

AGENDA - REGULAR BOARD MEETING

Wednesday, January 12, 2022 – 6:00 PM

Limestone Education Centre

220 Portsmouth Avenue, Kingston, ON

Link: <https://bit.ly/LDSBBoardMTGJan12>

PRIVATE SESSION – 5:30 PM

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

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

1. CALL TO ORDER

2. RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION

3. DECLARATION OF CONFLICT OF INTEREST

4. ACTION ITEMS

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

5. FOR INFORMATION

- 5.1 SAFE SCHOOLS UPDATE
- 5.2 PROPERTY UPDATE

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

6. REPORT TO PUBLIC SESSION

PUBLIC MEETING - 6 PM

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

7. ADOPTION OF AGENDA

8. DECLARATION OF CONFLICT OF INTEREST

9. DELEGATION/PRESENTATION:

9.1 Staff Affinity Groups Presentation – Rae McDonald and Yusuf Abdulkareem

10. PRIVATE SESSION REPORT

11. APPROVAL OF MINUTES

- 11.1** Regular Board Meeting – November 24, 2021 (Pages 4-25)
- 11.2** Annual Board Meeting – December 1, 2021 (Pages 26-34)
- 11.3** Nominations Committee Meeting – December 6, 2021 (Pages 35-38)
- 11.4** Special Board Meeting – December 6, 2021 (Pages 39-42)

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** Appointment of Special Education Advisory Committee (SEAC) Member-at-Large – Superintendent Gillam (Page 43)
 - 13.3.2** 10-Year Capital Project Renewal Plan – Superintendent Young (Pages 44-49)

13.4 Reports for Information

13.4.1 **De-streaming Grade Nine** – Superintendent Silver (Pages 50-51)

13.4.2 **COVID-19 Update** – Director Burra (Pages 52-55)

13.4.3 **Addendum to COVID-19 Update - Director Burra (after Pages 55 a-c)**

14. UNFINISHED BUSINESS

14.1 Election of Board OPSBA Representative

14.2 “Beyond the Language of Inclusion: Embracing a Culture of Continuous Improvement for 2SLGBTQIA+ Students” - Constance Carriere-Prill and Ruhi Snyder

14.3 Debra Lefebvre- Staff Masking

14.4 Krista Thompson – Staff Masking

15. NEW BUSINESS

Motion for consideration, brought forward by Trustee Elliott, “That the LDSB write a letter to the Minister 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.”

16. CORRESPONDENCE

None at this time.

17. NOTICES OF MOTION

None at this time.

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

19.1 SEAC Meeting Minutes – November 17, 2021 (Pages 56-61)

20. FUTURE BOARD MEETING SCHEDULE

February 23, 2022

March 30, 2022

April 27, 2022

May 18, 2022

June 15, 2022

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES – NOVEMBER 24, 2021

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) T. Duncan (Student Trustee) S. Johnson (Student Trustee) 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 was delayed and Chair Ruttan called the meeting to order.

2. MOTION TO MOVE INTO PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Godkin and seconded by Trustee Morning. 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 – October 27, 2021.
- 4.2 Audit Committee Meeting Minutes – November 8, 2021.

MOVED BY: Trustee French and seconded by Trustee Elliott, 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 – No update.

6. REPORT TO PUBLIC SESSION

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

MOTION: That the Board rise and report, and that any resolutions, be made public.
MOVED BY: Trustee Elliott and seconded by Trustee Morning. Carried.

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich (Vice-Chair) B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan (Chair) T. Duncan (Student Trustee) S. Johnson (Student Trustee) 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:
R. Bowen, Literacy Intervention Team J. Caldwell, Literacy Intervention Team C. Carrier-Prill, Delegate E. Chesnick, Literacy Intervention Team A. Gladu, Literacy Intervention Team K. Kay (LDSB Educator) and son, J. Devries N Kaplan-Myrth, MD, PhD, Delegate D. Lefebvre, BA, RN, BN, MPA, Delegate R. Snyder, Delegate K. Thompson, Delegate	W. Moore, Executive Assistant to the Director and Trustee Liaison

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

Trustee Elliott stated: “The Limestone District School Board is situated on the traditional territories of the Haudenosaunee and Anishinaabe. 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. Although this acknowledgment is only a small piece of my reconciliation, I understand the privilege we have as School Board Trustees and that it is our responsibility to encourage continued and purposeful learning and growth so that students today learn the truth about Canada's history; the truth that I didn't learn when I was in school. We can all reflect on how we can contribute

Limestone District School Board

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to our own community's reconciliation.”

7. ADOPTION OF AGENDA

Trustee Elliott indicated that he would like to bring forward a notice of motion and requested that it be added to the agenda under Item 17.

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

8. DECLARATION OF CONFLICT OF INTEREST

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

9. DELEGATION/PRESENTATION

9.1 Empower Presentation

Associate Superintendent Stephanie Sartor advised Trustees that last June she presented a report summarizing the Empower Program that was piloted last year and continued to expand upon this year. As a brief reminder in 2019 the Ontario Human Rights Commission launched a Right to Read Public Inquiry into human rights issues affecting students with reading disabilities. Without the proper interventions and accommodations people with reading disabilities may not learn to read and may have difficulty with other subjects in school. Along with academic issues, this can also lead to mental health challenges. Our belief at Limestone is that literacy is an equity issue. The good news is that when an evidence-based intensive and systematic approach is used, people with reading disabilities respond very well and the effects of the disability can be greatly reduced. The Right to Reading Inquiry has spent the last year and a half gathering information from over 20 different school boards, various faculties of education, caregivers, students, and community organizations. The inquiry focused on five areas. One being reading intervention which means that students identified as at risk should have access to timely, scientific evidence-based reading intervention programs. While we are still awaiting the release of the report, we do know that one of the reading intervention programs that has been reviewed and supported by the Ministry of Education is the Empower Program. The team will share their successes experienced while implementing the Empower Program during the last school year and continue to see in this year's program. Associate Superintendent introduced the elementary literacy intervention teacher team: Allison Gladu, Jenny Caldwell, Richelle Bowen and Erika Chesnick. The literacy team was joined by James who is a graduate of the Empower Program and his mother Elizabeth.

The literacy team walked Trustees through the Empower Program and outlined the goals of the Empower decoding and spelling program. The decoding and spelling program is an intensive and repetitive program designed to teach word identification skills, decoding strategies and promote the effective use of these strategies. The program focuses on five strategies: sounding out, rhyming strategy, peeling off, vowel alert and spy strategy.

The literacy team reviewed the progress of James and a sampling of his reading. Before beginning the program the literacy team collected several pieces of diagnostic data from each student and also collected reading data, twice throughout the program, and once more at the conclusion of the program. James consistently trailed behind average student growth expected over the school year, and after just 8 months of Empower, not only had he closed the gap by increasing 9 reading levels, but for the first time ever in his educational career, James is now reading above grade level. James is not an anomaly, as the literacy team shared the reading level results across the district and at all four sites. On average students increased their reading scores by 8 reading levels in 10 months in the Empower Program. The team is collecting both quantitative-based skills and qualitative-based skills evidence to help them track student progress and LDSB's personal journey with Empower. At the beginning of their presentation, the team focused on the skills developed in Empower but what they really wanted to emphasize was that the Empower Program is changing the lives of these students forever and their experience in school. These are students that have received significant intervention for years, yet the literacy team has never seen these types of gains in such a short span of time. The team concluded their presentation by sharing feedback from administrators, current SSTs administering the program, families whose children are in Empower and most importantly from the students themselves, including James.

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

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

Constance Carriere-Prill and Ruhi Snyder are both members of the Parent Involvement Committee 2SLGBTQIA+ Focus Group. They are a group of parents who have children who are members of the 2SLGBTQIA+ community and that includes some parents who are also members of that community themselves. They also have a very dedicated group of administrators and a number of Trustees who are part of their group who have a strong interest in providing support to Limestone students. All of the work that they have been doing

this year comes from needs identified by students themselves through their own lived experience, either shared directly with the group, or through their parents, the GSA staff liaison, or staff themselves. This group was struck when the Parent Involvement Committee (PIC) realized that despite ongoing efforts, in terms of equity, there remains significant issues with discrimination against 2SLGBTQIA+ students in Limestone. Along with serious gaps in some services and supports both continue to have tremendous impacts on basic human rights within our schools, lead to school trauma, and declining mental health. All significantly impact student outcomes. The report submitted to Trustees prior to this meeting, clearly outlines a number of urgent recommendations based on the areas of focus that they have identified. They understand that not all fall within the Trustee's purview. However, not only do they want Trustees to be aware of the work that they are doing but also to have support for the action items as they may relate to policy and governance. Even aside from discussing discrimination, when we look at our basic supports that allow students to attend school, they simply are not enough for this group of students. We must have a mind for continuous improvement in all aspects of our equity work. They provided an example that they have been discussing that illustrates that need. Being distanced from impacts, it would be easy to believe that having one or two gender neutral washrooms in the school is sufficient to meet gender diversity needs. Some might feel that adding signs and flags creates an atmosphere of inclusion, but these responses were recent social media posts by students in Limestone and paints a very different story. It is one that cannot be ignored and chalk up to facilities issue anymore.

Ruhi Snyder explained why addressing these issues is so critical in consideration of current expected outcomes. She provided a brief summary of her review of the current literature around of the crucial role that identity and belonging play in mental health, well-being, and success in 2SLGBTQIA+ youth. The global, national, and provincial data indicates a downward, negative trend. Most of these numbers are truly devastating. The data points towards a common thread that when our youth lack a sense of belonging, be it in their family, community, or among their peers because of their identity, it has devastating consequences on their lives. The World Health Organization's report has found that children who are gender non-conforming are at higher risk for bullying and victimization both at home and at school. A recent medical analysis confirms this. It shows that adolescents who are frequently bullied are twice as likely to develop mental disorders in early childhood. Furthermore, research in genetics has redefined persistent trauma related to childhood victimization as a form of social adversity and defined as being destructive, collective, and cumulative with effects that are transmissible to the next generation. Today's youth are coming out at a younger age because

of improved social attitudes and increased visibility. This leaves them wide open to risk and vulnerability when it comes to acceptance because our society continues to favor a hetero-normative existence. In Canada we are barely halfway to full acceptance of homosexuality. The lack of belonging in adolescence leads to a state of dissidence during one of the most crucial times in their development; leading to heightened anxiety, depression, substance abuse, homelessness, and suicide. Seventy-seven per cent or three quarters of them, have considered suicide and 45 per cent, nearly half of them, have committed suicide. It is impossible to quantify the joy we feel when our children succeed. It is equally impossible to quantify the pain we feel when we watch our children disintegrate. These are extremely complex and layered issues and require collaboration for all who are involved and care about prepping our children for the inordinate challenges that they are going to face. Ms. Snyder concluded that she is very proud to be a part of this community that is actively engaging in generative conversations and are committed to the well-being of our children. Ms. Carriere-Prill stated they are here to help for collaboration and for identifying solutions to their recommendations.

Chair Ruttan thanked Ms. Carriere-Prill and Ms. Snyder for the presentation and asked Trustees for any clarifying questions.

