



AGENDA - REGULAR BOARD MEETING

Wednesday, February 23, 2022 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGFeb23>

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 their 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.

CALL TO ORDER

RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

DECLARATION OF CONFLICT OF INTEREST

ACTION ITEMS

- 4.1** Regular Board Meeting Minutes – January 12, 2022.

FOR INFORMATION

- 5.1** SAFE SCHOOLS UPDATE
- 5.2** PROPERTY UPDATE

- 5.3 LABOUR UPDATE
- 5.4 LEGAL MATTER – Verbal update – Superintendent Young
- 5.5 PERSONNEL UPDATE
- 5.6 OPSBA UPDATE

6. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 PM

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

7. ADOPTION OF AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. DELEGATION/PRESENTATION:

9.1 PRESENTATION: ÉKEES Renaming Committee – Additional Criteria Consideration - Protocols – Superintendent McDonnell, Melanie Howard and Deb St. Amant

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – January 12, 2022 (Pages 2-21)

11.2 EPOC Meeting Minutes – February 9, 2022 (Pages 22-27)

12. REPORTS FROM OFFICERS

12.1 Chair’s Report

12.2 Director’s Report

13. REPORTS

13.1 OPSBA Report – Trustee French

13.2 Student Trustees’ Report

13.3 Reports For Action

13.3.1 **Trustee Determination and Distribution for the 2022 Election** – Superintendent Young (Pages 28-38)

13.3.2 **KFL&A Children, Youth and Family Services Collaborative Advocacy Letter** – Superintendent Gillam (Pages 88-90)

13.4 Reports for Information

- 13.4.1 **AP 166 Anti-Sex Trafficking School Board Protocol** – Associate Superintendent Gollogly (Pages 39-53)
- 13.4.2 **Gender Neutral Washrooms in Secondary Schools** – Superintendent McDonnell (Pages 54-56)
- 13.4.3 **2022-2023 Budget Development Schedule** – Superintendent Young (Pages 57-58)
- 13.4.4 **2021-2022 Revised Estimates and Interim Financial Report for Quarter 1** – Superintendent Young (Pages 59-67)
- 13.4.5 **COVID-19 Update** – Associate Superintendent Gollogly (Pages 91-92)

14. UNFINISHED BUSINESS

None at this time

15. NEW BUSINESS

16. CORRESPONDENCE

- 16.1** Letter from the Limestone Learning Foundation re: Donation in Honour of LDSB Trustees, dated February 1, 2022 (Page 68)
- 16.2** Formal Submission from Edward and Roberta Marcon re: oppose Limestone District School Board's (LDSB) decision to advocate to the Ontario government for an update to the Immunization of School Pupils Act to include COVID-19 as a mandatory vaccination, dated January 16, 2022 (Pages 69-70)

17. NOTICES OF MOTION

None at this time.

18. ANNOUNCEMENTS

19. COMMITTEE MINUTES FOR INFORMATION

- 19.1** PIC Meeting Minutes – October 7, 2021 (Pages 71-77)
- 19.2** SEAC Meeting Minutes – December 15, 2021 (Pages 78-87)

20. FUTURE BOARD MEETING SCHEDULE

March 30, 2022
April 27, 2022
May 18, 2022
June 15, 2022

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – JANUARY 12, 2022

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) T. Duncan (Student Trustee) S. Johnson (Student Trustee) B. Roy (Student Trustee)	K. Burra, Director of Education
Guests:	Recorder:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Gingrich called the meeting to order.

2. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

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

3. Declaration of Conflict of Interest

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

4. Action Items

- 4.1 Regular Board Meeting Minutes – November 24, 2021.
- 4.2 Special Board Meeting Minutes – December 6, 2021.

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

5. For Information

- 5.1 Safe Schools Update – No update.
- 5.2 Property Update – No update.
- 5.2 Personnel Update – Director Bura provided a personnel update.
- 5.4 Labour Update – No update.
- 5.5 Legal Update – No update.
- 5.6 OPSBA Update – Trustee French stated.

6. REPORT TO PUBLIC SESSION

Vice-Chair Gingrich called for a motion for the Board to rise and report.

MOTION: That the Board rise and report, and that any resolutions, be made public.
MOVED BY: Trustee McGregor and seconded by Trustee 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) T. Duncan (Student Trustee) S. Johnson (Student Trustee) B. Roy (Student Trustee)	K. Burra, Director of Education J. Douglas, Communications Officer S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent J. Silver, Superintendent of Education K. Smith, Communications Officer C. Young, Superintendent of Business Services
Guests:	Recorder:
Y. Abdulkareem R. McDonald	W. Moore, Executive Assistant to the Director and Trustee Liaison

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

Vice-Chair Gingrich stated: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. This territory includes my home Katarokwi which also has a significant Métis community and First Peoples from across Turtle Island, and we acknowledge their enduring presence on this land.

In the words of Black Elk: *“Everything the power of the world does is done in a circle. The sky is round, and I have heard that the earth is round like a ball and so are all the stars. Birds make their nests in circles, for theirs is the same religion as ours. The sun comes forth and goes down again in a circle. The moon does the same and both are round. Even in the seasons form a great circle in their changing.”*

From these words I have learned that there are many ways to look at things, such as the earth, land, seasons, and the beautiful nature that surrounds us. As I gain more knowledge, I begin to

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have a better understanding of Indigenous ways of knowing, being and doing. The variety of knowledge that exists across Indigenous communities and learn how to honour and celebrate a commitment to this land.”

7. ADOPTION OF AGENDA

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

8. DECLARATION OF CONFLICT OF INTEREST

Trustee Elliott declared his wife is an employee of the LDSB and a member of ETFO, although he does not believe there are any conflicts.

9. DELEGATION/PRESENTATION

9.1 Staff Affinity Groups Presentation

Superintendent McDonnell introduced Rae McDonald, Equity Consultant and Yusuf Abdulkareem, the Human Rights and Equity Officer for the Limestone District School Board.

Rae McDonald stated that the Employee Affinity Networks is part of Limestone’s commitment to Human Rights and Equity Action. Over the past few weeks expressions of interest were sent to all LDSB employees to create: (1) 2SLGBTQ+ Staff Network; (2) Black, Indigenous and Racialized Staff Network; and, (3) Staff Network for People Living with Disabilities. These affinity networks aim to provide a confidential empowering space for sharing experiences, peer-to-peer connection, informal mentorship and increase a sense of belonging. These networks provide a space for members to voice and address concerns that impact their lived experience within the Limestone District School Board.

Yusuf Abdulkareem noted that the goals of these networks are (1) to provide input in determining priorities and strategies supporting staff, students, and communities with equity, diversity, inclusion and indigeneity actions; (2) to build a stronger staff cross-board connectedness and a sense of belonging; (3) to amplify voices addressing current issues and needs in the system; and (4) to provide informed advice and guidance on current LDSB processes policies and procedures. Yousef Abdulkareem stated that they will be working to understand and challenge biases, systemic barriers and discriminatory practices. As well, they will support positive learning and workplace environments where all students and staff feel respected supported and seen. There will be representation from these networks on the LDSB

Equity Advisory Committee that is to be developed.

Yusuf Abdulkareem indicated that at the initial meeting there will be an opportunity for the Equity Team to listen to the needs and concerns of network members as to how they could be supported. Some current projects that the equity team will be seeking input on include the workplace climate survey, human rights reporting tools/whole school approach and input on the equity action plan revisions.

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

10. PRIVATE SESSION REPORT

Vice-Chair Gingrich stated he would also be reporting out from the Special Board Meeting of December 6, 2021. During Private Session of the Special Board Meeting on December 6, 2021, Director Burra provided a personnel update. Trustee French provided an OPSBA update. There was no other business conducted, or motions passed in Private Session.

Earlier this evening during Private Session, the Minutes were approved from the Regular Board Meeting of November 24, 2021, and from the Special Board Meeting of December 6, 2021. Director Burra provided a personnel update. Associate Superintendent Gollogly provided a Safe Schools update. Trustee French provided an OPSBA Labour update.

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

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – November 24, 2021

11.2 Annual Board Meeting – December 1, 2021

11.3 Nominations Committee Meeting – December 6, 2021

11.4 Special Board Meeting – December 6, 2021

MOVED BY Trustee Elliott and seconded by Trustee French that the minutes as presented be approved. Carried.

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Ruttan stated: "The confirmation that students will return to in-person learning on

January 17 may be welcome for some families, and I know for others there may be mixed emotions out of care and concern for the health of student and staff. Trustees acknowledge that families are dealing with a lot right now. Many Limestone staff are also balancing work while supporting their own children's learning from home. I know it is not easy.

Trustees cannot recognize and thank the extraordinary efforts of staff enough times as they continue to provide essential supports for students during this pandemic, as we again find ourselves pivoting to remote learning.

For all of us, Trustees, students, staff and families, flexibility is key in the days ahead as we continue to do the best we can to serve students academically and socially.

In the coming months, Trustees will continue with regular business – like next year's school year calendar, and budget.

COVID-19 continues to dominate how we deliver teaching and learning, and I find myself, again, a year later, being so appreciative of the efforts of students, staff, families, and the board's community partners in doing the best we can to provide students with quality public education.

And that concludes my report."

12.2 Director's Update

Director Burra stated: "Good evening, Trustees, and the viewing public. Happy New Year!

I hope that students, families and staff were able to enjoy some time to recharge and connect safely over the December break during continuing challenges related to COVID-19. The month of December was a marathon for Limestone given the increasing pressures of rising COVID case counts in the region and the impact this had on our system. As you will remember there were several classes and/or schools that had to pivot to remote learning during the last week of school, and many class cohorts were sent into isolation leading up to and over the holiday period due to enhanced isolation requirements to help stop the spread of Omicron. Thank you to everyone for their patience and flexibility as we navigated these ever-changing circumstances. As we move forward with the return of students next week, we do anticipate some continued challenges related to staffing, and we will do our utmost to maintain in-person learning, but some disruptions continue to be a potential concern.

A new year often brings new hope. While we are still dealing with the impacts of COVID-19 – you will hear much more about this in two lengthy reports later this evening – there continue to be bright spots. The move to remote learning is a challenge indeed but so many educators

have gone above and beyond to make the transition as smooth as possible for students – and to make it fun and engaging. That being said, every time we pivot to remote/virtual learning staff and families face significant challenges in balancing their own work with children and/or youth engaging online. While the expectations for virtual/remote learning are clear, the delivery and uptake can be uneven based on individual family circumstances. Staff and families continue to do the best they can under exceptional circumstances. I know many people will be happy to return to classes next week and we look forward to welcoming everyone back safely.

There is also promising news on the vaccination front that has been shared by KFL&A Public Health. Today, marks one year since the first COVID-19 vaccination was administered in the KFL&A region. KFL&A Public Health shared earlier today that over 90 per cent of people aged 5 years and up have received a first dose of COVID-19 vaccine. In total, the number of vaccines administered in the region has surpassed 477,000 doses. The KFL&A region also boasts the highest rate of first dose coverage in 5 to 11 years of age, the fourth highest coverage of second doses in 12 to 17 years of age, the seventh highest coverage of second doses in 12 years of age and over, and the highest uptake of third doses in the eligible population. Public Health continues to report that vaccination provides the greatest protection against serious illness and hospitalization from COVID-19. Several walk-in clinics with no appointment required are now available. More information is available on the board and Public Health websites.

Our thanks and gratitude to the Food Sharing Project which continued to support students and families during this recent remote period. As I have said before, schools provide so much more than learning and we are grateful that Food Sharing has consistently stepped up to fill gaps created by the pandemic.

The next few weeks promise to be busy. The annual survey for input on the 2022-2023 school-year calendar will be released soon. Schools will again support awareness about mental health as part of Bell Let's Talk Day on January 26. Schools will switch over to second term/semester at the end of the month (as you know we will maintain quadesters at the secondary level), and preparations are under way for Black History Month in February. A new partnership with the Kingston Frontenac Public Library's Poetry and Prose program will feature several workshops with LDSB graduate Britta B. and other readings and events. Watch for more details coming soon.

That concludes my report."

13. REPORTS

13.1 OPSBA Report – Trustee French

Trustee French advised that the Board of Directors do not meet again until February. Trustees will be aware of the Public Education Symposium that is happening January 28, 2022 virtually this year. Limestone has been registered and links for that event will be shared with Trustees as of January 24, 2022. This will allow Trustees to join that event as far as some professional development and some further work on the Board. There will also be some brief regional meetings, as a component of that. OPSBA has been busy with a number of public statements with respect to the important work of school boards and schools. There was a statement, as late as today in fact, with regards to the confirmation of students returning to in-person learning on January 17, 2022. That information is available, and all those statements are kept online. The work continues with the Minister's office and his staff with respect to those updates, so thank you Chair Ruttan for participating in those.

13.2 Student Trustees' Report

Trustee Johnson advised that on Tuesday, January 11 they hosted an InterSchool Council meeting chaired by Trustee Roy. Wyatt Falcao gave his personalized land acknowledgement, thanking the First Nations for allowing us to be on their land where we learn and grow. Unfortunately, a smaller than usual number of students attended the meeting.

We are pursuing our conversations with the United Way around youth homelessness, and I will be getting in contact with staff at the United Way sometime this week on next steps.

With a move to remote learning, the topic of the Food Sharing Project was raised given the demand in our system. There are food programs in every school, however, we are not sure if this is well known. We have reached out to the Director for more information on how we can help support greater awareness of the program to students.

To continue the discussion about gender neutral washrooms: Trustee Roy had asked an important question, "does your school have one or more gender neutral washrooms?" As a group there were a couple of schools that indicated they did not have gender neutral washrooms. There is a possibility that these schools do have one, however it is not very accessible to students, or they are unaware of the washrooms. Students feel strongly that there should be more than one washroom for gender neutral students and for students that need accessible washrooms, they should not have to share one individual washroom. It was

also discussed how to get each school within the board to have at least one gender neutral washroom available for students who would feel more comfortable using it. Student advocacy through petitions is our strongest way to have this done without the support from a Trustee to pass a motion. We hope that by the beginning of the 2023 school year there will be at least one gender neutral washroom available in every school within the board. Along with saying that, within the schools that have gender neutral washrooms, how can it be made more comfortable for students to use them and not feel singled out or embarrassed.

International Holocaust Memorial Day is January 27. We understand that the day is recognized as a Board Date of Significance, but the Student Trustees and the InterSchool Council feel that there should be some form of additional recognition and awareness, perhaps a small virtual assembly, an announcement and a moment of silence after O' Canada. We feel that it is important that all students within the LDSB feel represented, and do not feel left out of the discussion.

On behalf of the other Student Trustees, they would like to wish Communications Officer Smith a sincere farewell and good luck with your position at Empire Life.

Chair Ruttan thanked the Student Trustees Johnson for the report and called upon Trustees for questions or comments.

It was requested that Senior Staff gather Information on how many schools have at least one gender-neutral washroom and how many do not, and what would be involved to achieve at least one gender-neutral washroom within the next 12 months in each school.

