction with regards to moving to virtual/remote learning. The initial direction was two-fold:

- Elementary schools shift to remote/virtual learning from January 4-8 and in-person learning resumes January 11 (extended to January 25)
- Secondary schools shift to remote/virtual learning from January 4-22 and in-person learning resumes January 25, 2021.

The key objective of this period was to significantly reduce mobility and support as many households as possible in staying home.

The Ministry also stated that boards would be required to make provisions for in-person support for students with special education needs who could not be accommodated through remote learning, based on student needs.

At the beginning of January, during the holiday period, Superintendent McDonnell spoke with co-terminus Boards (Hastings Prince Edward District School Board and Algonquin Lakeshore Catholic District School Board) to discuss and consider the students who would require in-person accommodations. After that discussion, LDSB and the co-terminus Boards implemented two separate phases for in-person learning for students with special education needs who wished to attend in person learning.

In LDSB:

Phase 1: Secondary students receiving School to Community support returned to in-person learning on January 7, 2021.

Phase 2: The following students in these programs returned to in-person learning on January 11, 2021:

- Elementary District Learning Centres
- Elementary District Autism Centres
- Education Community Partnership Programs: SOAR (elementary) Explore (secondary)

Elementary students receiving School to Community support returned to in-person learning on January 13, 2021.

The in-person learning student numbers for LDSB are as follows:

- Elementary School to Community Supports: 14 sites - 85 students;
- Elementary District Learning Centres: 4 sites - 19 students;
- Elementary District Autism Centres: 4 sites - 27 students;
- Secondary School to Community Services: 9 sites - 71 students;
- Education Community Partnership Programs: 3 sites – 17 students.

Principal Scarlett explained the complexity of the planning related to having students from 39 different home school sites brought together in 14 sites across the district to access elementary school to community services during this remote learning period.

Principal Scarlett, Vice Principal Leggett, Superintendent McDonnell and all supervisors of schools were able to visit the sites and were very impressed with the dedication and adaptability of staff, students and families. The flexibility of all staff and the desire to ensure quality programming for students during this time has been incredible.

6. CORRESPONDENCE

No correspondence at this time.

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7. ASSOCIATION UPDATES

D. Jalovcic, Learning Disabilities Association of Kingston, stated that LDKA conducted a short survey in November 2020 with parents around the support received during the pandemic and the results will be provided in their newsletter in February. Superintendent McDonnell thanked D. Jalovcic for sharing the initial results verbally with SEAC and noted that LDSB would look forward to receiving and reviewing the full report once released.

8. OTHER BUSINESS

8.1 PAAC on SEAC Survey of SEAC Members - Superintendent Alison McDonnell spoke to the results of the PAAC on SEAC Survey of SEAC Members included in the meeting package and reminded SEAC Members of the survey they completed during last school year. Superintendent McDonnell recommended that SEAC Members thoroughly read the report in order to have an in-depth discussion at the next SEAC Meeting in February around what areas will be the focus to action in the community and with the committee.

8.2 New Educational Services Positions to Support the Virtual School - Mental Health Lead Laura Conboy and Educational Services and Safe Schools Liaison Lynne Rousseau shared that two positions have been filled as follows:

- Student Support Counselor for Elementary Virtual School
 - This position will focus on the well-being, social and emotional supports as well as reengage our learners that are experiencing challenges and difficulty with attendance. This position began January 11 and will go until the last day of school in June.
- Social Worker for Elementary and Secondary Virtual Schools
 - At the elementary level, the Social Worker will work with students in Grade 6 to 8 who are experiencing mental health issues related specifically to COVID-19.
 - At the secondary level, the Social Worker will be supporting students in all grades (aligned with how social work supports are provided to students engaging in face-to-face learning). Any students that are attached to the Virtual School that are currently connected to a Social Worker from their home school will stay connected to that Social Worker for continuity of support, but any new students who are requiring mental health support will be connected to the Social Worker for the Virtual School. This position will run until the end of this school year.