9.3 Debra Lefebvre and Dr. Nili Kaplan-Myrth – Masks for Staff

Debra Lefebvre stated that it is Registered Nurses' Association of Ontario's position that all teachers and educational staff should be vaccinated unless they have a medical exemption, and that vaccine is the most effective measure to prevent COVID-19. It is also RNAO's position that wearing a mask is one protective measure in the fight against this disease and based on the precautionary principle, teachers and staff should have the right to choose to wear a better protection at work in a crowded classroom. Dr Theresa Tam, Chief Medical Officer of Health for Canada, stated that COVID-19 hangs in the air much like smoke does and it infects through inhalation. She also stated that we need to wear snugly fitting masks to protect ourselves. A level 2 mask is a loose fitting surgical mask. This mask is fluid resistant but it does not filter the air that we breathe in and out. Surgical masks are not considered respiratory protection but an N95 is. N95s are effective because they are tight fitting and can filter the air we breathe in and out. The other difference is a level 2 mask is blue and a N95 is white. While the board allows some to wear a N95 mask for medical reasons, such as the immunocompromised, there may be others who are in the developing stages of being immunocompromised and are unaware of it, such as a developing cancer. These staff do not have the respiratory protection

with the level 2 masks and are at risk of exposure to the disease in a crowded classroom. Lastly, employers certainly have an obligation to assure minimal protection for their staff, but staff should be given the right to better protect themselves if they choose to use what is known as a personal risk assessment.

Dr. Nili Kaplan-Myrth stated that she is a family physician in Ottawa. She noted, as Ms. Lefebvre stated, at this time educators are required to wear ill-fitting blue surgical masks which was based on policy which was an understanding that COVID-19 is spread by droplets. However, it is now widely accepted by Dr. Kaplan-Myrth's colleagues who are epidemiology and infectious disease experts in Canada and internationally, that COVID-19 is spread through aerosol. The Public Health Agency of Canada updated its own guidelines earlier this month to reflect that risk of aerosol transmission. Educators must sit in classrooms with children who are too young to be vaccinated. Those children are wearing level 1 cloth masks which offer minimal protection against droplet transmission and minimal protection against airborne transmission. Children's masks are on and off their faces and the children are all unmasked while they eat. Schools represent a high risk environment. Across Ontario children ages 5 to 11 have the highest rate of new COVID-19 cases by population of any group. At this time there are 1,257 active cases among students and 136 cases among staff. Six-hundred and sixty-six schools across Ontario currently have outbreaks. In the Kingston area there are 42 students and three staff who are currently infected with COVID-19. We want to do everything that we can to prevent the spread of COVID-19 in schools. As a layered approach, we know that immunization, masks, HEPA filters and ventilation are evidence-based best practices to avoid the spread of COVID-19. Level 2 surgical masks provides moderate droplet protection. They have gaps that allow viruses to escape offering minimal protection from airborne transmission for the wearer and those around them. Level 3 masks and higher KN95, such as the one Dr. Kaplan-Myrth is wearing, an N95 respirator provides protection that is superior to surgical masks for the wearer and for those around preventing droplets, as well as airborne transmission. There is no reason to prevent educators from wearing what is undeniably a safer mask for them and their students. In Ottawa, at the end of October, the Ottawa Carleton District School Board approved a recommendation to allow staff to wear Level 3 and higher masks rather than the medical masks provided by the province. Trustee Justine Bell proposed the idea, saying that the board has a responsibility to protect staff and students. The OCDSB agreed. On the same basis, we ask the Limestone District School Board to permit educators and staff to obtain their own health approved Level 3 or higher mask or respirator.

Ms. Lefebvre provided a video demonstrating the difference between the fitting of a level 2 mask and the fitting of a N95 mask.

Chair Ruttan thanked Ms. Lefebvre and Dr. Kaplan-Myrth for the presentation and called upon Trustees for clarifying questions.

9.4 Krista Thompson – Masks for Staff

Krista Thompson is a registered occupational hygienist. She noted that occupational hygiene is the field responsible for anticipating and recognizing hazards, assessing risks, and evaluating control measures. It is the field of specialized selecting of personal protective equipment. Occupational hygienists regularly deal with certainty in data, so when data is not clear, they are trained to evaluate what is called the precautionary principle. There are differences in occupational hygiene as well as the aerosol sciences that COVID-19 is spread by aerosols (airborne). There are many studies, but Ms. Thompson referred to one in particular, “10 Scientific Reasons in Support of Airborne Transmission of SARS-Co-V2,” published in April 2021 as a particularly good study that outlines the data around aerosol transmission, as well as reasons that it is not just droplet transmission. As mentioned by the previous delegation, Public Health Agency of Canada recognizes COVID-19 is spread by aerosols and she noted that aerosols linger in the air, especially in indoor spaces. An update from Doctor Tam on November 12, 2021, indicates that she is saying “most importantly we have learned how the virus lingers in fine aerosols and remain suspended in the air we breathe...” and Dr. Tam goes on to say wearing a well-fitted and well-constructed mask is so important.

Ms. Thompson stated that occupational hygienists and ventilation engineers are the experts in the role of ventilation for protection in the far field. Use of increased ventilation air changes increases the percentage of fresh air in indoor spaces and improved filtration can really increase safety in the far field and some classrooms are using classroom made and homemade Corsi-Rosenthal Boxes, which Trustees may have seen. These are made using things purchased at the hardware store and are proven through scientific studies and published literature to be effective. But that is for the far field; what about the near field? The near field is not necessarily protected by good ventilation so again, this referring back to Dr. Tam, who says to wear masks with a good snug fit for seal on your face. But there are two ways, according to PHAC to get a good snug fit and that is either to wear a respirator or use a mask brace on top.

What is the difference between a medical mask and a respirator? A medical mask or surgical mask are appropriate for droplet protection to prevent the spray from infecting you from mucus membrane, but the evidence indicates that N95s are better than surgical or medical masks. Medical masks results in approximately 50 per cent leakage in both directions, when you are exhaling and inhaling. An unfitted N95 resulted in about 10 per cent leakage and one with fit testing had less than 5 per cent leakage. Also, optimal engineering design of those N95 respirators has really improved so that resistance has been established to not be significantly different than that of a medical mask, making it easier for the person wearing it.

Ms. Thompson referenced fit-testing. Should workers who are not fit tested be allowed to wear respirators? During the pandemic we have not been able to follow the prescribed protocol that would have been normally stipulated prior to the pandemic. If fit testing cannot be performed due to lack of resources the solution is not to deprive workers from the appropriate protection, but rather to adopt the precautionary principle and train users how to do a proper fit check or feel check. A proper fit check is a very simple procedure Ms. Thompson provided a link showing how it can be done. The N95 masks are designed to fit snugly, are personal protective equipment, and they provide much more protection than a medical mask. She noted that the PHAC updated their information, as of last week, they said that an N95 mask, if worn in the community, does not require fit testing.

Health Canada keeps the website up to date and people can find all the approved respirators. Ms. Thompson provided a link with resources available from the Occupational Health Clinics for Ontario Workers Inc. (OHCOW), and she noted that OHCOW is her employer but the opinions expressed are hers and not OHCOW.

Chair Ruttan thanked Ms. Thompson for her presentation and called upon Trustees for any clarifying questions.

10. PRIVATE SESSION REPORT

Vice-Chair Gingrich stated that in Private Session earlier this evening, Private Session Minutes were approved from the Regular Board Meeting of October 27, 2021, and from the Audit Committee Meeting of November 8, 2021. Director Burra provided a personnel update, resulting in a motion. There was no other business conducted, or motions passed in Private Session.

11. APPROVAL OF MINUTES

11.1 Regular Board Meeting – October 27, 2021

11.2 Education, Policy and Operations Committee Meeting – November 10, 2021

11.3 Audit Committee Meeting – November 8, 2021.

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

12. REPORTS FROM OFFICERS

12.1 Chair's Update

Chair Ruttan stated: "Tonight's meeting concludes the third term of office for the Board of Trustees. Over the past year, the Limestone District School Board, and its school communities, have faced many uncertainties about COVID-19. The past year has not been easy on anyone but, together, we have done our best to support students and each other.

On behalf of the Board of Trustees, I offer my appreciation to students, and families for your patience, support and understanding as we navigated this year that has been like no other. We certainly did not expect, in June, to wrap up the school year remotely for the second consecutive year.

Despite the challenges of having to pivot back and forth between modes of learning, Limestone educators, administrators, school support staff, and central office staff found creative and effective ways to support student learning, collaboration, and connection. It is with profound gratitude that I express the Board's collective appreciation to all staff – in every role - for the hard work, dedication, and personal resolve shown over the past year; and the massive preparation it took to return to in-class learning this September. Thank you.

There is much progress and achievements to be proud of especially as it relates to the Board's strategic goals in the key areas of Wellness, Innovation and Collaboration.

Limestone is committed to equity, inclusion and ensuring everyone feels a strong sense of belonging. To help understand student identity, lived experience and ability, the board conducted its first-ever student census last Fall, 2020.

This important work will help the board learn more about students – their backgrounds, experiences and needs – to identify potential barriers or gaps, and to determine how to eliminate discriminatory biases in classes and schools to bring us closer to creating supportive and equitable learning environments, where every student sees themselves in Limestone.

To uphold our commitment to truth and reconciliation, and ensure we are creating safe spaces for everyone, Trustees voted unanimously to initiate a renaming process for École Kingston East Elementary School this past June. The Board acknowledges the ongoing pain and harm related to the use of the former name within our school communities and acknowledges the systems that continue to oppress Indigenous and other marginalized communities, including residential schools.

We want schools to be a place where we celebrate and honour each student, their stories, and their voice. We can do this by moving forward education by teaching the truth.

The renaming process will continue over the next several months, through community consultation and input that creates a new and more positive legacy for this school.

We know there is much work to do, as outlined in the Limestone's Equity Action Plan. This three-year plan demonstrates our commitment to ensure equity at all levels of our system, as we work together to embrace and foster engaging and innovative learning where everyone achieves success and well-being.

A key responsibility of the Board is to develop and adopt policies that are based on the Board's vision and to monitor and evaluate how efficiently these policies are implemented. Trustees engaged in several sessions over the year to review existing policies to contribute to the continuous improvement of board governance. Trustees discussed and adopted bylaws to help guide the Board and its meetings moving into the future. Trustees have done considerable work and will continue to do so in the coming term.

In closing, I would like to acknowledge Director Burra, Senior Staff and Trustees for their tireless efforts on behalf of all students this past year...for everyone's patience and flexibility as we continued to respond, and adapt to new ways of teaching, learning, and working, amidst this ongoing pandemic.

It has been a privilege to serve as Chair of the Limestone District School Board.
And that concludes my report."

12.2 Director's Update

Director Burra stated: "Good evening, Trustees and the viewing public. I have several updates to provide this evening.

There is no question that we are at a critical juncture during this pandemic. Over the past few weeks, we have seen an unprecedented number of COVID cases and rates per 100,000 in KFL&A. With the holiday season approaching and with public health rolling out vaccines for

children aged 5-11, we may see continued cases for the next few weeks but hopefully cases will be stemmed, and we can minimize school disruptions for students.

As a point of comparison, during the 2019-2020 school year, there were a total of 68 COVID cases that impacted Limestone schools, this number was comprised of 9 staff members and 59 students. Of the students, 32 were elementary aged, and 27 were secondary. It should be noted that 28 of the 68 cases occurred during the spring remote learning period from mid-April to the end of June so did not significantly impact school operations.

For the 2021-2022 school year up until November 23, we have seen 9 adult cases and 108 student cases for a total of 117. Of the student cases, 94 were among elementary students, and 14 among secondary students. As a result, we have almost doubled the number of COVID cases last year in just the first three months of this school year. Throughout the pandemic the best indicator of the health of schools has been the overall cases and rates in the community. Based on the first three months of this school year, there is no question that we have seen a considerable number of cases at elementary.

As a consequence, Public Health has instituted additional screening requirements for students and families. They have indicated that screening is absolutely essential in reducing spread. Similar to a few times last year, the expanded symptom screening will potentially stretch staffing in schools as more students 'screen out' and families need to miss work to care for their students. We will be continuing to watch this very closely, but this could be a significant challenge for us over the next few weeks in maintaining operational viability in all schools.