Director Burra advised that this is more a cause by lack of information, potentially given the limited amount of people who attended the InterSchool Council Meeting, and under the circumstances with virtual learning, that strained things a little bit with not being able to attend the meeting. It has been six or seven years since Limestone has had at least one gender-neutral washroom identified in each of the sites that are Grades 7 – 12. Staff will certainly be gathering information from those sites to identify exactly where those locations are in buildings and happy to bring that back to share with Trustees. Director Burra believes it is not that there is not at least one gender-neutral washroom, it is probably an awareness among the students who were present at that particular meeting. Every student should be aware of where these locations are, and it may be similar to the report we had to adjust in terms of the

incident reporting for situations in schools. It is more of a tweaking and an awareness issue as opposed to the existence of the actual locations. Director Burra did note that in most cases, in terms of infrastructure, many of the gender-neutral washrooms are single stall washrooms, that are also the accessible washroom locations in schools. This is an item where, in terms of additional dollars to focus on infrastructure in that particular regard, this would be something that would be helpful. It is very difficult to contemplate the conversion of all of our existing washrooms into that type of single stall, more private environment for students or staff, all at once, but certainly this is a priority area in terms of increasing awareness and comfort for students moving forward.

13.3 Reports for Action

13.3.1 Appointment of Special Education Advisory Committee (SEAC) Member-at-Large - Superintendent Gillam advised Trustees that should a seat or position on a Special Education Advisory Committee becomes vacant, the Board shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant. Superintendent Gillam advised that there is an immediate vacancy on SEAC for a member-at-large.

Expressions of interest were received, and a small committee of Trustees reviewed the applications. Trustees considered the following motion.

MOTION MOVED BY: Trustee McGregor and seconded by Trustee Godkin that the Board appoint a member-at-large; and further, That the Board ensure an overall balanced membership by including community partners, educators with expertise, and parent voice within a wide community network, by appointing the following nominee as a member-at-large to SEAC: Caitlin Stevenson (Parent) - New Nomination; and further, That a motion naming the new SEAC member be made public. Carried.

13.3.2 10-Year Capital Project Renewal 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. The purpose of the plan is to highlight proposed school renewal project activities under the following project types: Heating/Ventilation/AC; Electrical; Structure Communications (ITS); Site Improvements; Conveyance; Lighting; Interior Renovations; Plumbing; and Building Envelope.

At the June 16, 2021, Board Meeting, the 2021-2022 Budget was approved including a capital budget consisting of \$20.6 million in School Renewal funded projects.

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 2021-2022 listing of \$20,591,350 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.

For the 2022-2023 to 2031-2032 school years, the 10-year plan includes an estimated \$4,500,000 in proposed annual school renewal project activity per year based upon prior year Ministry funding levels. This plan may/will change to reflect actual Ministry school renewal funding levels when announced.

MOVED BY Trustee Elliott and seconded by Trustee Brown 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.

13.4 Reports for Information

13.4.1 De-streaming Grade Nine

Superintendent Silver noted the report in the package for Trustees. She indicated that she brought a de-streaming report on Math in June of 2021 and de-streaming Math started in all schools in September of this school year. In November 2021, the Ministry provided information that they were moving ahead with their plan to end streaming in Grade 9, with Ontario being the last province to stream in Grade 9. In September 2022 all Grade 9 subjects will be offered in one stream. De-streaming will allow students entering high school, to get settled, and begin their secondary experience prior to having to make choices about their pathway options for Grade 10. Superintendent Silver indicated that she will be bringing further information to Trustees later in the year. However, there is some Quad 1 data related to the de-streamed

Math class and compared that data to the English classes, because the English classes are still streamed, and Trustees will see in the report that that achievement data is actually quite similar. This is not for all schools and not for all students, but it does provide a snapshot. Ninety-five and 96 per cent of students achieved their English and Math credits, which is fairly significant. Of the students that did not achieve their credits, many of them will be able to work with the Student Success Team throughout this year and achieve their credit before the end of June. Limestone is preparing for de-streaming next year. It has been a challenge this year with staff shortages and the pivot to remote learning but have worked with the Guidance Departments to share information with the Grade 8 Parents' Nights, which are coming up, and has happened in some schools. Information has also been updated on the Limestone website, including the FAQs and the Grade 8 to 9 Transitions Information. At some point a working group will be pulled together to share best practices around Math implementation and moving that forward in the schools for Grade 9.

Chair Ruttan thanked Superintendent Silver for the report and called upon Trustees for questions or comments.

13.4.2 COVID-19 Update

Director Burra stated that there is a fairly lengthy report in the Trustees' agenda package that went out last Thursday, with the information that was current up to that point in time, and there is a supplementary report that was shared earlier this afternoon, with the updated information that was available as of that time. Given the fair amount of information in that report, Director Burra indicated he will only share some highlights. He noted that there is a significant amount of change as far as the model that is in place around the work with Public Health and the tracking, monitoring, and reporting of data that people have become accustomed to within the system, whether that be staff, students or families, which had become the norm over the course of the first 90 per cent of the pandemic, prior to this most recent phase that we entered right now. Director Burra outlined some key highlights of the report and then of the addendum provided in the revised agenda.

Chair Ruttan thanked Director Burra for the reports and called upon Trustees for comments or questions.

Trustee Elliott brought forward the following motion:

“That the Limestone District School Board send a letter to KFL&A Public Health, and our Medical Officer of Health Dr. Piotr Oglaza, expressing LDSB’s support and gratitude for their active partnership. Given the importance of having all students return to in-person learning and stay there, LDSB commits to do everything we can to support the rollout of vaccines to all students aged 5+ for the first, second, and third dose of COVID vaccine as medically appropriate. We continue to be ready to work with KFL&A Public Health to provide accessible vaccination clinics for all eligible staff/students in areas where vaccination rates remain lower than average.”

Seconded by Trustee Hutcheon.

Trustee McGregor put forth a friendly amendment to remove “students aged 5+” and replace with “eligible staff/students.” Trustee Elliott agreed with this amendment.

MOTION Moved by Trustee Elliott and seconded by Trustee Hutcheon:

“That the Limestone District School Board send a letter to KFL&A Public Health, and our Medical Officer of Health Dr. Piotr Oglaza, expressing LDSB’s support and gratitude for their active partnership. Given the importance of having all students return to in-person learning and stay there, LDSB commits to do everything we can to support the rollout of vaccines to all eligible staff/students as medically appropriate. We continue to be ready to work with KFL&A Public Health to provide accessible vaccination clinics for all eligible staff/students in areas where vaccination rates remain lower than average.” Carried.

Trustee Elliott brought forward the following motion:

That the Chair write a letter to the CMOH (Chief Medical Officer of Health), including our local MOHs (Medical Officer of Health) and the MOE (Minister of Education) copying all member Boards requesting:

- (1) Continued tracking and public reporting of confirmed and suspected COVID-19 cases in schools by Public Health Units; student and staff access to PCR testing in cases of high risk exposure and suspected COVID-19;
- (2) Supports and implementation of a “Test to Return” strategy following COVID-19 illness and exposure, supported by an adequate rapid antigen test supply;
- (3) Funding and supplies of medical masks and respirators (such as N95 and KN95 masks) for students in the same way that they are now providing for education staff;

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- (4) Continued funding and supplies of rapid antigen tests for all students and staff;
- (5) Reimbursement of all school-board pandemic-related costs;
- (6) Funding for additional staff for remote learning to ensure choice and flexibility for students and families given the ongoing closures and multiple transitions for students;
- (7) That the Province work with local municipalities and broadband providers to address inequitable access across LDSB which impact the ability of rural students to participate in remote school if it returns; and
- (8) Transparent and timely communication to families and staff regarding changes to both learning models in secondary and any changes to in-person learning.

Seconded by Trustee Godkin.

Trustee French suggested a friendly amendment to include (9) Update the Immunization of School Pupils Act and include COVID-19 as a mandatory vaccination. Trustee Elliott agreed to the friendly amendment.

MOTION moved by Trustee Elliott and seconded by Trustee Godkin:

That the Chair write a letter to the CMOH (Chief Medical Officer of Health), including our local MOHs (Medical Officer of Health) and the MOE (Minister of Education) copying all member Boards requesting:

- (1) *Continued tracking and public reporting of confirmed COVID-19 cases in schools by Public Health Units; student and staff access to PCR testing in cases of high risk exposure and suspected COVID-19;*
- (2) *Supports and implementation of a “Test to Return” strategy following COVID-19 illness and exposure, supported by an adequate rapid antigen test supply;*
- (3) *Funding and supplies of medical masks and respirators (such as N95 and KN95 masks) for students in the same way that they are now providing for education staff;*
- (4) *Continued funding and supplies of rapid antigen tests for all students and staff;*
- (5) *Reimbursement of all school-board pandemic-related costs;*
- (6) *Funding for additional staff for remote learning to ensure choice and flexibility for students and families given the ongoing closures and multiple transitions for students;*
- (7) *That the Province work with local municipalities and broadband providers to address inequitable access across boards which impact the ability of rural*

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- students to participate in remote school if it returns;*
- (8) *Transparent and timely communication to families and staff regarding changes to both learning models in secondary and any changes to in-person learning; and,*
- (9) *Update the Immunization of School Pupils Act and include COVID-19 as a mandatory vaccination. Carried.*

14. UNFINISHED BUSINESS

14.1 Election of Board OPSBA Representative

Chair Ruttan noted that with the recent updates to Board Policies and Trustee committee representation, Trustees will elect a Limestone representative and alternate for the Ontario Public School Boards' Association (OPSBA) this evening. It was missed during the Nomination Committee Meeting in December but moving forward it will be part of this committee meeting at the start of each new term.

Chair Ruttan called for nominations for the position of the OPSBA Representative.

Trustee French nominated Trustee McGregor. Trustee McGregor accepted the nomination. Trustee Morning nominated Trustee Brown. Trustee Brown declined the nomination. Trustee Godkin nominated Trustee Hutcheon. Trustee Hutcheon accepted the nomination.

Chair Ruttan called for nominations two additional times. Hearing none, she stated that nominations would be closed.

MOVED by Trustee Elliott and seconded by Trustee French that the nominations be closed. Carried.

Both candidates addressed the Board and thanked their colleagues for the nominations. Both Trustees who nominated a candidate also spoke about the candidate they nominated.

Chair Ruttan stated that as we have two candidates for the selection of OPSBA representative, perhaps the second candidate could consider being the alternate. Trustees voted on the OPSBA rep. Executive Assistant Wynando Moore, and Communications Officer Jane Douglas tabulated the results. Chair Ruttan congratulated Trustee McGregor on being voted for the OPSBA Rep commencing June 2022. Chair Ruttan asked Trustee Hutcheon if she would

consider being the Alternate. Trustee Hutcheon agreed.

MOVED by Trustee Hutcheon and seconded by Trustee Brown that the ballots be destroyed. Carried.

14.2 “Beyond the Language of Inclusion: Embracing a Culture of Continuous Improvement for 2SLGBTQIA+ Students”

14.3 Debra Lefebvre – Staff Masking

14.4 Krista Thompson – Staff Masking

Chair Ruttan advised Trustees that letters of thanks were sent to the three delegations that presented to Trustees, along with a request for any feedback on their experience presenting before the Board. Director Burra noted that in the correspondence to the two delegations on masking, we did articulate that given the masking motion passed, it was likely that there would be no further follow-up after the letter they received at that time.

Chair Ruttan stated that as it is 10:10 p.m., and as per bylaw, a motion would be needed to extend the meeting.

MOVED by Trustee Elliott and seconded by Trustee Hutcheon that the meeting be extended for half an hour. Carried.

15. NEW BUSINESS

Motion for consideration, brought forward by Trustee Elliott, “That Limestone District School Board write a letter to the Ministry of Education regarding the recent memo, ‘Next Steps for De-streaming: Grade 9 Course Codes and Descriptions for the 2022-2023 School Year,’ requesting that this effort be fully funded to provide maximum opportunity for student success through smaller class sizes and proper staffing.”

Prior to reading his motion, Trustee Elliott advised that he has slightly altering wording to his motion:

“That the LDSB write a letter to the Minister of Education regarding the November 10, 2021 memo "Next Steps for De-streaming: Grade 9 Course Codes and Descriptions for the 2022-2023 School Year," requesting that the Ministry provide enhanced funding that would allow for additional Grade 9 classes and/or staffing to support classroom instruction and/or out of

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classroom supports necessary to provide maximum opportunity for student success, as students continue to transition to this new model.”

When asked, Director Burra confirmed that while the wording has been slightly adjusted, it is essentially trying to articulate the same request, support for these particular courses. The phrasing is more in line with the information that Superintendent Silver shared in her report on de-streamed courses.

MOVED by Trustee Elliott and seconded by Trustee Brown That the Limestone District School Board write a letter to the Minister of Education regarding the November 10, 2021 memo "Next Steps for De-streaming: Grade 9 Course Codes and Descriptions for the 2022-2023 School Year," requesting that the Ministry provide enhanced funding that would allow for additional Grade 9 classes and/or staffing to support classroom instruction and/or out of classroom supports necessary to provide maximum opportunity for student success, as students continue to transition to this new model. Carried.

16. CORRESPONDENCE

None at this time.

17. NOTICE OF MOTION

None at this time.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

19.1 SEAC Meeting Minutes – November 17, 2021, were included for Trustees’ information.

20. FUTURE BOARD MEETING SCHEDULE

February 23, 2022

March 30, 2022

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April 27, 2022

May 18, 2022

June 15, 2022

21. ADJOURNMENT

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

The meeting adjourned at 10:20 p.m.

EDUCATION, POLICY AND OPERATIONS COMMITTEE MEETING MINUTES – FEBRUARY 9, 2022

PUBLIC MEETING

Roll call:

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

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

1. Call to Order

Chair Gingrich called the meeting to order.

2. Adoption of Agenda

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

3. Declaration of Conflict of Interest

Trustee Elliott declared that his wife is an employee of LDSB, and member of ETFO.

4. Reports for Information

4.1 Preparing for the 2022-School Board Election

Superintendent Young indicated to Trustees that there are rules governing the number and distribution of Trustee positions in Section 58.1 of the Education Act, and in Ontario Regulations 412/10. School Boards are required to complete a report on the determination and distribution of Trustees and it shall be submitted by the end of March on an election year. Boards are also required, if they have more than one municipality, to pass a resolution that either designates one or more municipalities as low population municipalities, or that the board has to decide not to designate any municipality as a low population municipality. For clarity, Superintendent Young advised that a low population designation results in greater representation for a municipality than it would otherwise based upon its population, however, it does not change the number of Trustees elected.

Superintendent Young advised that at the Property and Operations Committee Meeting on March 7, 2018, a recommendation was approved that the municipalities of North Frontenac, Central Frontenac and Addington Highlands be designated as low population municipalities, as recommended in similar years. This recommendation would need to be approved again at a future Board meeting in order for this designation to be continued for the 2022 Trustee distribution.

Superintendent Young noted that the calculation for the number of Trustees is determined by the population of the electoral group and by board density. For LDSB board density is not a factor and hence population of the electoral group is the only factor.

Superintendent Young provided the electoral group population numbers for the four previous election years. The regulation stipulates that for a population of an electoral group of between 100,000 to 149,000 persons, LDSB would be eligible to have nine (9) Trustees. For a population of between 150,000 to 249,000, the maximum number increases by one, to ten (10) Trustees. Early indications show that the LDSB may surpass the 150,000 persons threshold of electoral population. These numbers will be confirmed with the 2022 Population of Electoral Group report, from MPAC by

February 15, 2022, which will identify the board's electoral population who are residents in each township/municipality and for the City of Kingston by districts.