8.3 2021-2024 Mental Health and Substance Use Strategy - SEAC Consultation - Mental Health Lead Laura Conboy and Data Research Specialist Ellyn Clost-Lambert explained that School Mental Health Ontario (SMHO) requires renewal of Board Mental Health Strategies every three years and asked for feedback from SEAC to create meaningful, relevant, actionable, and measurable goals to improve student mental health, substance use issues and well-being at school. SEAC engaged in a consultation lead by Ellyn Clost-Lambert. For members who were absent or those who would like to provide additional feedback, the LDSB Mental Health and Substance Use Strategy Survey link will be emailed to all SEAC members.

9. NEXT MEETING DATE

Wednesday, February 17, 2021

10. ADJOURNMENT

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

The meeting adjourned at 6:30 pm



ADMINISTRATIVE REPORT: VIRTUAL SCHOOL UPDATE

REGULAR BOARD MEETING

February 10, 2021

Purpose

To update Trustees on the status of Virtual School enrolment.

Background

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

LDSB Elementary Virtual School K – 8

The Elementary Virtual School began with an initial enrolment of 1241 students. At inception, the virtual school was staffed by teachers requiring accommodations due to medical or other reasons, and then teachers were added who had been surplus to their school through the September re-organization and staffing process.

Families were given another opportunity to opt in or out of in-school instruction by October 29. For the start of November, the Elementary Virtual School had 1425 students.

LDSB Secondary Virtual School, Grades 9-12

The LDSB Secondary Virtual School follows the same octomester/block timetable model that most LDSB secondary schools are following. Students have the option to opt-in and out of LDSB Virtual

School at the beginning of each octomester, but moving between in-school courses and Virtual School courses is dependent on space in each course.

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

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

Current Status

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

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

Based on some of the discussion and questions at the November 11 Board Meeting when trustees received a virtual school update, and with the virtual school presentation at the January Board Meeting, further data regarding the composition of the LDSB elementary and secondary virtual school is provided in the attachment below.

Next Steps

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

Recommendations

Trustees receive this report for information.

Prepared by: Krishna Burra, Director

Reviewed by: Krishna Burra, Director

Elementary Virtual School Grade	
JK	110
SK	117
Grade 1	109
Grade 2	103
Grade 3	125
Grade 4	112
Grade 5	133
Grade 6	133
Grade 7	127
Grade 7	144
TOTAL	1213

Secondary Virtual School by Grade For Octomester 5	
Grade 9	118
Grade 10	174
Grade 11	162
Grade 12	194
TOTAL	648

Elementary Virtual School by Home School	
School	Students Currently Enrolled
Amherstview	46
Bath	21
Bayridge	31
Calvin Park	30
Cataraqui Woods	37
Centennial	35
Central	<10
Centreville	<10
Clarendon Central	14
Collins Bay	11
Elginburg	15
Enterprise	<10
Fairfield	12
Glenburnie	11
GREC	28
Harrowsmith	17
Henderson	36
Holsgrove	34
Joyceville	10
Lancaster	32
Land O'Lakes	21
LaSalle IS	19
Lord Strathcona	18
Loughborough	14
Module l'Acadie	13
Molly Brant	52
NAEC	40
Newburgh	<10
Odessa	30
Perth Road	13
Polson Park	52
Prince Charles	45
Rideau Heights	37
Rideau	28
Selby	23
Simcoe	26
Sinclair	24

Secondary Virtual School by Home School	
School	Students Currently Enrolled
Bayridge SS	74
Ernestown SS	56
Frontenac SS	105
Granit Ridge EC	15
Katarokwi Learning Cente	<10
Kingston SS	121
La Salle SS	52
Loyalist Collegiate VI	68
North Addington Education Centre	<10
Napanee DSS	99
Sydenham HS	52
TOTAL	648

Sir John A	98
Southview	50
Storrington	17
Sydenham	16
Tamworth	23
The Prince Charles	12
Truedell	17
Vanier	15
Welborne	46
Winston Churchill	23
TOTAL	1192

Homeschoolers
2019-2020 by February 4, 2020
166 students
2020-2021 by February 4, 2021
308 students



REGULAR BOARD MEETING

ADMINISTRATIVE REPORT: SCHOOL YEAR CALENDAR 2021-2022

February 10, 2021

Purpose

To review the 2021-2022 School Year Calendar process and provide an update on the stakeholder survey.