Late last week, COVID vaccinations for children aged 5-11 were approved by Health Canada. Clinics begin this week, and in some cases these clinics will be hosted at Limestone schools. Parent consent is required for this vaccination and all clinics are organized and run by KFL&A PH. More details will be shared and sent to families when available.

In addition, late last week, the Ministry announced new information related to COVID testing. In the coming days, we will receive rapid testing kits for close contacts of identified positive cases at schools. We will also receive 5 rapid antigen tests for each student to take home for the holidays on a voluntary basis to be used during the holidays and particularly before school resumes in January. The provincial government also announced that secondary schools could return to semesters for the second half of the year starting in February and announced that school boards will receive the second half of the COVID funding that was announced in the spring for the 2021-2022 school year. This is good news, and we will provide an update related to the second half of the funding in the New Year.

Limestone District School Board

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

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While we have been extremely busy on the COVID front, November has also been full of lots of great examples of teaching and learning in Limestone. As Trustees are aware, November is Indigenous Education Month and there have been a wide range of activities and learning taking place at schools, along with professional learning for staff. This work has been supported by the Indigenous Education Team and educators across the system. This week is also Bullying Prevention and Awareness Week in Ontario. Schools have been highlighting the significance of kindness, empathy, inclusion, human rights, and the anonymous reporting tool. The week culminates with Pink Shirt Day this Friday.

With potential winter weather starting to creep into the forecast, the inclement weather protocol has been shared throughout the system to families and staff. This communication should provide clarity regarding the operation of schools when transportation is canceled due to the weather.

Earlier this week the initial ÉKEES renaming survey went live. The renaming committee will be reviewing these results in the coming weeks and narrowing the suggested names for a second survey that will serve as the basis for further discussion and eventually a report to the Trustees in the winter. The information and resources for this renaming process are on the LDSB and ÉKEES website and I will ask Communications Officer Douglas to now put that on screen.

And finally, Madam Chair, while the ÉKEES naming information is being put up, I am pleased to announce that we are very close to our United Way contribution goal of \$50,000. We will be doing one final push this week to hopefully achieve our goal, and more importantly support some of the most vulnerable members of the local communities we serve. That concludes my comments this evening.”

13. REPORTS

13.1 OPSBA Report – Trustee French

Trustee French advised that the Board of Directors meet on Saturday, November 27, 2021.

The Eastern Region Meeting was held on November 6, 2021. Consultations will be held in December for Project Compass.

OPSBA provided a submission on the GSN consultation process.

The Public Education Symposium will again be held virtually this year and is scheduled for January 28, 2022.

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13.2 Student Trustees' Report

Trustee Duncan indicated that during yesterday's Inter-school meeting she had recorded the meeting notes, with three schools sending regrets, La Salle, Ernestown and Granite Ridge. Trustee Johnson read the land acknowledgement and then transitioned into an ice breaker – having students introduce themselves and share the university/college they want to attend next year. All three Student Trustees gave a recap of the last Board meeting discussions, including gender-neutral bathrooms, and Indigenous education: the River Program. A special guest from United Way, Kim Hockey, shared a presentation and Trustee Johnson will elaborate on that. Trustee Roy and Trustee Duncan had an opportunity to attend the OSTA-AECO conference. She provided a debrief on the Equity and Inclusion breakout group. They had discussed making a handbook for teachers on how to address racism within schools, and the important role teachers have in a classroom. There was talk about gender-neutral bathrooms and about adding more diverse literature in our libraries. She shared what LDSB is doing in these areas and was surprised to hear that Limestone is further ahead than most school boards on these pieces. A question that she had brought up during her working group was if they are to have more BIPOC teachers, that students have a part in the teacher handbook on how to support teachers who face racism from students. Trustee Duncan thanked, Wynando Moore and the School Board for giving Trustee Roy and her the opportunity to attend the OSTA-AECO conference. Not only did she learn so much from the other trustees, but she met some long-term friends, that she would not have the pleasure in meeting without their support.

After the OSTA-AECO debrief was done, students had many questions on our role as student trustee and were very happy to hear about the diverse book selection that is soon to come to our classrooms. Trustee Roy had shared a slide show with students for the brainstorming of the clean water fundraiser and gave an explanation on the importance of having clean water in Indigenous communities. Last but not least, students shared new business that was going on in their schools for example Rotary Clubs, Candy Grams, Teddy Bear Campaigning, and planning winter week. Lastly LCVI shared their tribute to Transgender Remembrance, which was Saturday, November 20, 2021. There was a memorial displayed in the forefront that transgender women have fallen victim to violence, many of those being transgender women of colour. To close our meeting students were asked who would like to volunteer to create a land acknowledgement and a student named Wyatt Falcao volunteered.

Trustee Johnson stated that on November 23, 2021, she chaired the Inter-school Council

meeting with Trustee Duncan writing the minutes. At the meeting, Kim Hockey and Bhavana Varma from the United Way KFL&A spoke on youth homelessness and outlined some of the main causes. She had mentioned that some adults experiencing homelessness suggested providing more education about the causes and preventions and having resources readily available. Most youth may not notice that they are experiencing homelessness because they are not educated on the subject. Moving forward, further discussions involving how to help, educate, and prevent youth homelessness will be in order. Awareness about homelessness will vary in different areas and schools as a result of the different kinds of living conditions and situations. Consequently, the availability of resources will also differ depending on the circumstances. That concludes my report; thank you.

Student Trustee Roy indicated that this report regarding the OSTA-AECO General Fall Meeting, held November 4 - 7, 2021 is being presented on behalf of Student Trustee Duncan and her as they both had the privilege of attending. There were many things discussed during the three-day meeting, but some topics were of higher importance to the student body of LDSB. They had the opportunity to hear from 'Bleed the North,' an organization founded by a Queen's student that aids with period poverty and menstrual education. One thing Trustee Roy found eye-opening about this presentation was terminology surrounding periods. She learned that the term "menstruator(s)" should be used when referring to an individual that gets their periods because not all menstruators are females and not all females menstruate. There was also a presentation from the Deputy Minister of Education. After lots of Student Trustee protocols and rules were explained, they had the opportunity to join groups whose topic would be a focus for OSTA-AECO throughout the year. Trustee Roy had the privilege of joining the Indigenous Relations Group with many other Student Trustees. They discussed the need to better train teachers who teach Indigenous classes (such as NBE3U) and the student need for cultural education, but more importantly, cultural celebration. They will meet with their designated groups throughout the year to produce plans and goals for important initiatives. The OSTA-AECO executive team, as well as the communications team, is putting together the Outreach Program which allows students to understand what exactly Student Trustees do and who they are. This is essential to maintain the valuable student voice they try very hard to hear and help. The most important thing she obtained from that weekend was professional connections and valuable friendships. Every single student there is incredible and just as dedicated as the three of us to make a more equitable and supportive school environment.

Chair Ruttan thanked the Student Trustees for their report.

13.3 Reports for Action

13.3.1 Accumulated Surplus Financial Update

Superintendent Young advised Trustees that the report will provide Trustees with the latest financial information related to the Board's accumulated surplus and propose additional investments in Limestone District School Board for 2021-2022.

He noted that the table outlines the Available for Compliance - Unappropriated Surplus for \$16 million, and this is as of year-end 2020-2021. This increase in the surplus is the result of increased enrollment in March of this past year, Ministry stabilization funding, as well as savings due to reductions in supply costs, utilities, operations, and maintenance expenses as well as reduced professional development as a result of COVID. It is important to note that with the exception of the unappropriated surplus, if the Board were to spend any of the other available for compliance surplus funds beyond the unappropriated surplus, the Board may be faced with an operational deficit in future years as the internally appropriated surplus funds are encumbered. The legislation does allow school boards to incur an in-year deficit of 1% of operating revenue without requiring Minister approval. One percent of operating revenue for Limestone District School Board totals just under \$2.5 million. At the June 9, 2021 Board Meeting, Trustees did approve spending of almost \$1 million of the accumulated surplus for expenses, as outlined in the report.

As part of a calculated and planned drawdown of the accumulated surplus the following projects are proposed as additional investments into schools. These proposed investments are one-time expenditures that will not contribute to structural deficits within the organization. These investments are strategically placed in the arts and technology and are in alignment and support the budget survey results as presented to Trustees on April 21, 2021. Staff is asking for Trustee approval for an additional \$1 million investments in arts and ITS devices. The technology investment will support reading, writing and mathematics which ranked second and fourth on the survey while the arts/music/drama ranked third.

Chair Ruttan thanked Superintendent for the report and asked Trustees for any questions.

MOTION Moved by Trustee Brown and seconded by Trustee McGregor that the Limestone District School Board approve amending the budget to use an additional \$1,000,000 of accumulated surplus to support the additional investments for the 2021-

2022 school year. Carried.

13.4 Reports for Information

13.4.1 Masking/PPE Update Information

Director Burra advised that according to Public Health authorities, and as mentioned during the delegations this evening, masking has been identified as a key mitigating strategy to reduce the spread of COVID-19. Vaccination, improved ventilation and/or filtration, and spacing, where possible, are also identified as other mitigating measures. Medical masks (level 2 surgical/procedural) are provided by the school board for all employees. These masks are provided directly by the Ministry of Education to school boards. According to Ministry and Public Health documentation N95 respirator masks are not recommended in schools, unless staff are providing care for a student during an aerosol generating medical procedure (AGMP). Some staff in our system do provide this type of medical procedure and do wear the proper PPE to allow them to do so. Director Burra stated that he wants to be very clear that Limestone does want to maximize safety for students and staff. But he also wants to be very clear that the question of what are medically or epidemiologically, the best personal protective equipment, in the form of masks for people, is something that we would all say is out of our wheelhouse of expertise, to be able to answer. In his report, Director Burra quoted from the Ministry's Operational Guidance, and this was also in a previous report to Trustees, and in particular, the following statement is made: "At the advice of the local public health unit, schools and school boards may choose to implement additional masking measures based on local circumstances." He noted that he cannot speak to what the interpretation of that would be, as certainly we have had at different points in time, Public Health recommended increased masking last year, that students should be wearing masks outdoors and recommend this year that if students are not in their cohorts outdoors, think about masking as well.

Director Burra noted that he quoted information in the report based on information from Public Health as it relates to whether or not a N95 or a KN95 mask would be recommended or required for the educational staff who are not doing those AGMP types of procedures. The issue of masking seems ever-present while on calls with the Ministry. There have been two occasions where medical staff have been advising the Ministry, including the Associate Chief Medical Officer of Health that the PPE being provided, in the form of the masks, is appropriate and sufficient for staff. The Minister has also noted that he has received several letters from school boards, as it relates to this, and Limestone being among the list, and did make that point that even though boards have been writing the requests for enhanced or improved

masking, that no Public Health Unit so far have been signatories or supporters of that particular change.

Director Burra noted on the last page of the report the quote from Dr. Theresa Tam, Chief Public Health Officer of Canada just over 10 days ago, as it relates to the evidence of aerosol spread of COVID-19 that gets into the air. Director Burra advised that there are two occasions where Limestone has gone above and beyond, based on safety measures as it relates to COVID-19. The first occasion was in the summer of 2020 when we expanded the mandatory masking from Grades 4 – 12 to the K – Grade 3 group of students. Then again, earlier this fall, on the recommendation of Public Health to consider putting in place a vaccination program for students between the ages of 12 – 17 participating in extra-curricular activities where there is close contact or going outside of their school, and there is crossing cohorts within their own building, but also outside of buildings. As an update to that, Public Health has actually now put out a Section 22 letter indicating that all students aged 12 – 17, who are participating in any kind of athletic activities should be vaccinated.