Superintendent Young advised that Trustees would receive an administrative report containing the 2022 electoral group population data from MPAC, with a recommendation on the determination of Trustees for the 2022 election per Ontario Regulation 412/00, at the March 9, 2022 EPOC Meeting. Trustees will determine the electoral distribution model for the 2022 election at the March 30, Regular Board Meeting. Superintendent Young outlined some further significant dates and deadlines in his report.

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

4.2 COVID-19 UPDATE

Director Burra advised Trustees that the intent of the report tonight was to build on the previous report provided to Trustees at the January 12, 2022 Regular Board Meeting. Some of this information is not new, however, there are some key updates that Director Burra will highlight.

The most significant shift at this point in time, is how cases are tracked and monitored. Previously, suspected and positive cases were closely tracked, monitored, and investigated by Public Health authorities. That process stopped at the end of December. This change has fundamentally altered what data is available in the education sector, and what data is available across the province. Given these changes, the Ministry of Education has suspended reporting of COVID-19 cases in schools, a move informed and supported by the Chief Medical Officer of Health and local Public Health. Director Burra outlined the issues and challenges faced when considering different options for potential reporting. He noted that while it is understood this paradigm change in reporting has caused concern among some families, given the Ministry of Health and KFL&A Public Health do not support school boards sharing additional personal health information, to this point Limestone has deferred to their guidance and expertise as the primary authorities responsible for public health.

Senior Staff provided further updates to Trustees on the following:

- Absence Reporting Tool
- Staff Absences
- Elementary Virtual School
- Secondary Virtual School
- Short-Term Virtual and Community of Learning
- Rapid Antigen Tests

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- o School-Based Vaccination Clinics
- o Extracurriculars
- o Community Use of Schools
- o HEPA Unit Deployment

Chair Gingrich thanked Director Burra and senior staff for the report and called upon Trustees for questions.

5. Reports for Action

5.1 School Year Calendar 2022-2023

Superintendent Gillam provided Trustees with some highlights of the School Year Calendar 2022-2023 Report. Provincial Regulation 304 directs and guides school boards in their calendar submissions each year. Boards are required to have a minimum of 194 days in their calendars and for Limestone that means seven (7) PA days and 187 instructional days. All boards must submit an approved calendar to the Ministry for approval by March 1, 2022, regardless of it being a modified calendar, or a calendar which follows the Ministry's guidelines. Limestone's suggested calendar is a modified calendar, with the suggested move of the first week of the December break.

Superintendent Gillam advised that the three co-terminous school boards come together to create a similar calendar as all three boards rely on Tri-Board Student Transportation Services for student transportation, and there is a cost associated with going outside the respected calendars.

Superintendent Gillam provided information on the School Year Calendar Committee composition and then outlined the three calendar options for Trustees to review. Superintendent Gillam reviewed the survey results on the calendar options.

Moved by Trustee Godkin that the Trustees approve Calendar Option 2 for the 2022-2023 School Year Calendar. Carried.

5.2 A Summary of Policy Input through Consultation

Director Burra indicated that Trustees spent some time in the fall making edits to policy and did reach out to the public for consultation for policies under review. At the November 10, 2021 EPOC meeting, the Director did share that public consultation information with Trustees, and Trustees were provided an additional opportunity for feedback. Appendix A and B in the package

are the two areas of focus, Policy 13 – Delegations and Submission, and Article III, Section 3 – Vacancies on the Board. Director Burra recommended that Trustees review the edits made to Policy 13 and Bylaw Article III, Section 3, based on public feedback and Trustee responses, and consider approving as amended, or with additional edits.

MOVED by Trustee Elliott that Trustees approve Board Policy 13 – Delegations and Submissions, as amended, or with additional edits; and further that Trustees approve Bylaw Article III, Section 3, as amended, or with additional edits.

Director Burra noted that there is a decision to be made by Trustees around Article III, Section 3.2.4 Selection Committee & interview Process. The feedback was split as to the composition of the Selection Committee, being either (1) all Trustees or (2) the Director and perhaps just the Chair and Vice-Chair.

In response to a clarification question, Director Burra did indicate that a decision would need to be made around the Selection Committee and the different people who would be part of the discussions on making the recommendation to the Board. The intent of having the motion come forward is to start the discussion of these edits now, with final approval at the next Board Meeting, with the approval of the minutes, and these could be reopened at that stage. The motion is to carry forward with the edits as they stand here, or to make further amendments, as part of the process to bring to the Board later in the month.

Trustee Elliott withdrew his motion, to allow for discussion on the edits.

Trustee French suggested that the Selection Committee consist of all Trustees and remove the following wording from Section 3.2.4 *“and/or The Selection Committee should include the Director and perhaps just the Chair and Vice-Chair to provide a recommendation to the Board.”* All Trustees approved this edit.

Trustees agreed to add an additional line in Section 1.0.0 Delegations & Submissions: *“People needing assistance to provide a delegation or submission, or who have questions, can contact the Director’s office for assistance.”*

Trustees agreed with Trustee Elliott’s request that in Board Policy 13 – Delegations and Submissions the times include p.m.

It was questioned whether the word “Normally,” should be removed from the line, in Section 1.10.0, in Policy 13 “Normally, a delegation cannot make a presentation on a topic on which a decision has been made.” After some discussion, Chair Gingrich asked for a show of hands for Trustees wanting to keep the word “Normally” in the sentence, and a show of hands wanting to remove the word “Normally” from the sentence. With four Trustees for and four Trustees against, Chair Gingrich cast the final vote to keep the word “Normally” in the sentence.

MOVED by Trustee Elliott that Trustees approve Board Policy 13 – Delegations and Submissions, as amended, or with additional edits; and further that Trustees approve Bylaw Article III, Section 3, as amended, or with additional edits. Carried.

6. Unfinished Business

None at this time.

7. New Business

None at this time.

8. Correspondence

8.1 Correspondence to the Minister of Education, CMOH, MOH for KFL&A PH and MOH for HPE PH, provided for information.

8.2 Correspondence to Minister of Education and Treasury Board, dated January 28, 2022, provided for information.

9. Next Meeting Date

March 9, 2022

10. Adjournment

Moved by Trustee McGregor that the meeting adjourn. Carried.

The meeting adjourned at 7:36 p.m.



ADMINISTRATIVE REPORT: TRUSTEE DETERMINATION AND DISTRIBUTION FOR 2022 ELECTION

REGULAR BOARD MEETING

February 23, 2022

Purpose

To provide information on the determination and distribution of Trustees for the upcoming 2022 election and to make recommendations to the Board to ensure compliance with the Education Act and Ontario Regulation 412/00.

Background

Each election year, the Ministry of Education prepares a Trustee Determination and Distribution Guide to assist school boards in preparing the Trustee Determination and Distribution (D & D) report. A copy of the guide was distributed to Trustees at the February 9, 2022, EPOC Meeting. At that meeting, Trustees also received an administrative report on preparing for the 2022 school board election. The report provided the timeline for the various decisions and deadlines that need to be met regarding the election.

On February 15, the Municipal Property Assessment Corporation (MPAC) provided the Population of Electoral Group (PEG) Report to school boards. A copy of the PEG report is included in this package.

Ontario Regulation 412/00 requires school boards to complete the D & D report by the end of March in the year of the election and copies of the report are to be provided to the Minister, election clerks of municipalities and secretaries of every other school board within the board's jurisdiction.

The regulation also requires Boards with more than one municipality to pass a resolution that either designates one or more municipalities as low population municipalities OR state that the Board has decided not to designate any municipality as a low population municipality.

The low population designation results in greater representation for a municipality than it would otherwise be based upon its population; however, it does not change the number of Trustees to be elected.

The Board designated the municipalities of Central Frontenac, North Frontenac, and Addington Highlands as low population municipalities in 2018. Since amalgamation in 1998, a full Trustee has been distributed to represent the Central Frontenac, North Frontenac, and Addington Highlands area.

The Board approved an alternative distribution of the nine Trustees to geographic areas within the board for the 2018 election as follows: Loyalist Township & Stone Mills (1 Trustee); Greater Napanee (1 Trustee); South Frontenac (1 Trustee); Central Frontenac, North Frontenac, and Addington Highlands (1 Trustee); and City of Kingston (5 Trustees).

Current Status

Based upon the 2022 PEG report the electoral group population for 2022 is 141,286, which is an increase of 3,223 from the 2018 reported group population of 138,063.

The appendix attached contains the D & D report for 2022, specifically:

Determination of Number of Trustees:

- the electoral group population data of 141,286
- the board area, board density and dispersal factors
- final average daily enrolment from 2020-2021 of 20,167

As a result of applying the above data, Limestone DSB is eligible for nine Trustees in 2022; the same number as currently provided.

Distribution of Trustees

Guidance on the distribution of members to geographic areas is provided to Trustees in the Ontario Regulation 412/00 made under the Education Act.

The guidance is as follows:

4.(4) In carrying out its duties under this section, the board shall have regard to the following principles:

1. Municipalities with low populations should receive reasonable representation.

2. Evidence of historic, traditional, or geographic communities should be taken into account.
3. To the extent possible, the identification of low population municipalities should permit the establishment of geographic areas that coincide with school communities.
4. Representation should not deviate unduly from the principle of representation by population.

Appendix A details:

- 2022 electoral group population by municipality together with comparisons for 2014 and 2018.
- Calculating the electoral quotient for each municipality.
- The alternate quotients calculations with the designation of the municipalities of Central Frontenac, North Frontenac, and Addington Highlands as low population municipalities.

Calculating the alternate quotients by each municipality by adding one to the sum of the low population municipalities and reducing one from the remaining municipalities.

As a result of the above alternative quotients calculation, a full Trustee can be distributed to represent the low population municipalities of Central Frontenac, North Frontenac, and Addington Highlands, as has been designated since 1998.

The designation of Central Frontenac, North Frontenac and Addington Highlands as low population municipalities would honour the intent of Section 4.(4) parts 1, 2 and 3 of the Ontario Regulation 412/00 made under the *Election Act*.

Recommendations

That the Board recommend the following:

1. In accordance with *Ontario Regulation 412/00*, Section 4. (1)(a) and Section 4. (2) made under the *Education Act*, the Limestone District School Board:
 - a. Designate the municipalities of North Frontenac, Central Frontenac, and Addington Highlands as low population municipalities.
 - b. The sum of the electoral quotients for these municipalities be increased by one; and
 - c. Direct staff that several alternative distribution of Trustee models be completed in compliance with Section 4.(4) part 4 and brought forward to the March 9,



2022, Education Policy and Operations Committee Meeting.

Prepared by: Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education

Attachment(s): Appendix A – Determination & Distribution of Trustees for 2022 Election
Appendix B – Electoral Data by Ward with School and Student Populations
Appendix C – Population of Electoral Groups Report

**Limestone District School Board
Determination of Number of Trustees
& Distribution of Trustees
2022 Elections
Appendix A**

Determination of Number of Trustees

2022 Data for Determination Calculation		
Population of electoral group	MPAC	141,286
Area (km2)	Table 1, O.Reg 412/00	7,193
Board Density	Population/Area	19.64
Dispersal Factor	Table 5, O.Reg 412/00	0

Determination of Number of Trustees		
Number of Trustees based on - Electoral Group Population	Table 2, O.Reg 412/00	9
Number of density based - Trustees	Table 3, O.Reg 412/00	0
Maximum number of addition- al Trustees based on density	Table 4, O.Reg 412/00	0
Number of dispersal based - Trustees	Table 5, O.Reg 412/00	0
Total number of Trustees -based upon board enrolment		9

Distribution of Number of Trustees

Electoral Population Data				Electoral Quotients With No Low Population Municipalities	Alternative Quotients With Low Population Municipalities
Municipality	2014 Electoral Population	2018 Electoral Population	2022 Electoral Population		
City of Kingston	84,592	88,359	89,948	5.730	5.060
CFB Kingston			611	0.039	0.034
Frontenac Islands	1,097	1,056	1,037	0.066	0.058
Greater Napanee	11,447	11,203	11,250	0.717	0.633
South Frontenac	13,805	13,618	13,853	0.882	0.779
Loyalist Township	11,475	11,353	11,934	0.760	0.671
Stone Mills	5,976	5,621	5,747	0.366	0.323
Central Frontenac	3,759	3,631	3,646	0.232	0.760
North Frontenac	1,571	1,513	1,543	0.098	0.322
Addington Highlands	1,800	1,709	1,717	0.109	0.358
Total	135,522	138,063	141,286	9.00	9.00

Population	Electoral Population	Electoral Quotients	Alternative Quotients
Group 1 - Low Population Municipalities (Central Frontenac, North Frontenac & Addington Highlands)	6,906	0.44	1.44
Group 2 - Remaining Municipalities	134,380	8.56	7.56
Totals	141,286	9.00	9.00

Note- Alternative Quotients - includes adding 1.0 to the sum of the low population municipalities electoral quotients, and conversely subtracting 1.0 from the sum of the remaining municipalities electoral quotients.