Background

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

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

Regulation 304 requires the following holidays:

- Every Saturday and Sunday
- Labour Day
- Thanksgiving Day
- Fourteen (14) consecutive days for December break
- Family Day, the third Monday of February
- Five (5) consecutive days for the mid-Winter break in March
- Good Friday
- Easter Monday
- Victoria Day

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

need to submit a calendar for early approval in March.

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

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

Current Status

The [Ministry template](#) for the 2021-2022 School Year Calendar is available on the Ministry of Education website. Ministry direction for the completion of the 2021-2022 School Year Calendar has not been received at the time of this report being written. Normally this information is received in January, but we anticipate it arriving in the near future.

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

The 2021-2022 School Year Calendar survey provides three options. These three options were created by Tri-Board Consortium Boards and take into account Ministry expectations and past experience with respect to calendar submissions.

Option 1 – Ministry Calendar

The school year would start on Wednesday, September 1, 2021. Friday, September 3 would be a PA Day for staff; no students would attend. School would resume on Tuesday, September 7, following Labour Day. Semester 2 would begin on Tuesday, February 1, 2022, with a PA Day on Monday, January 31, 2022. Monday, June 27, 2022 would be the last day of classes for students and Tuesday, June 28, 2022 would be a PA Day.

While this option provides for a better transition between Semester 1 and 2, and ends prior to June 30, 2022, having students start the school year prior to Labour Day is not usually a favoured option with families and business partners.

Option 2

The school year would start on Friday, September 3, 2021. **This would be a PA Day for staff.**

Students would begin classes on Tuesday, September 7, 2021. Semester 2 would begin on Thursday, February 3, with a PA Day on Wednesday, February 2, 2022. Wednesday, June 29, 2022 would be the last day of classes for students and Thursday, June 30, 2022 would be a PA Day.

This option provides for a traditional start for students following Labour Day. The mid-week PA Day for Semester 2 turn-around is not ideal, but unavoidable based on the expectation that the semesters are equally divided into 97 days. A mid-semester turnaround has occurred previously when necessary.

Option 3

The school year would start on Thursday, September 2, 2021. **Both Thursday, September 2 and Friday, September 3, 2021 would be PA Days.** Students would begin classes on Tuesday, September 7, 2021. Semester 2 would begin on Wednesday, February 2, 2022, with a PA Day on Tuesday, February 1, 2022. Tuesday, June 28, 2022 would be the last day of classes for students and Wednesday, June 29, 2022 would be a PA Day.

This option provides for two PA Days to start the year for staff. This calendar option follows this year, when three days were allocated to provide for COVID training and protocols to be put in place. Having two PA Days at the start of the school year calendar provides for potential staff training and professional development.

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

Both the Hastings and Prince Edward District School Board and Algonquin Lakeshore Catholic District School Board are currently conducting surveys and meeting with stakeholder groups. Both Boards are also taking this information to their Board of Trustees for final approval prior to May 1, 2021.

Other notable details of the proposed 2021-2022 School Year Calendar are:

- Seven (7) PA Days in total. Final confirmation of PA Days will take place after the survey results are tabulated and another School Year Calendar Committee meeting takes place.
- Two (2) PA Days are required for Elementary Reporting: the January/February PA Day and June 3, 2022.
- Each semester consists of 97 school days.

Recommendations

Trustees receive this report for Information.

Prepared by: Scot Gillam and Steve Hedderson, Associate Superintendents

Reviewed by Krishna Burra, Director of Education