Director Burra stated that from our standpoint, given this is not our wheelhouse, there is always a little bit of caution in terms of making a Public Health decision when there are obviously Public Health authorities to make those decisions. On the other hand, given that we are seeing differing medical opinions, it is very difficult for staff to make a recommendation to Trustees, given this is outside our area of expertise in this context.

Loosening or opening masking options and making it kind of wide open without there being any parameters, is a little bit of a concern because of the range of products that are available out there. Director Burra suggested to Trustees that if they are going to be looking at passing this motion, there are some parameters that could be put in place to make sure that people are protected and not buying a counterfeit product or lower level products and there are ways to operationalize that in such a way that we are still in compliance with other requirements. He pointed out though it is obviously always subject to potentially Public Health or the Ministry of Labour declaring something different, and if that was the case then we would have to follow those instructions.

Chair Ruttan thanked Director Burra called upon Trustees for questions to the report.

13.5 Special Committee Reports

Chair Ruttan noted that the Special Committee Reports were provided to Trustees to help guide their decision on which committees they may wish to sit on. Trustees will select their committees at the upcoming Nominations Committee Meeting on December 6, 2021.

Vice-Chair Gingrich read the report for the Food Sharing Project, which was not included in the agenda package. This report will be emailed to all Trustees for preview prior to the Nominations Committee Meeting.

MOTION moved by Trustee Gingrich and seconded by Trustee French that a letter of appreciation be sent to Tanis Fairley to acknowledge her outstanding and dedicated service on the Food Sharing Project. Carried.

14. UNFINISHED BUSINESS

None at this time.

15. NEW BUSINESS

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

MOTION Moved by Trustee Hutcheon and seconded by Trustee Godkin That Limestone District School Board staff be permitted to purchase their own masks if they choose, provided those masks are better than level 2/surgical masks and are Health Canada approved; and the Director ensures this measure is operationally workable in its implementation.

Trustee Elliott recused himself from the discussion and voting on the motion, citing a conflict.

After some discussion around the motion, Trustee French stated that to ensure the workable viability of this motion, she proposed the following friendly amendment:

"....staff be permitted to purchase their own masks if they choose, covered by the level 2, Ministry provided mask."

The friendly amendment was declined as Trustee Hutchinson stated the motion allows the director to make the call on what would be operationally viable.

After some discussion, and in particular, around the operational challenges, the Director suggested the wording of the motion be slightly amended to:

“That Limestone District School Board staff be permitted to purchase their own masks if they choose, provided those masks are better than level 2/surgical masks and are Health Canada approved; and the Director ensures this measure is operationally workable in its implementation. This implementation could include the potential option of wearing enhanced masking underneath the level 2, (*Ministry provided*) mask.”

Trustee Hutcheon spoke to the motion and Chair Ruttan called the question.

Roll call vote.

The non-binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon, Trustee Morning, Trustee Duncan, Trustee Johnson and Trustee Roy (8)

NAYS: Trustee French and Trustee McGregor (2)

ABSTAIN: Trustee Elliott (1)

The binding recorded vote was as follows:

YEAS: Trustee Brown, Trustee Gingrich, Trustee Godkin, Trustee Hutcheon and, Trustee Morning (5)

NAYS: Trustee French and Trustee McGregor (2)

ABSTAIN: Trustee Elliott (1)

The motion carried.

16. CORRESPONDENCE

16.1 Correspondence from Jennifer Kehoe, Parent of past Sistema Kingston participants, School Advisory council member of Molly Brant Elementary School, dated October 26, 2021, was provided for information.

17. NOTICE OF MOTION

17.1 Notice of Motion brought forward by Trustee Elliott: “That the LDSB write a letter to the Minister 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.” This motion will be debated at the next Board meeting on January 12, 2022.

18. ANNOUNCEMENTS

None at this time.

19. COMMITTEE MINUTES FOR INFORMATION

None at this time.

20. FUTURE BOARD MEETING SCHEDULE

December 1 and 6, 2021

January 12, 2022

February 23, 2022

March 30, 2022

April 27, 2022

May 18, 2022

June 15, 2022

21. ADJOURNMENT

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

The meeting adjourned at 9:26 p.m.



ANNUAL BOARD MEETING MINUTES – DECEMBER 1, 2021

PUBLIC MEETING

Roll call:

Trustees:	Staff:
J. Brown G. Elliott L. French T. Gingrich B. Godkin R. Hutcheon K. McGregor J. Morning S. Ruttan 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:
None at this time.	W. Moore, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Director Burra stated, “In accordance with Section 208 of *The Education Act*, and LDSB By-Laws Article II, and IV, and under the authority invested in me as the Secretary of the Board, I welcome everyone to the Annual Meeting of the Limestone District School Board for the term ending November 30, 2022.

I shall be the presiding officer of this Annual Meeting, pending the election of the Chair of the Board, and therefore call this meeting to order.

2. LAND ACKNOWLEDGEMENT

Director Burra 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. Throughout this past year Trustees have taken turns personalizing the Limestone Land Acknowledgement and I commend them on their leadership in doing so. A common theme has arisen where we have all indicated we have more to learn because the Indigenous experience on this land was not something we learned when we were in school. This learning must continue and is a critical component on the path of reconciliation. Part of my more recent learning has been focused on morale and legal responsibilities we have as people who live on this land, but also on why reconciliation and learning from Indigenous ways of being, doing, and knowing may be critical to all of humanity’s survival. *Unsettling Canada* by Arthur Manuel and Grand Chief Ronald Derrickson make this critical point in their book, “Our Indigenous views which include air, water, land, animals and people, in a continually sustaining cycle is increasingly seen by both scientists and citizens as the only way to a sustainable future.” They go on to say, “As Indigenous peoples we must always keep in mind that taking care of Mother Earth is the most important contribution we can make.” While we are still embroiled in this pandemic, we must not lose sight of the looming environmental challenges all of humanity faces and how Indigenous ways of being, doing, and knowing provide insight into how we must address these challenges.”

3. OPENING GREETINGS AND INTRODUCTIONS

Director Burra called the roll:

Representing the Town of Greater Napanee: Trustee Laurie French

Representing the Townships of Addington Highlands, Central Frontenac, and North Frontenac:

Trustee Karen McGregor

Representing the Townships of Loyalist & Stone Mills: Trustee Robin Hutcheon

Representing the Township of South Frontenac: Trustee Suzanne Ruttan

From the City of Kingston:

Representing Countryside, Pittsburgh, and Frontenac Islands: Trustee Bob Godkin

Representing Districts of Williamsville and Sydenham: Trustee Joy Morning

Representing Kingscourt-Rideau and King’s Town: Trustee Tom Gingrich

Limestone District School Board

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

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Representing Portsmouth, Trillium and Meadowbrook-Strathcona: Trustee Garrett Elliott

Representing Loyalist-Cataraqui, Collins-Bayridge and Lakeside: Trustee Judith Brown

Indigenous Student Trustee: Breanna Roy

Rural Student Trustee: Shana Johnson

Urban Student Trustee: Tanesha Duncan

As the new term of office begins, Director Burra expressed his appreciation to Trustees for the important contributions and decisions made that support student achievement and well-being while ensuring the Board fulfills its duties under the Education Act.

4. DECLARATION AND OATH OF ALLEGIANCE

Trustees of the Limestone District School Board are committed to accountability and transparency. The Trustee Code of Conduct states: "Trustees shall declare any conflict of interest or involvement, financial or otherwise, between their personal life and/or business interests and their position of the Board." In support of this Trustees annually declare their ongoing involvement with agencies, boards, and committees in organizations outside the Limestone District School Board and declare verbally at the Annual Board Meeting.

Trustees read their Declaration of Involvement with respect to what other community organizations they are members or volunteers.

5. ELECTION OF THE CHAIR

Director Burra called for nominations for the position of Chair of the Board.

Trustee Godkin nominated Trustee Ruttan and seconded by Trustee French.

Trustee Ruttan accepted the nomination.

Director Burra called for nominations two additional times. Hearing none, he stated that nominations would be closed.

MOVED by Trustee Godkin and seconded by Trustee McGregor that the nominations be closed. Carried.

Director Burra congratulated Trustee Ruttan on being acclaimed Chair of the Limestone District School Board for the session December 1, 2021 to November 30, 2022.

Trustee Ruttan assumed the Chair.

Chair Ruttan thanked Trustees for their support, and she hopes that everyone can work together through this pandemic and support staff the best that we can. She appreciates everyone's confidence.

6. ELECTION OF THE VICE-CHAIR

Chair Ruttan called for nominations for the position of Vice-Chair of the Board.

Trustee French nominated Trustee Gingrich and seconded by Trustee McGregor.

Trustee Gingrich accepted the nomination.

Trustee Elliott nominated Trustee Hutcheon and seconded by Trustee Godkin.

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 nomination.

Trustees voted on their selection of Vice-Chair of the Board. Superintendent McWilliams and Associate Superintendent Sartor counted the votes. Chair Ruttan congratulated Trustee Gingrich on being voted Vice-Chair of the Limestone District School Board for the session December 1, 2021 to November 30, 2022. She thanked Trustee Hutcheon for putting her name forward.

Trustee Gingrich thanked Trustees for putting their trust in him to allow him to do this job once again. He hopes that he can do this well enough to one day step up to be Chair. He again thanked Trustees for putting their trust in him.

MOVED by Trustee Godkin and seconded by Trustee McGregor that the ballots be destroyed. Carried.

7. REPORTS FOR INFORMATION

Before proceeding with the reports for Information, Chair Ruttan asked if there were any additions to the agenda. Trustee Godkin asked for a COVID Update. Trustees agreed to add this item as number 7.3.

7.1 Director's Annual Report

Director Burra stated that the Director's Annual Report is a legislated regulatory annual requirement. The Annual Report is somewhat abridged as some of the data that would typically be in there, such as testing, has been on hold during the period of time for the 2020-2021 school year. The annual report does focus somewhat on the Strategic Plan – Strategic Areas of Priorities that highlight some of the initiatives supporting the Boards' strategic pillars of Wellness, Innovation and Collaboration. The report has been posted to the website on the "See Yourself in Limestone" page and will be submitted to the Ministry of Education in compliance with the January 31, 2022 deadline.

7.2 OPSBA Report – Trustee French

Trustee French stated that the Board of Directors met on Saturday, November 27, 2021. Further information on the Public Education Symposium (January 28, 2022) will be coming out this week or next. It will be virtual again this year and there is a single registration and fee for each Board. Trustee French hopes Trustees will be able to participate.

Planning is underway for an Advocacy Day, likely at the end of February 2022, so Trustees will need to watch out for preparation as far as moving forward the questions for candidates, as we head into a provincial election.

Platform meetings were held with Marit Stiles and Steven Del Duca and both of them kindly recognized the value of OPSBA and the value of submissions that inform policy. Our Trustees that sit on those committees can be pleased to see that work recognized as well.

Four sessions are coming up for Project Compass and Trustee French hopes Trustees will take advantage of these four single sessions next week. Trustees will be able to provide input to the structure and processes that OPSBA represents us through, so it is a really important time with respect to input as to how the organization will look in the future.

There was financial approval for the CSBA with respect to a project that is happening to conduct research on the impact on the loss of school boards when school boards have been eliminated in those provinces.