2022 Electoral Data by Ward with Schools and Student Populations
Appendix B

2022 Electoral Data (last year of data)					
Municipality/County	Ward/Township	District	Trustee	Electoral Population	Total Electoral Population /Trustee
City of Kingston	5	Portsmouth	Elliott	8,455	23,849
City of Kingston	6	Trillium	Elliott	7,733	
City of Kingston	8	Meadowbrook-Strathcona	Elliott	7,661	
City of Kingston	2	Loyalist-Cataraqui	Brown	7,934	21,676
City of Kingston	3	Collins-Bayridge	Brown	6,455	
City of Kingston	4	Lakeside	Brown	7,287	
City of Kingston	9	Williamsville	Morning	6,897	14,585
City of Kingston	10	Sydenham	Morning	7,688	
City of Kingston	7	Kingscourt-Rideau	Gingrich	8,240	16,835
City of Kingston	11	Kings's Town	Gingrich	8,595	
City of Kingston	1	Countryside	Godkin	6,141	14,651
City of Kingston	12	Pittsburgh	Godkin	6,862	
CFB Kingston	CFB Kingston		Godkin	611	
County of Frontenac	Frontenac Islands		Godkin	1,037	
County of Lennox and Addington	Greater Napanee		French	11,250	11,250
County of Frontenac	South Frontenac		Ruttan	13,853	13,853
County of Lennox and Addington	Loyalist Township		Hutcheon	11,934	17,681
County of Lennox and Addington	Stone Mills		Hutcheon	5,747	
County of Frontenac	Central Frontenac		McGregor	3,646	6,906
County of Frontenac	North Frontenac		McGregor	1,543	
County of Lennox and Addington	Addington Highlands		McGregor	1,717	
Totals				141,286	141,286

2021-2022			
# of Secondary Schools	# of Elementary Schools	Total Projected Students (under 21)	Total Projected Students/Trustee
1	3	1,812	2,268
	1	259	
	1	197	
	2	653.0	4,599
1	3	1,417	
1	4	2,529	
	1	424	1,062
	3	638	
1	3	1,806	2,252
	2	446	
	3	575	2,268
1	2	1,672	
	-	-	
	1	21	2,268
1	3	2,304	2,304
1	5	2,151.0	2,151
1	5	1,922	2,432
	4	510.0	
1	2	434	831
	1	38	
1	1	359	
10	50	20,167.0	20,167.0

Average electoral population / trustee

15698

(Alt Site enrolment is reported under home school)

Average electoral population / trustee with low population municipality removed

16798

(Except Katarowki Learning Centre- it is reported as own SS school)

Population of Electoral Groups Report

School Board ID: 27 - LIMESTONE DISTRICT SCHOOL BOARD

County/Mun: 1001 - FRONTENAC ISLANDS TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	670	0	0	0	0	0
02	367	0	0	0	0	0
1001 - Total:	1,037	0	0	0	0	0

County/Mun: 1011 - CORPORATION OF THE CITY OF KINGSTON

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	6,141	0	0	0	0	0
02	7,934	0	0	0	0	0
03	6,455	0	0	0	0	0
04	7,287	0	0	0	0	0
05	8,455	0	0	0	0	0
06	7,733	0	0	0	0	0
07	8,240	0	0	0	0	0
08	7,661	0	0	0	0	0
09	6,897	0	0	0	0	0
10	7,688	0	0	0	0	0
11	8,595	0	0	0	0	0
12	6,862	0	0	0	0	0
1011 - Total:	89,948	0	0	0	0	0

County/Mun: 1029 - SOUTH FRONTENAC TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	1,149	0	0	0	0	0
02	3,971	0	0	0	0	0
03	4,350	0	0	0	0	0
04	4,383	0	0	0	0	0
1029 - Total:	13,853	0	0	0	0	0

County/Mun: 1039 - CENTRAL FRONTENAC TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	778	0	0	0	0	0

Population of Electoral Groups Report

School Board ID: 27 - LIMESTONE DISTRICT SCHOOL BOARD

02	786	0	0	0	0	0
03	1,036	0	0	0	0	0
04	1,046	0	0	0	0	0
1039 - Total:	3,646	0	0	0	0	0

County/Mun: 1042 - NORTH FRONTENAC TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	657	0	0	0	0	0
02	502	0	0	0	0	0
03	384	0	0	0	0	0
1042 - Total:	1,543	0	0	0	0	0

County/Mun: 1055 - CFB KINGSTON

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
12	611	0	0	0	0	0
1055 - Total:	611	0	0	0	0	0

County/Mun: 1104 - LOYALIST TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	347	0	0	0	0	0
02	1,722	0	0	0	0	0
03	9,865	0	0	0	0	0
1104 - Total:	11,934	0	0	0	0	0

County/Mun: 1121 - GREATER NAPANEE TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	2,051	0	0	0	0	0
02	1,909	0	0	0	0	0
03	2,644	0	0	0	0	0
04	2,425	0	0	0	0	0
05	2,221	0	0	0	0	0

Population of Electoral Groups Report

School Board ID: 27 - LIMESTONE DISTRICT SCHOOL BOARD

1121 - Total:	11,250	0	0	0	0	0
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County/Mun: 1124 - STONE MILLS TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
00	5,745	0	0	0	0	0
02	0	0	0	0	0	0
03	2	0	0	0	0	0
1124 - Total:	5,747	0	0	0	0	0

County/Mun: 1134 - ADDINGTON HIGHLANDS TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	536	0	0	0	0	0
02	1,181	0	0	0	0	0
1134 - Total:	1,717	0	0	0	0	0

Population of Electoral Groups Report

School Board ID: 27 - LIMESTONE DISTRICT SCHOOL BOARD

Summary Total

County/Mun	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
1001	1,037	0	0	0	0	0	1,037
1011	89,948	0	0	0	0	0	89,948
1029	13,853	0	0	0	0	0	13,853
1039	3,646	0	0	0	0	0	3,646
1042	1,543	0	0	0	0	0	1,543
1055	611	0	0	0	0	0	611
1104	11,934	0	0	0	0	0	11,934
1121	11,250	0	0	0	0	0	11,250
1124	5,747	0	0	0	0	0	5,747
1134	1,717	0	0	0	0	0	1,717
Total	141,286	0	0	0	0	0	141,286

Population of Electoral Groups Report

School Board ID: 27 - LIMESTONE DISTRICT SCHOOL BOARD

Summary Total

School Board - Grand Totals

School Board ID	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
27	141,286	0	0	0	0	0	141,286
Total	141,286	0	0	0	0	0	141,286



ADMINISTRATIVE REPORT: ADMINISTRATIVE PROCEDURE 166 ANTI-SEX TRAFFICKING SCHOOL BOARD PROTOCOL

REGULAR BOARD MEETING

February 23, 2022

Purpose

To apprise Trustees of the new AP 166 Anti-Sex Trafficking School Board Protocol.

Background

The LDSB is committed to welcoming and engaging school environments that lead to positive student experiences. These environments are best supported when families and communities are intentionally involved in the students' learning. Safe Schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences. The *Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols* (PPM166) sets a strong foundation for Ontario school boards to build local anti-sex trafficking protocols. Sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, and obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion, or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

Current Status

Teachers and other education staff are well placed to educate students on prevention and promote healthy relationships, since there is almost daily contact with students, and they may notice troubling changes in behaviour, and connect with students as caring adults. By training staff to recognize the signs of sex trafficking, they will be better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or involved in trafficking. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives, helping to prevent re-victimization, and resetting students on a healing trajectory towards positive outcomes.

Next Steps

Plans are underway to develop an Anti-Sex Trafficking course on Minds Online, and continue professional development with our secondary and elementary educators. We will continue to work closely with our community partnerships to develop presentations to engage student awareness around anti-sex trafficking.

Recommendations

That this report be received for information purposes.

Prepared by: Patty Gollogly, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education

Attachment: AP 166 – Anti-Sex Trafficking School Board Protocol



1. Introduction

The LDSB is committed to welcoming and engaging school environments that lead to positive student experiences. These environments are best supported when families and communities are intentionally involved in the students' learning. Safe Schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences. The Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols (PPM166) sets a strong foundation for Ontario school boards to build local anti-sex trafficking protocols.

This protocol will support coordinated action by all community partners to prevent, identify and recognize sex trafficking and develop responses to facilitate early and appropriate intervention.

Due to almost daily contact with students, teachers and other education staff are well placed to educate on prevention and promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults. By training staff to recognize the signs of sex trafficking, they will be better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or involved in trafficking. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives, helping to prevent re-victimization and resetting students on a healing trajectory towards positive outcomes.

2. Objective

To set out principles for supporting coordinated action by the Board and school community to identify, recognize and prevent sex trafficking and develop responses to facilitate early and appropriate intervention.

3. Definition of Sex Trafficking

Sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of



Canada. It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

Indigenous and racialized individuals are especially vulnerable to experiencing sex trafficking. The intersections of colonization, intergenerational trauma, systemic discrimination and barriers to accessing service compound, which increases the vulnerability of being targeted by traffickers for Indigenous women and girls – of whom comprise a disproportionate number of trafficked persons for the purpose of sexual exploitation, in Canada.

4. Statement of Principles

4.1. In developing and implementing provisions related to anti-sex trafficking, the LDSB will:

(a) define a role for parents/guardians/caregivers through:

- ensuring parents, guardians and caregivers are key partners;
- ensuring outreach to Indigenous parents and guardians, as well as outreach to Black and racialized parents and guardians, is trauma-informed and recognizes historic, systemic, linguistic, and/or cultural barriers that may impact participation.

(b) foster student voices by:

- supporting and empowering student groups to participate and inform the design, development, delivery and implementation of anti-sex trafficking provisions.

(c) build multi-sectoral relationships with community organizations by:



- consulting and engaging with culturally relevant and responsive community groups/agencies in developing and implementing anti-sex trafficking provisions in order to be responsive to the diverse needs of local school communities.

(d) ensure interventions are safe by:

- increasing protective factors and helping reduce risk factors associated with sex trafficking, through providing comprehensive anti-sex trafficking training to staff, which will include:
- supporting early intervention through identification and appropriate response; including connecting impacted persons to supportive services;
- Identifying signs of human and sex trafficking;
- safely responding to disclosures;
- being culturally relevant and responsive to diverse student populations;
- and supporting the immediate physical and emotional safety needs of students.

(e) build up school-based prevention through:

- understanding the social and historical context of sex trafficking and implementing prevention strategies that are responsive to the needs of the students and members of the local school community;
- employing strategies that complement existing prevention efforts at LDSB schools, including the teaching of consent, healthy relationships and healthy Sexuality.

(f) respect confidentiality, privacy, and informed consent through:



- recognizing the Board's obligations under provincial and federal laws, to deal with each student individually, with respect, dignity, equity and with due regard to confidentiality, privacy, and informed consent as per legal requirements, including those under the Human Rights Code, Municipal Freedom of Information and Protection of Privacy Act; the Accessibility for Ontarians with Disabilities Act, 2005; the Education Act; and the Child, Youth and Family Services Act, 2017.

(g) promote equitable and culturally safe responses through:

- implementing a human rights-based, nonjudgmental, culturally responsive, survivor-centered and trauma-informed approach when raising awareness, preventing, identifying and responding to sex trafficking.

4.2. Employing a Multi-Sector Approach

LDSB anti-sex trafficking protocol will be developed in collaboration and partnerships with persons with lived experience of trafficking as well as local Children's Aid Societies, victim services, police services and other community-based service providers in order to facilitate information-sharing and a coordinated response. Building on existing partnerships, the LDSB will align and leverage local community safety and well-being planning efforts to protect the school community from trafficking. This will include consulting with local anti-human trafficking committees, local situation tables and processes with victim services, sexual assault centres, youth shelters, public health units and other community-based organizations on effective anti-sex trafficking programs and strategies.

The LDSB will communicate and collaborate with community-based service providers, local police services, local Children's Aid Societies and Child and Family Well-Being Agencies, as applicable and/or required by law, in responding to situations of suspected or confirmed sex trafficking of students.

- The local Children's Aid Society must be notified when a child, 17 years



and under, is at 'risk of' and in need of protection with concerns of Sex and/or Human Trafficking.

4.3. Strategies to Raise Awareness and Prevent Sex Trafficking

The LDSB will employ culturally safe strategies to raise awareness about sex trafficking with students, school board employees, parents, caregivers, and the broader school community. These strategies will include:

- (a) making the Anti-Sex Trafficking Policy and related procedures and resources publicly available and accessible on the LDSB websites;
- (b) outlining processes to raise awareness among parents and caregivers about:
 - cyber-safety
 - the signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student; how to get help safely (for example, through the school board, community providers and/or support hotline);
- (c) how individuals can report concerns to the LDSB (including anonymous reporting) and the LDSB process for responding to concerns:
 - the process will include approaches to overcome barriers to participation that Indigenous, Black, newcomer and other parents/guardians may face;
- (d) processes in place to raise awareness among students on the signs a student is being targeted, lured, groomed, trafficked or is trafficking another student, and how to bring concerns about luring, grooming, recruitment or exiting sex trafficking to the school without fear of reprisal. The processes developed will allow for concerns to be brought forward anonymously;
- (e) processes to help prevent recruitment of students for sex trafficking, including through curriculum-based learning about healthy relationships,



consent, mental health and well-being, coping skills, personal safety and online safety, as well as through work with local community-based organizations and survivors;

- (f) consideration of the use of available technology and tools to identify and deter potential situations involving students who could be at risk of sex trafficking and other online threats, while using school board-provided technology;
- (g) awareness strategies that may involve sending letters or emails, providing information in a student handbook, displaying posters, hosting information sessions, posting on the school/school board social media accounts, and/or posting information on the school board website (e.g., posting phone number for the Canadian Human Trafficking Hotline to raise awareness about the supports and referrals it offers).

4.4. Response Procedures

The LDSB will develop and implement related anti-sex trafficking procedures for LDSB employees when responding to situations where a student:

- (a) may be at risk of or is being sex trafficked
- (b) may be targeting, luring, grooming or recruiting children and youth for the purpose of sex trafficking
- (c) is returning to school after they have been trafficked or involved in trafficking others

The related anti-sex trafficking procedures must be trauma-informed and culturally responsive and address the needs of:

- (a) students with special education needs, mental health needs, social or emotional needs or language/cultural barriers, and international students



- (b) students who are in care, receiving care or in customary care arrangements
- (c) students who are being trafficked and who may be involved in the recruiting of other victims, including students who are returning to school after they have been involved in a trafficking situation
- (d) parents, including those who may live overseas and/or may not speak English or French
- (e) students 18 years or older or who are 16 or 17 years old and have withdrawn from parental control

A designated contact person at the school board who is familiar with the school board anti-sex trafficking protocol and can support school board employees with response procedures. This will included but not limited to, contact with CAS and police.

4.5. Support and Training for Employees

Professional Support Services staff at the LDSB will be designated to support employees with anti-sex trafficking programs and strategies. This will include support with:

- (a) the process for responding to situations where a student may be at risk of or is being sex trafficked, including steps for safely reporting concerns, responding to disclosures, and supporting the student's immediate physical and emotional safety;
- (b) the process for responding to situations where a student may be engaged in the trafficking of others, including steps for safely reporting concerns, responding to disclosures, and supporting students' immediate physical and emotional safety;
- (c) the process for responding to and supporting students reentering school after they have been involved in a trafficking situation, including efforts to ensure that adequate safety and security needs are being met to support re-



integration into school;

- (d) guidance on the requirements related to the duty to report a child in need of protection under Section 125(1) of the Child, Youth and Family Services Act, 2017 and under Policy/Program Memorandum 9: Duty to Report Children in Need of Protection;
- (e) clear information on legislated privacy and confidentiality requirements when responding to a suspected or confirmed instance of sex trafficking;
- (f) the process of notifying appropriate school/school board contacts and parents/guardians, as applicable;
- (g) direction on the approach to referring all affected students (including those indirectly affected, as needed) to supports;
- (h) direction on the approach to responding to possible sex trafficking recruitment by a student within the school, including appropriate interventions, supports and/or consequences, as applicable:
 - expectations are to be consistent with the LDSB's Caring and Safe Schools Policy and the mitigating circumstances that must be considered when determining the intervention, consequences or supports. For students with special education needs, information in the student's Individual Education Plan must be considered;
- (i) direction on the approach to appropriately respond to and meet the needs of students who are victims and survivors of sex trafficking, including access to education and facilitating school re-entry for those returning to school;
- (j) direction on monitoring and following-up on incidents reported (for example, check-ins with affected students);
- (k) direction on documenting suspected or reported sex trafficking situations and



response procedures that were implemented;

- (l) information on culturally responsive and trauma-informed personal supports available to school board employees responding to sex trafficking situations.

4.6. Support and Training for Employees

The Board will provide ongoing training for LDSB employees, including teachers, administrators, and other school staff on anti sex trafficking strategies. The training will consist of:

- (a) key definitions, common misconceptions, and myths about sex trafficking, including tactics used for online luring, grooming and recruitment;
- (b) learning about human rights-based approaches to combatting sex trafficking, including the application of an equity lens, antiracism, a gender-based lens, trauma-informed approaches, and Indigenous cultural competencies;
- (c) information on protective factors and prevention-focused supports and resources;
- (d) information on risk factors and signs that a student is at risk, being lured, groomed, or trafficked;
- (e) signs that a student is or involved in luring, grooming or trafficking others;
- (f) response procedures, including the duty to report, how to handle disclosures to support students' safety, how to support students impacted by sex trafficking and how to share information to ensure privacy and confidentiality;
- (g) supports available to students and affected staff, including culturally responsive supports;
- (h) additional training resources to support staff to understand and safely



respond to sex trafficking;

- (i) roles and responsibilities of employees in raising awareness, identifying and responding to sex trafficking.

The training will be tracked and be available throughout the year to all new and existing LDSB employees. The LDSB will update the training program on ongoing basis and deliver regularly to stay current with emerging issues relating to trafficking and changes in community services and response.

4.7. Accountability and Evaluation

In collaboration, with the Ministry of Education, anti-human trafficking partners and local agencies, such as the Children's Aid Society and other school boards, the LDSB will develop a performance measurement framework.

This framework will monitor the effectiveness of training (e.g., whether staff feel they are more aware and more able to safely identify and intervene in situations where a student is suspected of being trafficked or trafficking) and whether the provisions in place respond to the needs of students (e.g., helped children and youth in care stay out of, or exit, human trafficking). This will be measured with performance indicators on how the provisions in place are preventing trafficking within school communities.

5. Evaluation

This Policy will initially be reviewed within the first year after the effective date, and subsequently, at a minimum every four (4) years.

6. Reference Documents

Policies:

- The Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols



Legislation:

- *Accessibility for Ontarians with Disabilities Act, 2005*
- *Child, Youth, and Family Services Act, 2017*
- *Education Act*
- *Human Rights Code*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Protecting Students Act*



Appendix A: Glossary of terms

2SLGBTQQA: Refers to two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.

Anti-racism: Anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

Cultural responsiveness: “Extends beyond language to include a much larger set of professional attitudes, knowledge, behaviours and practices, and organizational policies, standards and performance management mechanisms to ensure responsiveness to the diversity of [students] who walk through [schools'] doors².”

Cultural safety: Refers to “an environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together³.”

Equity lens: Involves “strategically, intentionally and holistically examining the impact of an issue, policy or proposed solution on underserved and historically marginalized communities and population subgroups, with the goal of leveraging research findings to inform policy⁴.”

Human rights-based approach: A “conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress⁵.”



Survivor: Used to refer to an individual who has escaped a trafficking situation, whereas victim is used to refer to an individual who is in the process of being recruited or is being trafficked. The term survivor may also be used to refer to an adult with lived experience of being trafficking. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

Tactics: Traffickers may use a range of tactics to target, recruit, manipulate and coerce victims. This can often involve a process of targeting an individual's vulnerabilities then luring, grooming, isolating, manipulating, controlling and exploiting a victim to then conduct sexual acts (for example, forcing a victim to have sex, to take images of child sexual abuse). Often, a victim may not be aware that exploitation is happening, and victims may be forced to recruit other victims.

Trauma-informed approaches: Are “policies and practices that recognize the connections between violence, trauma, negative health outcomes and behaviours. These approaches increase safety, control and resilience for people who are seeking services in relation to experiences of violence and/or have a history of experiencing violence⁶.”

Victim: Used to refer to an individual who is in the process of being recruited or is being trafficked, whereas survivor is used to refer to an individual who has escaped a trafficking situation. The term victim is often used to refer to a child who has experienced sexual exploitation. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.



ADMINISTRATIVE REPORT: GENDER NEUTRAL WASHROOMS IN SECONDARY SCHOOLS

REGULAR BOARD MEETING

February 23, 2022

Purpose

To provide Trustees with an update on gender neutral washrooms in secondary schools in the Limestone District School Board.

Background

In 2015, the Limestone District School Board surveyed schools to determine whether gender neutral washrooms were available to the student population. Schools identified whether they had single stall or single stall/accessibility washroom spaces. Based on this data, signage was provided to all schools indicating a single stall washroom or single stall/accessibility washroom.

Simultaneously, guidelines were developed called *Supporting & Protecting LDSB Transgender & Gender Non-Conforming Student and Staff Rights*. These guidelines were intended to preserve and protect the rights, privacy, confidentiality, safety, health and dignity of transgender and gender non-conforming students and staff at all times-in all LDSB schools, related events, and activities-both inside and outside of school hours. It states in the guideline that transgender and gender non-conforming students have a right to choose restroom and washroom facilities that best correspond to their lived gender identify and privacy needs. In addition, it states that schools are expected to provide safe washrooms that best correspond to a person's lived gender identity, regardless of birth-assigned sex and where possible, an easily accessible all-gender single stall washroom for use by any student desiring privacy, regardless of the underlying reason.

Current Status

In November 2021, a delegation was presented by the LDSB Parent Involvement Committee 2SLGBTQIA+ Focus Group to the Board of Trustees on areas of focus for improvement. In January 2022,

the LDSB Student Trustees shared a verbal report of information collected from Interschool Council regarding access to gender neutral washrooms in secondary schools in LDSB. Subsequently, Superintendent McDonnell, Equity Consultants Rae MacDonald and Andrea Barrow met with Student Trustee Tanesha Duncan and staff advisors Vice Principals Mike Payne and Chris Morrow to collect additional information.

In February 2022, the following data was collected from all secondary schools or sites that service secondary students:

School Name:	Gender Neutral, Single Stall Washroom	Gender Neutral, Single Stall/Accessible Washroom
Bayridge Secondary School	0	2
Ernestown Secondary School	0	2
Frontenac Secondary School	1	1
Granite Ridge Education Centre	1	1
Kingston Secondary School	6	4
Katarokwi Learning Centre	1	0
La Salle Secondary School	4	3
Limestone Education Centre- 1 st floor	0	1
Loyalist Collegiate Vocational Institute	0	1
Napanee District Secondary School	0	2
North Addington Education Centre	0	1
Sydenham High School	4	4
Educational Services – 2 nd floor	0	1

Next Steps

Ensure that all gender neutral, single stall and gender-neutral single stall/accessible washrooms are signed appropriately and located in an accessible area of the school so that students know they exist and where to find them. This appears to have been a barrier to access.

Continue to collect student voice from schools, Student Trustees and Interschool Council, and other groups to determine what is working, what is not working, and next steps.

Work directly with the LDSB Parent Involvement Committee 2SLGBTQIA+ Focus Group in service of building and maintaining safe, inclusive, and supportive schools in LDSB with a particular focus on increasing family access to resources.

Create an LDSB 2SLGBTQ+ Staff Collective to support district-wide and student led initiatives/opportunities for 2SLGBTQ+ youth in the LDSB.

Review planning process for gender neutral washrooms and other spaces such as change rooms as part of medium and longer-term facility planning.

Recommendations

That Trustees receive this report for information.

Prepared by: Alison McDonnell, Superintendent of Education

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: 2022-2023 BUDGET DEVELOPMENT SCHEDULE

REGULAR BOARD MEETING

February 23, 2022

Purpose

To provide information on the 2022-2023 budget development schedule.

Background

The Ministry has yet to announce details of the 2022-2023 Grants for Student Needs (GSN); however, from past experience and current discussions with the Ministry, we understand that they are working towards an announcement that will be made on time.

Last year, the GSN was announced on May 4, 2021, with the specific details and grant calculation forms being made available to school boards at the same time. The Priority Partnership funding announcements were also released at the same time.

It is expected, based upon prior year reporting timelines, that school boards will be required to submit their approved 2022-2023 Budget Estimates to the Ministry of Education by June 30, 2022.

Current Status

Multi-year enrolment projections prepared last year are now predicting a static or slight increase in enrolment over estimates for 2022-2023. It is our practice to have our current enrolment and demographic data reviewed each year. LDSB updates enrolment projections in February, so that school principals and Board staff can review in early March to begin the school staffing process for the upcoming school year.

The following budget development schedule has been established to ensure that the Board will be able to submit the 2022-2023 Estimates to the Ministry by the end of June 2022.

Committee of the Whole - Budget Meetings
 All meetings to be hybrid with in-person held at
 220 Portsmouth Ave, Kingston, Ontario

Wednesday April 20, 2022 (4:30 pm) <i>Prior to SEAC</i>	Review of 2022-2023 Enrolment Projections, Budget Survey Review
Wednesday June 1, 2022 (4:30 pm) <i>Prior to EPOC</i>	GSN Overview Preliminary Operating Revenue
Wednesday June 8, 2022 (4:30 pm) <i>Prior to SEAC</i>	Preliminary Operating Expenditures/Preliminary Capital Revenue/Expenditures/Consolidated Budget Draft Budget Review
Monday June 13, 2022 (4:30 pm)	<i>Date held if meeting required</i>

As per previous years, the budget development schedule will be provided to all committees of the Board, so 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 20, 2022, Special Education Advisory Committee (SEAC) meeting to share the details of the GSN.

Recommendations

That this report be received for information purposes.

Prepared by: Craig Young, Superintendent of Business Services
Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: 2021-2022 REVISED ESTIMATES AND INTERIM FINANCIAL REPORT FOR Q1

REGULAR BOARD MEETING

February 23, 2022

Purpose

To report on the 2021-2022 revised estimates and interim financial operating expenditures for the period ending November 30, 2021 (Quarter 1).

Background

2021-2022 Revised Estimates:

The Ministry requires school boards to submit revised estimates by December 15 of each year, reflecting updated enrolment, revenue, and expenditures.

This report provides an update on enrolment and staffing changes since the budget was approved by the Board on June 16, 2021. Also included, are updated operating and capital sections of the budget, reflecting revenue and expenditure information at revised estimates.

Enrolment:

Average daily enrolment (ADE) is the basis on which most Ministry grants are calculated and is based upon the average of enrolment at two established counts in the school year.

The revised estimates include updated enrolment projections based upon actual enrolment levels at the October 31 count date and projected enrolments for the upcoming March 31 count date. (See *Appendix 1 for more information.*)

Overall enrolment is expected to be 374 ADE higher in the 2021-2022 school year than originally forecast in the budget, with the elementary panel increasing by 303 students, and the secondary panel increasing by 71 students.

Staffing:

There was an increase of 51.9 FTE staffing overall. An additional 23.2 (FTE) teaching staff, 3.0 (FTE) educational assistants, 6.0 (FTE) early childhood educators, 11.9 (FTE) para-professionals, 2.5 (FTE) principals & vice-principals, .8 (FTE) school clerical, .5 (FTE) facility services, 2.0 (FTE) central admin, and 2.0 (FTE) secondment. No other staffing changes were made.

22.9 (FTE) of the increase was a result of increased enrolment, 1.0 (FTE) increase as a result of PPF funding announcements, and 28.0 (FTE) increase to meet unique system needs as a result of the COVID-19 pandemic.

Operating Budget Revenue:

Grant for Student Needs (GSN) - operating allocation increased overall by \$7.8M. An increase of \$9.7M in various grants such as pupil foundation, school foundation, special education, transportation, school operations, and new grant support for MCGS in-kind PPE, which are offset by a decrease of \$1.9M in various grants such as teacher qualification and experience, and declining enrolment grant.

Other Government Grants - increased by \$3.6M primarily due to new PPF grant announcements. (*See Appendix 2 for more information.*) It is important to note 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.

Tuition Fees – increased by \$0.3M primarily due to programs planned to be running again this summer.

Other Revenues – increased by \$0.2M primarily due to increased secondments and new continuing education contracts.

Over-all operating revenues at the 2021-2022 revised estimates has increased from \$259,650,923 to \$271,588,131 or a net increase of \$11,937,208.

Operating Budget Expenditures:

Over-all operating expenditures have increased by \$12,777,063 to \$273,423,896 which is \$1,835,765 greater than the total operating revenues.

The additional \$12.8M in expenditures is a result of increased salary and benefits expenditures due to staffing changes, expenditures pertaining to new PPF grants received from the Ministry, MCGS in-kind PPE, and planned use of the accumulated surplus internally appropriated funds. (*See Appendix 3 for more information.*)

Capital Budget Revenue and Capital Budget Expenditures:

For the 2021-2022 revised estimates there was no change to the School Condition Improvement funding allocation and School Renewal funding allocation totaling \$20,860,992.

Interim Financial - Operating Expenditures for the period November 30, 2021 (Quarter 1):

Interim financial operating expenditures for the period ending November 30, 2021 (Quarter 1) are being presented in a similar format as the 2021-2022 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 1, \$66,887,662 of the \$273,423,896 operating budget or 24% has been spent. This is comparable to the 25% results from the same quarter last year.

It is important to note, 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. (*See Appendix 4 for more information.*)

Recommendations

That this report be received for information purposes.

Prepared by: Myra Baumann, Manager of Financial Services.

Reviewed by: Craig Young, Superintendent of Business Services
Krishna Burra, Director of Education

Attachments:

Appendix 1 - Enrolment
Appendix 2 - Operating Budget Revenues
Appendix 3 - Operating Budget Expenditures
Appendix 4 - First Quarter Expenditures
Schedule 1 - PFF Grant Announcements
Schedule 2 – COVID-19 Revised Funding

**Limestone District School Board
2021 - 2022
Regular Day School
Average Daily Enrolment (ADE)
Appendix 1**

ADE Categories	2021-2022 Estimates	2021-2022 Revised Estimates	Variance
Elementary			
Kindergarten	2,509	2,670	161
Grades 1 to 3	3,906	3,968	62
Grades 4 to 8	6,868	6,948	80
Elementary Total	13,283	13,586	303
Secondary			
Grades 9 to 12	5,883	5,954	71
ADE Total	19,166	19,540	374

Includes - Other Fee Paying Students

Excludes - Students over 21 years old

Limestone District School Board
2021- 2022
Operating Budget - Revenue
Appendix 2

Revenue Categories	2021-2022 Estimates	2021-2022 Revised Estimates	Variance
Grants for Student Need (GSN) Operating Allocation			
Pupil Foundation	\$ 107,766,247	\$ 110,240,622	\$ 2,474,375
School Foundation	16,737,846	16,872,387	134,541
Special Education	30,973,456	31,357,172	383,716
Language	4,583,666	4,605,575	21,909
Supported School	2,337,758	2,382,001	44,243
Remote and Rural	249,877	253,885	4,008
Rural and Northern Education	522,483	522,483	-
Learning Opportunities:	5,056,721	5,007,147	(49,574)
Continuing Education and Other Program	1,424,998	1,451,647	26,649
Teacher Qualification and Experience	23,100,512	21,679,132	(1,421,380)
New Teacher Induction Program	120,074	125,367	5,293
ECE Qualification and Experience	1,350,344	1,364,674	14,330
Transportation	16,670,404	17,098,893	428,489
Administration and Governance	6,285,093	6,353,814	68,721
School Operations	23,174,443	23,515,915	341,472
Community Use of Schools	309,583	309,583	-
Declining Enrolment Adjustment	404,015	-	(404,015)
Indigenous Education	2,637,449	2,650,623	13,174
Mental Health and Well-Being	861,419	869,149	7,730
Support for Student Fund	2,120,616	2,120,616	-
Program Leadership	999,389	999,389	-
MGCS In-Kind	-	5,753,395	5,753,395
Grants for Student Need (GSN) Operating Allocation Total	247,686,393	255,533,469	7,847,076
Other Government Grants			
Literacy and Basic Skills - Training, AESD	330,386	330,386	-
Ont Youth Apprenticeship - Training, AESD	164,865	164,865	-
Adult ESL - Citizenship & Immigration	360,905	329,886	(31,019)
MOE-PPF-Current Year Funding	5,088,506	8,205,766	3,117,260
MOE-PPF-Prior Year Carryforward	-	288,478	288,478
Other Supplemental Grants	65,000	316,636	251,636
Other Government Grants Total	6,009,662	9,636,017	3,626,355
Tuition Fees			
International Students	1,474,750	1,412,250	(62,500)
First Nations Students	37,995	37,995	-
Community Education & Outreach Fees	173,434	545,944	372,510
Tuition Fees Total	1,686,179	1,996,189	310,010
Other Revenues			
Term Lease Rentals to Agencies	236,316	243,752	7,436
Community Use	10,000	10,000	-
Interest	300,000	300,000	-
Administrative Cost Recoveries	220,000	200,105	(19,895)
Instructional Cost Recoveries	1,475,890	1,605,466	129,576
International Students Other Fees	897,500	894,150	(3,350)
Continuing Education Contracts	7,000	47,000	40,000
Accumulated Surplus Internally Appropriated Funds	1,121,983	1,121,983	-
Other Revenues Total	4,268,689	4,422,456	153,767
Operating Revenue Total	\$ 259,650,923	\$ 271,588,131	\$ 11,937,208