A motion came forward, which has been deferred until such time that the Indigenous Trustee Council has reviewed this, that reads: “In the spirit of truth and reconciliation, it is recommended that OPSBA propose an appropriate variation of the Truth and Reconciliation Commission’s Call to Action No. 94 for school board members to adopt as the voluntary oath affirmation of allegiance upon assuming their office as elected board members.” This reflects the recognition of treaties with Indigenous Peoples in the new Canadian Oath of Citizenship that was in effect since the National Indigenous Peoples Day on June 21 and so it is recommended that the same move forward for us at the Trustees and school board level. It was deferred to the Indigenous Trustee Council and the revision would be: “I swear or affirm that I will be faithful and bear allegiance to Her Majesty Elizabeth the Second, Queen of Canada, her heirs and successors, and that I will faithfully observe the laws of Canada, including the constitution, which recognizes and affirms the Aboriginal and treaty rights of First Nations, Inuit and Métis Peoples, and fulfils my duties as a Canadian Citizen.” Trustee French stated this is a very positive move to have this incorporated, but the consultation with the Indigenous Trustee Council still needs to happen.

Trustee McGregor advised that she works on the Education Team and over the last while they have been working on the Grants for Student Needs (GSNs) proposal. What she found most interesting was the complexity of all the different voices coming from all of Ontario. On every one of the funding priorities that OPSBA puts forward, there were so many viewpoints and that everyone had something important to contribute. The proposal that OPSBA has put forward that goes to the Minister, goes live tomorrow, and will be posted on the OPSBA website. The proposal is very well done, and in particular the last three pages, the Mental Health Support recommendations that OPSBA is putting forward.

Trustee Hutcheon concurred with Trustee McGregor that the OPSBA submission for the GSNs consultation has been well written and well thought out.

Trustee Hutcheon noted that the Code of Conduct piece has certainly been interesting. A lot of really interesting comments have come forward from Trustees around the province; things that she may not have expected. Will wait to see what the Ministry does with all that consultation. One of the biggest comments being, “Why are they making us do this now, in the middle of all

this?” Trustees around the province certainly stepped up and provided the Ministry with a lot of really good comments about Code of Conduct and she hopes they really take those to heart.

Chair Ruttan thanked Trustees French, Hutcheon, and McGregor for their updates.

7.3 COVID Update

Director Burra stated that he did share the data last week, as it relates to the number of cases in the 2021-2022 school year versus, the number of cases in the 2020-2021 school year and we have more than doubled the number of cases in the current year, even though we are only three months into the school year, versus all of last year. To this point, there are about 140 cases at the elementary level and 19 at the secondary level. Current active cases, which means cases which have been identified in the last week and a half or so, including today, at the elementary level we have 56, and at secondary we have eight. Of the 140 cases, under 50 per cent are active currently. Over the course of the last five weeks, we have seen the vast majority of these cases. It certainly is alarming to school communities, the overall community, but it is also alarming to staff and Trustees as well. A couple of Trustees have had cases in schools where their children attend and all three of the schools where the Director’s children attend have had cases at some point over past few weeks. There is a broad impact and a personal impact for people as well, including those around this table.

There are a number of additional measures that Public Health instituted last week. Some of those measures have been met with some hostility in some school communities and in others they have very much been embraced. The two in particular that came out last week was the increased screening requirements for students, going back to the single symptom screening that was in place for a good portion of last year, which strains the system in terms of the number of students missing school, but also the number of staff missing school because either they are screening out, or have children who are screened out as part of that process. The second was the recommendation to have students wear masks out on the yard, even if they were in cohorts, as an additional measure when they are at school. The last measure was requiring vaccination for those children 12 to 17 in the community who are participating in sporting activities. The Board chose to support the move that we made, through the recommendation of Public Health, to put in place vaccinations for extra-curricular activities in a phased-in approach earlier this year.

Director Burra noted that there are frequently situations, when there are reported cases, there is more information that we have, but cannot publicly disclose to specific schools because it is a situation where there are multiple members of that household, children/students in schools, who are positive. There have been at least two occasions, one more recently, and one previously, where there are families with upwards of five children in a school and all of them have become positive in a very short period of time. This has a significant ripple effect impacting multiple cohorts. While we have been alarmed certainly with the number of cases, and it tends to be up and down, as of Monday we reported one case and today, we reported out 13, there is certain information that Public Health possesses that we cannot disclose for privacy reasons. That might temper some of the concerns at any rate, with some of the cases, as there are multiple siblings who become positive, which then looks as if it was totally independent and would create more concern than if they were closely related to each other.

Director Burra reiterated that staff is in regular daily contact with Public Health, multiple times per day. There is certainly understandable concern in the community as it relates to what has been happening as far as COVID cases in Kingston, Frontenac, Lennox and Addington having the highest rates that we have had over the course of the last two years, as well as the highest number of active cases in any point in time, over the course of the last couple of weeks. There is no question that COVID continues to have an impact on the system. It is certainly impacting the activities that we can offer to the elementary students, in particular those in Kindergarten to Grade 6, and it is obviously affecting the operations of schools as we have additional students or additional staff who are unable to be at school, for the reasons explained earlier.

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

8. UNFINISHED BUSINESS

8.1 Correspondence from Jennifer Kehoe, Parent of past Sistema Kingston participants, School Advisory Council Member of Molly Brant Elementary School, dated October 26, 2021. Director Burra noted that in fairness to Ms. Kehoe, this letter was written at the end of October, and Limestone was having discussions with Public Health around opening Community Use of Schools (CUS). Shortly thereafter cases of COVID, particularly in the elementary panel, started to rise, and Public Health made it clear that in settings where students aged 5 to 11 year-olds are interacting, Public Health wanted a limit on those interactions, and this has been the case for a few weeks now. The reason for this is once students start crossing over between cohorts, the situation is such that not only is one class impacted, but multiple classes in the school are

impacted. Director Burra suspects, that based on context, there will be no further conversation around opening CUS for 5 to 11 year-olds, until we see cases decline and vaccination impact for that particular population. That will be an ongoing discussion Limestone will have to have with Public Health in terms of determining whether we can open schools for those types of activities for 5 to 11 year-olds. There is no question, everything else being equal, that those types of activities are absolutely essential for young people. The feedback received from students in Grades 7 to 12, with all of those activities starting again in schools, has been a real game changer, as far as those students' attitudes and their approach to things, and the feeling like their lives are getting back to somewhat normal. We must remain agile and continue to adjust depending upon circumstances as far as local community health and the number of cases in schools right now. The Director stated that while he understands everyone would like to see these activities start as soon as possible because of their importance, right now, unfortunately, health and safety and making sure regular day school can continue with the least number of interruptions as possible trumps the need for these types of activities unfortunately in the short term.

Director Burra did clarify that school-based CUS (such as Sistema Kingston) receives priority over other CUS categories such as sporting groups, e.g., Kingston Impact or the Lakers Basketball, which are a lower priority.

Chair Ruttan indicated that the Board would send correspondence summarizing that Limestone would not be opening up things to CUS right now, even though we value all the programming, until things change from a Public Health point-of-view.

9. ADJOURNMENT

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

The meeting adjourned at 7:27 p.m.



NOMINATIONS COMMITTEE MEETING MINUTES – DECEMBER 6, 2021

PUBLIC MEETING

Roll call:

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

1. CALL TO ORDER

Chair Ruttan welcomed everyone to the Nominations Committee Meeting. She called the roll.

Chair Ruttan stated that today marks 32 years since the murders of 14 young women at the L' Ecole Polytechnique de Montreal in 1989.

The National Day of Remembrance and Action on Violence Against Women is about remembering those who have experience gender-based violence and those who have lost their lives to it. It is also a time to take action.

Limestone schools, as well as here at the Education Centre, flew the Canadian flag at half-mast

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today to mourn the loss of these young women, remember their lives and reaffirm Limestone District School Board's commitment to an equitable and inclusive school climate that ensures all students, staff and members of the broader school community feel safe, comfortable, and accepted.

Chair Ruttan called the meeting to order.

2. LAND ACKNOWLEDGEMENT

Trustee French was unable to connect immediately at the meeting. She read the Acknowledgement of Territory at the Special Board Meeting: "The Limestone District School Board acknowledges that its schools and trustees are privileged to be located on the ancestral territory of First Nations, Metis, Inuit, and all First Peoples of Canada including the Haudenosaunee, Anishinaabe and other urban and rural Indigenous members in our region. We purposefully recognize past and present Aboriginal Peoples and are committed to improving relationships among nations and promoting respect for the histories and cultures of Indigenous Peoples.

Please reflect on the consequences of past actions and consider how each of us, in the full spirit of reconciliation and collaboration, can learn about our neighbours and the treaties of the territories.

In education we have a great opportunity to lead in the efforts to raise understanding of bias, of the past harms, and teach the true history in our schools and in our communities. I am proud of my colleagues and our commitment to this important work as Allies."

3. CHOICE OF STATUTORY COMMITTEE RESPONSIBILITIES

Chair Ruttan advised that the Trustee Committee selection for tonight's meeting, will not include the Audit Committee and SEAC because both these committees are 4-year terms. Therefore, Trustees French, Elliott and Ruttan remain on Audit Committee for year 4 of four years, and Trustees McGregor, Godkin and Brown will continue their final year on the Special Education Advisory Committee.

- (a) Audit Committee
 - (1) Trustee Elliott
 - (2) Trustee French
 - (3) Trustee Ruttan

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- (b) Awards Committee
 - (1) Trustee Elliott
 - (2) Trustee Gingrich
 - (3) Trustee McGregor
 - (4) Trustee Morning (Alternate)
- (c) Special Education Advisory Committee
 - (1) Trustee McGregor
 - (2) Trustee Godkin
 - (3) Trustee Brown (Alternate)
- (d) Environmental Sustainability Advisory Committee
 - (1) Trustee Morning
 - (2) Trustee Hutcheon
- (e) Parent Involvement Committee
 - (1) Trustee Brown
 - (2) Trustee Godkin (Alternate)

SPECIAL COMMITTEES

- 1. Supervised Alternative Learning
 - (1) Trustee Morning
 - (2) Trustee Ruttan (Alternate)
- 2. Expulsion Hearing Committee/Disciplinary Hearing Committee Pool

The following Trustees indicated that they would like to be placed in the Expulsion Hearing Committee/Disciplinary Hearing Committee Pool:

 - (1) Trustee Brown
 - (2) Trustee Elliott
 - (3) Trustee Godkin
 - (4) Trustee McGregor (Alternate)
 - (5) Trustee Ruttan (Alternate)
- 3. Food Sharing
 - (1) Trustee Gingrich
 - (2) Trustee French (Alternate)

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4. DESIGNATION OF TRUSTEE TO PRESENT THE REPORT OF THE NOMINATIONS COMMITTEE RE: TRUSTEE COMMITTEE SELECTION

Trustee Brown volunteered to present the report from the Nominations Committee for the Trustee Committee selections at the Special Board Meeting.

5. ADJOURNMENT

MOVED BY: Trustee Hutcheon that the meeting adjourn. Carried.

The meeting adjourned at 6:20 p.m.



SPECIAL BOARD MEETING MINUTES – DECEMBER 6, 2021

PUBLIC MEETING

Roll call:

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

1. CALL TO ORDER

Chair Ruttan welcomed everyone to the Special Board Meeting. She called the roll.

Chair Ruttan called the meeting to order.

2. LAND ACKNOWLEDGEMENT

Trustee French read the Acknowledgement of Territory: “The Limestone District School Board acknowledges that its schools and trustees are privileged to be located on the ancestral territory of First Nations, Metis, Inuit, and all First Peoples of Canada including the Haudenosaunee, Anishinaabe and other urban and rural Indigenous members in our region. We purposefully recognize past and present Aboriginal Peoples and are committed to improving relationships

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among nations and promoting respect for the histories and cultures of Indigenous Peoples.

Please reflect on the consequences of past actions and consider how each of us, in the full spirit of reconciliation and collaboration, can learn about our neighbours and the treaties of the territories.

In education we have a great opportunity to lead in the efforts to raise understanding of bias, of the past harms, and teach the true history in our schools and in our communities. I am proud of my colleagues and our commitment to this important work as Allies.”

3. OPENING GREETINGS AND INTRODUCTIONS

Chair Ruttan stated: “We are just weeks away from the holiday break and I hope that Limestone staff, students and families are able to take a break, a breath, and benefit from some time off. Staff in all roles, have given so much of themselves over the last months to ensure a safe environment for all.

I would like to extend my appreciation to students, families, and school communities for everyone’s patience and flexibility as we responded, adapted and developed new ways of teaching, learning and working, amidst the ongoing pandemic.

As the holiday season approaches, I hope that you find happiness in what you can do with family and friends, and that we will be able to share special times together where it is possible to do so.”

4. REPORT OF THE NOMINATIONS COMMITTEE RE: TRUSTEE COMMITTEE SELECTION

Trustee Brown read the report of the Nominations Committee.

The following recommendations are brought forward from the Nominations Committee Meeting held on December 6, 2021:

CHOICE OF COMMITTEE RESPONSIBILITIES

- (a) Audit Committee
 - (1) Trustee Elliott
 - (2) Trustee French
 - (3) Trustee Ruttan

- (b) Awards Committee
 - (1) Trustee Elliott
 - (2) Trustee Gingrich
 - (3) Trustee McGregor
 - (4) Trustee Morning (Alternate)
- (c) Special Education Advisory Committee
 - (1) Trustee McGregor
 - (2) Trustee Godkin
 - (3) Trustee Brown (Alternate)
- (d) Environmental Sustainability Advisory Committee
 - (1) Trustee Morning
 - (2) Trustee Hutcheon
- (e) Parent Involvement Committee
 - (1) Trustee Brown
 - (2) Trustee Godkin (Alternate)

SPECIAL COMMITTEES

- 1. Supervised Alternative Learning
 - (1) Trustee Morning
 - (2) Trustee Ruttan (Alternate)
- 2. Expulsion Hearing Committee/Disciplinary Hearing Committee Pool

The following Trustees indicated that they would like to be placed in the Expulsion Hearing Committee/Disciplinary Hearing Committee Pool:

 - (1) Trustee Brown
 - (2) Trustee Elliott
 - (3) Trustee Godkin
 - (4) Trustee McGregor (Alt)
 - (5) Trustee Ruttan (Alt)
- 3. Food Sharing
 - (1) Trustee Gingrich
 - (2) Trustee French (Alt)

Motion moved by Trustee Brown and seconded by Trustee Gingrich that the report of the Nominations Committee Meeting of December 6, 2021, as presented, be adopted.
Carried.

5. **ADJOURNMENT**

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

The meeting adjourned at 6:48 p.m.

6. **RESOLVE INTO COMMITTEE OF THE WHOLE PRIVATE SESSION**

Reporting out at the Regular Board Meeting of January 12, 2022.



ADMINISTRATIVE REPORT: APPOINTMENT OF SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBER-AT-LARGE

BOARD MEETING

JANUARY 12, 2022

Purpose

To inform trustee decision-making regarding their appointment of a member-at-large on SEAC due to a vacancy.

Background

Ontario Regulation 464/97 (8) (1) states that, "if a seat or position on a special education advisory committee becomes vacant, the board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term whose seat or position has become vacant."

Current Status

There is an immediate vacancy on SEAC for a member-at-large.

Recommendations

That the Board appoint a member-at-large.

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 that a motion naming the new SEAC member be made public

Prepared by: Superintendent Scot Gillam

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: MULTI-YEAR CAPITAL AND SCHOOL RENEWAL PROJECT PLAN

BOARD MEETING

January 12, 2022

Purpose

To provide the Board with the Multi-Year Capital and School Renewal Project Plan for the current school year and to make a recommendation for approval.

Background

Starting in 2011-2012 the Board prepared a 10-Year Capital - School Renewal Project Plan (the plan) that is updated each year. The project categories are now aligned with Ministry Asset reporting and includes all assets of school buildings and sites. Each category has projects which improve or replace aging infrastructure. 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	Building Envelope

Budget

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.

School Renewal	\$ 4,224,839
School Condition Improvements	\$ <u>16,366,511</u>
Total	\$ 20,591,350

The 2021-2022 Budget contained a preliminary plan of proposed renewal projects by category type to highlight how the \$20.6 million would be invested.

Current Status

The Facility Services Department has 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 (Appendix A). Project work estimates are based upon the best available project scope and costing information at the time of evaluation.

Capital Funding 2021-2022	
SCIA	16,366,511
Renewal	4,224,839
Funding Total	20,591,350
Planned Capital Projects 2021-2022	
Structure	197,000
Building envelope	8,205,000
Interiors	1,200,000
Conveyance	15,000
Electrical	1,170,000
HVAC	4,340,000
ITS	31,000
Lighting	435,000
Plumbing	145,000
Site	2,770,000
Contingency	2,083,350
Planned Project Total	18,508,000
Balance (Contingency)	2,591,350
TOTAL	20,591,350

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.

Annual Project Plan for 2022-2023 to 2031-2032

Building envelope	1,500,000
Interiors	150,000
Electrical	300,000
Lighting	100,000
ITS	275,000
HVAC	1,000,000
Plumbing	25,000
Site	700,000
Contingency	450,000

Estimated School Renewal Total	4,500,000
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Recommendations

That the Board:

- Approve the Multi-Year Capital and School Renewal Project Plan.
- That a revised copy of the 10-Year Capital and School Renewal Project Plan be posted on the Board's website.

Prepared by: Charlyn Downie, Supervisor of Capital, Planning and Community Use
 Dave Fowler, Manager of Facilities
 Craig Young, Superintendent of Business Services

Reviewed by: Krishna Burra, Director of Education

Attachments: Appendix A: 2021-2022 Capital and School Renewal Project Plan Detail

Appendix A

School	Project	Estimate
Amherst Island PS		
Amherst Island PS	Paving Design	20,000
Amherstview PS		
Amherstview PS	Interior Improvement - Painting	10,000
Amherstview PS	Roofing Design	15,000
Bayridge PS		
Bayridge PS	CCTV Installation	31,000
Bayridge PS	Window and Roof Replacement	800,000
BSS		
BSS	Site improvement Design - Accessibility	20,000
BSS	Interior Improvement - Stage Floor	20,000
BSS	Plumbing - Barrier Free WR and water bottle filling stations	50,000
BSS	Window and Roof Replacement	1,000,000
Cataraqui Woods ES		
Cataraqui Woods ES	Interior Improvements - Window Blinds	20,000
Cataraqui Woods ES	Roof Replacement	50,000
Centennial PS		
Centennial PS	Washroom and security access improvements	75,000
Central PS		
Central PS	Gymnasium Lighting and Ceiling replacement	250,000
Central PS	Paving Design	20,000
Central PS	HVAC System - Boiler Replacement & AC second floor installation	600,000
Centreville PS		
Centreville PS	HVAC System - Boiler Replacement & AC installation	\$ 2,000,000
Clarendon Central PS		
Clarendon Central PS	Roof Replacement	355,000
Clarendon Central PS	Site improvement Design - Drainage	20,000
Collins Bay PS		
Collins Bay PS	Site Improvement - Fencing	20,000
Elginburg PS		
Elginburg PS	Window & Masonry Replacement	1,600,000
Elginburg PS	Site Improvement Design- Drainage, play yard & parking lot	20,000
Elginburg PS	HVAC System Design - AC (second floor) & electrical upgrades	170,000
Enterprise PS		
Enterprise PS	Interior Improvement - Painting & WR Partitions	25,000
Enterprise PS	Site Improvement - Fencing	20,000
ESS		
ESS	Interior Improvement - door & floor replacements	100,000
ESS	Site Improvement Design - school street entrance and bus loop	100,000
ESS	Electrical Upgrade	1,000,000
FSS		
FSS	Interior Improvements - Library, Falcon's Nest, Stage, Blinds, Gym	100,000
FSS	HVAC System Design	20,000
FSS	Site Improvement Design - L'Acadie	20,000
FSS	Site Improvement - Bus Loop & Paving	1,000,000
Glenburnie PS		
Glenburnie PS	Interior Improvement - Painting	10,000
Glenburnie PS	Masonry Design	20,000
Harrowsmith PS		
Harrowsmith PS	Washroom Partition Replacement	15,000
JG Simcoe PS		
JG Simcoe PS	Lighting replacement - Gymnasium	25,000
JG Simcoe PS	Site Improvement Design - kinder space play yard	20,000
JG Simcoe PS	Interior Improvements - storage & meeting space, painting, ceilings, flooring	25,000

School	Project	Estimate
JG Simcoe PS	Window and Exterior Door Replacement	350,000
JR Henderson PS		
JR Henderson PS	Site improvement Design - Drainage	20,000
Ecole Kingston East		
Ecole Kingston East	HVAC System Design - AC (second floor)	10,000
Ecole Kingston East	Site Improvement - Fencing & Paving K yard	10,000
Ecole Kingston East	Foundation Settling Design	15,000
LCVI		
LCVI	Interior Improvements - flooring and acoustics - gym, music room, main office	110,000
LCVI	Elevator Repair	15,000
LCVI	Masonry Design	15,000
LCVI	Site Improvement - Interior courtyard	85,000
Lord Strathcona PS		
Lord Strathcona PS	Interior Improvements - door replacement, wall finishes, WR partitions	75,000
Lord Strathcona PS	Site Improvement Design - play surface replacement	10,000
LSCE		
LSCE	HVAC system Design	\$ 20,000
LSCE	Site & Interior Improvement Design	10,000
NAEC		
NAEC	Interior Door Repair & Replacement	60,000
NDSS		
NDSS	Masonry/Window/Roofing Design	15,000
Odessa PS		
Odessa PS	HVAC System - AC installation	155,000
Odessa PS	Site Improvement - Fencing	20,000
Odessa PS	Roof Replacement	1,070,000
Perth Road PS		
Perth Road PS	Interior Improvement - to renovate classrooms	400,000
Polson Park PS		
Polson Park PS	HVAC System - Boiler Replacement	200,000
Polson Park PS	Security & Access - door rekeying & card access installation	20,000
Polson Park PS	Site Design - pedestrian walkway	20,000
Polson Park PS	Foundation Settling Repair	162,000
Prince Charles PS		
Prince Charles PS	Site Improvement - Septic System Replacement and Exterior Ramp Installation	350,000
RG Sinclair PS		
RG Sinclair PS	Security & Access - card access installation	10,000
RG Sinclair PS	Site Design - drainage and play yard revitalization	20,000
RG Sinclair PS	Roof Replacement	200,000
RG Sinclair PS	Plumbing Design - options for FDK washroom/reconfiguration of existing WR	20,000
RG Sinclair PS	Interior Improvements - Painting, lighting and ceiling replacement	160,000
Rideau Heights PS		
Rideau Heights PS	Site Improvements - Exterior Lighting and Tree Planting	25,000
Rideau Heights PS	Roof Replacement & Front Entrance Improvements	825,000
Rideau PS		
Rideau PS	Site Improvements - Drainage & Paving	\$ 250,000
Selby PS		
Selby PS	Interior Improvements - Painting	20,000
Selby PS	Site Improvements - Paving	600,000
SHS		
SHS	Interior Improvements - acoustics, wall finishes	40,000
SHS	Site Improvement Design - drainage (south side of property on County Rd 5)	20,000
SHS	Window Replacement	500,000
Storrington PS		

School	Project	Estimate
Storrington PS	Accessibility Design	20,000
Storrington PS	Interior Improvements - Window Blinds	20,000
Storrington PS	Site Improvements Design - paving, sign replacement	40,000
Sydenham PS		
Sydenham PS	Interior Improvements - stage	20,000
Sydenham PS	HVAC System - BAS Controls	100,000
Tamworth ES		
Tamworth ES	HVAC System - Boiler Replacement	400,000
The Prince Charles PS		
The Prince Charles PS	HVAC System - Upgrade Phase II	435,000
Truedell PS		
Truedell PS	Roofing, Doors & Cladding Replacement	1,025,000
Welborne ES		
Welborne ES	Interior Improvements - Door replacement, millwork	60,000
Welborne ES	HVAC System - Boiler Replacement	400,000
Welborne ES	Roofing Replacement	50,000
WJ Holsgrove PS		
WJ Holsgrove PS	Interior Improvements - Flooring	60,000
WJ Holsgrove PS	Site Improvement Design	20,000
WJ Holsgrove PS	Roofing Replacement	285,000
*Various Schools	Contingency	2,083,350
TOTAL		20,591,350



ADMINISTRATIVE REPORT: DE-STREAMING GRADE 9 REGULAR BOARD MEETING

January 12, 2022

Purpose

To update Trustees following the de-streamed Math report on June 2, 2021, with new information regarding the Grade 9 De-streamed program which will be implemented in September 2022.