**Limestone District School Board
2021 - 2022
Operating Budget - Expenditures
Appendix 3**

Expenditure Categories	2021-2022 Estimates	2021-2022 Revised Estimates	Variance
Instruction			
Classroom Teachers	\$ 132,863,878	\$ 133,611,150	\$ 747,272
Supply Staff	7,461,881	7,739,647	277,766
Teacher Assistants	16,556,307	17,034,337	478,030
Early Childhood Educator	4,651,828	4,916,610	264,782
Textbooks and Supplies	4,775,922	5,779,933	1,004,011
Computers	2,596,249	4,568,850	1,972,601
Professionals/Paraprofessionals	9,030,246	9,660,516	630,270
Library and Guidance	3,084,829	2,968,199	(116,630)
Staff Development	1,104,235	1,217,075	112,840
Department Heads	316,394	319,563	3,169
Principals and VPs	11,280,340	11,512,668	232,328
School Office	6,631,325	6,695,738	64,413
Coordinators and Program Teacher Support	3,774,986	3,831,264	56,278
Continuing Education	1,446,377	1,747,505	301,128
Instruction Total	205,574,797	211,603,055	6,028,258
Administration and Governance			
Trustees	156,096	156,096	-
Directors and Supervisory Officers	886,125	844,295	(41,830)
Board Administration	6,796,957	7,051,582	254,625
Administration and Governance Total	7,839,178	8,051,973	212,795
Transportation			
Transportation	17,631,433	18,119,955	488,522
Transportation Total	17,631,433	18,119,955	488,522
Pupil Accommodation			
School Operations and Maintenance	28,017,902	28,018,393	491
Pupil Accommodation Total	28,017,902	28,018,393	491
Other			
Other Non-Operating Expenses	1,583,523	7,630,520	6,046,997
Other Total	1,583,523	7,630,520	6,046,997
Operating Expenditures Total	\$ 260,646,833	\$ 273,423,896	\$ 12,777,063

Some expenditure mapping adjustments have been made to comply with Ministry reporting guidelines

Limestone District School Board
Interim Financial Report-Operating Expenditures
For the Period Ending November 30, 2021 (Quarter 1)
Appendix 4

Expenditure Categories	2021-2022 Revised Estimates	2021-2022 Expenditures at (Q1)	2021-2022 % Spent at (Q1)	2020-2021 % Spent at (Q1)
Instruction				
Classroom Teachers	\$ 133,611,150	\$ 33,825,249	25%	25%
Supply Staff	7,739,647	1,458,873	19%	18%
Teacher Assistants	17,034,337	4,445,461	26%	24%
Early Childhood Educator	4,916,610	1,324,007	27%	28%
Textbooks and Supplies	5,779,933	1,249,453	22%	24%
Computers	4,568,850	870,277	19%	25%
Professionals/Paraprofessionals	9,660,516	2,412,033	25%	24%
Library and Guidance	2,968,199	800,311	27%	27%
Staff Development	1,217,075	209,825	17%	18%
Department Heads	319,563	86,051	27%	26%
Principals and VPs	11,512,668	2,804,770	24%	25%
School Office	6,695,738	2,034,378	30%	29%
Coordinators and Program Teacher Support	3,831,264	858,482	22%	25%
Continuing Education	1,747,505	280,790	16%	24%
Instruction Total	211,603,055	52,659,960	25%	25%
Administration and Governance				
Trustees	156,096	34,220	22%	20%
Directors and Supervisory Officers	844,295	206,427	24%	23%
Board Administration	7,051,582	1,768,037	25%	25%
Administration and Governance Total	8,051,973	2,008,684	25%	24%
Transportation				
Transportation	18,119,955	5,223,470	29%	29%
Transportation Total	18,119,955	5,223,470	29%	29%
Pupil Accommodation				
School Operations and Maintenance	28,018,393	6,510,955	23%	22%
Pupil Accommodation Total	28,018,393	6,510,955	23%	22%
Other				
Other Non-Operating Expenses	7,630,520	484,593	6%	25%
Other Total	7,630,520	484,593	6%	25%
Operating Expenditures Total	\$ 273,423,896	\$ 66,887,662	24%	25%

Some expenditure mapping adjustments have been made to comply with Ministry reporting guidelines

**Limestone District School Board
2021 - 2022
PPF Grant Announcements
Schedule 1**

Description	2020-2021 Revised Estimates	2021-2022 Revised Estimates
Specialist High Skills Major	\$ 269,040	\$ -
Summer Transitions: Special Education	2,932	-
Summer Transitions: Mental Health	5,233	-
French as a Second Language Initiatives	111,932	115,067
Well-Being and Mental Health Bundle	32,353	32,353
Transition Support to Post Secondary Pathways for Students		
With Development Disabilities	45,000	-
Focus on Youth Summer Program	-	100,000
Math Strategy	657,000	657,000
After School Skills Development Program	72,916	-
Skilled Trades Bursary Program	-	22,000
Learn and Work Bursary	-	22,000
De-Streaming Implementation Supports	-	34,383
Culturally Responsive and Relevant Pedagogy	-	10,000
Additional Qualifications Subsidy for Math Courses	-	32,500
Funding for Additional Custodial Staff	470,370	-
Health and Safety Training for OT and Casual Staff	94,726	-
Funding to Support Enhanced Cleaning Supplies	38,582	-
Special Education Supports: Learning Recovery	262,277	189,008
Supporting Student Mental Health	125,608	311,315
Standalone HEPA Units	-	49,000
Operating Ventilation	568,100	313,965
Remote Learning	407,036	-
Additional Staffing Support	924,328	3,101,025
Return to Class Emerging Issues	1,024,848	-
Re-engaging Students and Reading Assessment Supports	-	197,339
Student Transportation Health and Safety	716,013	325,000
Connectivity at Schools Program	-	565,077
K-12 Cyber Protection Strategy Pilot	-	409,000
Parents Reaching Out Grants	12,657	25,083
Autism Spectrum Disorder AQ Subsidy	23,333	35,000
Specialist High Skills Major Expansion	-	254,000
Learning and Innovation Fund for Teachers	-	45,000
Anti-Sex Trafficking Protocol Development and Implementation	-	12,858
Staff Well-Being	-	10,666
Subsidies for Guidance and Career Education Additional		
Qualification Courses	-	16,440
Demographic Data Gathering	-	35,256
Excellence in Education Administration	-	150,000
Transportation and Stability Supports for Children and Youth in Care	-	123,000
Education Worker Protection Fund	815,967	548,016
Investment in System Priorities	464,415	464,415
Total	\$ 7,144,666	\$ 8,205,766

**Limestone District School Board
2021 - 2022
COVID-19 Revised Funding
Schedule 2**

Description		2021-2022 Estimates	
Revenue		Revenue	Expenses
Operating Ventilation		\$ (313,965)	\$
Utilities and Filters			313,965
Standalone HEPA Unit Funding		(49,000)	49,000
Special Education Supports: Learning Recovery		(189,008)	
.33 Secondary Teacher			
.30 Elementary Teacher			
.10 Speech Language Pathologist			
Casual EA's			
Total Expenses			189,008
Supporting Student Mental Health		(311,315)	
.40 Social Workers			
.50 Adolescent Care Worker			
2.00 Student Support Counsellor			
.40 Psychologist			
Total Expenses			311,315
Student Transportation Health and Safety Funding		(1,037,400)	325,000
Additional Staffing Support		(3,101,025)	
.33 Elementary VP Virtual School			
1.00 Secondary VP Virtual School			
.50 Elementary Office Admin			
.26 Secondary Office Admin Virtual School			
1.00 Communication/Social Media Support			
1.00 Elementary Technology-Enabled Learning Support Teacher			
10.46 Elementary Teachers Virtual School			
4.34 Secondary Prep Coverage			
2.50 Secondary Teachers Virtual School			
1.00 ECE			
4.00 EA			
5.98 Caretakers			
Casual EA's			
Lunch Supervision			
Total Expenses			3,101,025
Re-Engaging Students and Reading Assessment Supports		(197,339)	
Secondary Student Success Support Virtual School			
Supplies			
Total Expenses			197,339
Total		\$ (5,199,052)	\$ 4,486,652

**Board of Directors****Officers**

Adam Young
Chair

Robert Little
Vice Chair

Craig Young
Treasurer

Directors

Krishna Burra

Bruce Cowle

Susan Creasy

Elizabeth Crothers

Laurie French

Wess Garrod

Tony Gifford

Katherine Leverette
Past Chair

Charitable Registration #
88404 1922 RR0001

February 1, 2022

Ms. Laurie French
220 Portsmouth Avenue
Kingston, ON K7M 0G2

Dear Ms. French,

On behalf of the entire Board of Directors of the Limestone Learning Foundation, I would like to advise that we have received a gift made in honour of the Limestone District School Board Trustees.

The Foundation has long appreciated the wonderful support from the board, its Trustees and the Senior Managers.

We look forward to working together with you in the coming years.

Yours truly,



Adam Young
Chair, Limestone Learning Foundation

Investing Together in Our Students' Future

Funding projects in Literacy & Numeracy, Science & Environmental, Visual Arts & Music, Health & Wellness, and Technology; not otherwise funded by the Ontario Government. To date, more than \$1.9 million has been granted to over 650 projects in schools and education centres throughout the Limestone District.

January 16, 2022

To: Limestone District School Board's (LDSB) Board and Trustees

This letter is to express great concern and vehemently oppose Limestone District School Board's (LDSB) decision to advocate to the Ontario government for an update to the Immunization of School Pupils Act to include COVID-19 as a mandatory vaccination.

On January 14, 2022 the Kingstonist reported that at the regular LDSB meeting on Wednesday, Jan. 12, 2022, a motion was passed to write Ontario Chief Medical Officer of Health Dr. Kieran Moore; Steven Lecce, Minister of Education; and local Medical Officers of Health Dr. Piotgr Oglaza for KFL&A Public Health, and Dr. Ethan Toumishey, Acting MOH Hastings Prince Edward Public Health, with a list of suggestions to support a return to in-person learning. Within this list the LDSB will be recommending the following:

- *Update the Immunization of School Pupils Act and include COVID-19 as a mandatory vaccination.*

This recommendation is being made unilaterally by LDSB without consultation to parents/guardians of students within the LDSB. I'm sure the LDSB understands many parents/guardians (as well as students that are age of consent) will decide not to have their children vaccinated for various reasons.

By making such a recommendation the LDSB is knowingly creating segregation within the education system it has been entrusted.

Assuming this decision is being made in the interest of safety, the LDSB is not a medical or scientific board to make such assessments nor recommendations.

Within the medical and scientific community itself, the science is not clear as to the overall effectiveness or level of protection provided by COVID vaccines. What is certain

is that both vaccinated and unvaccinated individuals can both transmit and catch the virus.

Further, Health Canada has only recently approved the use of a paediatric Pfizer vaccine for children aged five to 11 and as such no long-term safety data exists.

I strongly implore you to remove this recommendation from your list. I am sure you can appreciate this is a very controversial issue, however, the Board needs to respect every individual's freedom of choice based on their own risk-benefit determination while ensuring equal access to the same quality of learning.

I would appreciate the Board providing me with a copy of the final letter sent to the Ontario government on this matter.

Respectfully,

Edward and Roberta Mocon
Concerned Parents



PARENT INVOLVEMENT COMMITTEE MEETING MINUTES – OCTOBER 7, 2021

Roll call:

Members:	Staff:
Crystal Bevens-Leblanc Shayla Bradley Erik Lockhart Jennifer Foster Lucy Aron Meg Redmond Jim Jodoin Melissa Rickey Jen Trussell Rob Richer Stephanie Kelley Packalen Gelareh Monajemi Mark Foster Rena Petrick Melissa Hudson Ruhi Snyder Kristyne Ross Virginia Venditti Tanya Ligthart Alejandra Zamora Janza Findlay Annie Clifford Kim Harper Dan Shaver Mary Collada-Meyer Stephanie Gratto Melanie Carrier Jennifer Kehoe Kayo Murakami-Wood Alejandra Zamora Flores	K. Burra, Director of Education P. Gollogly, Associate Superintendent of Safe and Caring Schools A. Andretta, Administrative Assistant D. Todd, ITS Technician W. Moore, Executive Assistant
Trustees:	Guests:
Robin Hutcheon Bob Godkin	Constance Carriere-Prill

Associate Superintendent P. Gollogly offered the land acknowledgment.

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

1. Call to Order

Called to order at 6:06 pm.

2. Adoption of Agenda

Chair Crystal Bevens-Leblanc indicated she previously sent out a notice of motion to members of PIC, which she would like to discuss this evening, with some amendments. There was no objection to including this notice of motion.

“That the Limestone District School Board develop a transparent and inclusive decision-making Board Policy and Administrative Procedure that places value on community input and participation through adequate consultation with stakeholders on all Policy reviews.”

The agenda, as amended was adopted.

3. Declaration of Conflict of Interest

No declarations.

4. Approval of Minutes

The May minutes were approved by consensus. June minutes need to be revised to reflect bylaw wording from that meeting, then be posted on the board site. PIC cannot approve the minutes but will approve at the next meeting in November.

5. Reports for Information

5.1 Welcome and Introductions- Chair Crystal Bevens-Leblanc

Crystal Bevens-Leblanc introduced and welcomed associate Superintendent Patty Gollogly and Ann Marie Andretta, Administrative Assistant. They are both new to PIC committee this year.

5.2 Chair Update from Co-Chairs Crystal Bevens-Leblanc and Shayla Bradley

Welcome to everyone new joining PIC committee and welcome back to our returning representatives. CO-Charis Crystal and Shayla are looking forward to working together this school year. If any PIC representative has any questions, concerns or need any support, please message cochairs.

Co-Chairs are working on confirming a date for the chairs workshop near the end of October

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and will share that information once it is finalized.