Background

In June 2020, the Ministry of Education announced it would create a comprehensive plan to end early streaming in Grade 9. Data shows the students most likely to be streamed into Applied course types are students from some racialized groups, from low-income households, and/or students who have learning disabilities and other special education needs, and that these students are much less likely to attend post-secondary programming following graduation from secondary school. On November 10, 2021 the Ministry announced that beginning in September 2022, all Grade 9 subjects will be offered in one stream. The Provincial vision for de-streaming is to address policies and practices that negatively impact students so that all students are supported to be prepared for the senior program in secondary school, have equity of access to pursue any postsecondary pathway they choose, and to be successful in their future careers. The Provincial goals of de-streaming remain consistent, and include cultural shifts in schools and boards, increased educator capacity, and increased student engagement, achievement, and well-being.

Current Status

De-streamed Mathematics (MTH1W) replaced Academic and Applied Mathematics in September 2021. Achievement data from schools that offered MTH1W in Quad 1 is similar to data from the Grade 9 English classes which are still offered in Applied and Academic, with approximately 96% of students

obtaining their MTH1W credit and 95% of students obtaining their English credit. Of the students who were not successful in obtaining their math credit, the majority (almost 70%) will work with the student success team and may obtain their credit through credit recovery during this school year, whereas almost all students (over 90%) who were unsuccessful in their English class may recover their credits this year.

The majority of students entering Grade 9 in September 2022 will be enrolled in a single stream of compulsory courses. These include de-streamed Mathematics (MTH1W), de-streamed Science (SNC1W), Academic English (ENG1D), Academic Geography (CGC1D), Academic French (FSF1D), and Physical and Health Education (PPL10). Students will choose two elective courses for a total of 8 credits in Grade 9. The Locally Developed Compulsory Credit course policy remains unchanged at this time. To support the continuum of learning in mathematics, the ministry will be releasing an Addendum for each of the Grade 10 Academic and Applied Mathematics courses to be implemented for the 2022-23 school year. The Addenda will outline additional learning expectations to be instructed in Grade 10 that support students in their transition from the de-streamed Grade 9 Mathematics course to the current Grade 10 Mathematics courses.

To prepare for September 2022, a working group will be formed with administrators and educators to develop implementation plans. Secondary schools are currently planning Grade 9 information events for Grade 8 students and parents, and will share information about the grade 9 program, and secondary school in general. The board website will also be updated with frequently asked questions for students and families related to a grade 9 de-streamed program.

Recommendations

That this report be received for information

Prepared by: Jessica Silver, Superintendent

Reviewed by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: COVID-19 UPDATE

REGULAR BOARD MEETING

January 12, 2022

Purpose

To provide the Board of Trustees with further information on updated Ministry of Education direction and guidance related to COVID-19 and schools. If additional information is received from the Ministry between the publishing of the Board Meeting agenda package and the Board Meeting, additional information will be shared in writing and/or verbally at the meeting.

Background

Since the onset of the pandemic in March 2020, Trustees have received regular updates regarding Ministry direction and guidance for the operation of schools. For the better part of the last two years, school board staff have needed to quickly adapt to changing circumstances due to the pandemic and adjustments to Ministry direction and guidance.

On December 30, 2021, the Ministry issued updated guidance and direction for school boards. This update indicated the school year would not resume until January 5, 2022 and that all teaching and learning (in-person and virtual) would begin on that date. This information reflected the changes announced by the Ontario Chief Medical Officer of Health (OCMOH) on December 30. In addition, the Ministry memo indicated several changes impacting the operation of schools starting on January 5. Below is a summary of the significant changes:

- The OCMOH advised that all sectors must plan for the potential of higher than normal levels of absenteeism in the coming weeks, as Ontarians comply with screening and isolation guidance. In the education sector increased absenteeism is to be expected among staff and students.
- Additional 3-ply cloth masks will be provided to students who need/want them.
- Education staff will be provided with the option of a non-fit-tested N95 mask. These masks meet the same National Institute for Occupational Safety & Health (NIOSH) standards as fit-tested N95s but have not been, and are not required to be, fit-tested. Staff will have the option to wear either medical/surgical masks or non-fit-tested N95 masks provided by the government. The existing requirement for staff that perform aerosol generating medical procedures (AGMP) to wear a fitted N95 does not change. Limestone received its January allocation of the non-fit-tested N95 masks for staff on January 5. These masks were immediately allocated to all schools and board sites. It should be noted that in Limestone and the KFL&A Public Health region, masking is required for all staff and students unless they have a medical exemption. In addition, based on a Board motion passed in late November, all staff had the option prior to the holidays to wear their own N95 mask.
- Significant changes to the PCR testing regimen and tracking of cases was announced. Due to the increase in Omicron cases across the province, PCR testing is now limited to select populations

including the hospital and long-term care sectors. School boards may continue to allocate the limited supply of take-home self-collection PCR testing kits were received in December 2021. It should be noted that due to the significant number of cases in our region in December, the majority of our take-home PCR test kits were utilized. As a result of these changes, students and staff are no longer supposed to be eligible for regular PCR testing which means, the tracking and monitoring of cases in schools is no longer possible. Consequently, “the ministry will suspend reporting of COVID-19 cases in schools. Further information will be shared shortly with school boards on reporting expectations of absences in schools and school closures due to COVID-19, in conjunction with educational and pediatric leaders.”

- The Ministry is hoping to allocate additional Rapid Antigen Test kits to the education sector. We will share additional details regarding any changes to testing in Limestone once we receive further information.
- On-site confirmation of screening remains a requirement for all staff and students. This has been the case at different times during the pandemic and with the increase in cases in KFL&A last fall, was already in place in Limestone. A virtual tool is used for staff and students in Grades 7-12. On-site confirmation of screening is required for all students in K-Grade 6.
- Screening and isolation expectations are still in the process of being updated for the educational sector. More information will be shared once it is received. Until that time, the enhanced KFL&A Public Health screening tool will continue to be utilized in Limestone.
- The Ministry announced that enhanced cohorting was required at the elementary level. Cohorts are to remain together in the school and outside. This practice was already in place in Limestone since the start of this school year based on guidance from KFL&A Public Health.
- A pause in high intensity and high contact extra-curricular activities was announced. Due to increasing cases in our region in December, a pause was initiated in Limestone during the week of December 13-17. This will continue during the scheduled remote period and until the guidance is updated by the Ministry and confirmed with KFL&A Public Health.
- Additional HEPA filters will be distributed to the education sector. Limestone will receive 38 additional units to be allocated immediately. These units are in addition to the HEPA units distributed at the start of this school year.
- School boards are expected to continue to support the sharing of information related to vaccinations, and vaccination clinics at schools. At this point, fully vaccinated is still defined as two doses plus 14 days. The memo does suggest that this definition is likely to change in the coming weeks.
- Given the increase in cases across the province, the Ministry was clear that school boards should anticipate increased demand for virtual/remote learning options. The expectation is for school boards to honour requests from families wanting to transition to virtual/remote learning for the balance of the school year to the maximum extent possible. We are currently monitoring requests and will facilitate transitions later this month. Given class size requirements and our inability to reorganize the system, and limited additional funding for new classes, we will do the best we can to honour requests. Transition points for secondary are based on space and availability of classes as students transition between models at the start of each quadmester. Given the anticipated, increased absenteeism among students and the unpredictability of this pandemic, the Ministry was also clear that school boards should expect an increase in requests for short-term virtual/remote learning options and that continuity of learning is critical for students. The Ministry was also clear that for short-term virtual/remote learning, the expectations of PPM 164 may not be fully met. We are currently working on a range of options to support these requests.

- The Ministry has requested that school boards work with local PHUs to assess the appropriate timetable option for secondary schools for the second half of the year. In Limestone, based on survey feedback collected prior to the break and consultation with KFL&A Public Health, we already announced our plan to continue with the quadmester model for the balance of the 2021-2022 school year.
- Given the anticipated increase in staff absences due to screening, illness, and isolation requirements, all school boards and schools have been asked “to monitor staff capacity and absenteeism and take the following steps if needed to avoid and minimize school closures for operational reasons, given high rates of expected absenteeism. The aim is to keep children in-class using every tool available to us, however, when required, the following steps must be taken first to protect safe in-person learning: (a) Introduce rotating, planned remote learning days for schools if needed, up to one day per week (beginning with 1 day per two weeks); and (b) Allow school boards to combine classes and assign students to different classes to ensure supervision.” Given KFL&A saw increased cases late in the fall, and particularly in December, we did experience increased staff absences due to screening, illness, and/or isolation requirements. As a result, we did have to pivot almost 25% of Limestone schools to virtual/remote learning for at least part of the week of December 13-17. Aside from short-term, emergency circumstances, combining cohorts at the K-Grade 6 level is not something we are currently contemplating. However, we are looking at a range of options to address anticipated increases in staff absences. This may include the notion of rotating, planned remote learning days for schools or full school pivots to remote/virtual learning due to insufficient staff to ensure a safe learning environment.
- School boards must ensure that plans are in place to support students with special education needs to learn remotely that leverage the capacity of education workers and board professionals (e.g., behavioural experts, speech language pathologists, and other professionals) to support remote learning.
- School boards are expected to make every effort in the provision of in-person support for students with significant special education needs who cannot be accommodated through remote learning based on their needs.

Current Status and Next Steps

On January 3, 2022, the province announced that while schools would resume teaching and learning on January 5, all schools would pivot to remote/virtual learning until at least January 17. With this announcement, schools continued to complete the allocation of devices that we had recommended as a precautionary measure prior to the break. In addition, plans were initiated to support the provision of in-person learning for students with significant special education needs who cannot have their needs met in a virtual/remote model.

On January 4, 2022, the Ministry issued an additional memo reiterating the pivot of all schools to remote/virtual learning from January 5 to at least January 17. The memo also indicated the following expectations:

- Remote/virtual learning starting on January 5 needs to be aligned with PPM 164.
- All staff who can complete all their duties/responsibilities from home should do so. Staff who are unable to provide remote instruction from home will be permitted to do so in schools.

- School boards are expected to make provisions for in-person support for students with significant special education needs who cannot be accommodated through remote learning.
- Daycare providers offering full day programming in schools can continue to operate during this period. In addition, school boards need to work with providers to host emergency child-care services to help support the community. Only some workers qualify for these services.
- School boards continue to support vaccination efforts and the Ministry of Education will be working with the Ministry of Health and public health units to maximize the opportunities for child care and education staff, and students, to be vaccinated in the coming weeks.