PIC committee supported the Elementary Virtual School in establishing their first School Council, and Calvin Park and LCVI SACs have amalgamated to become one, increasing our total number of PIC Representative positions for the 2021/22 school year to 57. We currently have four (4) school communities not represented on the PIC – Amherst Island PS, Land O’Lakes, NDSS and Secondary Virtual. If you know any engaged parents or caregivers in those school communities, please help us connect!

Crystal will be representing the PIC on the ESAC. Shayla is the alternate representative if anyone would like to join, please let Shayla know.

LDSB has opened input for changes to Policy 13; The Limestone District School Board is seeking input on Board Policy 13: Delegations and Submissions, and on Article III, section 3: Vacancies on the Board. We are encouraging our members who are interested to provide any input. The information can be found on LDSB website.

5.3 Board Update-Associate Superintendent Gollogly

Associate Superintendent Gollogly introduced herself as the Superintendent responsible for Safe and Caring Schools, and PIC. Patty is looking forward in working with everyone, listening, and hearing your perspectives of the committee.

5.4 Board Report-Message from Director Burra; update on recommendation to AP 552

Director Burra wanted to thank all committee members and noted the roles they play are critical in this committee and partnership.

The Director thanked PIC for the opportunity to respond to the proposed edits from PIC to Administrative Procedure 552 – Naming/Renaming of Schools, stating he was reluctant to remove the section regarding the use of the name of a famous Canadian. The process is an opportunity to allow students and teachers to contemplate lesser-known historical figures from the past, both locally and nationally, who are not usually covered in the conventional curriculum. Director Burra shared his suggested amendments with the notion of exercising a bit of further caution in the actual document but not eliminating the possibility of names, again because of the learning opportunity for students as part of that process.

Shayla Bradley raised that the Ontario Human Rights Commission is engaging the public to develop a policy on the discriminatory display of names, including those on public buildings.

Director Burra confirmed that this would apply to schools and noted some protections will be built into the naming process to avoid discriminatory names.

Janza Findlay stated that there are Indigenous teaching about places and geographical elements, noting those natural elements should not be considered any less valid than a person’s name.

Jennifer Kehoe indicated that Indigenous people are not Canadians, but sovereign nations, and noted ‘Indigenous Peoples’ should also be capitalized, in response to the AP wording as presented Crystal Bevens-Leblanc suggested the board examine other ways this learning can be incorporated for students, as renaming, and naming only happen infrequently. She noted there was research work done on past school names, including some of the board’s most recently named schools, but some of those are now controversial.

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Director Burra also answered several open questions from PIC members and guests. He discussed how the Board will approach public input on policies, including collecting feedback and sharing it with Trustees at their Board meeting.

The PIC membership determined their proposed motion, brought forward onto the agenda, should be revised considering the public input that is now happening. The PIC will explore making a recommendation on how the policy-making policy can be operationalized to ensure strong public input and accountability.

Jennifer Kehoe asked about the Indigenous voice's census, requesting accountability and follow up to ensure collaboration versus consultation.

Alejandra Zamora Flores inquired about the student census, asking which cultures and languages are most underrepresented in SACs and on PIC. She noted the education system is overwhelming for newcomers and was concerned with how an amalgamated SAC would meet parent engagement needs. She inquired about hybrid learning, and if antiracism work is continuing.

Director Burra explained that information is coming forward from the census but does need to be analyzed. He outlined situations in which hybrid learning would be used for continuity of learning for students, but that it only will happen in these specific situations. He noted that amalgamation is happening in part to create more admin time to support other needs in the system including virtual school. Antiracism work is continuing but it is challenging to release staff for PD right now especially in the elementary level. The board is doing more hiring, and antiracism work is happening centrally right now.

Janza Findlay inquired if OCAP principles are being used through the census process and noted Indigenous people should have access to data under OCAP. Director Burra confirmed that training occurred.

Director Burra also discussed how to tailor the school communication app to family needs, masks with windows for speech, how hand sanitizer is procured, and how the board's vaccination attestation and education process is working for staff.

5.5 Trustee Update-Trustee Hutcheon

Trustee Robin Hutcheon shared updated from the Board.

The Trustees sent a letter to the Ministry of Education requesting masking better than level two. OPSBA is advocating around adding the COVID-19 vaccination to mandatory childhood vaccines.

5.6 Indigenous Education Advisory Committee - Jennifer Kehoe

Jennifer Kehoe provided an update on LDSB Indigenous team members. She noted that, except for two staff, any students accessing these staff must go through a referral process with their principal every year.

She shared that IEAC met and recommitted to bringing what they can offer. She will always bring truth, and the best of herself.

She provided an update on an Orange Shirt Day initiative which she spearheaded, offering support to educators in discussing Orange Shirt Day. She was disappointed that the initiative did not reach all schools and did not get to teachers until September 23. She would like this work to feel more like a partnership, and to see more people who identify as Indigenous to

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stand alongside.

She noted that 'caregiver/kinship' is missing from LDSB Administrative Procedure 110 – School Councils.

Jennifer Kehoe and Janza Findlay explained the Indigenous Family Circle's origins, and that the work began shortly before COVID-19 caused problems for momentum. The Indigenous Family Circle would still like to connect with Indigenous families in Limestone, and there is also an opportunity for SAC Indigenous Family Representatives to connect with one another.

5.7 2SLGBTQIA+ Focus Group-Constance Carrière-Prill

A presentation from Constance Carrière-Prill provided that the working group of parents and administrators have met through the summer and created a task list of items to move forward regarding supports for 2SLGBTQIA+ students, parents and staff. The group is focusing on work together to identify area that could be improved upon for education and support. They are also looking to raise visibility so more parents can be involved.

The working group is also drafting a proposal to send to the Director of Education, asking for a formal anti-hate policy to be developed for the Limestone District School Board. Constance Carrière-Prill read an introductory proposal:

"While the board has an anti-bullying policy, we believe more is needed to offer increased protections to the district's most vulnerable students - those who by virtue of being members of marginalized groups under the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Act are known to be exposed to higher levels of discrimination, exclusion, and violence.

We see this policy as a product of consultation and collaboration with students and faculty who belong to these groups, with a clear intent to identifying discriminatory or violent acts due to protected status as being hate acts. The policy would clearly state the district's stance of zero tolerance for such actions, noting they will be addressed as serious acts when being reviewed under disciplinary guidelines for corrective measures.

We believe that by calling it by its name, the policy will assist students in identifying behaviors they may not have previously seen as particularly serious, as actions which can be especially harmful for their fellow students. Education around this policy would improve student awareness and, it is our hope, curb further acts of hate within our schools. Finally, such a policy would clearly signal to 2SLGBTQIA+ and other marginalized students that they are not only seen, but this board recognizes they need extra protections due to their status and can find these protections within the board's policy."

Constance Carrière-Prill stated that PIC will be seeking the Director's support to pursue the development of such a policy and provide guidance on the procedure for approval and implementation. She noted that PIC is mindful of the hefty workloads of our peers within

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existing board groups and committees, and that our group is more than willing to take the lead in coordinating with the school community and board partners in this task. Constance Carrière-Prill did state that she would not ask the Director to comment on this tonight, as it still needs PIC's approval.

Director Burra will be happy to discuss next steps in the process once the proposal has been shared with him. He also stated that he is happy to connect Constance Carrière-Prill to Laura Conboy, Limestone's Mental Health Lead, if she is willing to share her email contact information.

Jennifer Kehoe suggested that a delegation to the Board of Trustees be requested, through Chair Suzanne Ruttan, for the next Board Meeting to share this work that has been done at the grassroots level.

2SLGBTQIA+ Focus Group's next meeting is Wednesday, October 13, 2021 at 7:00 PM.

6. Reports for Actions

None at this time.

7. Unfinished Business

7.1 Amendment of By-Law -Co-Chairs Crystal Bevens-Leblanc and Shayla Bradley

Shayla Bradley explained that the bylaw amendment suggested in June needed work to fit in to the rest of the PIC bylaws. The amendment was made on its own, without fully looking at how it interacts with existing bylaws, and there were some questions about its wording over the summer.

Meeting participants discussed various aspects of the proposed amendment, clarifying that the only elected position in the PIC is co-chair. Participants determined that defining a past chair's eligibility for a regular representative seat is already set out by other bylaws and procedure. They determined a potential past chair would already know they can decline the past chair position as no parent is obliged to take any position within PIC.

Participants affirmed that they did not want the past chair position to fall under 'community representative' as they wanted to ensure those spaces were available for true community representation as set out in the existing bylaws. They chose to establish the position as 'past chair' versus member-at-large for simplicity. They removed reference to appointments and vacancies as that is already covered in PIC bylaws and in the Education Act. Participants affirmed the importance of allowing a past chair to have voting rights, and to have those voting rights for their term even if they do not have a child enrolled in LDSB.

They approved the final wording by consensus. It reads:

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The outgoing chair of the committee is an ex-officio member of the executive in the position of Past Chair for a term of one year following their term of office. The past chair is an advisory position assisting the elected current co-chairs and maintaining continuity for initiatives.

The past chair has voting rights, whether they have a child enrolled in a school in LDSB.

Shayla Bradley will amend the bylaws and prepare them for ratification with co-chairs and the board.

7.2 PIC and PRO-Grant Budget 2021-22-Associate Superintendent Gollogly

The budget for 2021-22 will be discussed at the following PIC meeting on November 18th, 2021.

7.3 Equity Lens Presentation - Kayo Murakami-Wood - Marysville P.S.

Kayo Murakami-Wood equity presentation will be postponed for the next meeting on November 18th, 2021.

8. New Business

8.1 Communication/Collaboration

Members will have an opportunity to voice communication at agenda call for November's meeting. No communication or collaboration currently.

8.2 Fall Elections

Superintendent Gollogly did not receive any applications that was eligible for the position of co-chair. We have until November 15 to fill the position. Co-chair position for now is Crystal and she is only eligible for the second term if no one else is nominated for the position. Shayla will mind members of the opportunity; deadline for the Ministry of Education is November 15, 2021.

9. Correspondence

No correspondence to document.

10. Next Meeting

Thursday November 18, 2021, at 6:00 PM

11. Adjournment

The meeting adjourned at 9:07 PM.



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

December 15, 2021

PUBLIC MEETING

Roll Call:

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

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1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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

2. ADOPTION OF THE AGENDA

MOVED BY: Trustee Godkin that the agenda be approved.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

4.1 SEAC Minutes – November 17, 2021

MOVED BY: Trustee Godkin that the November 17, 2021, SEAC Minutes be approved.

5. BUSINESS ARISING FROM MINUTES

The successful Member-at-Large Candidate will be approved at the January 12, 2022, Board Meeting. We are hopeful that the successful candidate will be able to join us at the January 19, 2022, SEAC Meeting.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Transitions

Special Education Program Coordinator Cheryl Snider began the presentation with a focus to share responsive practices related to significant transitions for students with special education needs. Transitioning children into the education system is a partnership with the child and family, community agencies involved with the family, and local school boards.

For students with special education needs, the Transition to Kindergarten (T2K) Meetings and our annual Transition to Kindergarten (T2K) Parent/Family Workshop are two key steps in this journey; both of which moved online last school year due to COVID-19. Considering the current reality, we continue to adapt and refine the T2K process based on feedback from those closely involved.

Our lead community agencies play a very active part in the T2K process. One key role is supporting parents to participate as equal partners and advocates for their child. The “All About Me” document is an important tool that helps parents/caregivers introduce their child to the school by focusing on their strengths, interests, and goals. Using the CanChild’s F-words framework (Function/Family/Fitness/Fun/Friends/Future) reminds us to focus on what children can do. Our community partners made a commitment to support all families in creating the “All About Me” document before each transition meeting.

This past school year in LDSB, school teams and coordinators facilitated over 110 transition meetings for students entering kindergarten with special education needs. Using a strengths-based Student Profile Form, offers simple, relatable language for families, and helps to frame things positively.

Based on feedback, we have recently updated our Student Profile Form to include a summary of strengths and areas of need. This small tweak will make the most critical information easily and quickly accessible for classroom educators and others who rely on this form.

As a direct result of COVID-19, we moved to virtual transition meetings last school year. This was uncharted territory and there was certainly some hesitation at first. In the end, because transition meetings are an information gathering opportunity, we found that we could accomplish this goal just as easily online, and the format was convenient which allowed all school and community partners to be at the table with families. The critical part of this process is building relationships with families, which is usually accomplished by being in the same room. Therefore, effective facilitation, leading introductions, and eliciting all voices at the table are just a few of the simple but key facilitation strategies we use to ensure a successful transition meeting. Also, while obvious barriers could be technology or access to Wi-Fi, community partners supported families, and this was not an issue overall. Based on feedback from schools, especially some of our larger sites, we plan to streamline the transition process by assigning one coordinator to each school site where possible.

The Transition to Kindergarten (T2K) Parent/Family Workshop is an important event that provides families with an overview of the transition process and the opportunity to connect with Educational Services staff. Last year, we took this event online and created a Transition to Kindergarten Website as an anchor for parents and families. Having the website provided a platform to share resources, recordings, and transcripts from the event for families to revisit or for those who were not able to attend. Some considerations include increasing attendance, adding to the parent panel, and investigating ways to increase parent voice and feedback.

The website was well received by parents, families, and community partners. Based on the positive response, we will continue to use and enhance our website moving forward. One consideration includes organizing resources on the website by topics and/or agencies for easier access.

Educational Services and Safe Schools Lead Wendy Fisher shared that the Grade 8-9 High Risk Transition Sharing Meeting is a collaborative process that supports students who exhibit extreme high-risk behaviours that put the safety of others at risk. This framework does not replace existing transition meetings but is meant to enhance and work in concert for a small group of students who fall under the high-risk category.

A student might fall into this category if one or more of the following apply: The student has been identified by an Educational Services staff member as requiring a more focused transition due to social, emotional, behavioural or significant mental health concerns; the student has been referred to the Behaviour Action Team in the past; the student is enrolled in an elementary District Learning Centre; the student has had a previous Violent Threat Risk Assessment completed or other exceptional circumstances.

Educational Services staff who have worked closely with the students and families are to complete the “Grade 8-9 High-Risk Transition” form which is to be submitted to the Educational Services and Safe Schools Lead. This form, which includes the student’s name, elementary school, Educational Services staff contact, and a summary of concerns, is then to be shared with individual secondary principals and vice principals. Student Support Counsellors, Behaviour Action Team members, Social Workers and School Attendance Counsellors will coordinate with elementary school staff in a High-Risk Transition Sharing Meeting before the end of the school year.

The Grade 8-9 High-Risk Transition Sharing Meeting is an opportunity for staff to communicate their knowledge and understanding of the student’s interests, strengths, challenges, and advocate for individual student needs. The student safety plan is shared highlighting strategies that support student success. Ultimately, it is an opportunity for staff

to share current and relevant information that is individualized to each student to support a successful transition into high school.

Special Education Program Coordinator Hugh Box spoke about the Grade 8 to 9 transitions for students with Autism Spectrum Disorder (ASD). The move from elementary to secondary is stressful for all students, and if you have ASD, the level of anxiety is even more challenging. Therefore, the transition meetings are a powerful tool to gather information and create meaningful transition plans to help these students and their families through this process. Due to COVID-19, the transition meetings are all virtual at this time, but they continue to be very successful.