While we await further direction and guidance from the Ministry regarding an updated screening tool, tracking mechanisms for cases, and isolation requirements; we continue to work with KFL&A Public Health. In addition, we will continue to support the vast majority of LDSB staff and students who will be in remote/virtual learning, and the relatively small numbers of students with significant special education needs, and corresponding staff, for the duration of the pivot to remote/virtual learning.

As previously done, the Communication Department is maintaining an updated FAQ to help support families with up-to-date information. We will also continue to support students, families, and staff with updated information as we receive it.

Senior staff continues to work on planning for anticipated increased staff and student absences due to pandemic circumstances when in-person learning resumes.

Recommendations

That this report be received for information purposes.

Prepared by: Krishna Burra, Director of Education



ADMINISTRATIVE REPORT: ADDITIONAL COVID-19 UPDATE

REGULAR BOARD MEETING

January 12, 2022

Purpose

To provide Trustees with additional updates related to COVID-19 that have been received since the publication of the Board Meeting agenda for tonight's meeting.

Background

Please refer to the report previously published in the January 12, 2022 agenda package.

Current Status & Next Steps

On the evening of January 10, media began reporting that K-12 schools across Ontario would resume in-person learning on Monday, January 17, 2022 as previously communicated. This information was confirmed in a press conference held by the Minister of Education and the Ontario Chief Medical Officer of Health earlier this afternoon.

Additional information items:

- The provincial symptom screener has been updated to reflect the latest health guidance regarding COVID-19 symptoms. This information will be included in forthcoming staff/family communications.
- Additional school protocols on symptomatic students/staff at school and return-to-school directives are currently being reviewed by KFL&A Public Health based on new Ministry guidance released January 11, 2022.
- Public Health information related to vaccination clinics for educators/school staff was shared with all staff last week.
- We continue to work with KFL&A Public Health with regard to school-based vaccination clinics. It should be noted for the school-based clinics, 5-11 year olds require parental consent for the COVID vaccine.
- We await supply of and additional guidance on how Rapid Antigen Test kits are to be deployed and utilized by staff and/or students. It is our understanding that they will be used as an additional screening tool when a staff member or student has experienced symptoms, and initially staff and elementary students will receive two test kits next week.

A lower initial supply will be provided to secondary school students on a “as needed basis”. The government announcement earlier today suggested many more RAT kits will be flowing into schools in the coming weeks as supply increases.

- Later this week, updated guidance will be provided to school boards and to school principals to report absences for staff and students at schools. It is our understanding that a threshold of 30% absenteeism for staff and students will be a key indicator moving forward.
- As of January 11, 2022, Limestone was serving just over 500 students with significant special education needs in person across 53 LDSB sites. There are just over 400 staff in place to serve these students.

The most significant changes recently received relates to changes in who can access PCR tests in Ontario and how Case and Contact Management for Schools will occur. Below are the key changes outlined in the Ministry of Health Document, *COVID 19: Interim Guidance for Schools and Child Care: Omicron Surge* (10 January 2022) that we received yesterday afternoon, January 11, 2022.

- Very little PCR testing will occur in schools. Only students and/or staff who are symptomatic at school will receive take-home PCR test kits if available (Limestone’s supply is limited).
- Reinforcement of the new COVID-19 screener and delineation of symptoms (key symptom indicators and secondary ones).
- Isolation requirements, particularly if someone in your household has symptoms.
- Families do NOT have to report Rapid Antigen Tests (RATs) to schools.
- Unvaccinated staff must continue to use RATs as expected throughout the fall.
- Use of RATs in schools can be used as an additional screening when available and supported by Public Health to help ensure a safe return to school after symptoms.
- “Individuals only exposed at school with all public health measures in place are not generally considered high-risk contacts... specific individuals could be considered high-risk contacts.”
- Staff and students may be advised to self-isolate as a close contact based on their exposure to a case/symptomatic individual in the community.
- When a student/staff member has been advised from a case that they may have been exposed to a positive case of COVID-19 at school, they should monitor for symptoms.
- “Public Health units will no longer be dismissing cohorts. Any dismissals or closures of a school will be contingent on operational requirements determined by the school board.”
- “Given the widespread transmission and inability to test all symptomatic individuals, schools will not be routinely notifying students/pupils in classes with a positive case, or if a child/student or staff due to symptoms associated with COVID-19.”

These changes are a significant departure from how cases were being managed with the assistance of Public Health since the start of the pandemic. This information will be shared in forthcoming staff and family communications. We are anticipating further guidance from the

Ministry of Education and/or Public Health on case tracking and monitoring moving into next week.

Recommendations

That this report be received for information purposes.

Reviewed and prepared by: Krishna Burra, Director of Education



SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

November 17, 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

Limestone District School Board

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

SEE YOURSELF IN LIMESTONE

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 – October 20, 2021

MOVED BY: Trustee Godkin that the October 20, 2021 SEAC Minutes be approved.

5. BUSINESS ARISING FROM MINUTES

Chair McGregor shared that Member-at-Large SEAC Member, Andrea Martin, has agreed to become the Vice Chair of SEAC for the interim period.

Superintendent Scot Gillam advised that the posting for the vacant SEAC Member-at-Large position ended and the applications received are currently being reviewed. The selected candidate will be announced at the next SEAC Meeting on December 15, 2021.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Special Education Supports – Remote/Virtual Learning – Principal Mike Blackburn shared that the priority within Educational Services has been to provide ongoing supports and services for students with special education and mental health needs regardless of the mode of delivery for their instruction to provide continuity of service for our students who are accessing remote and virtual learning.

Through additional COVID-19 funding from the Ministry, to be used to address the need for virtual learning and the continuity of service through our virtual schools, we did engage in a hiring process for several positions. The staffing for our Elementary and Secondary Virtual Schools is currently the following:

- .40 Social Worker
- .50 Student Support Counselor/Adolescent Care Worker
- .10 Psychologist and Speech/Language Pathologist
- .30 Student Support Teacher
- .40 Learning Program Support Teacher
- School to Community Support
- Educational Assistant Support

This level of support and staffing for our remote and virtual learning within our Elementary and Secondary Virtual Schools is an enhancement from the services we were able to provide last year, and we are proud of the work that our department has done to ensure the continuity of service.

In addition to this staffing, our department continues to provide the following ongoing supports to our virtual learners:

- IEP and SEA Support
- Professional Learning and Resources
- Team Supports (Autism Team, Behaviour Action Team, School to Community)
- Attendance Process and Follow-Up
- Community Services and Supports

Our Assistive Technology Resource Teachers are providing ongoing support for the development and implementation of Individual Education Plans (IEPs) for students with special education needs as well as ongoing Special Equipment Allocation (SEA) support for ongoing access to assistive technology for students.

Our team continues to provide professional learning opportunities, resources, and opportunities for the staff at both Elementary and Secondary Virtual Schools to learn about best practices in supporting students with special education needs within a virtual environment. Both Elementary and Secondary Virtual Schools continue to have access to our team supports through our Autism Team, Behaviour Action Team, and our School to Community Teams. We have also developed an Attendance Process and Follow-Up to ensure that students who are experiencing attendance needs within the virtual

environment have the supports, intervention and re-engagement strategies implemented for them. Additionally, we continue to partner with our Community Services and Supports to ensure that any previous supports in the community continue to be provided within the virtual environment to support our learners.

Chair McGregor thanked staff for the presentation and called upon SEAC Members for questions or comments.

In response to a question on expanding hybrid learning models to include in-person students who are having major attendance issues as a result of increased mental health needs, due to the pandemic, Principal Mike Blackburn and Mental Health Lead Laura Conboy reviewed the levels of support, interventions and re-engagement strategies currently available within the system. Superintendent Scot Gillam shared that the school administration works closely with Educational Services to ensure the appropriate supports are in place. If an accommodation is requiring something outside of the realm of what typically is done, with a doctor's note or an accommodation request from our professionals, we will work with the family and the school to assist in providing as much support as possible.

7. CORRESPONDENCE

7.1 Joint Correspondence from Advocacy Groups in the K-12 and Post-Secondary Sectors – Letter to Minister of Seniors and Accessibility Raymond Cho regarding AODA Compliance Report. (Pages 10-12)

7.2 Trillium Lakelands District School Board – Letter to Minister of Education regarding Support for Bill 172 An Act in Relation to Fetal Alcohol Spectrum Disorder. (Page 13)

7.3 A New Captioned Video Gives You a Practical Guide to the Duty to Accommodate People with Disabilities - David Lepofsky, Chair of AODA Alliance, has developed this video as a practical guide to the Duty to Accommodate People with disabilities:
<https://www.youtube.com/watch?v=MeKQHuxP9XU>

8. ASSOCIATION UPDATES

Helen Simson, Learning Disabilities Association of Kingston:

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

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

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SEE YOURSELF IN LIMESTONE

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

Queen's University teacher candidates are presently completing their final week of the seven-week fall extended practicum. All the elementary candidates were able to be placed, but some of them had placements that began considerably later than the first of the scheduled practicum. As mentioned at the last SEAC Meeting, the candidates did have alternate assignments to complete that sought to approximate the responsibilities that they would encounter in placements, but at least all of them have had face-to-face, in-person experiences. Unfortunately, some of our secondary students were not able to be placed because the placement arrangements were complicated. We will work with them using the experiences that they have had and continue to focus on helping them understand not only their experiences within the context of the classroom, but how best to support our students with special needs.

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

9.1 Ministry Updates:

Guide to Remote Learning for Students with Special Education Needs

The Ministry of Education recently released the Guide to Remote Learning for Students with Special Education Needs. This guide provides recommended approaches to supporting students with special education needs remotely regardless of cause, informed by educational research and by effective practices used and developed by school boards and school authorities in Ontario during the COVID-19 pandemic. Framed by expectations outlined in the Ministry of Education *Policy/Program Memorandum (PPM) No 164 (2020)* and by the Ministry of Education's *Learning for All (2013)*, this guide focuses specifically on ways of thinking, planning, and doing that centralizes the human rights and abilities of all learners to participate fully in remote learning. This guide is intended to support those engaged in remote learning, whether this is a choice, or due to the public health situation requiring a pivot to system-wide remote learning. While in-person learning is the board's priority, it is important to be prepared for all scenarios, and to support those who choose remote learning, and ensure that they have a positive learning experience.

Policy/Program Memorandum (PPM) No. 81, Provision of Health Support Services in School Settings

The Ministries of Education (EDU), Children, Community and Social Services (MCCSS) and Health (MOH) are undertaking a joint review of PPM 81, Provision of Health Support Services in School Settings in 2021-22. PPM 81 details supports for students that require health and rehabilitation services (speech and language therapy, occupational therapy, and physiotherapy).

Further details about consultations with key partners and how school board/authorities, Children's Treatment Centers (CTCs) and Home and Community Care Support Services, and other school health professional services delivery partners can contribute to the review will be forthcoming.

Some of the key objectives of the review are:

- Strengthening evidence-based practices;
- Improving access to health and rehabilitation services in schools; and
- Clarifying roles and responsibilities to address gaps in services.

9.2 Educational Services SEAC Update

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

- Short Term Goals – revisions for 2021-22 school year
- Monitoring Plan – December 2021 report

9.3 SEAC Presentation Schedule (tentative)

- November – Special Education Supports - Remote Learning Update
- December – Transitions
- January – Individual Education Plans (IEPs)
- February – Accessibility Updates
- March – Special Education Data
- April – Special Education/Equity
- May – Special Education Budget
- June – Final Report – No Presentation

10. NEXT MEETING DATE

Wednesday, December 15, 2021

11. ADJOURNMENT

MOVED BY: Constance Carriere-Prill that the meeting adjourn.

The meeting adjourned at 6:07 pm.