Our Secondary Autism Support Teacher, Tagget Bonham-Carter is responsible for conducting these transition meetings. The transition meetings are attended by the student and family, staff and administrators from both school sites, Autism Team staff, and community partners. Having all the experts at the table is extremely valuable to discuss all the needs of the student. It is important to ensure that the secondary school has all the information about the student that is coming to their school, and that the student and their family are clear on what the school is going to be doing to support them. Every school is unique, and it is relationships that make these transition meetings important.

Special Education Program Coordinator Tiiu Vail shared information regarding School to Community Services (SCS) Transitions and specifically the transitions for students receiving SCS as they move from Grade 8 to Grade 9. For complex transitions, the facilitation of that process is coordinated by the SCS Team Coordinator, Transition Planning Coordinator, and Student Support Counselors. Great efforts to build capacity and make transition materials accessible on the Minds Online - Support Students with Intellectual Disabilities resource have been done.

Transition meetings begin in the winter and are attended by the student and family, staff from both school sites, Educational Services staff, and community partners. Strategies to support the transition such as visits to new school site, visuals and social stories are used. The Transition Plan considers the student's needs, and we ensure that the transition process is gradual and supportive.

For some students with complex needs, we need to consider the work around the provision of care such as connecting with home and community care support services to ensure that any delegated medical procedure is well-known, and that the new school site is aware of the needs of the student in that regard as well.

The Transition Plan for a student who is moving from secondary to Life Beyond School is a multi-year comprehensive transition planning process, and it does begin in the initial secondary years. This process involves the same stakeholders but most importantly it involves the student. This is a student-centered approach and Transition Planning Coordinator Donna Abbink coordinates all these meetings for students, which are now virtual due to COVID-19.

Last year we had our very first Life Beyond School Virtual Event. Prior to 2021, this event was held in person, but due to COVID-19, we had to pivot to a virtual format. This event took place on Microsoft Teams and was an hour long. We had presentations from our community partners, including Developmental Services Ontario and Passport Program Funding. Mental Health Lead Laura Conboy also shared information around mental health resources that are available to students with an intellectual disability. The event was well-attended, and as we move forward with planning for next year, our goal is to increase attendance.

Inspired by the T2K website, our participation in the transition pilot project, and through connecting with other boards, we were able to put together our own Life Beyond School website for students and families to navigate. This website contains great information for this important transition to Life Beyond School.

Chair McGregor called upon SEAC Members for questions regarding the Transitions Presentation. The link to the Life Beyond School website will be sent to all SEAC Members.

7. CORRESPONDENCE

7.1 Avon Maitland District School Board – Letter to Minister of Education regarding Support for Bill 172 An Act in Relation to Fetal Alcohol Spectrum Disorder, provided for information.

7.2 Halton District School Board – Letter to Minister of Education regarding Decision Making Regarding the Return to Traditional Semester Model, provided for information.

7.3 Waterloo Region District School Board – Letter to Minister of Education regarding Online Learning Supports and Universal Design for Learning, provided for information.

8. ASSOCIATION UPDATES

Nadine Carson, Epilepsy South Eastern Ontario:

Our recent nursing students from Queen's University created an Epilepsy South Eastern Ontario information document for youth transitioning to adult care and for caregivers of youth transitioning to adult care. We have also received funding through United Way to support a youth transition worker to assist us in this much needed area of epilepsy care and youth transition.

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

9.1 Ministry Updates

Selection of Service Providers to Deliver Entry to School Services in the Ontario Autism Program

The Ministry of Children, Community and Social Services (MCCSS) has selected 14 Service Providers from across the province to deliver the new Entry to School Program as part of the new needs-based Ontario Autism Program (OAP). This new program will begin to be implemented in January 2022.

In the needs-based OAP, all children/youth up to age 18 with a written diagnosis of Autism Spectrum Disorder (ASD) from a qualified professional are eligible to register for the OAP. The following service pathways and program supports are available in the needs-based program:

- Core clinical services that include Applied Behaviour Analysis, speech language pathology, occupational therapy and mental health services;
- Foundational family services for all families in the program, to build their capacity to support their child's learning and development;
- Caregiver-mediated early years support and entry to school services to help young children access critical services when they will benefit most, and to prepare them to enter school;
- Urgent response services to support children and youth who are in service, or are waiting for service, and have significant and immediate needs; and
- Care Coordinators to support families throughout their journey by providing orientation to the program, service planning and navigation, and help with managing transitions.

One of the early years supports that will be offered in the needs-based OAP is the Entry to School Program. This program was designed based on advice from the Ontario Autism Program Implementation Working Group with input from the Ministry of Education.

The Entry to School Program will be delivered by 14 OAP community service providers and their partners. The program will be a six-month group-based skill-building program for young children on the autism spectrum (up to 6 years of age), who are entering kindergarten or grade one for the first time. Eligible children will participate in this program before their school start date. The focus of the program will be on preparing children to enter school.

Following the group-based program, OAP community service providers will work with a child's identified school to support the child's transition to school. Children who complete the program will receive transition supports from the OAP community service provider as they enter school. Families and educators will have access to targeted consultation support, upon request, from OAP community service providers during a child's first six months in school to support a successful school transition. School boards will play an integral role in supporting these transitions by participating in the development and implementation of child-specific transition plans based on the needs of each student. The service provider selected for the East MCCSS Region is ACT Learning.

Special Incidence Portion Funding Changes for 2021-22

For the 2021-22 school year, the Ministry of Education has once again made changes to the Special Incidence Portion (SIP) to provide school boards with greater operational flexibility and reduced administrative requirements by following last year's process and not rely on a SIP claims-based process.

The Ministry of Education intends to make regulatory amendments to Ontario Regulation 616/21, that if passed would allocate 2021-22 SIP funding through a temporary formula instead of a claims process. All school boards will be funded at their 2020-21 SIP allocation amounts, plus a 5% increase.

In 2020-21 the Ministry of Education provided school boards with an SIP allocation based on the higher amount of either:

- Their 2019-20 SIP funding allocation; or
- An average of the previous three years (2016-17 to 2018-19).

The Ministry then provided a 5% increase to that higher amount for all school boards. This established every board's final 2020-21 SIP allocation. This school year, school boards will be provided with that final 2020-21 amount plus an additional 5% increase. SIP is one of the six allocations that make up the Special Education Grant, which is part of the Grants for Student Needs. SIP is intended to support students with extraordinary high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school.

Limestone District School Board

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

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9.2 Educational Services SEAC Update

Building Our Vision for the Future: Enhancing Special Education Services in Our District – December 2021 Monitoring Report - Principal Michael Blackburn and Vice Principal Jenn Grasse presented a report illustrating the indicators of success in key areas of focus under the four Big Ideas of the Special Education Services Monitoring Document.

1. **Reallocation of Resources:** Restructuring supports, services, teams and programs to meet the changing needs of students and schools and to equitably distribute resources.
 - **Key area of focus:** Continuing - Align and coordinate referral processes for District Teams and support multi-disciplinary team collaboration.
 - **Indicators of Success:**
 - Development of Tri-Team Referral Form.
 - Intentional focus on school based multidisciplinary team development.
 - System wide pulse check on multidisciplinary team approaches.
 - Enhancement of cross-team information sharing and collaborative problem solving.
2. **Professional Learning:** Provide ongoing and relevant professional learning to a variety of staff in order to build capacity to meet the needs of diverse learners in an inclusive learning environment.
 - **Key area of focus:** Continuing – Provide professional learning opportunities focused on a relationship-based approach to supporting student learning and well-being.
 - **Indicators of Success:**
 - Continuation and collaboration of learning with Behaviour Action Team (BAT).
 - Expansion of professional learning opportunities for District Learning Centre (DLC) teachers.
 - CRI training (trauma informed and resilience building) for staff.
3. **Strengthening Partnerships and Leveraging Supports:** Strengthen and enhance partnerships with families and community partners to leverage supports and maximize student learning and well-being.
 - **Key area of focus:** Enhancing – Enhance partnerships to provide mental health and well-being resources and supports.
 - **Indicators of Success:**
 - Enhancement of partnerships and supports for LINKS Program.
 - Intentional meetings and collaboration with Hotel Dieu, Maltby, Public Health (Mental Health Leadership Committee), KFLA Parent Advisory Committee.
 - Leadership support for ECPP (Education Community Partnership Program).

4. **Learning for All:** Support the implementation of differentiated, precise and research-based instructional strategies to support the learning and well-being of all students.
- **Key area of focus:** Enhancing – The continued training and effective use of accommodations to support student learning and success (i.e., Assistive Technology)
 - **Indicators of Success:**
 - Ongoing partnership with Discovery OT.
 - School based support for remote and virtual learning.
 - Assistive Technology Resource Support for individual, school, and system capacity building.

Chair McGregor called upon SEAC Members for questions regarding the December 2021 Monitoring Report.

10. NEXT MEETING DATE

Wednesday, January 19, 2022

Prior to calling for a motion to adjourn, Chair McGregor shared that due to a shift in staffing, SEAC Member, Charlene Whalen of Family & Children's Services, Frontenac, Lennox & Addington, must step down as a member of SEAC. Chair McGregor thanked Charlene for her many years of contribution to SEAC.

11. ADJOURNMENT

MOVED BY: Trustee Godkin that the meeting adjourn.

The meeting adjourned at 6:38 pm.

ADMINISTRATIVE REPORT: KFL&A CHILDREN, YOUTH AND FAMILY SERVICES COLLABORATIVE (CYFSC) ADVOCACY LETTER

REGULAR BOARD MEETING

February 23, 2022

Purpose

To share an advocacy letter from the KFL&A Children, Youth and Family Services Collaborative (CYFSC) requesting the Limestone District School Board to be a signatory, asking the Ontario government to participate in the National Childcare Program.

Background

In the Spring of 2021, the Federal Government laid out a plan to provide Canadian parents with, on average, \$10-a-day regulated childcare spaces for children under six years old, within the next five years. This plan included a 50 per cent reduction in average fees by the end of 2022.

Current Status

As of December 2021, the Federal Government has entered into agreements with nine (9) provinces and one (1) territory. Presently, Ontario has not entered into an agreement with the Federal Government.

As the letter states, the Kingston, Frontenac, Lennox, and Addington CYFSC is writing to support Ontario's participation in the national childcare program. They believe that affordable, quality childcare is an essential component of a robust educational system.

Recommendations

- (1) Trustees of the Limestone District School Board receive this report and a copy of the letter.
- (2) Trustees give consideration for the Limestone District School Board to formally support the letter from the KFL&A Children, Youth and Family Services Collaborative.

Prepared by: Scot Gillam, Superintendent
Reviewed by: Krishna Burra, Director of Education
Attachments: Letter from CYFSC

Kingston, Frontenac, Lennox & Addington
Children, Youth & Family Services Collaborative
c/o 805-829 Norwest Road
Kingston, ON K7P2N3



February 18, 2022

To Hon Stephen Lecce, Minister of Education:

The Kingston, Frontenac, Lennox & Addington Children, Youth & Family Services Collaborative (CYFSC) is a collaborative of agencies serving children, youth and families across our region. The Collaborative has been operating for over 25 years, increasing service integration and service impact, by sharing ideas, resources and information to ensure all our agencies have access to the best tools possible to meet the needs of our clients.

We are writing today, on behalf of our membership, in support of Ontario's participation in the national childcare program. Education is a priority area for the Ontario Government, and it is our belief that affordable, quality childcare is an essential component of a robust education system.

Our member agencies believe that signing the national childcare program agreement is an important first step and we encourage the Ontario Government to reach an agreement quickly, so the work of developing a national childcare program can proceed.

Respectfully and on behalf of the CYFSC Membership,

Louise Moody, co-chair CYFSC

Tony Gragaro, co-chair CYFSC

Current CYFSC Membership List:

Algonquin Lakeshore Catholic District School Board
Addictions & Mental Health Services (AMHS-KFLA)
Big Brothers, Big Sisters Kingston
BGC South East
City of Kingston
Child & Adolescent Psychiatry – Kingston Health Science Centre
Community Foundation Kingston & Area
Community Living Kingston
County of Frontenac
Extend-a-Family Kingston
Family & Children's Services FLA
Girls Inc
HomeBase Housing
Keys Job Centre
KidsInclusive
Kingston Community Health Centres
Lennox & Addington Interval House
KFLA Public Health
Kingston Military Family Resource Centre
L&A Resources for Children
Limestone District School Board
Loving Spoon Full
Maltby Centre
Ongwanada
Prince Edward-Lennox & Addington Social Services
Resolve Counselling Services Canada
Rural Frontenac Community Services
St. Lawrence Collage Centre for Behavioural Studies
St. Lawrence Youth Association
United Way KFLA
Youth Diversion

ADMINISTRATIVE REPORT: COVID 19 UPDATE

REGULAR BOARD MEETING

February 23, 2022

Purpose

To apprise Trustees of updated COVID-19 Health, Safety, and Operational Guidance for schools.

Background

The Ministry of Education has updated the COVID-19: Health, Safety, and Operational Guidance for Schools. These changes have been reviewed with KFL&A Public Health, in conjunction with ALCDSD, HPEDSB, and Hasting Prince Edward Public Health. As the landscape continues to rapidly change, Limestone will continue to adapt and adjust accordingly

Current Status

With the recently updated Ministry of Education Guidance for School Operations, and the subsequent review of the guidance by KFL&A Public Health, Limestone will be implementing the following changes:

- (a) Eye Protection is no longer a requirement for staff in schools if everyone in the class and/or space is masked. Eye protection should be available for times when a staff member comes within 2 meters of an unmasked student.
- (b) Public Health has removed the mandatory masking for Kindergarten students, which was implemented in December 2021. Based on provincial guidance, masking for Grades 1-12 is still required without an exemption. Masking for Kindergarten students will now revert back to what was in place, based on the August 2020 motion from Trustees, which stated that masking would be highly encouraged and supported by staff, including potential alternatives like face shields.

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- (c) Public Health has indicated that school cafeterias may now open. Grade 7-12 sites are encouraged to cohort while eating; however, this is not mandatory. Students may use the cafeteria, provided physical distancing is maintained and COVID capacity limits are respected.
- (d) For Health and Physical Education courses, in both the elementary and secondary panels, the use of gymnasiums, swimming pools, change rooms, weight rooms, indoor physical education equipment and shared outdoor equipment is permitted, with distancing. High and low contact activities are permitted as follows:
 - o Masking is not required when playing high or low contact activities outdoors.
 - o Masking is required for indoor sports when not actively engaged in the activity. Masks can be removed when actively participating in the activity if they cannot be worn safely while participating.
- (e) Extra Curriculars: The winter season is underway, and the vaccination verification had been implemented as a requirement to start the season in late November. Given the province will remove the vaccination passport effective March 1, 2022, the vaccination requirement will be lifted as of March 1. Any existing teams, in the current season, will still require vaccinations given they were created with that requirement. Based on current information, new teams/clubs being created, or any new season moving forward, will not require proof of vaccination.

Recommendations

That this report be received for information purposes.

Prepared by: Patty Gollogly, Associate Superintendent

Reviewed by: Krishna Burra, Director of Education